Reference	Cases	Methodology	Study Design	Data Collection	Child-Led Typologie	Topic 1	Topic 2	Age of children	Continent/ Region/ Country	Goals	Outcomes
Database Studies included											
Kerbin, D. & Obinna, J. (2010)	1	Quan	Longitudinal study based on a Case Study	Scales	CHILD-LED RESEARCH	Dating Violence		Adolescents (14-18)	North America (EEUU)	This article describes a school-based youth-driven teen dating violence prevention project. The project objectives are to provide opportunities for students to plan presentations and activities; develop knowledge and awareness about unhealthy gender norms,seen as an important root cause of relationship violence, particularly for teenagers; and identify ways to cope with and influence their environment with respect to this issue.	Evaluation findings show the project to have promise in changing individual attitudes and beliefs while promoting bystander intervention.
Tanner (2010)	2	Qual	Participatory research	Hybrid methods (short video 'adverts', poems, songs, flow diagrams, and local games).	CHILD-LED RESEARCH	environment		Children (not specified age)	South America (El Salvador) Asia (Philippines)	To understand the ways in which children can prevent, respond and adapt to disaster and climate change impacts.	Adults and children's groups are actively engaged with the research process, including reflecting on design, methods, results and analysis.
Walker & Saito (2011)	3	Qual	Case Study evaluation based on Participatory and action research	Document review and interviews	CHILD-LED ACCOUNTABILITY	improvement of public spaces and service		Adolescents (13-17)	North America(EEUU)	Increase awareness of youth-oriented services and opportunities. Create and disseminate marketing information about youth-friendly spaces. Mobilize communities to promote youth-friendly programs and place.	Participation in the project provided a vehicle for young people to participate in a semi-formal youth program, to explore new skills and passions, and to use their voices to make a meaningful difference in influencing their communities. In many cases young people served as advisors to inform decisions and policies.
Kellett (2011)	4	Qual	Child Participatory Action Research	Interviews	CHILD-LED RESEARCH	equity, empowerment and social justice	education	Children and adolescents (9-10)	Europe (UK)	The paper focuses on issues, challenges and outcomes and draws on examples of children's research. The impact of child-led research, in terms of contribution to the body of knowledge on childhoods and our understanding of children's lived experiences, are examined along with a discussion of how child-led research can be influential in policy and practice contexts.	
Alberto et. al. (2012)	5	Qual	Popular education with Children	Participatory techniques	CHILD-LED MOBILISATION	human rights-children's rights and democracy		Children and adolescents (7-15)	South America (Brasil)	This article presents an extension experience developed by psychology students and professors on the Núcleos do Programa de Erradicação do Trabalho Infantil (PETI) in João Pessoa. The extension had the objective to denaturalize the child labor, contributing to the citizen's constitution, developing the empowerment and constituting social-psychology professionals.	PETI's children and adolescents don't see themselves as citizens of rights, naturalize violence and don't believe in changes. Still, they present sparkles of resistance, participation and collective actions.
Chou et al. (2015)	6	Qual	Youth Participatory Action Research	Semi-structured interviews	CHILD-LED RESEARCH	education		Adolescents (15-19)	North America (Canada)	To examine factors contributing to the district's lower six-year completion rates amongst students disengaged from mainstream education.	The results represent the voices of individuals who have been marginalized in school systems. Their views account for experiences that are often overlooked, yet they are equally as important as other stakeholders. Seven recommendations based on youth perspectives are promoted for the school district to consider. Evidence from this study suggests that school districts can learn a great deal from consulting the voices of youth disengaged from the mainstream system.
Yang & MacEntee (2015)	7	Qual	Child-led visual methods	Youth-led video making	CHILD-LED MOBILISATION	wellbeing and health		Adolescents (14-20)	Africa	To identify and tackling critical issues relevant to HIV.	Youth-led video making was an effective tool to allow young people to talk about their interests and concerns and to develop guiding principles for their own sexual behaviour.
Graham et al.(2017)	8	Qual	Child Participatory Action Research	evaluation data from a pilot CLR programme	CHILD-LED RESEARCH	wellbeing and health		Adolescents (10-14)	Australia	In this paper, the authors explore in more depth what CLR signals both in intent and possible outcomes before reporting the evaluation findings of a pilot CLR programme in Australia,	The evaluation findings point to the considerable potential for CLR to recognise and develop the expertise of a wide range of children and young people, in both schools and other organisational settings, whilst pursuing a critical interest in the process and outcomes, particularly concerning well-being. The programme was externally evaluated both in terms of process and outcomes so as to gain insights into what is involved in CLR and any potential benefits it might offer for participants.
Giraldo (2018)	9	Qual	Descriptive Case Study	Workshop with children	CHILD-LED MOBILISATION	environment		Children and adolescents (8-12)	South America (Colombia)	Description and anlysis of URBA project with children.	The aim of this type of intervention is for children to participate actively, but not to act alone. The pedagogical device focuses on a form of accompaniment so that the children generate creative solutions, take ownership of the project, become organised, manage resources and form support networks. Learning obtained by the children.
Grover (2018)	10	Qual	Review	Literature review	CHILD-LED MOBILISATION	environment		Adolescents (13-25) (24% under 18)	North America (EEUU)	The article exposes the Juliana et al vs. the United States et al. case (2015). The Juliana case is one example of an international case which could provide material for the curriculum of a human rights education program that teaches children about collective child self-advocacy through the courts.	Collective child-led legal actions such as Juliana et al. vs. the United States et al. (2015) are highly relevant case exemplars for child human rights education. Such class action lawsuits by and for children demonstrate young people's engagement with social justice issues and how they exercise their participation rights in the legal arena, often in conjunction with adult allies. Collective legal action was made possible through the American NGO 'Our Children's Trust').
King et al. (2018)	11	Qual	Collaborative research project	Semi-structured interviews and focus groups	CHILD-LED MOBILISATION	education		Adolescents (12-18)	North America (EEUU)	To study how Boston youth emerged as leaders of the Spring 2016 BPS student walkout and how these young people understood and experienced their leadership roles in the broader movement for educational justice during and since the walkout.	The Spring 2016 BPS student walkouts represented an historic event in the history of youth organizing in Boston. The walkouts brought together thousands of BPS students in solidarity and gave voice to low-income students of color who are typically excluded from policy decisions. A group of strong leaders emerged out of the walkout movement and asserted themselves as the key agents determining their own future. The walkouts were organized and led by young people who understand that they are an integral part of a movement that has challenged conventional notions of organizing and protesting. Young people supported each other to take on a range of leadership roles in this social movement, and enacted a form of leadership that was collectivist, and distributive in nature, breaking with conventional, individualist notions of leadership.

Reference	Cases	Methodology	Study Design	Data Collection	Child-Led Typologie	Topic 1	Topic 2	Age of children	Continent/ Region/ Country	Goals	Outcomes
Kerawalla & Messer (2018)	12	Qual	Youth participatory action research (YPAR)	questionnaire and semi-structured interview schedule	CHILD-LED RESEARCH	improvement of public spaces and service	improvement of public spaces and services	Adolescents (12)	Europe (UK)	The research reported here was part of a larger study with the same participants (see Kerawalla and Messer forthcoming) where the overarching aim was to understand better what young researchers learn by undertaking their own research.	Our data analysis has revealed new, in-depth understandings of the perspectives of YRs that have not been revealed in previous research which has focused largely on the way that child-led research can provide a voice for young people (e.g. Kellett et al. 2004) and which has not explored in detail what understandings are developed because of the experience of their own research (e.g. Bucknall 2009). The in-depth understanding that has been revealed has similarities to children and young people's understanding of moral development which has been shown to be in advance of what is often believed (see Kohlberg, Levine, and Hewer 1983). Consequently, our findings provide an additional perspective about child-led research and the benefits of the process to the individuals involved. We cannot be certain that the understandings described here were the product of the YRs' research experiences alone, but it seems very unlikely that comparable understandings would have been shown at the beginning of the research process by the current YRs, or by a control group, who had not had prior research experience of this nature.
Cuevas-Parra & Tisdall(2019)	13	Qual	Participatory research	focus groups, semi-structured interviews and observation	CHILD-LED RESEARCH	education	wellbeing and health	Adolescents (12-18)	Asia (Bangladesh) Asia (Jordan and Lebanon)	Three themes arose from the analysis, which are pertinent to the agenda of this article: (a) How the research is carried out: the centrality and importance of the young researchers' experiences (b) How adults are involved: adult and organisational control, facilitation and support (c) How the research has impact: who decides on knowledge exchange.	Child-led research is challenging 'traditional' social research, by questioning what constitutes knowledge, within contexts of generational difference and power. It does so in at least three ways: how researchers' personal experiences generate knowledge, the roles of supporting adults and organisations for young researchers, and questioning adult control of knowledge exchange.
Carroll et al. (2019)	14	Qual	Case studies	group discussion	CHILD-LED RESEARCH	environment	urban planning	Children and adolescents (7-13)	Australia (New Zealand)	This paper describes and critically reflects on two children's participation projects in Auckland, NZ's largest city, facilitated by the authors and designed to develop children's capacity to contribute to urban planning: Children researching children, 2014 (Case study one) and Children as urban design consultants, 2015 (Case study two).In this paper, the focus is on children's formal participation in projects, programmes and policy-making in the public arena, rather than participation in their everyday lives.	All six children completed their research projects (Figure 1) and presented their findings to Auckland Council. In Case study one, children acquired skills to conduct their own urban research and disseminated their findings to Auckland Council; and in Case study two, they evaluated the 'child-friendliness' of a public square and contributed ideas for its redevelopment. Children have the right and the capacity to be involved in 'adult' domains of research and urban planning. What is required is a shift in the cultures of academia and local government to allow and facilitate their participation — and the provision of resources to enable it.
Cumbo et al. (2019)	15	Qual	hand-written notes and audio recordings	Examples of participatory research with children are primarily situated in adult-led contexts (e.g. design lab, classroom, museum) where design objectives, activities and functioning	CHILD-LED RESEARCH	environment		Children and adolescents (7-11)	No specification	Describing a participatory study situated within the "child-led nature-play contexts". This research contributes to current discussions of child participation in CCI by (i) introducing the role of least-adult as an approach to engaging with children through participatory research, (ii) recognising the influence of place in shaping child participation, and (iii) pointing to spatial-temporal contextual factors as an important factor for enabling and shaping participatory research.	This research contributes three new perspectives on child participation in CCI. Firstly, it introduces the least-adult role for adult researchers seeking to access and support child participation within these exclusive child-led contexts. This role is characterised by an openness and appreciation for children's ideas, and a continuous, reflexive and relational approach to engaging with children, parent caregivers and place through research. Secondly, it emphasises the influence of the play place in shaping child participation, both because of its spatial-physical qualities and embedded rules and meanings. Finally, it presents an approach for gaining access to these child-led contexts through relational work that considers the social and spatial-temporal interactions between child, researcher, parent and place.
Augsberger et al. (2019)	16	Qual	Case Stydy	Ethnographic methods, including stakeholder interviews, focus groups, and observations to examine the scope, structure, and functioning	CHILD-LED MOBILISATION	budgets/economies		Children and adolescents (9-12)	North America (EEUU)	Youth collect ideas, develop proposals, and advertise community improvement projects for which they, citywide, cast deciding votes. The study examined opportunities for the empowerment youth at each stage of a youth-led PB project.	There are several implications that we derive from the study findings. First, the use of PB with youth at the municipal level is clearly a feasible option for including youth voice in policy decision making; however, there have been fairly few municipalities that have engaged youth in this process. Opportunities for PB across the many cities and towns in the United States should be expanded. As this occurs, experienced youth in one setting should be asked to provide training and guidance to youth in other settings. This peer support might further enhance the empowerment of the experienced youth as they again grow their network and are viewed as experts in the process. The youths who participated in the present study expressed feelings of competence, purpose, and an ability to use the skills learned to engage fellow youth in the PB process.
Buckley-Marudas & Soltis (2019)	19	Qual	Youth participatory action research	Critical case study methodologies and practitioner inquiry	CHILD-LED RESEARCH	education		Adolescents (16)	North America (EEUU)	This article offers an account of one urban, public high school's effort to integrate YPAR as a year-long project for all enrolled 9th graders. Drawing on the work of 100 students who participated in this year-long project, this inquiry examines the topic identification phase of the school's first-ever enactment of YPAR as part of the everyday curriculum. Specific attention is paid to understanding the issues and questions that surfaced during the topic identification stage of the action research process within a formalized school setting."	Students are deeply concerned about issues related to health and community, and that most students ultimately pursued issues that related to or impacted communities that were part of their own everyday lives or the lives of people they care about. At the same time, it was also clear that some students joined in one of these projects because they were assigned to that group, a friend was in the group, or it seemed like a "quality" choice.it supports the grassroots, community organizing tradition of YPAR in addressing the problems close to home. In the context of education and schooling, this means addressing issues that inform and impact students' experience of school."
Prosser-Bravo et al. (2020)	17	Qual	qualitative assessment of a local environmental education program through Children's Assemblies that involved the participation	Talleres en colegios para evaluar el programa. Participación consultiva del alumnado	CHILD-LED RESEARCH	environment		Children and adolescents (6-14)	South America (Chile)	The main of the studuy is to ask for the opinions and perceptions of a group of schoolchildren about a local a group of schoolchildren about a local environmental education programme they are part of. Participatory evaluation.	Participants show a critical capacity to evaluate the programme in relation to the individual, collective and institutional learning that it seeks and achieves to improve. seeks and achieves to improve.

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Polo-Garzón & Lopez-Valencia (2020)	18	Qual	matriz bibliográfica se reseñó un total de 20 proyectos urbanos alrededor del mundo, y en la cual se incluyó la participación infantil	literature review	CHILD-LED MOBILISATION	urban planning		Children and adolescents (not especified age)	No specification	The study was to conduct a comparative analysis of cases.	All the projects analysed use play as a strategy for the empowerment of children and their formation as political citizens.
Prati et al. (2020)	20	Quan	Program assessment (Pretest–posttest control group design).	Questionnaires	CHILD-LED RESEARCH	Active Citizenship	wellbeing and health	Adolescents (15-16)	Europe (Italy)	The aim of this intervention was to involve students in a practical experience of participatory action research focusing on concrete social issues that young people identified as relevant in their own lives and for other people in their local community and having a European dimension (e.g., that could be experienced as relevant also by people in other countries). Indeed, the intervention also aimed at involving young people in elaborating possible strategies to address the selected issues, either individually or collectively, by eliciting solutions from political institutions.	The findings of the present study supported the hypothesis that participation in YPAR increased active citizenship. As predicted, students who participated in the YPAR project reported higher scores on institutional trust, and participation and lower scores on political alienation following the intervention when compared with the control group; moreover, their social well-being increased. It is particularly important to emphasize that the magnitude of the effect sizes was medium to large.
Trott (2020)	21	Qual	Mixed-methods study	Hybrid methods (surveys and focus groups)	CHILD-LED RESEARCH	environment		Adolescents (10-12)	Nort America (EEUU)	Science, Camera, Action! (SCA) was an after-school program, designed by the author, that combined hands-on climate change educational activities with photovoice methodology to empower children as change agents for sustainability within their families and communities through individual and collaborative action.	Findings of this study shed light on methods for cultivating children's constructive climate change engagement. In particular, through the combination of hands-on educational activities, photovoice process, and youth-led action projects, children simultaneously acquired critical knowledge, made personal and place-based connections to the issue, and enacted sustainable solutions they envisioned for themselves.
Demneh & Darani (2020)	22	Qual	"write, draw, show, and tell" (WDST) technique, believing it to be a creative and suitable method for research with children	Two semi-structured group interviews and a field note diary	CHILD-LED MOBILISATION	environment	improvement of public spaces and service	Children and adolescents (9-13)	Oriente Medio (Irán)	In this article, we examine children's images of the future of the Anthropocene climate; how children tend to act to mitigate climate change, even leading social movements in order to achieve sustainable development goals. In this article, we examine children's images of the future of the Anthropocene climate.	The research emphasizes the fact that merely understanding images of the future is not enough and that any positive change in the long-term future can be achieved only through the participation of new generations.
Abraczinskas & Zarrett (2020)	23	Mixed-method	Youth conducted photovoice, capturing and analyzing social/environmental factors contributing to inequities in their schools/programs. PA inequities	mixed-method. Qualitative and cuantitative research	CHILD-LED RESEARCH	equity, empowerment and social justice	health and education	Adolescents (not especified age)	Norteamérica (EEUU)	To reach marginalized youth and impact individual empowerment and second-order change for equitable PA access.	
Anselma et al. (2020)	24	Qual	Focus groups and interviewsThis paper presents the process evaluation of 'Kids in Action' based on eight focus groups with children (N = 40) and eight	Focus groups and interviews	CHILD-LED RESEARCH	wellbeing and health		Children and adolescents (9-12)	Europe (Amsterdam)	In this study youth collaborate with academic researchers to study a problem, develop actions that align with their needs and interests, and become empowered.	Future studies are recommended to attempt closer collaboration with schools and parents to gain even more support for co-created actions and increase their effectiveness.

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Camden Children in Care Council's Deliberative Forums	25				CHILD-LED ACCOUNTABILITY	education	equity, empowerment and social justice	Children and adolescents (not especified age)	Europe (UK)	CiCCs allow looked after children to influence service planning through clearly established links with key decision makers within their local authority, specifically with "direct links to the Director of Children's Services and Lead Member." This enables participants to directly experience improvements while they are still in care, as found in Camden's CiCC.	Camden's CiCC has been have been able to develop and provide their own recommendations, as both of the CiCC and as Young Inspectors, to those within the local authority and to stakeholders. Members have also been able to participate in London's CiCC, and have also been invited to contribute in All Party Parliamentary Group meetings for young people and care leavers. With regards to improving the outcomes of looked after children, Camden's CiCC provides numerous opportunities for personal development. Camden's CiCC also provides a great platform to enable to political socialisation of young people, particularly those without parents are they are being introduced to political discussions, norms, bureaucracy. Participating in Camden's CiCC is a method of instilling a sense of duty to engage politically as members are perceived to be far more likely to be politically active in the future.
Everyone Counts Youth Participatory Budgeting, Walsall	26				CHILD-LED ACCOUNTABILITY	budgets/economies	equity, empowerment and social justice	Children and adolescents (6 - 11)	Europe (UK)	The objectives of the project was to test the effectiveness of using PB as a tool to engage and deliver benefits within the community, to engage children to work collectively and to demonstrate budgeting and decision making skills. Also it is hoped that the project will develop a local acceptance and willingness to trust children with real school budgets.	The project has enabled the children involved to grow in confidence to develop new skills such as negotiating, decision making, consulting with peers and communication. It has encouraged active citizenship and community cohesion as the children have been encouraged to work as one group and not as separate schools. Relationships with the local schools have been improved and some are keen for work with the school councils to continue. Equally organizers managed to effectively engage with the children involved and to encourage their voice to be heard and to influence their practice
The Children's Fund	27				CHILD-LED ACCOUNTABILITY	budgets/economies	equity, empowerment and social justice	Children and adolescents (5 to 13)	Europe (UK)	Recognising that children and young people are the experts, the project aimed to give those young people in the city who were most likely to benefit from the Fund, the chance to have a real say in how it was allocated. The project also sought to demonstrate that participative approaches can be reconciled with complex decision making processes by integrating the popular Udecide method with the Fund's procurement arrangements. Finally, by challenging providers to pitch their idea to young people, the project aimed to make them think differently about their services and how they involve young people	450 young people took part in the process from all parts of the city. These young people are often considered the 'hard to engage' but experience from this project has shown local partners that the barriers to engagement are not insurmountable and that these young people are eager to have their say, with 93% saying they enjoyed the Conference. The views of young people captured in the three sessions also provide important intelligence which Children's Services can now feed into future activity.
Voices that Build: Proposals and Deliberations on Children's Issues	28				CHILD-LED RESEARCH	human rights- children's rights and democracy		Children and adolescents (not especified age)	South America (Colombia)	Encouraging and fostering adolescent's recognition of their rights in their cities and municipalities and to provide a space for them to express their ideas and solutions to their perceived issues. The project sought to emphasize children's citizenship and recognize the ability of children to overcome violations of their rights and find creative ways to address the issues and improve their interactions in their territories	It is crucial to create initiatives and programs with the people who will be most effected by them. It is important to work under the assumption that people are the experts of their own problems. In this case, utilizing children to solve their own issues was crucial to creating useful programs.
Campaspe: Our Future	29				CHILD-LED RESEARCH	improvement of public spaces and service		Children and adolescents (not especified age)	Australia (Ecguca)	The purpose of the plan was to harness a vision for the future shared by council, stakeholders and the community. The draft plan, alongside the community consultation, was developed by an independent community engagement organisation, Straight Talk	Of particular note is the emphasis in the final strategic plan on the importance of working together. The final page of the document highlights the point that the plan - although a council document - articulates a vision for the whole community. Emphasis is placed the community's responsibility as a whole to achieve this vision, including the public, stakeholders, business and the council. Another point of interest is the effort made to ensure that the views of children and young people were heard in the strategic plan. These views were highlighted throughout the strategic plan. It is encouraging that Campaspe recognises the value of young peoples' feedback on the future of the Shire.
MH:2K Youth Mental Health Engagement	30				CHILD-LED RESEARCH	wellbeing and health	wellbeing and health	Adolescents (not especified age)	Europe (UK)	The MH:2K project uses a unique model for engaging young people in conversations about mental health and wellbeing. The project aims to help 14- 25 year olds to identify the mental health issues that they see as most important; Engage their peers in discussing and exploring these topics; Work with key local decision-makers and researchers to make recommendations for change.	Stimulating interest, debate and informal learning.Creating dialogue and exchange Filling knowledge gaps Reaching new and diverse audiences Encouraging collaboration
Watchdog Clubs: Students Monitoring School Health in El Recreo	31				CHILD-LED RESEARCH	wellbeing and health		Children (not especified age)	South America (Ecuador)	Sensitize school children and train them as watchdogs for healthy physical activity, sanitary conditions, and monitoring of water quality; Promote participation in the monitoring of water quality; Empower and motivate students to adopt healthy eating habits; Identify positive leaders to act as watchdog club leaders and school health promoters; Promote healthy food practices, safe water consumption, and physical activity, framed as community organization and participation; and Involve the broader school community in healthy practices.	Students as active citizens The value of participatory approaches in learning democracy Building accountability relationships for mutual benefit Enhancing rights awareness Lessons on Watchdog Club sustainability
Emerging Responses to Children's Rights during COVID 19 in Mombasa	32				CHILD-LED MOBILISATION	human rights- children's rights and democracy	equity, empowerment and social justice	Children (not especified age)	Africa (Kenia)	In Kenya, COVID-19 has had a negative impact on child protection and participation in governance. New strategies must be used to provide children with a voice and child governance back on the decision making table.	They have held Zoom meetings with youth and live sessions with children elected officials and leaders of community and national organizations on the Kenya Broadcasting Corporation (KBC), the national broadcaster. Children expressed themselves stating their fears and anxieties during this pandemic. MCCRN have also led sensitization and advocacy campaigns via radio and social media, as well as through weekly online meetings with stakeholders and partners in the children's sector.

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#	Engaging Girls through Dialogue, Community Scorecards and Advocacy to Combat Early Pregnancy	33				CHILD-LED MOBILISATION	equity, empowerment and social justice	human rights-children's rights and democracy	Adolescents (10 - 19)	Africa (Benin)	PIB initiated the Impact-Elle project to end teenage pregnancy as a means to promote girls' empowerment through education. On the one hand, the purpose of the initiative was to educate girls, women, and community members about the rights of girls and women and the impacts of teenage pregnancy on communities. Beyond this, the project sought to engage local authorities and to ultimately decrease pregnancy rates and bring more opportunities to young women to complete their education and participate equally in all facets of life.	Increased, confidence, voice, and agency Building broad awareness, political support, and accountability Changing social and gender norms