

PLAYBACK PLAYBOOK

Designing child-friendly Feedback and Complaint Mechanisms



Listen, Learn, Act

The contents of this playbook do not necessarily reflect the policies or views of UNICEF. The designations in this publication do not imply an opinion on the legal status of any country or territory, or of its authorities, or the delimitation of frontiers.

The United Nations Children's Fund holds the copyright of this playbook. Permission is required to reprint/reproduce/photocopy or in any other way to cite or quote from this study in written form. UNICEF has a formal permission policy that requires a written request to be submitted.

For non commercial uses, the permission will normally be granted free of charge. Please write to the contact and the address below to initiate a permission request.

For further information, please contact: UNICEF Türkiye, Social Behaviour Change Section or UNICEF East and Central Asia Regional Office (ECARO)

Email: arshukla@unicef.org (Türkiye) and mfazlitdinov@unicef.org (ECARO/Ukraine)

UNICEF Türkiye Country Office
Yıldız Kule, Yukarı Dikmen Mahallesi,
Turan Güneş Bulvarı, No.106 Kat 7
06550 Çankaya- Ankara/TÜRKİYE

UNICEF Ukraine Country Office
9B Mykhailo Hrushevskiy Str, 01021
Kyiv, Ukraine

Türkiye: +90 312 454 1000
Ukraine: +38 044 339 93 75

© UNICEF Türkiye, Ankara & UNICEF ECARO, 2025



Foreword

Five Countries, One Listening Transformation.

Across Ukraine, Bulgaria, Moldova, Romania and Türkiye, we have witnessed a simple truth: when we truly listen to children – deeply, intentionally, and without assumptions – they show us the future we are meant to build with them. This Playback Playbook represents much more than a technical guide; it marks a shared commitment by five countries to redesign systems around children's voices, choices and lived realities.

In each of our contexts – whether shaped by conflict, displacement, disaster, or social uncertainty – children consistently expressed a longing not just to be heard, but to be taken seriously. They asked for systems that feel safe, tools that speak their language, and services that respond to what they experience every day. Through a collaborative Human-Centred Design process, and through playful, child-led methods, children did far more than participate – they co-created. They helped us imagine new channels, redesign services, shape feedback loops, and build mechanisms that reflect their emotional worlds and diverse needs.

Together, our five countries have demonstrated what real innovation looks like: not a product, but a shift in power. A shift from “designing for children” to designing with them. A shift from one-directional communication to continuously learning systems. And a shift from institutional intent to child-led impact.

We are proud of this collective journey. This Playbook is a testament to what becomes possible when countries join hands and place children – not systems, not structures – at the centre of change. It is our shared belief that the voices of children must not only be heard; they must shape the future we are responsible for creating.

Signed,

UNICEF Representatives to Ukraine, Bulgaria, Moldova, Romania & Türkiye



Munir Mammadzade
Representative to Ukraine



Christina de Bruin,
Representative to Bulgaria



Maha Damaj
Representative to Moldova



Anna Riatti
Representative to Romania



Paolo Marchi
Representative to Türkiye

Enabling children's voice in creating change

Bulgaria, Moldova, Romania, Türkiye, and Ukraine. In each of these five countries, life for many children has been shaped by forces far beyond their control—war, hazards, displacement, economic hardship, and the daily uncertainty that follows. For some, school is the only stable place in their week; for others, even that stability has been disrupted.

We need mechanisms that allow us to listen and take feedback and complaints at scale, so we can understand how we can improve services for children. This enables children and adolescents to tell us when something feels unsafe, when the system is inadequate to respond to their needs, or when a simple change could make their life better. The challenge is to provide a space where they feel safe enough to express themselves and where their words lead to action. When children see that what they say leads to real change – a safer classroom, a more inclusive activity, a meal that meets their needs – it builds trust. **And trust, in turn, helps us protect children when it matters.**

That's why UNICEF Europe and Central Asia Regional Office (ECARO), across these five countries, began reimagining what it means to listen to children and respond to their feedback and needs. The result is a **child-friendly feedback and complaint mechanism (FCM)** with national and local institutions (Education System, Municipalities and CSOs)—some digital, some hands-on—collection channels, all designed to meet children exactly where they are, in their own language, on their own terms.

Accompanying this are guides to support the feedback cycle – ensuring that the feedback is

collected, analysed and acted upon so that children trust the system to **listen, learn, and act.**

A playbook for institutional and CSO partners

This Playbook brings together a suite of insights, tools, and prototypes co-created by UNICEF ECARO in collaboration with UNICEF Ukraine and refugee-hosting countries—Bulgaria, Moldova, and Romania—as well as UNICEF Türkiye as part of the Earthquake Response. It is designed to help institutions and civil society organisations tailor services to the diverse needs, circumstances, and abilities of children and adolescents.

For UNICEF ECARO, Ukraine, and the refugee response countries, the Playbook supports improvements in service delivery across preschools, schools, and integrated community facilities such as Spilno Hubs and Resilience Centers in Ukraine.

For UNICEF Türkiye, it provides practical guidance for local institutions—particularly municipalities and civil society organisations (CSOs)—to adapt their services and strengthen accountability in high-stigma, post-disaster environments.



Navigating this document

While the products are shared between the five countries, this playbook contains unique age-appropriate insights (ages 4-6, 7-10, 11-13, and 14-17) as well as unique outputs.

Regardless of their origins, the capacity building materials embedded in this playbook and are meant to be borrowed, tested, contextualised and translated for any teams that find them relevant to their context.



Four age groups

Looking for age appropriate tools and guidance? Follow the color-coded age identifiers. Where there is disability and inclusion guidance, you will see the relevant icon shown below.

AGES 4-6

AGES 7-10

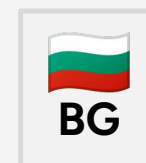
AGES 11-13

AGES 14-17



Context specific tools

Looking for refugee crisis or earthquake specific tools? Look for these country icons below. (Remember: even if tools are translated into specific languages, leverage the English version for translation!)



Bulgaria



Moldova



Romania



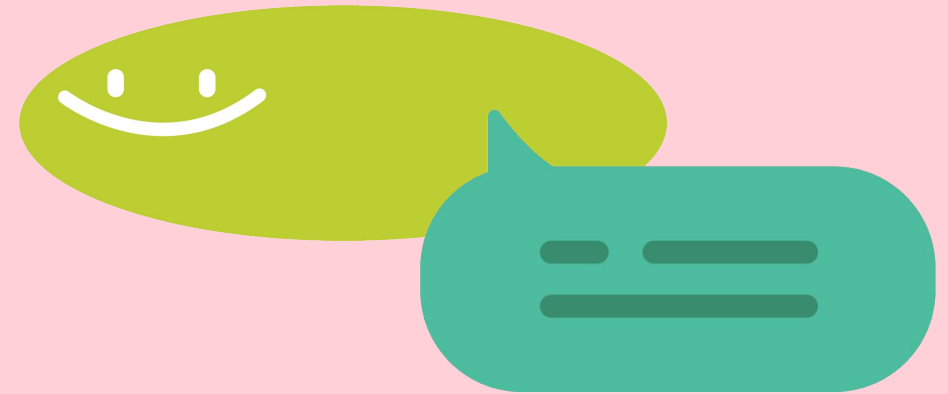
Turkiye



Ukraine

Prioritise child participation:

Ground efforts in co-creation of knowledge



Designing interventions that require child participation must include perspectives of children, their families and caregivers to be embedded in the research and design process.

UNICEF ECARO and Türkiye identified a gap in feedback cycles, wherein children's voices were inadequate in conflict and post-disaster settings—not due to lack of opportunity, but due to a lack of engaging, age-appropriate feedback and complaints mechanisms that aligned with how children speak, which fosters self-expression at different ages, and builds trust.

5 countries, 2 contexts (Ukraine and Refugee Crisis and Earthquake Response), 250+ children, 100+ caregivers and 35+ partners directly shaped interventions.

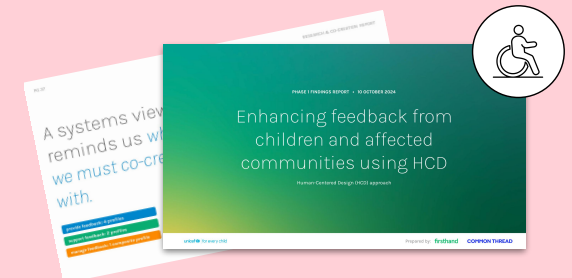
Human-centered Design (HCD) process was rolled-out, with an emphasis on inclusion and equity, generating in-depth insights that served as the foundation for this playbook.

Child-centric FCM products based on evidence informed by children and adolescents

For Ukraine Crisis and Refugee Response HCD methodology and approach, research insights, age-specific personas and product recommendations, click to view the project report below:



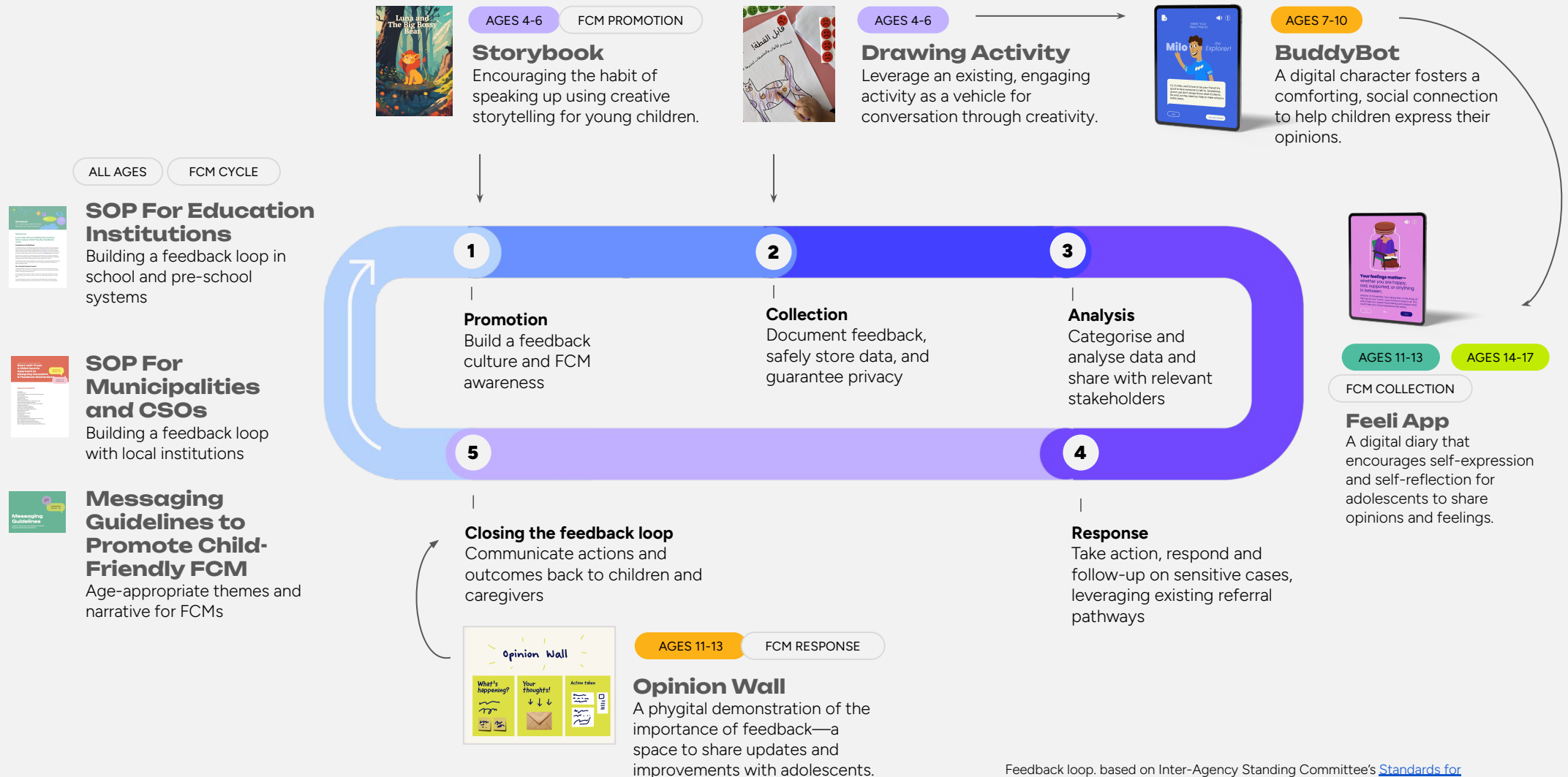
For Türkiye Earthquake Response HCD methodology and approach-based research insights and age-specific personas and product recommendations, click to view the report below:



Build and sustain trust: a child-centric feedback and complaint cycle

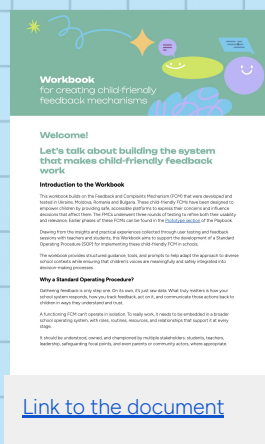


The cycle below doubles as navigation for this short playbook. Click the thumbnails below to navigate to the relevant page or external resources.



Feedback loop, based on Inter-Agency Standing Committee's [Standards for Collective Feedback Mechanisms](#) (2025) and Plan International's [Child-Friendly Feedback Mechanisms guide and Toolkit](#) (2018),

Practical resources to implement Child Friendly FCMs



Ukraine Crisis and Refugee Response Managing Feedback and Complaints in school systems

Designed for Education National and Local Institutions including school administrators and teachers, this SOP provides practical tools and guidance to help integrate FCMs into school systems in a way that is sustainable, safe, and responsive.

By establishing a standardized technical and operational resource, the SOP enables school systems to define clear structures, roles, and routines that transform student feedback into meaningful actions.

The SOP will help you:

1. Identify the support system your FCM needs to exist sustainably over time, be trusted and effective.
2. Map out how feedback and data moves through your system.
3. Identify who should be responsible for different tasks throughout the process and how decisions are made.



Türkiye Earthquake Response Managing Feedback and Complaints with local institutions

Designed for local municipalities and CSOs, this SOP provides context, instructions, and implementation guidance for designing and implementing child-centric feedback and complaints mechanisms.

The SOP will help you:

1. Set-up child-centric feedback and complaints mechanisms around equity and inclusion for children and adolescents aged 4-17 in high-stigma, post-disaster contexts.
2. Outline the stages of the feedback management including roles and responsibilities to ensure open, honest and transparent communication with children, adolescents and caregivers.
3. Understand practical steps to promote, collect, analyse, respond and close the feedback loop, inclusive of sensitive issues.

Implementing the feedback and complaint channels:

An onboarding overview

"That day, they came to listen to us at Sened's office. At first, I was very excited because **it was the first time anyone had asked me for my opinion**. I told them about our experiences and how the children felt. As I spoke, I saw that everyone was listening to me carefully, which made me very happy. At that moment, **I felt valued because I realized that what I was saying mattered**. Knowing that this work will give children a voice gives me hope." (Syrian girl, 14 years old)

Help your team understand how to implement, monitor, and mitigate risk for the channels

The section that follows breaks down each channel in order to provide background on the idea (how the channel is evidence-based), implementation (considerations around required resources), and integration (how the channel may fit into existing activities and programming). On a second page, the feedback loop is shown in more detail to provide teams with an understanding of how feedback and complaints flow through the channel to a central UNICEF platform.

While the channels may be adopted individually, we strongly recommend that they link to a shared backend to support data tracking, analysis, and reporting.

how drawing kiosk works

how buddybot works

how feeli app works

how opinion wall works

how to monitor key KPIs

how to mitigate risk





What's for lunch today?

How do you think the food tastes?
Draw the food you like to



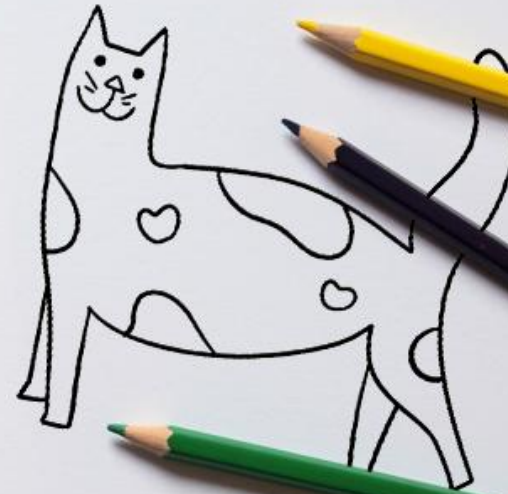
Welcome to the classroom!



How do you think they are feeling?
Can you use the colors to show their feelings?

Meet Cat!

She just went to school today!
How do you think she is feeling?
Can you use the colors to tell me?





[Colouring pages](#)

(English, Turkish, Arabic)

[Facilitation guide](#)

(English, Turkish, Arabic)

[Promotional materials](#)

(Arabic, English, Turkish)

Drawing Kiosk

Idea:

HCD-based research revealed that children aged 4–6 often struggle to express their thoughts and feelings verbally, many had limited access to technology and relied heavily on trusted adults for emotional support and guidance. These insights highlighted the need for a low-tech, relational, and developmentally appropriate feedback tool.

Children participate in a drawing activity, alone or in a group as a facilitator asks questions about their safety, wellbeing, and more. Familiar characters are used as a vehicle to talk about emotions before pivoting the conversation to their own feelings. Notes and images are logged into a UNICEF central platform.

Integration:

Institutional and CSO partners who work with this age group may already have drawing activities for the children. The pages and discussion guide can be easily incorporated here. Schools and CSOs can incorporate this into their curriculum or programming.

Municipalities may directly implement or go through schools or education campaigns.

Implementation:

As a non-digital FCM, this activity only requires that partners secure the materials (coloring pages and crayons). Have staff that is trained in child psychology or education serve as the facilitator.



This activity may not be suitable for children with physical disabilities; a staff person may assist in selecting stickers and having the conversation.

AGES 4-6



Drawing activity feedback and complaint cycle

AGES 4-6

1 Promotion

Coloring Pages + Flyer: Place crayons and coloring pages in a child-friendly space so children can familiarize themselves with the activity. Include flyers for parents to learn about the FCM.

Poster: Large poster near the coloring pages and flyer to provide context about the FCM. The language and tone are focused on self-expression.

Storybook: A short story that can be read to this age group to promote the habit of sharing their opinions, feelings, and thoughts.

Inclusion in Other Activities: Integrate into high-attendance activities or programmes: The game can be played at the end of activities that children participated

Partner Selected Channels: Partners leverage existing promotional channels to promote the FCM.

2 Collection

Engage the child: Provide crayons and coloring pages to the child. Staff log name, age, and date of conversation and facilitate the conversation using the guide. [Presumes that the staff ALREADY know the child and therefore the caregivers.]

Data Collection: Voice - The facilitator follows the simple discussion guide to understand the state of the child. The conversation is recorded, transcribed, and analyzed by AI.

Data Collection: Pictures - Facilitator captures a photo by phone and uploads it to the back end system. [Presuming a case management system that can log activity on a particular day and allows for a photo to be uploaded.]

Data Collection: Notes - [Presumes that the facilitator can add additional notes or observations about the drawing and conversation.]

3 Analysis

User data is stored in the Institutional /CSO platform.

AI Text Analysis
System looks for keywords that can trigger necessary responses or referrals, including but not limited to food, school, abuse, labor, anxiety, etc. *(Teams may define key words based on what is relevant to their programming.)*

4 Response

Referrals:
Programme Staff provide referrals for intervention within the organization

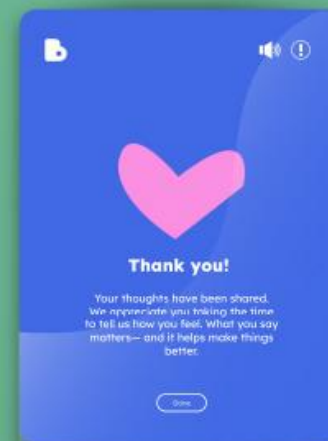
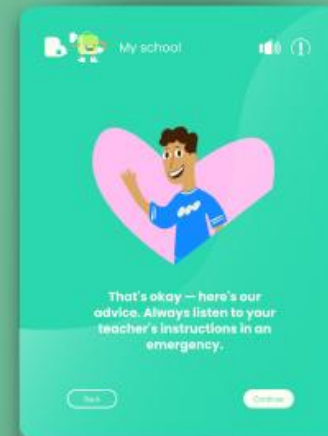
External Referrals:
Develop external referral forms and processes to create linkages

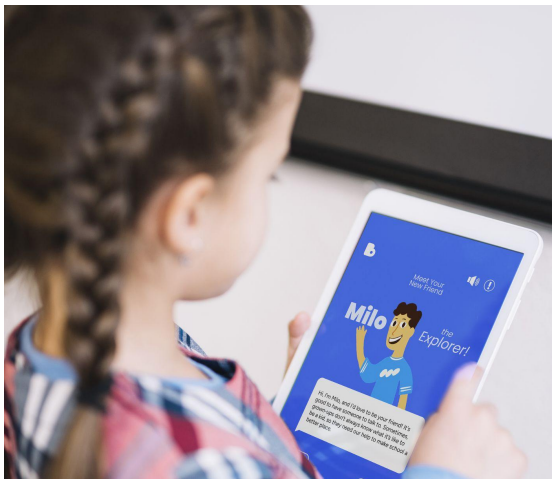
5 Closure

Closure: Parental Follow Up
Parents are kept informed about referrals, if needed. Depending on how frequently the family visits the center or school, the facilitator should inform the parent about updates made to services and programming as a result of their child sharing feedback.

This may take the form of a bulletin board, which is visible and accessible to visitors, or a website.

Buddy
bot





[Figma demo \(Arabic\)](#)

[Figma demo \(Turkish\)](#)

[Promotional materials](#)
(Arabic, English, Turkish)

BuddyBot

Idea:

HCD-based research revealed that children aged 7–10 are learning to articulate themselves through storytelling and learning to socialize through schooling. They benefit from modular formats that let them explore different topics at their own pace. These insights highlighted the need for a digital, guided, and emotionally intelligent tool tailored to their cognitive and social development.

Buddy Bot is an interactive, child-centric digital tool designed to support emotional well-being and amplify student voice in schools. At its heart is Milo, a warm, relatable character who invites children into a playful and safe storytelling experience, guiding them through structured reflections on their daily school life, friendships, and feelings.

Through Milo's friendly prompts, children engage with age-appropriate modules that encourage honest emotional expression, support early detection of social-emotional challenges like bullying, and provide critical feedback on school services, spaces, and relationships. By interacting with Milo, children explore their feelings through multiple-choice or open-ended questions tailored to their developmental stage.

AGES 7-10

Integration:

BuddyBot is a digital FCM that requires the use of a hand-held tablet.

For Institutional and CSO partners with tech or computer labs, this short survey may be integrated into that programming.

Children may complete the survey during one-on-one meetings, or with semi-frequency (selecting children at random to participate to minimize staff burden).

Implementation:

Municipalities and schools may leverage existing computer labs. CSOs would need to purchase or acquire 1 or more tablets.



This activity is suitable for children with disabilities, but may require staff support for reading or holding the device.



BuddyBot feedback and complaint cycle

AGES 7-10

1 Promotion 2 Collection 3 Analysis 4 Response 5 Closure

Poster / Bulletin Board:
Promote on bulletin boards at school and community centers. Have teachers speak directly to students about the FCM and the benefits of their participation.

Partner Selected Channels: Partners leverage existing promotional channels to promote the FCM.

Interpersonal communication with trusted adults: This can include teachers or staff at school, centers, or other trusted local institutions.

User Sign In: Children choose their age, and gender. They give consent to participate. (Parental consent should also be collected ahead of this.)

Data Collection: Children interact with the virtual characters by engaging in conversation. The bot asks questions of different types: multiple choice, yes/no, scales, thumbs up/thumbs down. Data outputs are linked to an existing institutional/organisational data management system or to a UNICEF central platform.

Chat Prompts: The bot follow-up questions or advice is based on the child's responses, allowing for a more personalized and intuitive experience. Children are given different categories of questions they may answer.

Automated thank you: The interaction closes with gratitude for the children's contribution.

Automated Categorization: Bot automatically categorizes responses/transcripts based on child-friendly taxonomy.

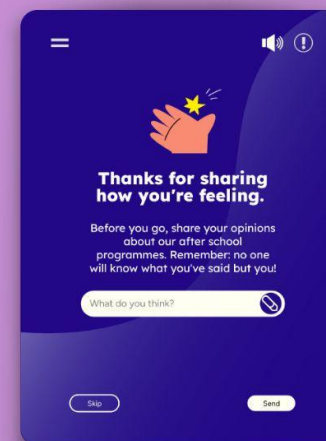
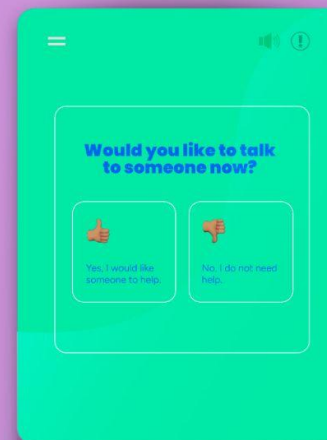
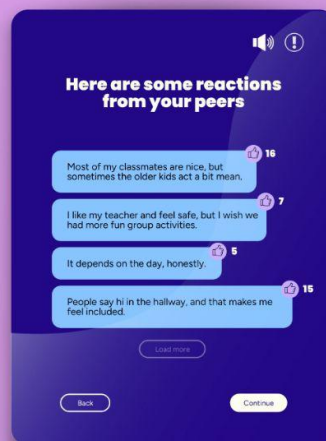
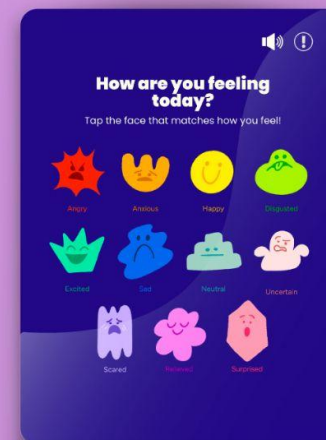
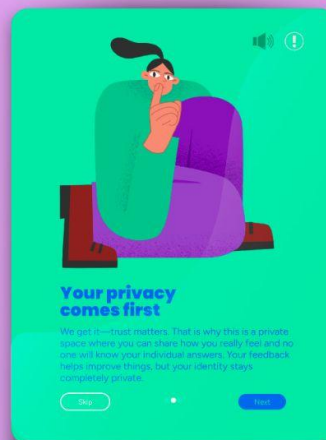
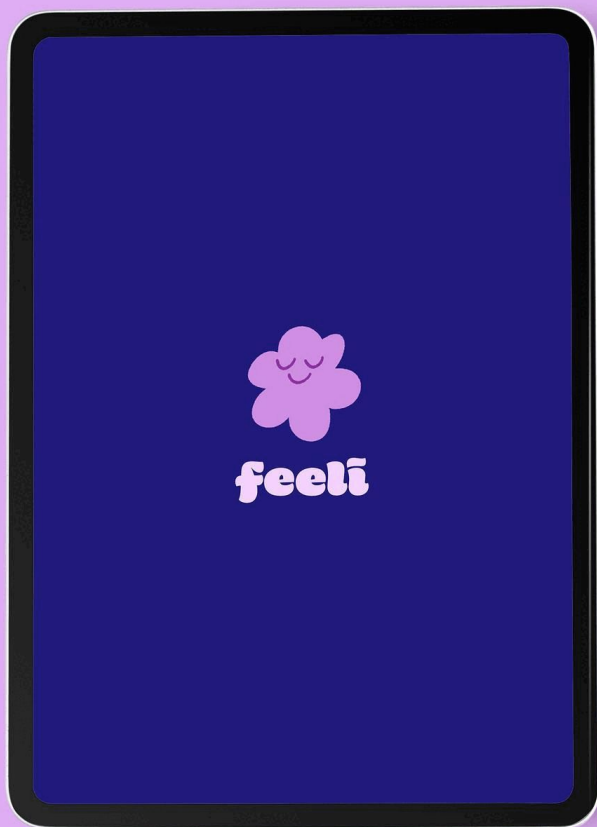
Voice Transcription Review (optional): For open ended questions. Reviewed by Programme Staff or AI sentiment analysis.

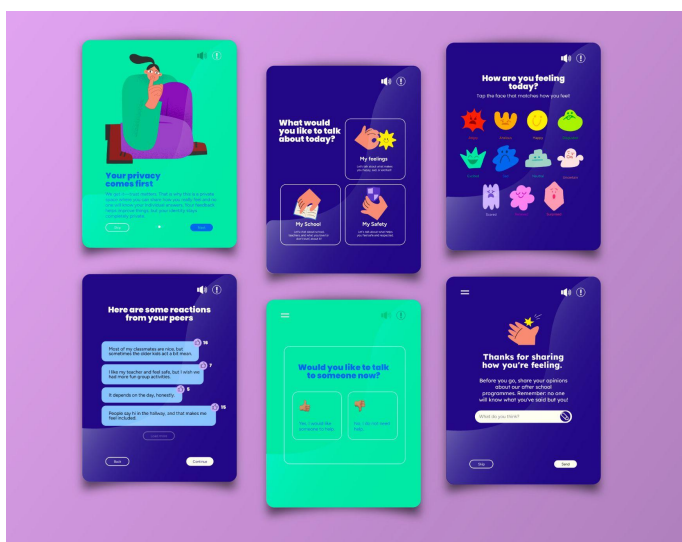
Automated Protection Response: Answers are screened for indications of distress in real time, based on frequent use of negative reactions, keywords, or erratic inputs.

Programming Improvements:
Programme Staff inform the relevant project staff to make changes

Escalation / Referrals:
Programme Staff follow protocol for more serious, sensitive concerns.

Feedback Loop Closure:
Summarized feedback from the children's responses is compiled and shared with children. (For example, updated response screens in the apps, letters, or announcements at a child-friendly space including schools/ community centers supported by the CSO or municipality.





Feeli App

Idea:

HCD-based research revealed that children in this age range demonstrate increased awareness around privacy, often expressing concern about who sees their answers and how their information is used. At this stage, early adolescents also begin to link emotions more directly to their overall well-being and social dynamics.

These insights highlighted the need for a digital tool that is not only intuitive and engaging but also trustworthy and emotionally attuned. The questions cover SEA, school/bullying, safety, and emotional well-being.

Recognizing that different age groups engage differently, two tailored versions of Feeli App have been developed: one for children aged 11–13, featuring bright colors, simple language, and playful illustrations, and another for teens aged 14–17, using more mature colors, refined visuals, and language appropriate for older adolescents.

AGES 11-13

AGES 14-17

Integration:

Feeli App is a digital FCM that requires the use of a smart-phone.

For Institutional and CSO partners, this short digital survey may be integrated into programming to encourage participation.

HCD insights indicated that this age group often feels neglected; partners can hold social events for this group to promote the app.

Implementation:

Municipalities and schools may leverage existing computer labs. CSOs would need to purchase or acquire 1 or more tablets.

For this age group, promotion is critical. Parental consent is still required, but teenage autonomy must be respected. Direct communication and engagement will increase uptake. This may require new programming or services that are particular to this age range.



This activity is suitable for children with disabilities, but may require staff support for reading or holding the device.

Figma demo (Arabic): [11-13](#) & [14-17](#)

Figma demo (Turkish): [11-13](#) & [14-17](#)

[Promotional materials](#) (Arabic, English, Turkish)



Feeli App feedback and complaint cycle

AGES 11-13

AGES 14-17

1 Promotion 2 Collection 3 Analysis 4 Response 5 Closure

Instagram Promotion Posts (Relevant for 13-17 years): An Instagram carousel provides information about the app on a platform commonly used by adolescents, showing off its features. Ensure it is only posted by National or Local institutions UNICEF and trusted local CSOs and municipalities.

Postcards with QR code distributed in centers and schools, or on Whatsapp: A postcard provides information about the platform and can be shared with caregivers at community centers or at schools directly to adolescents. The artwork can be repurposed for Whatsapp.

Posters with QR in centers and schools: A poster is placed in the centers and at schools as "invitations" to adolescents to sign up for the app — provides enough information and purpose for parents. A QR takes them to the app download screen.

User Sign In: User sign up based on self declared information is required (date of birth and phone-number. A unique digital ID is assigned/generated *Note: Peers do not see any identifying information on the app, only aggregated data and their own personal data.*

Data Collection for Mood Tracking: : The app prompts users daily to log their mood using a simple interface that includes emojis or color-coded options (e.g., happy, neutral, sad, frustrated). Over time, it builds a visual mood chart, allowing users and the organisations to reflect on patterns in their emotions. The app also offers the option to write short journal entries to give context to their feelings.

Data Collection for Feedback on Services Solicitation: A separate short survey collects feedback on services they use, such as health check-ups at school, hygiene facilities, or how supported they feel in educational settings. It includes a mixture of multiple choice and open ended questions. Open ended responses are typed into the app.

Automated Categorization: The Feeli App automatically categorizes responses/transcripts based on the child-friendly taxonomy for straightforward survey questions.

Automated Personalized Insights: The app provides insights based on their mood patterns, gently suggesting coping mechanisms if they've been feeling down, and celebrating positive streaks when they've felt good for consecutive days.

Automated thank you: The interaction closes with gratitude for the adolescents' contribution.

Programming Improvements: Based on analysis, programme/project staff takes action.

Escalation / Referrals: Programme Staff follow the SOP for more serious, sensitive concerns.

Closure via Regular Feedback Meetings: Via regular programme meetings staff share back key themes, engaging in adolescents in suggesting solutions to their challenges in a supportive environment. It also gives staff the opportunity to share back how their feedback has led to service improvements.

Personalised closure of the feedback: The interaction closes with a message on action taken on the specific feedback.

Feedback Loop Closure: Summarized feedback from the children's responses is compiled and shared with children. (For example, updated response screens in the apps, letters, or announcements at a child-friendly space including schools/ community centers supported by the CSO or municipality.



Opinion Wall

ECARO

AGES 11-13

Idea:

HCD-based research revealed that children and the teachers who support them, would like and sometimes prefer offline, tangible feedback tools that spark conversation and visibly reflect how student input leads to action.

These users emphasized the importance of shared ownership, and collective dialogue within the classroom. This highlighted the need for an interactive space that not only gathers feedback but also makes the response process visible.

[Teacher's setup guide](#)

Integration:

The Opinion Wall is a physical feedback space in classrooms where students can share their thoughts, explore peer perspectives, and engage in meaningful decision-making about their school experience. Built around data from FCMs, the Opinion Wall fosters open dialogue, self-expression, and accountability, helping students see that their voices lead to action and change.

Implementation:

The Opinion Wall serves as both a communication hub and a participatory tool for students. It turns anonymous or individual feedback into visible, collective dialogue. Through it, students:

- Reflect on themes raised by peers.
- Discuss shared concerns or ideas.
- Co-create actions with teachers and classmates.
- See a tangible loop between what they say and what happens.



Opinion Wall feedback and complaint cycle

ECARO

AGES 11-13

1 Promotion 2 Collection 3 Analysis 4 Response 5 Closure

Poster / Bulletin Board:

Promote on bulletin boards at school and community centers. Have teachers speak directly to students about the FCM and the benefits of their participation.

Partner Selected Channels:

Partners leverage existing promotional channels to promote the FCM.

Interpersonal communication with trusted adults:

This can include teachers or staff at school, centers, or other trusted local institutions.

Collaborative classroom activity:

Children co-create the Opinion Wall with teacher's support and embed it into their classroom activities.

Student ambassadors are selected and rotated to sustain engagement.

Question and Topic selection:

Children are given prompts by the teacher, selected from the Opinion Wall Teacher's Guide, or co-created with school management based on topics that are relevant / feedback is needed.

Data Collection: Children are given pens and post-its/small pieces of paper to write their feedback on and "post" on the wall (e.g. into an envelope for anonymity).

3 Analysis

Classroom discussions led by teacher:

The teacher will first read all of the feedback submitted, and choose some to call out anonymously, and provide an overview of the feedback shared.

School management will also be given access to the feedback for monitoring and transparency.

4 Response

Classroom discussions led by teacher:

Together, the class decides what action students or the classroom can take

School Improvements:

School management inform the relevant teaching staff to make changes that are school-wide

Escalation / Referrals:

School Staff follow school protocol/School endorsed SOP for more serious, sensitive concerns.

5 Closure

Updating the "Action Taken" section of the Opinion Wall:

Summarized feedback from the children's responses is compiled and shared on the wall in a child-friendly manner.

Parents informed:

Parents to be shared a summary of feedback and action taken at least annually, or immediately if serious issues have been raised. Feedback summaries could be shared during parent-teacher meetings/evenings, newsletters, or school bulletin boards.



Monitoring & Learning Framework

* This KPI-5 measures the capacity of national and local institutions to establish, maintain, and operationalize child-friendly, accessible, and responsive feedback and complaints systems. The key criteria for functionality is:

Existence of Complaints and Feedback Mechanisms are formally established with clear policies and procedures.

Child Participation: Mechanisms are age-appropriate, inclusive, and accessible to all children/Triangulated with KPI-1 .

Staff Training: Personnel are trained on child friendly FCM, safeguarding, complaint handling, and confidentiality.

Timely Response & Action: Complaints and feedback are documented, addressed, and communicated back to children within a set timeframe Triangulated with KPI-3

Monitoring & Adaptation: Systems are regularly reviewed and improved based on child feedback and effectiveness assessments.

#	Category	Indicator	Measurement	Indicator Type
1	Child Participation Rate in Feedback and Complaints Mechanisms	Percentage of children (disaggregated by age, gender, and disability) who actively provide complaint & feedback through designated mechanisms.	Number of children submitting complaints or feedback/Total child population reached by the program × 100	Engagement & Accessibility
2	Response Rate to Child Feedback and Complaints	Percentage of complaints addressed within the agreed time frame at the national and local levels.	Number of resolved complaints closed actions within the defined period/Total complaints received × 100	Action & Responsiveness (PSEA)
3	Feedback Loop Closure Rate	Percentage of children who receive a response on the actions taken based on their complaints & feedback	Number of children who received follow-up information on their complaints or feedback/Total children who provided complaints or feedback × 100	Accountability & Transparency
4	Child Satisfaction and Perceived Trust in the Mechanism	Percentage of children who report feeling that their complaint or feedback was taken seriously and that they trust the mechanism to prioritize their needs	Percentage of children responding positively to trust-related questions in annual complaints or feedback assessments.	Impact & Trustworthiness
5	Institutional Capacity for Establishing and Operationalizing Child-Friendly Feedback and Complaints Mechanisms	Percentage of local and national institutions with fully established and functional* Child-Friendly Complaint & Feedback Mechanisms	Number of institutions with fully operational Child-Friendly FCM/Total number of targeted populations x100	Capacity of National and Local Systems
6	Policy and Systemic Improvements Implemented Based on Child Feedback	Number of policy changes, program adjustments, or new interventions introduced as a direct result of child complaints and feedback at national and local levels.	Documented changes in government policies, institutional guidelines, or community-level initiatives that reflect child recommendations.	Institutional Change & Sustainability

Risk Mitigation, Inclusive and Safety Protocols



Creating space for trust

Building trust means ensuring that children and adolescents know how they will be supported, not punished, for speaking up. Fear of repercussion, retaliation and discrimination may prevent children and adolescents from openly and honestly sharing their feelings, needs, and opinions. Follow this simple guidance to mitigate this and ensure that children and adolescents feel safe.

Reporting options

Encourage multiple forms of trusted sharing feedback and reporting options. From sensitive issues like abuse to more standard feedback on basic services, it is important to provide multiple avenues for feedback. Prioritize privacy (anonymity) to build trust. Clearly communicate how reports or feedback are handled (feedback loop closure).

Sensitive issues

Demonstrate additional support for sensitive issues. Should an instance of Sexual Exploitation and Abuse (SEA) be raised by a child or adolescent, it is essential that a trusted adult is available. Where possible, allow the child to choose who that adult is. Create a safe and comfortable environment for in-person conversations, preferably a child-friendly space.

Transparency about no retaliation

Remind families that retaliation is not tolerated by your institution or CSO. Keep lines of communication open and transparent so that families feel safe raising concerns they may have. Ensure that staff are aware of the consequences of retaliation and monitor for signs of reprisal.

Communication standards

Establish clear standards for confidentiality, child-friendly communication, and timely-follow up. Regularly monitor and evaluate processes to confirm they are safe, inclusive and effective. Involve children in the review of mechanisms and continue staff training. Include brief quality assurance guidance.

For more information on management of FCMs, review the appropriate section in the [ECARO SOP](#) and [Türkiye SOP](#).



Acknowledgements

Thank you for being part of this journey to make schools, **municipalities and local child-friendly community centers** safer, more inclusive, and more responsive to children's needs. Your dedication, insights, and collaboration have been key to shaping child-friendly FCM that not only listen, but act. Together, we're not just collecting feedback, we're building trust, strengthening feedback culture, and creating lasting change for and with children **and adolescents**. This work is the result of the contribution and dedication of many, many people. **And in particular, we'd like to thank the dozens of children, institutional partners, teachers and CSOs, who lent us their time, expertise and honest feedback (and complaints).**

A special thank you to the **UNICEF ECARO and the Country Offices of Bulgaria, Moldova, Romania, Türkiye and Ukraine** for their unwavering commitment to the goals of this project and their continued efforts to translate these child-friendly FCMs into meaningful, real-world practice: We extend our sincere appreciation to **UNICEF Türkiye and Firsthand** for their pivotal role in conceptualizing three of the four finalized child-friendly feedback and complaint mechanism (FCM) prototypes. These innovations are now being scaled across five countries, with each channel thoughtfully adapted to reflect the unique needs, cultural contexts, and realities of local children and communities ensuring relevance, inclusivity, and meaningful impact.

UNICEF ECARO: Anu Puri, Former Regional Accountability and Affected Populations Specialist; Paula Bulancea, Former Sr.Emergency Coordinator, Yasemin Emeksiz, Former Programme Associate, and Aamer Bassmaji, T4D Consultant under the leadership of Octavian Bivol, Deputy Director and in close collaboration with Carlos Acosta, Former Regional Advisor Planning, Monitoring and Data (PMD), B P Panwar, Regional T4D (Business Analyst), Agron Agashi, Former Public Health Emergency Specialist, Andrea Naletto, Former Education in Emergency, Anna Knutzen, Child Protection Specialist, Maria Margheirita Maglietti Child Protection (PSEA), Sheeba Harna, Regional Advisor-Gender, Anna Maltseva Firat, Programme Associate Gender, Nora Shibani, Education Specialist (Disability and Inclusion), Rekha Shrestha, Emergency Specialist and Asako Saegusa, Regional Advisor-PMD.

UNICEF ECARO also sincerely thanks the **UNICEF, EMOPS including AAP and ICTD teams** for their unwavering support and commitment. Their dedication and the additional efforts they undertook were instrumental in advancing the development of Child-Friendly Feedback and Complaint Mechanisms (FCMs). We are especially grateful to the following colleagues for their expertise and collaboration: **Charles-Antoine Hoffman**, Senior Advisor, **AAP; Carla Daher**, Emergency Specialist; **Philip Tamminga**, AAP Consultant; and **Shepherd Mutsiwegota**, Global Emergency Business Analyst. We also acknowledge the insights and input of **Adin Skalonja**, former Education Officer, Bosnia and Herzegovina, and **Pedro Filipe Da Fonseca Freire**, Emergency Specialist, during the initial deliberations in Türkiye.

UNICEF Bulgaria: Under the leadership of **Christina de Bruin**, Representative and **Ramiz Behbudov**, Deputy Representative and in collaboration with **Ivaylo Spassov**, former SBC Officer/AAP Focal Point, **Maria Yankova**, Education Specialist, **Roza Dimova**, Coordinator of the Programme on Prevention of Violence and Bullying in School - Steps Together, **Lubomir Krilchev** Programme Officer Child Protection, Violence against Children and Access to Justice, **Boriana Gidikova**, Communication officer. With the support and direct contribution of: **Tatyana Predova**, State Expert in Inclusive Education Directorate of the Ministry of Education and Science, **Maria Belichovska**, State Expert in State Agency of Child Protection, **Alexander Krastev and Petya Varcheva**, Sofia Regional Center for Support of the Process of Inclusive Education and mentors of schools in the Steps Together Programme and **Julia Vodovozova, Olena Volkova and Yoanna Beshtuyk**, Ukrainian Situation Center in Sofia "Open Doors".

UNICEF Moldova: **Stratulat Cristina**, AAP Country Focal Point/SBC Officer, **Jana Midoni**, Education Officer, **Galina Bulat**, Education Specialist, **Madina Karsakpayeva**, former Disability and Inclusion Specialist, **Viorica Dumbrăveanu**, Child Protection Officer, **Ştefan Osoianu**, Programme Associate under the guidance of **Maha Damaj**, Country Representative and **Illija Talev**, former Deputy Representative. We also thank the **Ministry of Education and Research specialists: Viorica Negrei, Maria Vranceanu, Viorica Marţ**, and **Tatiana Lungu** from the Republican Center for Psychopedagogical Assistance.

UNICEF Romania: Under the leadership of **Anna Riatti**, Representative and **Gabrielle Akimova**, Deputy Representative, and in collaboration with **Luminița Costache**, Education Specialist, **Ramona Pavel**, Education Officer and **Gheorghe Trofin**, Child Protection, Child-Friendly FCM were facilitated by **Raluca Zaharia**, SBC Officer/AAP Focal Point. With the support and direct contribution of: **Cristina Manguireu**, Ministry of Education and **Daria Ciufudean**, former Vice President of the Romanian National Students' Council.

UNICEF Türkiye: **Arupa Shukla**, AAP Country Focal Point/SBC Specialist, **Ali Sevindik**, former SBC Officer, **Gökhan Yağmurlu**, AAP & SBC Associate, **Serhan Sarıdağ**, Technology for Development Officer under the guidance of **Malti Gandhi**, Deputy Representative Programmes, in collaboration with **Pinar Öktem**, PSEA Country Focal Point/Gender Programme Specialist, **Irem Derya Çağlayan**, Child Protection Officer, **Özle Koyuncu**, Child Protection Officer (MHPSS & Child Safeguarding), **Chizuru Iwata**, ADAP Specialist, **Nilgün Çavuşoğlu**, ADAP Officer, **Esin Koç**, ADAP Officer, **Annalisa Caparello**, Child Protection Specialist, **Ece Hazal Uluç**, Child Protection Officer and **Gökçen Yılmaz Tokgöz**, Programme Specialist, **Filippo Mazzarelli**, Chief Field Office-Gaziantep, **Meriç Ramazano**, Child Protection Specialist, **Alize Seray Yüksel**, Child Protection Officer, **Zeynep Batmaz Nacak**, Programme Assistant. We also thank our **UNICEF Türkiye Partners** Sanliurfa and Gaziantep Metropolitan Municipality, TKV, STL, ASAM and Sened.

A big thank you to the local research partners, child psychologists, workshop participants, and government stakeholders who made the insights, prototypes and ongoing work possible. In particular: **Researchers:** Petya Varcheva, Aleksandar Krastev, Vania Boneva, Julia Jozig, Raisa-Gabriela Zamfirescu, Olena Melnik, Patricia Vieru, Sofia Liakhova, Sofia Dubchak

Child Psychologists: Mioara Paraschiv and Havryliuk/Hirivska Halyna Mykolaivna

These projects were implemented by Firsthand, Common Thread (CT) and Service Studio:

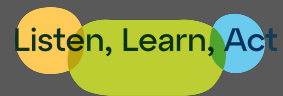
Service Studio team: **Nastasia Klen**, Director, **Natalia Ushkevych**, Project Manager

Firsthand team: **Gena Cuba**, Executive Director, **Miguel Issa**, Operations Director, **Shazeeda Bhola**, Programmes Director, **Aslihan Hatunoğlu**, Researcher, **Bilal Suveha**, Researcher, and **Merve Seda**, Researcher, **Liza Ezbiensky**, Researcher

Common Thread team: **Michael Coleman**, Director, **Paula Brito**, Behaviour Designer, **Olivia Hough**, Project Manager, **Jimena Salinas**, Behaviour Design Consultant, **Katrina Varlem**, Senior Graphic Designer, former **Cassie Hornsby-Waide**, Behaviour Design Advisor, and **Susan Mckay** Workshop Facilitation Consultant.



Playback Playbook 2025



© United Nations Children's Fund (UNICEF), 2025