

Comparative Table of Evaluation Results by Domain¹ — Youth Participatory Video Across School and Community Programmes: A Scoping Review of Engagement, Agency and Well-Being Outcomes

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This supplementary file presents a comparative synthesis of results across the 19 studies included in the scoping review. For each study, File S3 reports the specific findings identified within each of the four evaluation domains derived from the narrative thematic synthesis presented in the manuscript (engagement, participation and co-production; agency and empowerment; belonging, connection and relational support; psychosocial learning and critical reflection). D1–D4 correspond to the four cross-cutting themes derived from the narrative thematic synthesis reported in the manuscript (Sections 3.1–3.4; see also Table 2). Because not all studies addressed every domain, a dash (–) indicates that the study's findings did not address this particular domain as a distinct theme.

¹Domains D1–D4 correspond to the four cross-cutting themes identified through narrative thematic synthesis of the 19 included studies (see Table 2 of the main manuscript).

File S3. Comparative summary of participatory video (PV) results by evaluation domain across included studies (n = 19)

Study (Author, Year)	Country / Setting	D1 – Engagement, Participation & Co-production	D2 – Agency & Empowerment	D3 – Belonging, Connection & Relational Support	D4 – Psychosocial Learning & Critical Reflection
Blazek & Hraňová (2012) [44]	<i>Slovakia</i>	Active, relational engagement through evolving relationships and diverse motivations; PV generated situated knowledge of neighbourhood life and fostered subsequent community engagement.	Provided space to construct and communicate own meanings around identity, everyday life and social positioning.	Collaboration among participants built trust and mutual engagement alongside the video product itself.	Supported communicative, organisational and creative skill development, embedded within collaborative production (leadership, research, social skills).
Boni et al. (2020) [27]	<i>Spain</i>	–	Disrupted traditional research hierarchies, letting participants shape epistemic framing; capability-approach analysis found only limited gains in aspiration and agency, constrained by structural factors.	–	Expanded awareness and, in some cases, voice; supported critical reflection on aspirations, social opportunities, migration, education and youth policy.
Davies et al. (2022) [37]	<i>Kenya</i>	Functioned simultaneously as engagement and inquiry tool; students showed welcoming attitudes and requested extra equipment use; involved in all production phases; experienced as enjoyable, sustaining participation (SEHR framework).	–	Contributed to trust/rapport with researchers, framed within the School Engagement with Health Research (SEHR) model of “deeper”, dialogic engagement.	Deepened reflection on health research in relation to own aspirations, constraints and everyday contexts; co-produced insight into science and life circumstances.
Eastwood et al. (2023) [45]	<i>Scotland – UK</i>	Collaborative filmmaking supported group exploration/documentation of local greenspaces; wildlife encounters generated highly positive well-being experiences; process rated enjoyable and improved cooperation.	Enhanced self-efficacy, confidence and empowerment, particularly through content reflecting participants' own experiences and concerns.	Enhanced feelings of belonging and connection through shared creative activity and collaborative engagement with the local environment.	Increased confidence, efficacy and empowerment among youth with previously limited nature connection; self-efficacy tied to transformative encounters with place.
Fales (2026) [28]	<i>Italy</i>	–	Framed as feminist/decolonial practice repositioning participants as legitimate narrators; opened a “third space” for resistance and reclaiming representational	–	Political/reparative process rooted in trauma; enabled confronting anxieties and symbolic erasure, supporting protective, collective processing of experience.

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			authority against paperlessness and invisibility.		
Gurman et al. (2014) [46]	<i>Liberia, South Sudan, Rwanda, Uganda, Thailand</i>	–	“Broke the silence” around gender-based violence; increased awareness of women's rights/gender equality and encouraged reporting and service use.	Facilitated community dialogue on GBV across five post-conflict countries; associated with reported attitude and behaviour change among both men and women.	–
Hanna & Kucharczyk (2021) [38]	<i>South Africa</i>	Enabled participants to co-direct and shape the storytelling process, negotiating meanings; captured experiences of inclusion/exclusion/migration to inform school reflection.	Foregrounded “voices of marginalised groups”, allowing expression of experiences of being new at school that might otherwise be silenced or misrepresented.	–	–
Hoechner (2015) [47]	<i>Nigeria</i>	–	Gave a platform to voice concerns and challenge stigma, but exposed participants to suspicion/risk; fostered pride/recognition without resolving structural inequalities; narratives strategically adapted to expectations.	Participatory settings reflected broader social hierarchies, requiring active facilitation for inclusive, equitable collaboration.	–
Lamb (2021) [39]	<i>Canada</i>	–	Enabled “speaking back” to policy, though institutional uptake remained uneven; emotional discomfort coexisted with empowerment.	Opened community-policy dialogue with audiences including a public health nurse; highlighted the need for culturally safe, affectively attuned public health policy.	Placed affective learning centrally; provoked emotionally charged engagement around HIV, colonialism and structural violence, revealing “secret places of pain”.
Loebach et al. (2019) [48]	<i>Canada</i>	–	Supported reflection via digital storytelling; built confidence and repositioned youth as active creators; included explicit recognition of	Collaborative, culturally-grounded storytelling and problem-solving; emphasised trust-building given Indigenous youths'	Built technical/digital-media competencies; described technology as a “double-edged sword” — supporting connection and creativity but also strain and self-consciousness.

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			participants' rights over their films.	histories of exploitation by research.	
McAra (2016) [49]	<i>Scotland UK</i>	Collaborative design let participants negotiate roles and co-produce outcomes, generating situated, relational knowledge.	–	Trust developed gradually through 14 months of engagement; participants moved from disengagement toward a stronger sense of inclusion, with more egalitarian participant–researcher relations.	Confidence emerged gradually as participants trusted the process/researcher/each other and felt taken seriously as contributors.
Park et al. (2017) [50]	<i>U.S.A.</i>	Engaged adolescents in creating anti-smoking messages, sustaining motivation; 73.4% attendance, >75% rated the programme “excellent”; participants expressed satisfaction and interest.	Identified personal growth as a key outcome; confidence gained through skill mastery; significant increase in intention not to smoke ($p < 0.016$).	–	–
Rao et al. (2022) [51]	<i>India</i>	Supported documentation/transmission of intergenerational cultural knowledge (edible plants/foraging, sustainability), opening it to community reflection and discussion.	Created space for marginalised (Santhal indigenous) youth to articulate perspectives and challenge dominant representations; determining content/direction fostered a sense of control and ownership.	Films screened locally, generating discussion and raising awareness of cultural practices; associated with a shift toward cultural revival and gender equity.	Supported reflection on food practices, culture, sustainability and gendered arrangements; opened discussion on what to preserve, revive or change.
Royds (2015) [52]	<i>Australia / Timor-Leste</i>	–	Cautioned that participation does not guarantee that voices are heard/recognised; associated with increased confidence in expression, shaped by development/inequality narratives.	Enabled global connectedness between Australian and Timorese participants, but required critical-literacy/listening spaces to avoid reinforcing development meta-narratives.	Supported communicative development and confidence; stimulated reflection on intercultural difference; participants prioritised confidence/skills gains over deeper critical awareness.
Tilleczek & Loebach (2015) [53]	<i>Canada</i>	–	Videography “with, for, and by youth” repositioned young	Rendered youth visible in ways that challenge	–

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			people as legitimate contributors to social analysis, making experience visible in ways written/institutional knowledge often cannot.	marginalisation within educational/social systems; tensions persisted around veracity (“incomplete truth”) and power hierarchies.	
Tripon (2025) [54]	<i>Romania</i>	Sustained participation through digitally supported, mentored, learner-centred methodology (STEM EdTech + service-learning + PV); enjoyment/motivation reinforced by transferable soft-skill gains.	–	Mentorship provided technical and emotional support in safe, inclusive settings; reduced isolation, especially in remote/underserved communities.	Built digital-tool competencies and collaboration/communication skills; confidence and self-efficacy strengthened via mentorship and task mastery.
Tang & Jardine (2016) [55]	<i>Canada (Northwest Territories)</i>	–	–	Community screenings culminated in a collective vote on health-promotion priorities; connection and civic participation understood through Dene cultural teachings, elders and traditional practices.	–
Haynes & Tanner (2015) [56]	<i>Philippines</i>	–	Although designed as youth-led, involved more adult assistance with scripting/editing than planned, showing authorship as negotiated rather than fully devolved.	Effective for building youth knowledge/confidence and communicating risk to decision-makers; concrete local change achieved (e.g., village mining moratorium), but limited uptake at municipal/provincial level.	–
Jefferis & Theron (2015) [57]	<i>South Africa</i>	Community-based PV (CBPV) method rated engaging and enjoyable by participants.	–	–	Foregrounded resilience as context-specific, co-constructed (peers, family, social workers, faith); girls often struggled to articulate mechanisms linking depicted events to their own resilience, despite researcher support.