Facilitator Guide:

Two-Day Training on Inclusive Safe Spaces for Youth in Displacement

ChildFund
International

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Purpose

This training guide equips facilitators to lead a two-day interactive workshop based on the Inclusive Safe Spaces Toolkit. It is designed for frontline workers, youth practitioners, program designers, and community-based staff supporting displaced, migrant, and host community youth. The training provides hands-on experience with the toolkit's core concepts, tools, and strategies.

Tracking Quality and Fidelity in Inclusive Safe Spaces Training

As Inclusive Safe Spaces programming expands, it is essential not only to implement activities grounded in the guiding principles, but also to systematically track the quality, consistency, and impact of these efforts. Measuring how well inclusive safe space approaches are delivered—both within programs and during training sessions—is a critical part of ensuring meaningful, sustainable change for youth in Displacement.

The fidelity of training rollout is crucial. Facilitators are encouraged to use the **Fidelity Checklist**, along with **Pre- and Post-Training Assessments** and the **Participant Evaluation Form**, to monitor whether core activities were delivered as designed, and whether training led to measurable knowledge gains. These tools not only help track outcomes but also offer a feedback loop for strengthening facilitation approaches, ensuring contextual adaptation, and supporting continuous improvement.

Ligia Macalo (L) is a Project Mobilizer with Associação Txivuno Txavanana (ATTV), ChildFund's local partner in Zavala District, Mozambique, where the Community Based Child Protection Mechanism (CBCPM) project is implemented. She is shown here with ChildFund Mozambique Communication Specialist **Denise de Fátima Alves** (R).

Photo by Jake Lyell

Facilitator Preparation: Before you Deliver the Training

To lead a successful and inclusive training, facilitators should complete the following steps prior to delivery:

1. **Review Core Content**
   - Read the full Guidance Document and all tools.
   - Familiarize yourself with the seven guiding principles, key terminology, and facilitation approaches embedded in the toolkit.

2. **Conduct Context-Specific Research**
   - Understand the local migration context, including regional drivers of displacement and youth protection frameworks.
   - Research both migrant and host community dynamics in the region. Refer to TOOL 2 for general information on regions and use this as a template to guide research for additional contextualization for current trends and legal frameworks.
   - Consult recent assessments or program reports relevant to the youth in displacement population.

3. **Learn about the Partner Organization**
   - Connect with the implementing partner to learn about their goals, community engagement strategies, and program activities.
   - Understand their expectations for the training and how they hope to apply the toolkit.
   - Review the optional activity and the end of the guidance on how to include a guest speaker with a lived experience. If you and the host organization choose to include a speaker, you should prepare this at least 2-3 weeks in advance of the training.
   - Identify needs related to translation, cultural adaptation, or accessibility.

4. **Assess Participant Needs**
   - Gather background information on participants (roles, experience, location).
   - Tailor facilitation techniques and session pacing accordingly.

5. **Prepare Materials**
   - Print training handouts (e.g., principle cards, storyboard templates, indicator reference sheet.
   - Prepare localized case studies or examples where appropriate.
   - Ensure digital materials are accessible, and translation or visual aids are prepared.
   - Bring markers, post-it notes, flip chart, pens, and other materials for the training.

6. **Refresh on the Principles of Adult Learning and Inclusive Facilitation**
   - Use diverse methods (visuals, storytelling, group work) for different literacy and learning levels.
   - Rotate participants in groups to ensure diverse perspectives.
   - Create a psychologically safe space: respect pronouns, listen actively, allow for voluntary sharing.

- Translate tools or adapt materials for linguistic and cultural appropriateness.
- Where possible consider having guest speakers with lived experiences, i.e youth who have migrated/currently in displacement, this can be in-person of virtual.
- Follow up post-training with support and space for ongoing peer learning.

ChildFund President and CEO, **Isam Ghanim**, visits ChildFund Sri Lanka in recognition and celebration of its 40th year anniversary. Here, Chief Organizational Effectiveness Office, **Meg Audette** (R), talks with **Sudarma** (L), mother of vocational training participant, **Nayomi** (not pictured).

Photo by Senali Wijesooriya

Training Objectives

By the end of the training, participants will:

1. Understand the concept of inclusive safe spaces and key principles from the guidance.
2. Apply an intersectional lens to youth in displacement and design inclusive responses.
3. Use tools from the toolkit to facilitate youth engagement, consultation, and protection.
4. Develop action plans to implement inclusive safe spaces in their own contexts.

After strong storms damaged the Apwori Health Center III in Kwania District, Uganda, ChildFund, under its local partner organization, LACCODEF, constructed and outfitted a new maternity block and staff quarters here. Under the project, the stand-alone maternity block was provided with new operating equipment and beds to help with deliveries, hand washing stations, personal protective equipment for staff, and solar-powered electricity. Here, registered midwife **Judith Jolle** (in white uniform) stands with several women of the community, most who have come for antenatal appointments.

Photo by Jake Lyell

Session Plan: Day 1: Foundations of Inclusion and Safe Spaces

PRIOR TO STARTING – Ask participants to complete training Pre-Test Document

Session 1: Introductions and Objective Setting

Session Objective: To provide a project overview, introduce the training facilitators and participants, and set training objectives.

Total Time: 30 mins

Materials: Flipchart paper and markers

Activity 1: Introductions and Expectations (15 min)

Let's interview each other – Each participant should pair up with another participant, as a pair they should come up with one learning objective for training. Write objectives on a flipchart paper.

Activity 2: Guidance and Toolkit Overview (10 min)

Share an overview of the project history including objectives and timeline of key activities completed by ChildFund and field partners leading up to guidance development. Review the structure of the guidance, including target groups for each document, content, key actions, and tools.

Activity 3: Training Objectives and Agenda (5 min)

Briefly review the agenda for the two days of training, including the objectives. Revisit expectations shared by participants which will be covered in the training.

By the end of the training, participants will:

1. Understand the concept of inclusive safe spaces and key principles from the guidance as they relate to youth in displacement.
2. Apply an intersectional lens to youth in displacement and design inclusive responses.
3. Use tools from the toolkit to facilitate youth engagement, consultation, and protection.
4. Develop action plans to implement inclusive safe spaces in their own contexts.

ChildFund Ecuador Communication Specialist **Verónica Trávez Checa** (L) helps **Rosa** (14) explore modules and games on an Android application as part of the digital component of ChildFund's Safe and Protected Children program in Imbabura Province, Ecuador.

Photo by Jake Lyell

Session 2: Understanding Youth in Displacement

Session Objective: To strengthen participants' understanding and recall of foundational inclusion concepts through a dynamic, participatory game that introduces key terms and encourages real-world application early in the training.

Total Time: 90 mins

Materials: Flipchart paper and markers; sticky notes; Handout #1 – Definition Flash Cards, and Handout #2 – Principle Cards and Scenario Worksheet

Activity 1: Definition of Dash Game (30 min)

Activity Objective

This activity is aimed at setting the tone for the rest of the training and reminding folks of some of the key terms we will use over the course of the training.

The activity supports the practical application of theoretical concepts. It prepares participants to recognize when and how terms show up in tools like the Storyboard Activity, Case Studies, or Inclusion Budgeting.

Instructions

Before the session, the facilitator should prepare either printed term cards (for in-person sessions) or a PowerPoint version (for virtual settings). Cards and slides should reflect the key terms found throughout the toolkit. Participants can play individually or in small teams, depending on group size and training objectives.

This is an ice-breaking game that can be done virtually or in person. For in person training cut out the cards below. For virtually training use the PPT deck with terms and wild card questions displayed.

Flash Quiz Challenge

- **Step 1.** The facilitator reads out a definition from the cards displayed provided below.
- **Step 2.** When a participant knows the term, they raise their hands to name the correct term.
- **Step 3.** If the person answers correctly, they get 1 point. If the team can provide a "real-world example" of the term within 15 seconds, they get an additional bonus point.

Scoring and Wrap-Up

Once you have completed all the terms, tally the scores and select the top two scoring participants to move into the final Wild Card Round.

- 1 point for each correct term identified
- 1 bonus point for a relevant real-world example (15-second limit)
- The top 2 participants or teams advance to the Wild Card Round
- Facilitators should recognize standout contributions in a celebratory and inclusive way, while emphasizing learning over competition.

Wild Card Discussion Questions

The Wild Card Round invites deeper thinking. Encourage responses that reflect concepts from the main guide. Facilitators may reference discussion points from the toolkit to ensure consistency and depth across sessions.

If in person, the facilitator should bring the two finalists to the front of the room (or if training virtually, have them turn on their cameras). Ask one question from the list at a time, the first person to raise their hand gets a chance to answer first.

1. *What is the difference between internal and external migration?*

Sample Answer: *Internal migration refers to movement within a country's borders—for example, a young person moving from a rural village to a city. External migration refers to crossing international borders, such as youth traveling from Venezuela to Colombia. Both forms of migration can disrupt protective systems and expose youth to new risks and opportunities, but external migration often involves added legal, documentation, and cultural barriers.*

2. *Why is asset-based programming important for youth in displacement?*

Sample Answer: *Asset-based programming focuses on the strengths, skills, and networks that youth already have, rather than viewing them solely through the lens of vulnerability or need. For youth in displacement, this approach affirms their resilience, cultural knowledge, leadership potential, and peer connections. It helps build agency and ensures programs are empowering and responsive—not charity-driven or deficit-focused.*

3. *How do power dynamics affect youth in migration?*

Sample Answer: *Power dynamics shape who gets to speak, lead, or access resources. Youth in migration often face multiple layers of disempowerment—due to age, immigration status, language, or discrimination. Programs must recognize how adult-centric systems, donor priorities, or legal frameworks can unintentionally exclude youth voices. Addressing power dynamics means creating intentional spaces for youth leadership, co-decision-making, and feedback.*

Once the Wild Card discussion is finished, the facilitator should recognize a standout participant or team and invite the full group to reflect together using the guiding questions below. The emphasis should be on shared learning and curiosity, not competition.

Conclusion and Reflection

Once the Wild Card discussion is finished, the facilitator should open up floor again to the entire group and lead the quick ending reflection using the following guiding questions with the group:

- Which terms were new or surprising?
- How do these terms relate to your work?
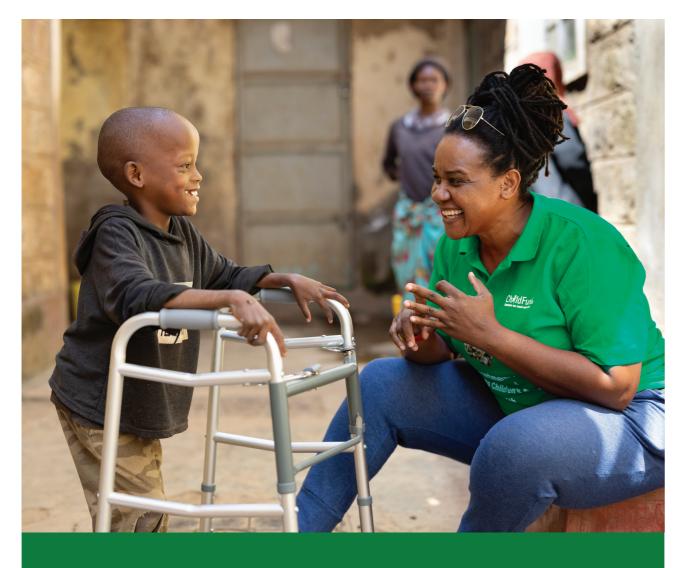
- What more would you like to explore?

Key Messages and Learning Points

Key Terms	Definition
Youth in displacement	"Youth in displacement" refers to young people aged 10 to 24 who are migrating or displaced due to conflict, violence, economic hardship, environmental change, or family circumstances. This includes adolescents (ages 10–19) and youth (ages 15–24), whose mobility often places them at heightened risk as protective systems and support networks are disrupted.
	Youth who migrate within or across borders, whether accompanied or unaccompanied, voluntarily or forcibly, due to factors such as conflict, poverty, violence, or environmental change.
	Young people engaged in the process of migration, whether voluntary or forced, international or internal. This includes refugees, asylum seekers, internally displaced youth, economic migrants, and those moving for education, family reunification, or climate-related reasons.
Irregular Migration	The movement of people that takes place outside the regulatory norms of the sending, transit, and receiving countries, often without legal documentation or authorization.
Host Community	The local population, institutions, and infrastructure that receive and interact with migrants or displaced populations.
Safe Spaces	Physical or emotional environments where children and youth feel secure, respected, and free from violence, exploitation, or judgment.
Autonomy	The ability to make informed, uncoerced decisions and act independently, particularly in the context of one's rights and well-being.
Self-Agency Factors	Personal traits or conditions—such as confidence, knowledge, or decision-making skills—that empower individuals to act in their own best interest.
Risk Factors	Conditions or variables (e.g., poverty, conflict, lack of protection) that increase a child's or youth's vulnerability to harm, exploitation, or marginalization.

Racism	Prejudice, discrimination, or antagonism directed at individuals or groups based on race or ethnicity, often manifesting in systemic inequality.
Discrimination	Unjust or prejudicial treatment of individuals based on characteristics such as gender, race, disability, or migration status.
Stigma	A set of negative beliefs or attitudes that society or groups hold about individuals or communities, often leading to exclusion or shame.
Sexism	Discrimination or prejudice based on sex or gender, typically affecting women and girls.
Children and Youth with Disabilities	Children and youth who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder full participation in society.
Indigenous Person	Individuals belonging to native or original ethnic groups of a region, who maintain traditions, languages, and cultures distinct from the dominant population.
Internal Migration	The movement of people within the same country, often from rural to urban areas, for reasons like work, education, or safety.
Child and Youth Friendly Space	Environments designed to support the protection, well-being, and participation of children and youth through structured activities and psychosocial support.
Inclusion	The process of ensuring equal access and opportunities for all individuals, particularly those from marginalized groups, to participate fully in society.
Accessibility	The design of products, services, environments, and systems so they can be used by all people, including those with disabilities.
Reasonable Accommodations	Necessary and appropriate adjustments to ensure individuals with disabilities enjoy equal rights and access, without imposing a disproportionate burden.
Power Dynamics	The ways in which power is distributed and exercised within relationships or systems, often affecting decision-making and access to resources.

Resiliency	The capacity of individuals, especially children and youth, to recover from adversity and adapt positively to challenges.
Asset-Based Programming	An approach that focuses on the strengths, skills, and resources that individuals and communities already possess to support development and well-being.

Facilitators should work to make sure participants develop a common understanding of the key terms used throughout the toolkit (e.g., inclusion, self-agency, safe spaces, intersectionality). If certain terms are unclear, provide them with applicable examples.

Faith (9), who has cerebral palsy, walks with a walking frame she received through the Tusimame Pamoja project ("We stand together" in Swahili).

Photo by Jake Lyell

Activity 2: Risk and Resilience Mapping (Activity)

Total Time: 30 minutes

Materials: Flipchart or whiteboard; markers; sticky notes (two colors)

Activity Objective

To help participants identify and reflect on the risks and protective factors affecting youth in displacement in their specific context.

Instructions

Divide participants into small groups (4–6 people). Each group receives a large flipchart with a two-column layout: **Left = Risk Factors | Right = Protective Factors**

Step 1: Mapping

Ask groups to brainstorm specific risks and protective factors that apply to youth in displacement in their local context. Use sticky notes: one color for risk, another for protective. Encourage inclusion of digital risks (e.g., online exploitation) and community-specific protective factors (e.g., traditional peer circles, local legal support).

Reflection Prompts:

Have each group highlight:

- One overlooked risk that is rarely addressed
- One promising protective strategy they have seen work well when working with youth in displacement
- One gap they believe their programs should aim to fill

Step 2: Gallery Walk and Debrief

Each group posts their chart around the room. Participants rotate to read and place a ☑ next to the factors they also encounter in their work.

Key Messages and Learning Points

Youth in displacement face layered risks due to their age, migration status, displacement, and systemic marginalization.

- Risks are compounded by age, displacement, status, and systems.
- Protective factors exist even in fragile contexts—identify and strengthen them.
- Digital engagement brings both risk and opportunity.
- Local context matters: there's no one-size-fits-all approach.

Key risk factors include:

- Violence, exploitation, trafficking, and abuse (especially when unaccompanied)

- Lack of access to essential services (healthcare, shelter, education)
- Discrimination, xenophobia, racism, and gender-based violence
- Trauma and mental health challenges from forced migration and family separation
- Rigid immigration systems and inappropriate detention practices

Digital spaces offer both risks and protection:
- Risks: online grooming, misinformation, exploitation
- Protections: access to peer support, real-time updates, digital helplines

Key protective factors include:
- Strong, trusting relationships with supportive adults and peers
- Safe, inclusive spaces and trauma-informed services
- Access to education and psychosocial support
- Youth participation that affirms identity and agency
- Community-based approaches and legal protections tailored to youth needs

Promising practices:
- Youth-led initiatives that empower and engage young people
- Mobile psychosocial units for transient and hard-to-reach youth
- Peer-to-peer support models that reduce isolation and build trust

Activity 3: What Makes a Safe Space (Guided Discussion)

Total Time: 30 minutes

Materials: Flipchart or whiteboard; markers; Venn diagram drawn on flipchart; sticky notes

Activity Objective

To be able to define "safe space" in relation to youth in displacement. Differentiate between physical, emotional, and social safety. Identify core attributes of inclusive, trauma-informed spaces. Reflect on formal vs. informal safe spaces.

Introduce Activity

Read aloud or post the following message on a slide or flipchart:

"A safe space is not just a room or a program—it's an intentional environment where young people in displacement feel physically secure, emotionally supported, and socially included."

Explain that the activity will help explore what makes a space feel truly "safe" and inclusive—beyond just buildings or rules.

Display or draw a Venn diagram with three overlapping circles labeled:
- **Physical Safety** (e.g., secure, clean, accessible)

- **Emotional Safety** (e.g., trusted adults, free of judgment, calm atmosphere)
- **Social Inclusion** (e.g., belonging, identity affirmed, peer connection)

Sample Diagram

Share the following instructions:
- Break up into small groups or pairs, have participants add ideas to each circle using sticky notes, markers or dry-erase markers.
- In the center where all three circles overlap, ask: "What makes a space feel safe in *all three* dimensions?"

Encourage groups to pull from real-life experience (e.g., a youth center, a peer support circle, a digital space)

Conclude the activity with a guided group discussion:
- *What patterns do you see in the center of the diagram?*
- *Can a space be physically safe but still feel unsafe emotionally or socially?*
- *What's the difference between a "formal" and "informal" safe space in your work?*
- *How do you know when a space is truly inclusive for all youth?*

Invite participants to share how they have seen youth define or claim their own safe spaces, especially in migration contexts.

Summarize the Conversation

SAMPLE CLOSING - "Safe spaces are not one-size-fits-all—they are shaped by trust, respect, and participation. They must reflect youth realities and be grounded in power-sharing. As practitioners, it's not just about creating new spaces, but about transforming existing ones to be inclusive, trauma-informed, and youth-centered."

Key Messages and Learning Points

Safe Space refers to a multidimensional environment where youth in displacement can feel physically secure, emotionally supported, and socially included. It is both a physical place—such as a shelter, youth center, or classroom—and a relational context shaped by trust, dignity, and non-discrimination. A safe space fosters conditions where youth can express themselves freely, access services without fear, and participate in decisions that affect their lives.

Safe spaces may be **formal** (e.g., hosted by organizations or institutions) or **informal** (e.g., peer-led meetups, online groups, or mobile outreach activities). Regardless of format, they must be:
- Physically accessible and safe
- Emotionally affirming and trauma-informed
- Inclusive of youth identities, cultures, and lived experiences
- Grounded in youth participation and power-sharing

For Child Fund staff and partners our goal is to promote safe spaces not just as locations, but as *intentional practices* that prioritize the rights, agency, and well-being of young people in displacement.

Session 3: Principles to Guide Inclusive Safe Spaces

Total Time: 60 minutes

Materials: Flipchart or whiteboard; markers; sets of Principle Flash Cards

Activity 1: Principles to Practice (Activity)

Activity Objective

To help participants apply the six principles developed by the Safe Refuge team to real-world scenarios, deepen their understanding of inclusive and youth-centered programming, and reflect on how these principles can inform their daily work.

Required Materials

- Printed cards with each principle listed out (Handout #2)
- Group Scenario Worksheets (Handout #2)
- Flipchart paper or shared digital boards (e.g., Miro)
- Markers or post-it notes

Instructions

Step 1: Introduce the Principles

Before reviewing the seven guiding principles, remind participants that these principles are interconnected and non-hierarchical. Each one supports the others and should be applied holistically, not as a checklist. Depending on the context, some may be more visible or urgent—but all are equally essential for creating truly inclusive, youth-centered safe spaces.

Briefly review the seven principles with the group. Provide handouts or visual slides summarizing them. Invite quick reactions or clarifying questions.

Step 2: Scenario Work

Break participants into small groups (pairs, 3s or max 6 people).

Facilitators may either assign scenarios randomly or allow groups to choose a scenario based on their interests or professional experience.

During group work, facilitators should rotate between teams to answer questions, clarify principles, and encourage inclusive dialogue—especially if groups are struggling to apply certain principles or navigate sensitive aspects of the scenario.

Give each group a worksheet (Handout #2) and a set of principle cards. Each worksheet has one short scenario related to youth migration or displacement.

Read the following Instructions out loud:

1. *Read your scenario aloud.*
2. *Discuss: How would you apply each principle to improve the program, policy, or situation?*
3. *Choose 2–3 principles that are most relevant.*
4. *Write a short plan for how your team would apply those principles.*
5. *Bonus: Identify potential challenges and how you would address them.*

Step 3: Gallery Walk or Group Share

Each group presents their scenario and how they applied the principles. Encourage other teams to ask questions or share different interpretations.

Step 4: Full Group Reflection

Facilitator leads discussion with the following guiding questions:

1. *What principles were easiest to apply?*
2. *What principles were hardest to apply?*
3. *How can these principles shape your own work more intentionally?*

Key Messages and Learning Points

- Remind participants that these principles were developed by the Safe Passages team in Mexico, based on their direct experiences.
- The principles are meant to inspire and guide, but teams can choose to adjust, adapt or create their own in relation to their programs and contexts.

Liza Hernández, Director of ChildFund Central America, visits the western region of Guatemala along with **Keeva Duffey**, Sustainability Advisor from ChildFund's International Office, and **Mariuxi Villagomez**, Director of ChildFund Ecuador, on a field visit with our local partner CDRO.

Photo by Luis Pedro Dominguez

Session 4: Addressing Attitudes and Engaging Host Communities

Session Objective: To explore attitudes and assumptions about youth in displacement and strengthen participants' capacity to engage host communities with inclusive, informed, and empathetic approaches.

Total Time: 90 mins

Materials: Flipchart paper and markers; sticky notes; Attitudes and Assumptions Table; posters labeled "Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree"; Host Community Messaging Table (TOOL 9 & 10)

Activity 1: Four Corners - Attitudes and Assumptions (30 mins)

Activity Objective

To encourage reflection and dialogue around personal and community-held beliefs about youth in displacement, using a participatory and non-judgmental format.

Instructions

Step 1:

Hang up posters labeled, "Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree," put one in each corner of the room.

Step 2:

The facilitator should read out loud the statements from the table below and ask participants to read each and ask them to move to the poster that reflects their view of that statement.

After people have chosen their "corner" ask a few folks to share why they agree or disagree with the statement. Use the information below to help facilitate the discussion.

Step 3:

Once done, ask folks to sit back down and share the table worksheet with them (TOOL 3) and explain that this is a tool to look at attitudes and assumptions towards youth in displacement. It can be used in staff training, to evaluate partner or host community readiness – the results from these self-assessments can also inform IEC Messages and program development.

Statements	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. Male youth in displacement are a threat to security and stability in the communities they migrate through and to	1	2	3	4
2. Women and girls who are migrating are safer if they stay in inside all day and do not socialize with others	1	2	3	4
3. Youth in migration can integrate and adapt quickly into new communities	4	3	2	1
4. Youth who migrated are passive victims and lack agency	1	2	3	4
5. Youth in displacement have diverse needs and skills	4	3	2	1
6. Youth who have migrated into new communities take away opportunities from local youth	1	2	3	4
7. Youth in displacement with disabilities should go to separate, more accessible safe spaces	1	2	3	4
8. Youth in displacement should have the same access to rights, aid, and support as national youth	1	2	3	4
9. Youth who are migrating have limited education and literacy levels	4	3	2	1
10. It is my responsibility to ensure that ALL youth from ALL backgrounds feel safe, comfortable, and respected in their community	4	3	2	1

Key Messages and Learning Points

Statement 1: Male youth in displacement are a threat to security and stability in the communities they migrate through and to

Youth migrants are often stereotyped as being involved in crime, violence, or radical movements, especially when they come from conflict zones or marginalized communities.

Men and boys are more likely to be perceived as a threat than women and girls. Often this results in exclusion from programming and increased stigma.

According to the Migration Policy Institute: Extensive research indicates that immigrants, including youth, do not increase crime rates in the communities where they settle. In fact, many studies suggest that immigration is associated with stable or even reduced crime rates.

Statement 2. Women and girls with who are migrating are safer if they stay in inside all day and do not socialize with others

Social isolation poses a significant risk for women and girl migrants because it amplifies their vulnerability to violence, exploitation, and mental health challenges, while limiting their access to support networks and essential services.

Disconnected from family, community, or culturally familiar support systems, many women and girls in displacement experience feelings of invisibility, disempowerment, and fear. This isolation can be intensified by factors such as language barriers, legal status, discrimination, or cultural norms that restrict their mobility or engagement in public life. Without access to safe spaces or peer support, women and girls are less likely to report abuse, seek medical or legal help, or participate in decision-making processes that affect their well-being.

Programs that actively promote social inclusion, peer connection, and community-based engagement are essential not just for reducing isolation, but for fostering dignity, autonomy, and safety for women and girls in displacement.

Statement 3. Youth in migration can integrate and adapt quickly into new communities

Research indicates that immigrant youth often demonstrate a strong capacity to integrate and adapt quickly into new communities, particularly when supported by inclusive policies and community resources. A comprehensive international study involving over 5,000 immigrant youths across 13 societies found that those who engaged in both maintaining their cultural heritage and participating in the larger society—an acculturation strategy known as integration—tended to experience better psychological and sociocultural adaptation.

These findings suggest that, with supportive environments and resources, youth in migration can effectively navigate the challenges of adaptation and contribute positively to their new communities.

Statement 4. Youth who migrated are passive victims and lack agency

Migrant youth are frequently portrayed only as helpless victims rather than as individuals with resilience, skills, or the ability to contribute to society. Across consultations conducted by ChildFund and partner organization, the opposite sentiment was reported.

Organizations working directly with youth in displacement shared that they find that consultation and agency empower young people to shape solutions that reflect their lived experiences, fostering more relevant, effective, and inclusive programming. When youth are meaningfully engaged, they shift from being passive recipients to active leaders of change within their communities.

Statement 5. Youth in displacement have diverse needs and skills

There is a vast diversity among youth in migration—including differences in gender, religion, ethnicity, language, ability, and reason for migration. While there are certain trends we can watch and learn from, it is critical to avoid making assumptions and recognize each youth as an individual with their own unique life experience and background.

Statement 6. Youth who have migrated into new communities take away opportunities from local youth

There is often an assumption that migrant youth are unfair competition in schools, job markets, or housing, fueling resentment in host communities.

However, evidence shows that migrant youth do not take away opportunities from national youth; in fact, they often fill gaps in labor markets, enrich cultural diversity, and contribute to economic growth. Evidence shows that inclusive systems benefit all youth by fostering innovation, collaboration, and stronger, more resilient communities.

Statement 7. Youth in displacement with disabilities should go to separate, more accessible safe spaces

Safe spaces should be made accessible for all youth, regardless of their abilities. Separate services should only be used to very specific referral - i.e. medical care, physical or occupational therapy needs. Safe spaces should be designed to accommodate all people, and staff should always be focused on identifying and removing barrier.

Statement 8. Youth in displacement should have the same access to rights, aid, and support as national youth

Youth in displacement are entitled to the same fundamental rights as all young people, including the rights to safety, education, health, non-discrimination, and participation, as outlined in international treaties like the UN Convention on the Rights of the Child. Regardless of their migration status, they have the right to be protected from violence, to seek asylum, to access services, and to be heard in decisions affecting their lives.

It is our role to advocate for and uphold the rights of youth in displacement.

Statement 9. Youth who are migrating have limited education and literacy levels

Youth in displacement often face disrupted education due to conflict, displacement, or lack of access in transit and host countries. Despite these challenges, many show strong motivation to continue learning and use digital tools to bridge educational gaps. However, disparities in digital literacy and access to technology—especially for girls, rural youth, or those in informal settings—can deepen exclusion. Inclusive programs that provide digital access, language support, and flexible learning opportunities are essential for promoting education equity and empowerment.

Activity 2: Host Community Message Development and Mock Engagement (60 mins)

Activity Objective

To strengthen participants' skills in engaging host communities through thoughtful messaging, by identifying community strengths and challenges, crafting inclusive outreach messages, and designing a prototype engagement strategy or communication tool tailored to specific local audiences.

Materials

Paper; markers; flipchart

Instructions

STEP 1:

Divide the participants into groups of 4-6 people.
Ask groups to reflect on the following while taking notes:

1. *When it comes to youth in displacement programming- what are the strengths that we have in the host community where we are programming?*
2. *What are the challenges we face?*
3. *Who should we enlist to help solve these challenges? (i.e. key allies and supportive stakeholders)*

STEP 2:

Once the questions above have been discussed, ask the group to develop a set of two strong messages related to youth in displacement that the group wants to share with the Host Community where they are working (refer to TOOL 9 for ideas). Determine exactly the group/s that you are aiming to reach/connect with in the Host Community.

STEP 3:

The group should work to decide on what type of activity, medium, or IEC material they would develop to get this message across to the targeted group in the host community. Ask them to create a prototype – i.e. if it's a poster, draw it up! If it's a radio ad, write it out! If it's a community meeting, draft an agenda!

STEP 4:

Each group should take a turn to share their ideas for a Host Community engagement and give each other constructive feedback.

STEP 5:

Conclude with a short, guided conversation. Take time to remind participants of some of the key tips for engagement with Host Communities (TOOL 9).

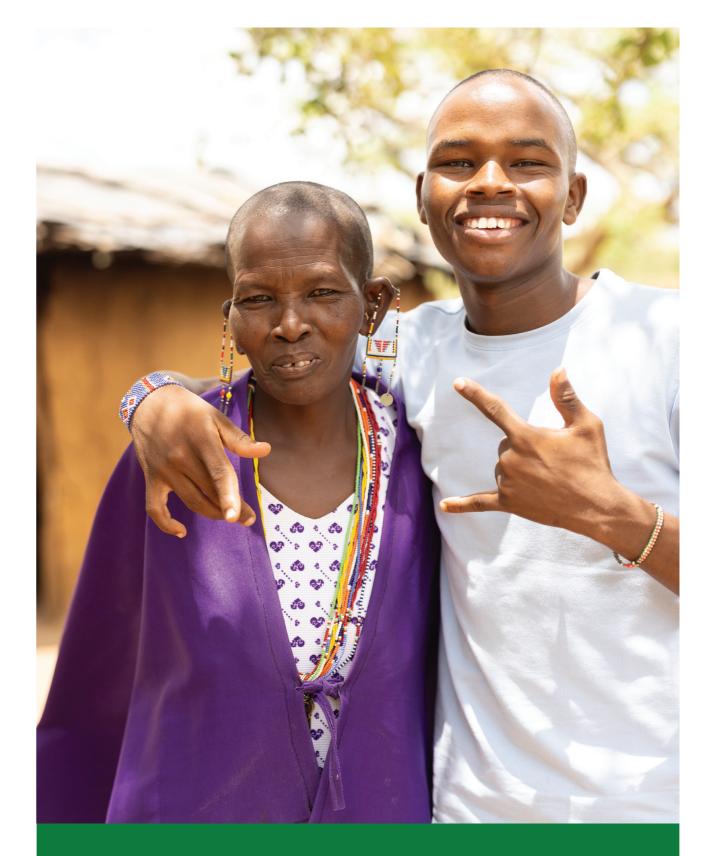### Key Messages and Learning Points

- Map Community Actors Thoughtfully

  Start by identifying a wide range of community stakeholders, including:
  - Faith-based organizations (FBOs)
  - Women's rights groups
  - Human rights organizations
  - Disability inclusion advocates
  - Local youth clubs and teachers
  - Health workers and social service workforce members
  - Government agencies and municipal leaders

Ensure you include both formal actors (e.g., registered NGOs) and informal ones (e.g., elders, influencers).

Begin with Shared Values - Once you have mapped organizations within the community, you are programming. Work to establish and frame your outreach around common goals like dignity, safety, and community well-being. Many faith groups and civic actors resonate deeply with messages about protecting children and youth and reducing harm.

- Tailor your Approach by Group
  - Faith-based groups: Focus on shared values of compassion and protection; clarify inclusion as community care.
  - Women's rights organizations: Collaborate on safe space creation and advocacy.
  - Disability Rights Organizations (DROs): Partner to improve accessibility and referral pathways.
  - Government entities: Engage within policy frameworks and advocate for youth inclusion.

- Prioritize Representation and Inclusion - Invite diverse community groups and youth from the host community to serve in advisory roles or participate in feedback sessions. Ensure groups like Indigenous youth, youth with diverse identities, and youth with disabilities are meaningfully represented.

- Focus on Listening First - Use informal gatherings or listening sessions to understand concerns and build trust before asking for collaboration. During listening sessions identify both potential barriers and places where stigma or resistance exists. Use this information to build messages that support a paradigm shift and work to knowledge about the needs of youth in displacement and distill stigma, myths, or harmful ideologies.

- Provide Tools and Language for Inclusion - Distribute inclusive materials in local languages and formats. Offer training to as many members of the community as possible – not just implementing partners. Prioritize training and learning activities that challenge community members to expand their knowledge and thoughts around gender, youth rights, and inclusion.

- Work to educate members of the media on safe and respectful ways to report and share stories related to children and youth in migration.

- Highlight Mutual Benefits - Emphasize how partnerships improve cohesion, reduce tensions, and strengthen services for all youth—not just those who are in migration processes.

- Celebrate Community Leadership - Recognize and uplift host community members already advancing inclusion. Share success stories as learning examples.

- Commit to Continuous Feedback and Learning - Keep communication open. Show how community input shapes programming and engage groups in monitoring outcomes.

- Center Dignity, Respect, and Flexibility - Engage communities with humility and openness. Respect cultural norms while promoting rights-based inclusion.

Simeon Oleku (20) with his mother, **Matasia** (52), is a former sponsored child from Kajiado County, Kenya. He is now the youth representative for ChildFund's Regreening Africa project which is helping build environmental resilience in southern Kenya.

Photo by Jake Lyell

Session 5: Youth Consultations – Tool Station Rotation

Total Time: 90 minutes

Materials: Printed copies of each tool (TOOLS 4-6); flipcharts at each station; markers; worksheet (Handout #3) with reflection questions

Activity Objective

To explore, reflect on, and adapt three different youth consultation tools by rotating through interactive stations focused on real-world application and inclusive practice.

Instructions

Step 1: Set up three 'stations" on three tables.

Create three tables/stations, each with one of the following tools printed and laid out:

- **Table 1:** Youth Storyboard Tool (TOOL 4)
- **Table 2:** Youth Action Planning Tool (TOOL 5)
- **Table 3:** Youth Case Study Tool (TOOL 6)

Divide participants into three groups and assign each to a starting station.

Step 2: Each group rotates through the 3 stations, spending 15–20 minutes at each.

At each station, they read through the tool and answer the following reflection questions on flipchart paper or worksheet:

1. *How do you envision using this tool in your programming?*
2. *How would you adapt this tool for different age or developmental groups?* (i.e. 10–14, 15–17, 18–24)
3. *How would you adapt this tool for girls and young women, or youth with disabilities?*
4. *Where in your current programming would this tool add value?* (e.g., design, implementation, feedback)

Use printed worksheets with these questions if flipchart space is limited.

Step 3: Once all groups have rotated through each station, the facilitator should lead the entire group in a short reflection:

- *Ask each group to report back one insight from their favorite tool.*
- *Reflect on where youth consultation is currently strong—and where tools like these could strengthen inclusion and agency.*

Key Messages and Learning Points

- Each tool offers a distinct, creative, and flexible way to engage youth.
- Tools must be adapted thoughtfully to age, literacy, gender, ability, and context.
- Youth consultations should inform program design—not just validate it.
- Practical tools like these can help operationalize youth participation in concrete, respectful ways.

Ligia Macalo is a Project Mobilizer with Associação Txivuno Txavanana (ATTV), ChildFund's local partner in Zavala District, Mozambique, where the Community Based Child Protection Mechanism (CBCPM) project is implemented. Here, she conducts an awareness session for parents on early marriage and children's rights.

Photo by Jake Lyell

Session Plan: Day 2: Program Planning for Inclusive Safe Spaces

Session 6: Planning and Budgeting for Inclusive Safe Spaces

Session Time: 120 mins

Session Objective: To strengthen participants' ability to assess inclusion gaps and allocate resources intentionally by using partner evaluation tools and inclusive budgeting practices that reflect the needs, priorities, and rights of diverse youth populations.

Session Materials: Paper; markers; flipchart paper; Handout #4 Worksheet with Mock Organization; (TOOLS 10 & 11) Budgeting for Inclusion Guidance

Activity 1: Planning for Inclusion Focused Site Visits (30 min)

Instructions

Step 1: Divide participants into groups of 4-6 people.

Ask groups to review TOOL 10, the Partner Site Evaluation tool and to discuss the following questions:

1. *When in the partner engagement process, how do you envision you could use this tool?*
2. *How would you prepare a partner for this type of site visit?*
3. *Who from the partner team would you invite to participate in this discussion and site visit?*
4. *How would you share the findings /feedback with your partner?*
5. *How does this exercise help us plan more inclusive and responsive programs?*

Once the group has had a chance to review and discuss the Site Visit Tool, move them on to the next part of this session.

Activity 2: Budget Prioritization Game (60 mins)

Time: 90 minutes

Tools: Worksheet with Mock Organization; TOOL 10 & 11 – Budgeting for Inclusion Guidance

Activity Objective

To practice allocating resources through an inclusion lens by designing a fictional budget and justifying prioritization.

Instructions

STEP 1:

Keeping the same groups as above, handout the worksheet with an organizational overview of Bright Futures Youth Network (BFYN).

STEP 2:

Ask for a volunteer to read the initial scenario out loud and explain that these are the findings that were recorded after a program manager made a site visit to BFYN to evaluate their readiness to create an inclusive safe space program for youth in displacement.

Scenario: Ask each team to review the mock organizational profile for Bright Future Youth Network (e.g., a local youth-serving NGO with programming gaps in accessibility and youth leadership). Explain they have been allotted a budget of **$10,000** that should be used to improve social inclusion and create a more accessible and inclusive safe space program at BFYN.

STEP 3:

Share the following Group Work Instructions:

1. Teams review the organizational profile and inclusion needs.
2. Using the sample template and guidance from TOOL 13, teams decide:
   - What budget lines to add or increase
   - Which inclusion actions to prioritize (e.g., sign language interpretation, transport stipends, co-facilitation by youth)
3. Use the worksheet to answer the guiding questions and determine the top budget line items they want to prioritize. They should record a short justification for each budget line item.
4. Each team presents:
   - A summary of their budget allocations
   - Their rationale for prioritization

Key Messages and Learning Points

- Inclusive budgeting is not about adding more funds; it's about using existing funds more equitably.
- Budgeting reflects values—if inclusion is a priority, it must be resourced.
- Inclusive budgeting requires engagement with youth, especially those from marginalized backgrounds.
- Consider indirect costs and capacity-building (e.g., training, partnerships, accommodations).
- Program needs must align with community feedback and partner assessments.
- Budgeting can empower frontline implementers when it's participatory.

Session 7: Tracking Progress in Inclusive Safe Spaces

Activity 1: Indicator Design Practice

Total Time: 90 minutes

Materials: TOOL 12; Handout #5 Create Your Indicators worksheet; sample interventions list; flipchart

Activity Objective

To build capacity in defining measurable inclusion outcomes by developing both qualitative and quantitative indicators tailored to youth interventions, disaggregated by age group.

Instructions

Step 1: Group Assignments

Divide participants into small groups. Assign or let each group choose one of the following interventions:

1. A mobile safe space for youth in displacement
2. Peer-led girls and young women group
3. Host community awareness raising campaign
4. Psychosocial support group sessions for youth in displacement
5. Youth advisory board or feedback loop mechanism

Step 2: Indicator Design

Each group should work together to define:

- One quantitative indicator (numeric, trackable)
- One qualitative indicator (experience- or perception-based)
- Groups should also discuss and work to define how their indicators should be disaggregated - for example by age (e.g., 10–14, 15–17, 18–24), gender, disability, and other demographic areas that would be relevant to the progress they are tracking.

Groups can use TOOL 12 for examples and the worksheet provided.

STEP 3: Group Sharing

Each team shares their two indicators with the full group, including:

- Why they chose the indicators
- What data collection method they would use

- How the indicator addresses inclusion and measures progress towards the goals of safe spaces

Facilitator Wrap-Up

Reinforce the value of balanced measurement (both numbers and stories), and how youth-informed indicators improve accountability and relevance.

Key Messages and Learning Points

- Inclusion requires both numbers and narratives. A balanced monitoring approach uses both quantitative and qualitative data to capture who is participating and how they experience inclusion.
- Quantitative indicators help track access, participation, and representation.

  Examples: attendance rates disaggregated by age/gender, number of youths accessing services, youth feedback submissions.
- Qualitative tools like storytelling (MSC), focus groups, and feedback mechanisms uncover the depth of youth experiences—whether they feel safe, respected, and heard.
- Disaggregation matters. Collecting data by age, gender, disability status, and language ensures no group is overlooked in programming and evaluation.
- Closing the feedback loop builds trust and accountability. Youth must see how their input shapes change—via youth-friendly summaries, co-presenting findings, or participating in program revisions.
- Indicators should be meaningful and participatory. Whenever possible, engage youth in defining, tracking, and interpreting indicators to strengthen agency and relevance.
- Use data to adapt, not just report. Monitoring should lead to tangible shifts in how inclusive spaces are designed, not just fill out donor reports.

ChildFund Chief Impact and Innovation Officer, **Karen Hanrahan** (left), talks with a student about the Elimu Kidigitali Project, which is transforming learning through improved, equitable ICT digital learning access in Kenyan primary schools.

Photo by Trans Leiu

Session 8: Goal Setting and Closing Reflection

Closing Activity 1: Action Planning and Goal Setting for Rolling Out Inclusive Safe Space Guidance

Total Time: 90 mins

Objective: To support participants in identifying concrete, actionable goals for implementing Inclusive Safe Space Guidance in their work over the next six months, and to gather feedback on the training through a post-test and evaluation process. The session also aims to reinforce commitment, encourage follow-through, and initiate a plan for continued engagement and support.

Time: 60 mins

Each participant should work individually to develop an action plan which lists at least four goals for how they plan to roll out the guidance over the next six months. Ask participants to share examples of actions that they wish to take forward.

Closing Activity 2: Post Test and Training Evaluation

Time: 30 mins

Please ask all participants to complete the POST TEST and Training Evaluation Form.

Once the training is complete, please schedule a debriefing meeting with relevant staff from your Country Office and IO to discuss the training and next steps.

Thank all participants for their time and encourage them to remain in touch with you if they have questions as they work to implement Inclusive Safe Spaces.

Activity: Optional Activity - Learning From the Experts (60 min)

Total Time: 90 mins

Materials: Worksheet – Learning from the Experts; flipchart paper and markers

Objective: To provide additional information for training participants about the diverse lived experiences of youth in displacement.

Preparation: The hosting community and organization can determine if they would like to include a guest speaker/s into the training session.

Guest speakers could include:

- Youth currently enrolled in programs or accessing services
- Youth who are part of the Host Community
- Professionals who have a history of migrating (internal or external) during their youth

Be flexible with this activity and tailor to the preferences of the speakers. Speakers should go through a through preparation and consent process using ChildFund or the hosting organization's Child Safeguarding SOPs.

Wherever possible, the hosting organization should cover costs for the guest speakers (i.e. transportation) If the budget permits, guest speakers should be offered a stipend/honorarium for their time.

All participants should be reminded of the importance of being trauma-informed and ask questions with sensitivity and care.

Provisional Outline

1. Introductions and short presentations from speakers (30 minutes).
2. Split into three groups, where participants can participate in a question-and-answer session with the guest speakers (30 minutes).
3. Present back suggestions on how to make current and future programs and activities more appropriate and inclusive for youth in displacement.

General Council, **Amelia Smith**, at the June Board of Directors meeting at ChildFund International's headquarters in Richmond, Virginia, USA. June 24, 2024.

Photo by Jake Lyell

Awa (20) is a sponsored child who participates in ChildFund's youth club. ChildFund's Youth Club in Ziguinchor Region, Senegal, which acts as a safe place for youth to gather, normally meets once a week and is open to youth ages 15 to 24. Most attendees are sponsored or enrolled with ChildFund.

Photo by Jake Lyell

Shown here, Male Action Group member **Andrew Kaya**, one of the group members who works in Rose's zone, was a DJ and radio broadcaster back in South Sudan. Today he broadcasts messages about child protection and violence against women and girls over the radio for the Palorinya Refugee Settlement.

Photo by Jake Lyell