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| **Feedback Boxes Tool[[1]](#footnote-1)** |

**Definition:** feedback boxes are a channel that allows children, young people and communities to provide feedback in an indirect manner. Feedback boxes are sometimes also called: suggestion box, comments box or complaints box.

**Purpose of the Tool:** The purpose of this tool is to provide guidance on creating feedback boxes; including key considerations on accessibility and timeframes for response.

**When to use this Tool:** As organizations decide to engage community volunteers in case management, accountability mechanisms are an important consideration. Feedback boxes can be established at any phase of programming. They can be introduced to children and community members when volunteers are being selected, and in regular Child Protection activities.

**Guidance**: Feedback boxes are often not effective: they are either not accessible to all, remain unused, feedback is not collected regularly, or complaints are not responded to. Thus, if establishing boxes, it is important that there is a clear process for collecting the feedback and responding in a timely manner.

If feedback boxes are to be established, they should be for inputs for all programming, not just focused on CPCM, or the roles of volunteers. Thus, consultation with other program teams and volunteers is recommended when deciding if boxes are to be used.

For the purposes of this guidance, it is recommended that boxes are created for two key audiences:

1. For children, young people, and community members
2. For community volunteers themselves

**Feedback Boxes Tool**

**Step 1: Decide if feedback boxes are an appropriate feedback mechanism**

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| **When to use feedback boxes** | **When not to use feedback boxes** |
| * In settings where most people can read and write. * In contexts where providing written feedback is common practice. * In settings where it is safe to provide feedback (i.e. where submitting feedback does not pose risks to harm or retaliation to the feedback provider). * In projects or programs where it is not possible to hold consultations or to receive direct feedback from beneficiaries. | * In environments where providing (written) feedback is sensitive or where it might put people at risk. * In contexts where providing written feedback is not a common practice. * In situations where the main targeted beneficiaries cannot read or write. * In situations where this is the only feedback channel; a feedback box should always be part of a broader feedback mechanism that includes other channels, including possibilities to provide direct feedback. |

**Step 2: Creating boxes and forms**

The feedback boxes

* Use boxes that can be locked.
* Locate the boxes in secured places where they cannot get stolen.
* Use boxes with an opening that allows for submitting feedback messages without the possibility to take them out without using a key.

Accessibility

* The boxes should be placed in a location that is easily accessible for two separate audiences:
  + Children, caregivers and community members
  + Community volunteers
* Place the boxes in a common area that is easily accessible to all people (as opposed to inside a closed room or office).
* Place the boxes in a location where those who wish to access it can do so as confidentially or privately.
* Place the boxes at a low height so that small children and people in wheelchairs can reach the box.

Feedback form

* While written feedback can be submitted in any form, it may be helpful to develop a standardized feedback form with standardized questions.
* Consult with children, young people and community volunteers when developing the form to ensure it is understood by everyone.
* Translate the form into local languages, using child-friendly language and develop a version for persons who are illiterate.

**Step 3: Respond to feedback**

* Consult with the community and volunteers on the frequency of opening feedback boxes to collect feedback. In general, it is recommended that feedback boxes are opened on a regular basis, ideally on a daily basis and at least on a weekly basis.
* Ensure that children, young people and communities are informed about the frequency and in what timeframe they can expect a response.

Urgent feedback

* It is not recommended to use feedback boxes as a primary channel to receive urgent feedback such as safeguarding concerns or SEA complaints. However, in reality feedback boxes might be used to report sensitive issues anonymously.
* Train staff in charge of managing the feedback boxes to receive and adequately respond to urgent feedback in line with organizational reporting procedures.

**Step 4. Managing the feedback boxes**

* It is recommended that two persons are responsible for managing the feedback boxes and collection of messages. Some situations may require opening the feedback boxes in the presence of another staff member, to reduce risks to fraud or mismanagement. It is recommended not to have too many different staff members responsible for feedback collection, to limit risks to confidentiality breaches.
* It is recommended that the field office located closest to the actual location of the feedback box is responsible for managing the feedback. Ensure staff are appointed and trained to manage the feedback.

1. Plan International, Child-Friendly Feedback Mechanisms: Guide and Toolkit [↑](#footnote-ref-1)