

# INCLUSIVE SAFE SPACES FOR YOUTH IN DISPLACEMENT

## Two-Day Training

10/3/2025

Facilitator Name(s)

Partner Logos





# Training Objectives

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

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# Agenda Overview

## Day 1: Foundations of Inclusion and Safe Spaces

Time	Session	Objectives
9:00-9:30	Session 1: Introductions & Objective Setting	Complete Training Pre-Test Build rapport and introduce toolkit purpose
9:30-11:00	Session 2: Understanding Youth in Displacement	Explore physical, emotional, cultural meanings of related to youth in displacement
11:00-12:00	Session 3: Principles to Guide Inclusive Safe Spaces LUNCH BREAK	Introduce 7 principles and link to real practices and programming
12:00-1:00	<u>LUNCH BREAK</u>	
1:00-2:30	Session 4: Addressing Attitudes & Engaging Host Communities	To explore attitudes and assumptions about youth in displacement and strengthen participants' capacity to engage host communities with inclusive, informed, and empathetic approaches.
2:30- 4:00	Session 5: Conducting Youth Consultation	To explore, reflect on, and adapt three different youth consultation tools by rotating through interactive stations focused on real-world application and inclusive practice.

# Day 2: Program Planning for Inclusive Safe Spaces

Time	Session	Objectives
9:00-9:30	Welcome Back & Day 1 Recap	Re-cap key learning points from Day 1 & Set the Tone for Day 2
9:30- 11:30	Session 6: Planning & Budgeting for Inclusive Safe Spaces	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.
11:30- 12:30	LUNCH BEAK	
12:30-2:00	Session 7: Tracking Progress in Inclusive Safe Spaces	To build capacity in defining measurable inclusion outcomes by developing both qualitative and quantitative indicators tailored to youth interventions, disaggregated by age group.
2:00-3:30	Session 8: Action Planning & Closing Reflections	<p>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.</p> <p>Complete Post Test &amp; Training Evaluations</p>



# Session 1: Introductions & Objectives

Icebreaker Instructions  
(Learning Objective Pair Activity)

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.

## Pre-Test Instructions

Please take a few moments to complete the pre-test to the best of your ability.



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# Introducing the Guidance Document & Toolkit Overview

- Guidance Document & 13 Tools
- Tracking & Fidelity Tools

Participant Expectations vs. Training  
Objectives



## 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.



## Activity 1– Definition Dash

- Divide into teams
- Listen to the definition related to understanding Youth in displacement
- If your team knows the term then raise your hand
- The first team to guess correctly gets 1 **point**.
- If the team can provide a “real-world example” of the term within 15 seconds, they get an additional bonus point.



## Activity 1 – Definition Dash Wild Card Round

- What is the difference between internal and external migration?
- Why is asset-based programming important for youth in displacement?
- How do power dynamics affect youth in migration?

KEY TERMS	DEFINITION
<b>Youth in Displacement</b>	<p>“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.</p> <p>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.</p> <p>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.</p>
<b>Irregular Migration</b>	The movement of people that takes place outside the regulatory norms of the sending, transit, and receiving countries, often without legal documentation or authorization.
<b>Host Community</b>	The local population, institutions, and infrastructure that receive and interact with migrants or displaced populations.



KEY TERMS	DEFINITION
<b>Safe Spaces</b>	Physical or emotional environments where children and youth feel secure, respected, and free from violence, exploitation, or judgment.
<b>Autonomy</b>	The ability to make informed, uncoerced decisions and act independently, particularly in the context of one's rights and well-being.
<b>Self-Agency Factors</b>	Personal traits or conditions—such as confidence, knowledge, or decision-making skills—that empower individuals to act in their own best interest.
<b>Risk Factors</b>	Conditions or variables (e.g., poverty, conflict, lack of protection) that increase a child's or youth's vulnerability to harm, exploitation, or marginalization.
<b>Racism</b>	Prejudice, discrimination, or antagonism directed at individuals or groups based on race or ethnicity, often manifesting in systemic inequality.
<b>Discrimination</b>	Unjust or prejudicial treatment of individuals based on characteristics such as gender, race, disability, or migration status.
<b>Stigma</b>	A set of negative beliefs or attitudes that society or groups hold about individuals or communities, often leading to exclusion or shame.

KEY TERMS	DEFINITION
<b>Sexism</b>	Discrimination or prejudice based on sex or gender, typically affecting women and girls.
<b>Children &amp; Youth with Disabilities</b>	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.
<b>Indigenous Person</b>	Individuals belonging to native or original ethnic groups of a region, who maintain traditions, languages, and cultures distinct from the dominant population.
<b>Internal Migration</b>	The movement of people within the same country, often from rural to urban areas, for reasons like work, education, or safety.
<b>Child and Youth Friendly Space</b>	Environments designed to support the protection, well-being, and participation of children and youth through structured activities and psychosocial support.
<b>Inclusion</b>	The process of ensuring equal access and opportunities for all individuals, particularly those from marginalized groups, to participate fully in society.

KEY TERMS	DEFINITION
<b>Accessibility</b>	The design of products, services, environments, and systems so they can be used by all people, including those with disabilities.
<b>Reasonable Accommodations</b>	Necessary and appropriate adjustments to ensure individuals with disabilities enjoy equal rights and access, without imposing a disproportionate burden.
<b>Power Dynamics</b>	The ways in which power is distributed and exercised within relationships or systems, often affecting decision-making and access to resources.
<b>Resiliency</b>	The capacity of individuals, especially children and youth, to recover from adversity and adapt positively to challenges.
<b>Asset-Based Programming</b>	An approach that focuses on the strengths, skills, and resources that individuals and communities already possess to support development and well-being.



## Activity 2 - Risk & Resilience Mapping for Youth in Displacement

Risk factors	Protective factors



## Key Learning Points - Risks & Protective Factors

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





# Activity 3 – What Makes a Safe Space?

- Work in teams to answer this question:
- “What makes a space feel safe for youth in all three dimensions?”

## Group Discussion Questions

- 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?



# Key Learning Points Messages on Safe Spaces

## Key Messages & 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: Guiding Principles

## Overview of the 7 Guiding Principles

### Principle 1. Do No Harm – Set Intentional Inclusion Strategies

Uphold the global “do no harm” principle with tailored strategies for reaching and protecting the most marginalized and excluded groups. Go beyond generic approaches by actively consulting, listening, and contextualizing responses to fit local realities. Avoid assumptions, duplication of efforts, and one-size-fits-all solutions. Ensure programming creates space for meaningful youth participation, respects existing networks, and strengthens local resource use through collaboration, not imposition. Minimize risks and unintended consequences by continuously assessing the evolving context and potential harms of well-intentioned actions, especially for youth from stigmatized groups. Prioritize cultural sensitivity by respecting local norms, languages, and community dynamics while balancing this with the rights and safety of youth in displacement.





## Principle 2. Build on Community Capital – Integrate Holistic and Intersectional Approaches

Leverage the strengths and resources already present in communities, recognizing that host communities can be vital partners in inclusive solutions. Design programs that reflect an intersectional understanding of identity and need. Use multidisciplinary teams to deliver holistic care that is responsive to the multiple dimensions of children's lives, including health, education, protection, and psychosocial well-being.



## Principle 3. See the Whole Person – Respect Identity, Dignity, and Diversity

Center every program around the inherent worth and dignity of each child and youth. Take time to understand each individual's story, experiences, and identity beyond categories or labels. Avoid stereotypes, challenge internal biases, and create space for genuine, respectful connection. Promote collaborative work, team awareness on rights and inclusion, and reject adult-centrism or top-down decision-making. Encourage youth-led contributions and recognize the unique value every person brings.







## Principle 4. Uphold a Zero Tolerance Policy for Violence and Discrimination

Establish and communicate a clear zero tolerance policy for all forms of violence, harassment, or disrespect whether directed at children, youth, or staff. Embed gender and inclusion safeguards in all activities and partnerships. Discuss these commitments openly from the outset with stakeholders. Ensure staff are protected and supported just as program participants are. Foster diverse, representative teams and promote affirming practices—like asking for preferred pronouns and accessible self-care options.

## Principle 5. Foster a Culture of Flexibility, Reflection, and Learning

Cultivate an organizational culture that embraces change and adapts to new challenges. Encourage flexibility during program design and implementation and recognize the limits of current approaches. Prioritize ongoing learning, regular self-assessment, and openness to rethinking what doesn't work. This mindset of growth and humility is essential to inclusive, dynamic, and responsive programming.







## Principle 6. Prioritize Self-Care – Care for the Caregivers

Self-care is not optional—it is central to effective and ethical programming. A supportive relationship with a trusted adult or professional can be one of the most powerful interventions for children and youth. Likewise, the well-being of staff must be prioritized. Promote a culture of self-care, burnout prevention, and emotional resilience by offering peer support groups, reflective supervision, access to mental health professionals, and safe spaces for open dialogue within teams.



## Principle 7. Affirm Youth Leadership, Ownership, and Accountability

Youth in displacement are not only vulnerable — they are powerful agents of change with the right to participate meaningfully in shaping the programs, services, and systems that affect their lives. Inclusive Safe Spaces should actively promote youth leadership and co-creation, ensuring that young people have opportunities to lead initiatives, influence decision-making, and hold institutions accountable. This requires investing in youth participation mechanisms, building their capacity to lead, and creating feedback loops that allow their voices to translate into action. Programs that center youth leadership affirm their dignity, foster resilience, and advance justice by treating young people not just as beneficiaries, but as partners and change-makers.



# Activity Principle to Practice - Group Work

Each group should have a copy of worksheet (Handout #2) and a set of principle cards.

Each work sheet has one short scenario related to youth migration or displacement

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







## Group Reflection

- What principles were easiest to apply?
- What principles were hardest to apply?
- How can these principles shape your own work more intentionally?

## Session 4: Attitudes & Host Communities

- Four Corners Instructions + Example Statements
- Host Community Messaging Exercise Prompt
- Prototype Ideas Slide (Poster, IEC, Radio Script)

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# Session 5: Youth Consultation Tools

## Overview of 3 Consultation Tools

- Storyboard
- Action Plan,
- Case Study



- Tool Station Instructions
- Worksheet Reflection Questions (from Handout #3)
- Key Learning Points Summary Slide



# **DAY 2: Program Planning for Inclusive Safe Spaces**

**Welcome Back**

Day 1 Recap Slide – 3–4 Key Takeaways





## Session 6: Planning & Budgeting

- Overview of BFYN Case Study
- Planning Tool Discussion Prompt (Tool 10)
- Budgeting Game Instructions
- Mock Budget Template (Visual/Table)
- Group Reflection Slide



# Session 7:

## Tracking Progress

- Overview: Importance of Inclusive Indicators
- Quantitative vs. Qualitative Definitions + Examples
- Teamwork Instructions (from Handout #5)
- Presentation & Debrief Questions



# Session 8:

## Goal Setting & Closing

- Action Plan Instructions
- Sharing Example Actions
- Post-Test & Training Evaluation
- Closing Reflections Slide (Quote or Message of Encouragement)







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## Optional Module

Guest Speaker Session (if applicable)

- Speaker Bio Slides
- Discussion Guidelines for Participants





# THANK YOU

