

**ANNEX I:  
EVENT DESCRIPTION SHEET**

| <b>PROJECT</b>            |                                    |
|---------------------------|------------------------------------|
| Participant:              | 101252945 – Uit de Marge vzw - UdM |
| PIC number:               | 892268469                          |
| Project name and acronym: | CERV-2025-CITIZENS-CIV - COSY      |

| <b>EVENT DESCRIPTION</b> |                                                                                                                                                                                                                 |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Event number:            | WP9                                                                                                                                                                                                             |
| Event name:              | Local community safety signals of outreach youth workers in district Borgerhout (city of Antwerp)                                                                                                               |
| Type:                    | Training                                                                                                                                                                                                        |
| In situ/online:          | In situ                                                                                                                                                                                                         |
| Location:                | Belgium <ol style="list-style-type: none"> <li>1. KRAS Borgerhout</li> <li>2. SAAMO</li> <li>3. Stampmedia</li> <li>4. De Wereld van Rayaan</li> <li>5. KRAS Noord</li> <li>6. JES Borgerhout Studio</li> </ol> |
| Date(s):                 | <ol style="list-style-type: none"> <li>1. 30/04/2026</li> <li>2. 04/06/2026</li> <li>3. 23/06/2026</li> <li>4. 02/07/2026</li> <li>5. 07/07/2026</li> <li>6. 10/07/2026</li> </ol>                              |
| Website(s) (if any):     | <a href="https://www.uitdemarge.be/cosy/">https://www.uitdemarge.be/cosy/</a>                                                                                                                                   |
| <b>Participants</b>      |                                                                                                                                                                                                                 |
| Female:                  | <ol style="list-style-type: none"> <li>1. 3</li> <li>2. 1</li> <li>3. 0</li> <li>4. 5</li> <li>5. 2</li> <li>6. 0</li> </ol>                                                                                    |
| Male:                    | <ol style="list-style-type: none"> <li>1. 4</li> <li>2. 6</li> <li>3. 2</li> <li>4. 0</li> <li>5. 1</li> <li>6. 1</li> </ol>                                                                                    |
| Non-binary:              | <ol style="list-style-type: none"> <li>1. 0</li> <li>2. 0</li> <li>3. 0</li> </ol>                                                                                                                              |

|                               |                      |
|-------------------------------|----------------------|
|                               | 4. 0<br>5. 0<br>6. 0 |
| From country 1 [name]:        | Belgium              |
| ...                           |                      |
| Total number of participants: | 25                   |

## Description

*Provide a short description of the event and its activities.*

### 1. Introduction and objective of this report

This report accounts for the implementation of Work Package 9 (WP9) of the COSY project — "Local community safety signals of outreach youth workers in district Borgerhout (city of Antwerp)" — in fulfilment of specific objective SO1 ("Gaining insight into local community safety signals behind the societal safety symptoms") and, more specifically, operational objective OO1.2 ("Discovering and determining local community safety signals from and with youth workers").

Where WP1 gathered signals directly from young people in Borgerhout, WP9 turns to the outreach youth workers and youth development workers who support them, in order to capture both (a) the safety signals these professionals observe among the youngsters they work with, and (b) the safety signals and structural challenges youth workers experience in their own role. Six activities were organized across a deliberately broad range of organizations — from generalist neighborhood youth work to specialized provision for neurodivergent youngsters, media literacy, and music-based youth work — to build as complete a picture as possible of the Borgerhout youth work ecosystem. This report:

- presents the process toolkit that was used, across the whole COSY project, to determine what qualifies as a local community safety signal;
- documents the six activities organized for WP9 (context, approach, participants);
- presents, for each activity, the signals identified — distinguishing signals about youngsters' unsafety (as observed by youth workers) from signals about youth workers' own unsafety and structural working conditions, and, where raised, challenges specific to the Borgerhout ecosystem;
- provides a consolidated overview of the signals captured across all six activities, and the local context in which they occur.

This report constitutes the underlying material for WP9 deliverable D9-16.2 ("Method(s) to determine what a local community signal is", shared with WP9-16) and for the WP9 monitoring & evaluation report (D9-16.3).

### 2. Process toolkit: determining and assessing a local community safety signal

To ensure that all eight COSY ecosystems apply a consistent, transparent and comparable method for identifying local community safety signals — while still allowing tailor-made facilitation per ecosystem and target group — the COSY partnership developed a shared process toolkit. This toolkit was applied by the activity organizer during the preparation, facilitation and post-processing of all six WP9 activities in Borgerhout. It consists of four complementary instruments, described below.

#### 2.1 Working definition of a local community safety signal

Per the COSY Facilitator Notes, a local community safety signal is defined as:

*"A recurring or emerging condition in a specific neighborhood that affects the safety, well-being or inclusion of young people, and which the local community recognizes as deserving attention or action."*

A safety signal can relate to physical safety, psychological safety, social exclusion, unsafe public spaces, societal barriers, or (digital) side-effects of community conflicts. Importantly, signals are not individual

incidents, but patterns or indicators shared across several participants. To structure the exploration of these signals, the toolkit works with a fixed list of 13–14 life domains, including education, police, justice, wellbeing, mobility, social media, gender, leisure, housing, health, information and public space, among others. In WP9, this same domain structure was applied to two connected but distinct sets of signals: those youth workers observe among youngsters, and those youth workers experience themselves.

Four working principles apply throughout: voluntary participation, a safe conversational environment, confidentiality, and the leadership of youth voice — in WP9, interpreted as the leadership of youth workers' professional voice and frontline expertise.

## 2.2 Decision tree “Is it a local community safety signal?”

Every observation raised by youth workers is tested against a five-step decision tree before it is treated as a validated local community safety signal:

- 1. Has a safety concern been observed by youth or youth workers? (if no → not a signal: unrelated to safety)
- 2. Does it affect more than one young person? (if no → not a signal: not associated with the community)
- 3. Is the issue linked to a specific local environment? (if no → not a signal: not associated with local circumstances)
- 4. Is there a pattern or repeated experience? (if no → not a signal: not structurally embedded in the community)
- 5. Could community actors influence the situation? (if no → not a signal: not generated or moderated by the community)

Only observations that pass all five checks (yes/yes/yes/yes/yes) qualify as a confirmed local community safety signal. The WP9 signals presented per activity below already reflect an initial level of this filtering: within each session, individual post-its and statements were discussed as a group and checked for shared recognition before being written up as a signal.

## 2.3 Facilitator notes and signal-capturing template

During each activity, the facilitator bundles raw observations per life domain in a structured overview (signal observation → signal exploration on frequency, impact, spread, urgency and change potential → signal validation yes/no), so that no observation is overlooked before validation against the decision tree.

## 2.4 Safety Signal Assessment Framework

Once an observation has passed the decision tree, it can be scored using the COSY Safety Signal Assessment Framework, which rates each candidate signal on five dimensions (1 = lowest, 5 = highest): Frequency, Impact, Spread, Urgency, and Change potential. The combined score (range 5–25) is interpreted as: 5–10 Observation, 11–17 Emerging Signal, 18–25 Confirmed Safety Signal.

## 2.5 Signal Prioritization Matrix

Finally, validated and scored signals will be plotted on the Signal Prioritization Matrix, which crosses “impact on youth safety” (low/high) against “ability of the community to act” (low/high), yielding four response strategies: Monitor, Advocacy or policy dialogue, Quick community improvements, and Immediate pilot

action. This matrix will guide the prioritization of WP9 signals for Phase 2 (bonding and bridging with policymakers and representatives of government institutions) and Phase 3 (co-production) of COSY.

### 3. Activities organized for WP9 with youth workers connected to Borgerhout

Six activities were organized with outreach youth workers and youth development workers connected to the Borgerhout ecosystem to realize OO1.2. Organizations were deliberately selected to cover both generalist neighborhood youth work (KRAS Borgerhout, SAAMO) and specialized provision addressing blind spots in the wider COSY partnership — media literacy and youth-led journalism (Stampmedia), support for neurodivergent youngsters and their siblings (De Wereld van Rayaen), a neighboring-ecosystem comparison point (KRAS Noord, Antwerp North), and music-based integrated youth work (JES Studio).

| Event | Date       | Organisation            | Format                                                                                  | Participants |
|-------|------------|-------------------------|-----------------------------------------------------------------------------------------|--------------|
| WP9.1 | 30/04/2026 | KRAS Borgerhout         | 3-phase workshop:<br>open perspectives →<br>life-domain mapping →<br>case-study zoom-in | 7 (4 M, 3 F) |
| WP9.2 | 04/06/2026 | SAAMO                   | Facilitated group<br>discussion<br>(see/hear/feel prompts)<br>with attempted ranking    | 7 (6 M, 1 F) |
| WP9.3 | 23/06/2026 | Stampmedia              | Facilitated group<br>discussion<br>(see/hear/feel prompts)                              | 2 (2 M)      |
| WP9.4 | 02/07/2026 | De Wereld van<br>Rayaan | 3-phase workshop:<br>individual reflection →<br>group ranking → youth-<br>worker safety | 5 (5 F)      |
| WP9.5 | 07/07/2026 | KRAS Noord              | 2-phase workshop:<br>individual reflection +<br>group discussion                        | 3 (2 M, 1 F) |
| WP9.6 | 10/07/2026 | JES Studio              | Semi-structured<br>interview (studio tour +<br>open prompts)                            | 1 (1 M)      |

WP9.1: KRAS Borgerhout — youth worker signal-gathering workshop

## Description

The activity was framed as a dialogue on the role of youth workers in creating and preserving community safety for youngsters. The first five minutes served as an introduction to the modalities and objectives of the activity. Some participants expressed concerns about data collection and management, particularly regarding pictures; participants were assured that anyone appearing in pictures would be anonymized by default, that no pictures would be taken without asking beforehand, and that answers would not be traceable to individuals by design, except in Phase 3 where participants had the option to add their name.

Phase 1 (open perspectives): participants were asked what causes and forms of unsafety they see youngsters experience, and what causes and forms of unsafety they experience themselves as youth workers. Responses were collected on an A2 panel already pre-populated with input from earlier informal encounters with youngsters and youth workers, using two yellow post-its per participant for the first question and two pink post-its for the second, with participants asked to prioritize the most important and impactful causes.

Phase 2 (holistic, life-domain conversation): the group reviewed all responses together to check shared recognition and add detail, then used a second A2 panel split into 13 boxes (one per COSY life domain) to systematically map unsafety across every corner of youngsters' and youth workers' lives, explicitly checking life domains without any post-its to avoid blind spots. Participants were then asked to reflect on what, in this panel, is unique to the ecosystem of district Borgerhout in Antwerp.

Phase 3 (case-study zoom-in): participants formed small groups of 2–3 and selected one signal to explore in depth using a structured form ("Unsafety and youngsters: the role of youth workers") with guiding questions on what youth workers can/already do, what would happen if current practice continued or stopped, what would be possible without financial constraints, what support is needed, and what is currently blocking progress. While this exercise did not further illuminate specific local community safety signals, it usefully surfaced the value, untapped potential, and existing tensions of youth work vis-à-vis other institutions.

## Safety signals — unsafety experienced by youngsters (as observed by youth workers)

| Safety signal                          | Life domain(s)                       | Context/ illustrative content                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lack of parental guidance              | Other: social dynamics               | A perceived decrease in parental involvement and oversight, attributed to the "difficult circumstances" many households face, is seen as increasing susceptibility to (1) the illegal corners of "the streets" and (2) idolizing social media personalities, internalizing their lifestyle as an ideal, and adopting a misinformed worldview. |
| Disengagement from the rest of society | Wellbeing/<br>Other: social dynamics | Some youngsters spend most of their time at home with little to no social interaction — harmful to mental health, and often a symptom of a deep-rooted sense of unsafety outside the private sphere.                                                                                                                                          |
| The temptation of the streets          | Public space                         | "They want life in Dubai; big cars and expensive watches." These aspirations fuel a craving for money that leads some toward illicit activity; participants linked this trend to the current cultural influence of the "manosphere".                                                                                                          |

|                                               |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Illegal activities on the streets             | Public space                                       | Relatively easy street-level access to drugs (weed, vapes, snus) turns public space into a site of experimentation or regular use, compounded by the lack of parental supervision noted above.                                                                                                                                                                                                       |
| No public space for girls                     | Public space/<br>Gender                            | Raised repeatedly by one participant and corroborated by others: girls in the margins do not feel safe enough to claim public space the way boys do; for them the street remains purely a route from A to B rather than a place to gather and socialize, due to lack of supervision and support.                                                                                                     |
| Judgement in public space                     | Public space/<br>Gender<br>/Other: social dynamics | Multiple forms of mutual judgement: between girls and boys (mostly boys towards girls); between different cultural-ethnic groups, worsening perceived conflicts in values/lifestyle; from passers-by toward youngsters hanging out (quickly perceived as "useless", provoking defensive/territorial postures); and among youngsters themselves, tied to peer pressure and the need to prove oneself. |
| Exclusion and "being different"               | Other: social dynamics/<br>Wellbeing               | A constant, sometimes latent and sometimes explicit, feeling of not belonging to one's place of birth; captured in one participant's rhetorical question: "Are we really allowed to be here?"                                                                                                                                                                                                        |
| Excessive ID-checks                           | Police                                             | A long-standing pattern, more frequent in colder months, is now affecting younger youngsters — partly because criminal networks recruit at increasingly younger ages.                                                                                                                                                                                                                                |
| Ignorance of rights when confronted by police | Police/<br>Justice                                 | Persistent misinformation: many believe ID must be carried from age 12, when the legal requirement is 15; as a result, checks on under-age youngsters are almost never contested.                                                                                                                                                                                                                    |
| The manosphere                                | Social media/<br>Gender/<br>Other: social dynamics | A perceived obligation among some boys to "become a millionaire" and "be their own boss" to be seen as a true, accomplished man, increasing susceptibility to street-level get-rich-quick temptations and risking anti-social, domineering behavior toward their environment.                                                                                                                        |

|                                 |                                                |                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unhealthy but cheap food        | Health/<br>Wellbeing/<br>Social media          | A perceived rise in fast food and ultra-processed food consumption, linked both to physical/mental health effects (including increased cyberbullying risk) and to rising poverty, since ultra-processed food is cheaper.                                                                                                                                                                              |
| Abuse of power in the classroom | Education                                      | Youth workers report a parallel rise in both troublesome behavior from students (mostly boys) and incidents of teachers abusing their authority toward students.                                                                                                                                                                                                                                      |
| Scapegoating education          | Education                                      | Top-down education reforms (attributed to Minister Zuhair Demir) have, according to participants, led many youngsters to systematically blame "the education system" for setbacks, making it harder to motivate effort and attention in school.                                                                                                                                                       |
| Cyberbullying                   | Social media/<br>Other: social dynamics        | Occurs mainly within the same sex; boys' cyberbullying tends to be explicit and direct (also a way of affirming masculinity/toughness), while bullying between girls is generally more subtle.                                                                                                                                                                                                        |
| Disrupted identity formation    | Social media/<br>Wellbeing/<br>Other: identity | Social media, now a primary medium for socializing, is seen as disrupting identity development via (1) increasingly short-lived trends and (2) a superficial worldview ("what isn't online isn't real"), compounded by youngsters getting smartphones at ever younger ages; compared by participants to the spread of television in the 1970s–80s, but without anyone yet fully grasping its effects. |
| Misinformation                  | Social media/<br>Information                   | Example discussed during the activity: an initial claim that a Berchem youngster received a disproportionate 4-year sentence for New Year's Eve firework-related unrest was corrected by another participant, who clarified the person was a repeat offender. Participants anticipate AI will worsen misinformation risks absent proper policy guidance.                                              |

#### Safety signals — unsafety experienced by youth workers themselves

| Safety signal | Life domain(s) | Context/ illustrative content |
|---------------|----------------|-------------------------------|
|---------------|----------------|-------------------------------|

|                                                     |                         |                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "Knives & fights": rising intensity in public space | Public space            | A participant with over ten years' experience reports an increase in outdoor fights and knife presence, requiring youth workers to always be "sharp" during outreach, and highlighting a widening contrast between safer, known-youngster indoor work and riskier public-space outreach.                                                                                                                     |
| "Caught between two fires"                          | Police/<br>Public space | Youth workers' bridge-building role between youngsters and wider society faces new pressures without matching support or equipment. Example: during tension between police and youngsters celebrating an Africa Cup 2026 match, youth workers were asked to form a human shield between both parties with no protective gear or training — "We had only our t-shirt with the KRAS logo on it to protect us." |
| Duty of discretion put at risk                      | Police/<br>Justice      | Youth workers report growing pressure from institutions — notably police and justice — to obtain information about specific youngsters that fall under their professional duty of discretion, risking their tacit bond of trust with youngsters. Example: after AFCON afterparty unrest, law enforcement contacted youth workers to identify or describe the youngsters involved.co                          |

#### Challenges for youth workers unique to the Borgerhout ecosystem

| Safety signal                                     | Life domain(s) | Context/ illustrative content                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| New legislation: more justification, less freedom | n/a            | New rules require 70% of youth workers' time to be spent on direct youngster contact, leaving little space for pattern analysis or individualized support, and adding informal expectations to manage neighborhood turmoil unrelated to youngsters. Participants describe a pragmatic, "it's part of the job" attitude, though two admitted mixed feelings about being used to access information on youngsters and fear of being seen as "snitches". |
| Political charge                                  | n/a            | Borgerhout's long-standing center-left (Groen) leadership operates within a city of Antwerp led by the far-right N-VA; negative events in Borgerhout are regularly used by the city to blame Groen and left-                                                                                                                                                                                                                                          |

|  |  |                                                                                                  |
|--|--|--------------------------------------------------------------------------------------------------|
|  |  | wing politics generally, adding pressure to relationships between local institutions and actors. |
|--|--|--------------------------------------------------------------------------------------------------|

Photo



## WP9.2: SAAMO — youth development worker signal-gathering session

### Description

SAAMO was introduced through partners JES vzw and KRAS, given SAAMO's youth development focus, seen as offering grounded, frontline insight that youth welfare organizations alone do not have ("they have a much more grounded view of what is happening").

After a brief reminder of the COSY project's purpose, the activity was split into two parts, each guided by three open prompts (What do you hear? What do you see? What do you feel?) first on unsafety with youngsters, then on unsafety with youth workers. Each part was answered individually on one side of an A6 sheet before being collected and discussed as a group, with elaborations, examples or contestations recorded on the reverse side.

The intended final step — ranking signals by frequency, impact on youngsters, rising importance, and specificity to Borgerhout/Antwerp — could not be completed due to time constraints.

### Safety signals — unsafety experienced by youngsters (as observed by youth workers)

| Safety signal | Life domain(s) | Context/ illustrative content |
|---------------|----------------|-------------------------------|
|---------------|----------------|-------------------------------|

|                                       |                                         |                                                                                                                                                                                                                                         |
|---------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Permanent surveillance due to cameras | Public space/<br>Other: social dynamics | The rising number of cameras on public squares where youngsters gather makes them feel unable to be themselves under constant observation.                                                                                              |
| No public space for girls             | Public space/<br>Gender                 | "There is nothing," said the youth worker focused on girls; the lack of proper lighting in parks makes them extremely unsafe — let alone appropriate — for girls to walk through.                                                       |
| Peer pressure                         | Other: social dynamics                  | Youngsters, particularly boys, can be influenced by peers into unsafe situations.                                                                                                                                                       |
| Invisible burden on girls             | Gender/<br>Education/<br>Wellbeing      | From a certain age, girls are expected to take on household caregiving tasks — especially in precarious families — leaving little room or energy for schoolwork and social life, with serious consequences for wellbeing and prospects. |
| Dehumanization of youngsters          | Public space/<br>Other: social dynamics | The "average" citizen behaves as though youngsters do not exist, acknowledging them only to complain about nuisance.                                                                                                                    |
| No space to be a youngster            | Other: social dynamics                  | No place to hang out after school or explore one's identity pushes youngsters toward locations where they become a nuisance to neighborhood residents, compounded by the absence of communication between both groups.                  |
| No perspective                        | Wellbeing                               | Frustration at being unable to move forward in life or build toward a future cultivates an "ends justify the means" mindset ("I need to make my dreams come true, no matter what"), linked to the temptation of the streets.            |
| Racist neighbors                      | Other: social dynamics                  | Some neighbors who seem friendly still hold racist views, making it impossible to build trust with youngsters in those situations.                                                                                                      |
| Ethnic profiling by police            | Police                                  | Youngsters feel targeted in, for example, ID checks; topics like racism are frequently raised, cultivating distrust of police.                                                                                                          |
| Powerlessness in front of police      | Police                                  | Officers decide when their bodycam is switched on (kept off part of the time for privacy reasons); youngsters interacting with them have no say in this.                                                                                |

|                                    |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A police corps unwilling to change | Police                 | Multiple initiatives to improve youngster–police relations have not translated into meaningfully different input or behavior from the police side.                                                                                                                                                                                                                                                                                                                     |
| The urge to make money             | Other: social dynamics | While excluded in public life, youngsters face pressure at home to earn money and support the family's finances; many (mostly boys) aim long-term to leave Belgium ("I want to leave. I want to go to Dubai"). Participants explicitly stated this is not linked to figures like Andrew Tate ("boys don't talk about Andrew Tate, they don't even speak English, they just want to make money"), suggesting the "manosphere" may be more of a middle-class phenomenon. |

### Safety signals — unsafety experienced by youth workers themselves

| Safety signal                                     | Life domain(s) | Context/ illustrative content                                                                                                                                                                                                     |
|---------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dangerous stories                                 | n/a            | Named without further elaboration in the source material.                                                                                                                                                                         |
| Setting boundaries with youngsters                | n/a            | Described as a difficult exercise in some situations.                                                                                                                                                                             |
| Occupational risk ("Loan")                        | n/a            | The role carries inherent risk (e.g. one participant once had to take a molotov cocktail from a youngster) alongside high responsibility and flexibility expectations that some participants feel are not adequately compensated. |
| Right-wing governance in Flanders                 | n/a            | Associated with a shift toward repression-centered rather than prevention-centered approaches, and increased austerity in the youth work sector.                                                                                  |
| New legislation: more justification, less freedom | n/a            | Youth work faces more quantitative targets and less freedom from grant providers; example given: SAAMO is not permitted by its grant provider to take part in the J100 initiative.                                                |
| Job & subsidy uncertainty                         | n/a            | Organizations must secure subsidies from multiple government levels (for SAAMO: city of Antwerp and Flemish government); in a context of austerity this creates job insecurity, reducing workers' willingness                     |

|                            |                                   |                                                                                                                                                                                                                                                                                      |
|----------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                   | to fully commit (you don't get carried away by the job as much).                                                                                                                                                                                                                     |
| Duty of discretion at risk | Police/<br>Other: social dynamics | Police officers seek youngsters' names from youth workers despite knowing this falls outside their role, risking the youth worker being seen as a "snitch" and damaging trust; example: after a World Cup match, youngsters turned against some youth workers amid related tensions. |

#### Challenges for youth workers unique to the Borgerhout ecosystem

| Safety signal                          | Life domain(s) | Context/ illustrative content                                                                                                                                                                                                                                                            |
|----------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Investment in surveillance cameras     | n/a            | The city of Antwerp recently announced 150 additional cameras, on top of 700 already installed citywide, 100 of them in Borgerhout — leading some to describe Borgerhout as an "open air prison".                                                                                        |
| Resistance against camera installation | n/a            | Technicians installing cameras require police protection from youngsters attempting to sabotage the work.                                                                                                                                                                                |
| Neighbourhood-centered youth culture   | n/a            | Most boys rarely leave their own neighborhood for leisure; youngsters from Antwerp North are, for example, not very comfortable in Borgerhout, reflecting each neighborhood's distinct "mentality". Girls are described as more open-minded and more likely to leave their neighborhood. |

Photo



### WP9.3: Stampmedia — youth media worker signal-gathering session

#### Description

Stampmedia enables and empowers youngsters to express themselves through media production, playing a distinctive role in Antwerp's youth work landscape: beyond an outlet, it teaches young people to confront difficult personal and societal themes. Its target group is less geographically bound than typical neighborhood youth work, drawing youngsters from across Antwerp. An activity was organized with two of its youth workers to capture their perspective on community safety and youngsters.

After a brief reminder of the COSY project's purpose, the activity was split into two parts, each guided by three open prompts (What do you hear? What do you see? What do you feel?) first on unsafety with youngsters, then on unsafety with youth workers. Each part was answered individually on one side of an A6 sheet before being collected and discussed as a group, with elaborations, examples or contestations recorded on the reverse side.

#### Safety signals — unsafety experienced by youngsters (as observed by youth workers)

| Safety signal      | Life domain(s) | Context/ illustrative content                                                                                                                                                                                                                                                                                                                |
|--------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identity formation | Wellbeing      | Whether tied to religious belief, cultural-ethnic heritage, or sexual orientation, identity development/discovery during adolescence is a source of unrest. Examples: youngsters from the Syrian, Armenian and Somali diaspora at Stampmedia want attention paid to the political turmoil and history of their countries of origin; LGBTQIA+ |

|                                              |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                            | youngsters find it important to discuss identity from their own perspective and its associated challenges.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| The state of public space: not enough nature | Public space               | Youngsters are affected by the quality of neighborhood squares — cleanliness, use, users, materials. According to participants, the lack of nature in public space is the most recurring concern among youngsters. Examples: 11–12 youngsters made a video highlighting the lack of nature in Antwerp North's public squares; Stampmedia is starting an urban-gardening collaboration with the Kubus library, planting herbs (including edible plants) around the building to encourage youngsters to see nature as more than aesthetic. |
| Taboos around mental health                  | Wellbeing/<br>Social media | Being unable to talk about stress, anxiety, depression or other mental health challenges — or not being taken seriously — is a serious source of unrest. Example: Stampmedia youngsters launched a podcast, "Invisible", to openly discuss taboo topics including mental health, with episodes on depression, Tourette syndrome, and inclusion; linked to the identity-formation signal above.                                                                                                                                           |

#### Safety signals — unsafety experienced by youth workers themselves

| Safety signal                       | Life domain(s) | Context/ illustrative content                                                                                                                                                                                                                                                                    |
|-------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Youth workers as de facto educators | n/a            | Youth workers feel an implicit responsibility to stimulate youngsters' curiosity — a role participants feel should be filled by public education. Not framed as a problem, but as a point that ought to be acknowledged and addressed.                                                           |
| Distrust and stress from parents    | n/a            | Parents of youngsters living further away are sometimes unhappy with Stampmedia's location and behave in a controlling manner. Example: some parents asked youth workers to escort their children to a more distant tram stop, adding an unacknowledged task to youth workers' responsibilities. |

Photo



#### WP9.4: De Wereld van Rayaan (DWVR) — youth worker signal-gathering workshop (neurodivergent-specialized youth work)

##### Description

During introductory meetings with KRAS, a blind spot in the COSY partnership became clear: official partners did not offer youth welfare activities specifically for neurodivergent children. De Wereld van Rayaan (DWVR), a youth center specialized in supporting neurodivergent children and their siblings, was identified to help address this gap.

The activity was framed as a dialogue on the role of youth workers in creating and preserving community safety for youngsters. The first five minutes introduced the activity's modalities and objectives; no participant expressed concerns about data collection and management.

Phase 1 (youth workers' perspective on community safety): three open prompts were used (What do you see? What do you hear? What do you feel?), with the 13 life domains shown as inspiration. Participants wrote responses on an A6 sheet within five minutes before group discussion of each answer to gather detail and verify shared recognition.

Phase 2 (ranking): participants ranked the collected signals according to their impact on youngsters' daily lives, structuring the order in which signals are presented below.

Phase 3 (youth workers' own safety): identical structure to Phase 1, this time focused on youth workers' own sense of safety.

##### Safety signals — unsafety experienced by youngsters (as observed by youth workers)

| Safety signal                                           | Life domain(s)     | Context/ illustrative content                                                                                                                                                                                                               |
|---------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Living situation & boundaries: not being able to unmask | Housing/ Wellbeing | The private sphere is meant to be where a neurodivergent child can stop "masking" (consciously performing neurotypical behavior) and release repressed tension — requiring family/housemates able to welcome this raw, vulnerable intensity |

|                                                          |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
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|                                                          |                                         | appropriately. This is not always the case: example given of a youngster living with an inconsiderate housemate (loud music, uncleaned shared spaces).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| Unmasking: potential unsafety for the surrounding family | Wellbeing/<br>Other: social dynamics    | Puberty, divorce, or parents' long working hours can intensify unmasking, in some cases expressed as physical or verbal violence, becoming a source of unsafety for siblings and parents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Compensating: lack of parental attention for siblings    | Wellbeing/<br>Other: social dynamics    | Siblings of neurodivergent youngsters may receive less parental attention and must adapt to family rules not designed for them, risking long-term frustration; parents themselves may struggle to attend to their own needs while balancing responsibilities.                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Psychophobic education system                            | Education/<br>Wellbeing                 | Neurodivergent children who appear "normal" outwardly receive little accommodation from teachers, who instead interpret their behavior as nuisance ("He should be able to do it", "be normal!", "behave like your age") even after formal diagnosis. Schools are seen as valuing IQ while disregarding EQ, the very metric exposing these children's difficulties.                                                                                                                                                                                                                                                                                        |  |
| Racist teachers and schools                              | Education/<br>Wellbeing/<br>Other: race | Moroccan-heritage youngsters are perceived as more likely to receive bad grades and fail, linked to lower teacher expectations and stricter treatment. Example 1: an Algerian-heritage boy penalized unfairly for cheating received no grade until a Flemish-speaking advocate secured him a second chance. Example 2: a DWVR network member described teachers proposing to fail a student "because he can't speak Flemish anyway"; a teacher who challenged this discriminatory remark was dismissed. Children of non-Dutch-speaking parents are similarly more likely to fail or be treated unfairly, being less able to know and defend their rights. |  |
| Opening up (and how racism hinders it)                   | Wellbeing/<br>Other: race               | Youngsters often arrive at DWVR chronically unsafe and closed off, requiring active effort from supervisors and peers to gradually rebuild trust; once youngsters open up at DWVR, they report feeling more empowered to do so elsewhere too. Racism — including the effect of living as a non-white person in an otherwise all-white environment — makes it harder to open up.                                                                                                                                                                                                                                                                           |  |

|                                                                                |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Injustice                                                                      | Justice/<br>Social media                 | Many DWVR youngsters report fear of watching the news due to the feelings of injustice it provokes and find these feelings hard to process; the ongoing situation in Gaza was named as currently the largest source of this sense of injustice and its impact on wellbeing.                                                                                                                                                                                                                                                                                                                                       |
| Burnout at school                                                              | Education/<br>Wellbeing                  | Mental wellbeing is a major theme at DWVR; many youngsters experience burnout severe enough to stop attending school. Accommodations mentioned include noise-cancelling headphones in class, an Individualized and Modified Curriculum (IAC), and Temporary Education at Home (TOAH) — though participants noted such accommodations depend on parents already knowing about them, since schools do not proactively inform or offer these options.                                                                                                                                                                |
| The male gaze in public space: predatory behavior toward girls                 | Gender/<br>Public space                  | Girls report being treated badly simply for being a girl, including being followed (example: a boy following girls with a dog after learning they disliked dogs) and objectified during puberty ("we're looked at like a piece of meat"), including catcalling, being visually "undressed", and repeated requests for their Snapchat. Participants stressed that girls' clothing has no bearing on this behavior. As a result, girls avoid certain routes and places — e.g. any café terrace or bar dominated by men — based on where dehumanizing looks are least likely.                                        |
| The male gaze in private settings: emotional manipulation and double standards | Gender/<br>Wellbeing                     | Girls report being made to feel comfortable enough for intimacy through promises of care and long-term commitment, only for boys to leave afterwards. Participants link this to a broader double standard: a girl with a boyfriend is judged ("a girl with a boyfriend is a whore, a boy with a girlfriend is a cool and accomplished guy"), and parents react to sons' and daughters' romantic interest very differently (curiosity and affirmation for sons; suspicion and surveillance for daughters). Participants noted this is not the case in all families, some of which embrace more open communication. |
| Cyberbullying                                                                  | Social media/<br>Education/<br>Wellbeing | Among boys (usually at the same school), anonymous accounts are used to threaten peers ("Just wait after school", "I'm going to get my brother", "If you don't listen then I will..."). Among girls, bullying often takes                                                                                                                                                                                                                                                                                                                                                                                         |

|                           |           |                                                                                                                       |
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|                           |           | the form of filming peers being beaten or insulted, using the shameful recording to control the victim.               |
| Fear of death and disease | Wellbeing | Many neurodivergent children and youngsters confront an active fear of death or disease at some point in their youth. |

#### Safety signals — unsafety experienced by youth workers themselves

| Safety signal                                          | Life domain(s)         | Context/ illustrative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Job & subsidy uncertainty                              | n/a                    | DWVR must reapply for subsidies from the district of Borgerhout and city of Antwerp every December, preventing any long-term sense of organizational security; the administrative burden of the subsidy system takes up roughly 25% of paid staff time, disproportionately affecting a small organization like DWVR.                                                                                                                                                                                              |
| The future of youngsters and the rise of the far right | n/a                    | A broader societal shift toward more conservative, rigid and aggressive attitudes is seen as disproportionately threatening neurodivergent people; participants already notice this during outings, e.g. a motorcyclist passing carelessly near children crossing the street, creating stress for the group and youth workers.                                                                                                                                                                                    |
| Irresponsible colleagues                               | Other: social dynamics | Some DWVR volunteers are not always sufficiently attentive to the specific care neurodivergent children require. Example: a colleague remained passive when a youngster ran off from the group, assuming "they will come back".                                                                                                                                                                                                                                                                                   |
| Dishonest parents                                      | Other: social dynamics | Parents sometimes omit parts of their child's diagnosis or behavior when enrolling them in DWVR activities, particularly for more challenging behaviors (e.g. being non-verbal, enjoying hurting peers), complicating group inclusion. When confronted with the mismatch, parents often "play dumb" to avoid consequences; while participants expressed sympathy, recognizing this often stems from parental helplessness, they noted it still creates real unsafety for both youth workers and other youngsters. |

Photo



WP9.5: KRAS Noord — youth worker signal-gathering session (neighboring-ecosystem comparison)

Description

Many participants in the earlier J100-organized activity with Borgerhout youngsters turned out to be from Antwerp North, suggesting a degree of closeness between the two districts despite being distinct ecosystems. Having covered Borgerhout's main youth centers, an activity was proposed with KRAS Noord youth workers to become familiar with Antwerp North's specific challenges and, by extension, better understand the wider context surrounding Borgerhout.

The activity was framed as a dialogue on the role of youth workers in creating and preserving community safety for youngsters. The first five minutes introduced the activity's modalities and objectives; no participant expressed concerns about data collection and management.

Phase 1 (youth workers' perspective on community safety): three open prompts were used (What do you see? What do you hear? What do you feel?), with the 13 life domains shown as inspiration. Participants wrote responses on an A6 sheet within five minutes before group discussion of each answer to gather detail and verify shared recognition.

Phase 2 (youth workers' own safety): identical structure to Phase 1, this time focused on youth workers' own sense of safety.

Safety signals — unsafety experienced by youngsters (as observed by youth workers)

| Safety signal | Life domain(s) | Context/ illustrative content |
|---------------|----------------|-------------------------------|
|---------------|----------------|-------------------------------|

|                                               |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cyberbullying                                 | Social media/<br>Wellbeing              | Much happens online, invisibly, but its effects reach real life. Example: a KRAS Noord youngster was a victim of catfishing, filming themselves doing "certain things" believing it was for a girl who liked them; the long-term repercussions led the victim to stop attending activities.                                                                                                                                                                                                 |
| Predatory behavior, mostly toward girls       | Public space/<br>Gender                 | The Elisabeth square is considered unsafe: girls are followed by men, and boys avoid the square as much as possible.                                                                                                                                                                                                                                                                                                                                                                        |
| Squats                                        | Public space/<br>Other: social dynamics | Many empty houses/buildings attract squatters and homeless people, often also struggling with hard-drug addiction, deteriorating cleanliness (needles on the street) and residents' sense of safety. Example: three apartment buildings emptied for planned demolition in front of KRAS Noord's premises remain undemolished and are now occupied by homeless people and squatters.                                                                                                         |
| Pressure to perform social media "perfection" | Social media/<br>Other: social dynamics | Influencers promote unrealistic, non-replicable lifestyles (living in Dubai, socializing with top models) with fabricated wealth-origin stories; named examples include Adje Jackson and M3ellem (a former drug lord and repeat offender also known for a high-profile burglary). Participants describe this as "an unrealistic snapshot", yet many youngsters aspire to it, creating pressure that can push youngsters toward drug dealing, further fueling the temptation of the streets. |
| The temptation of the streets                 | Public space                            | Numerous dealers recruit youngsters as young as 13–14; the Elisabeth square is identified as a recruitment spot for young boys.                                                                                                                                                                                                                                                                                                                                                             |
| Poverty                                       | All (cross-cutting)                     | Manifests in multiple forms affecting both undocumented residents and citizens: lack of educational/professional opportunity; hunger (some youngsters arrive at afternoon activities without having eaten all day); inability to afford sufficient clothing. Impact on a child's sense of safety is described as touching every facet of life: "You can't hold your own in this society."                                                                                                   |

|                                                               |                                    |                                                                                                                                                                                                                                                                                                                                           |
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| Child marriage                                                | Gender/<br>Wellbeing               | Occurs particularly within the Roma community: informal engagement at 16, formal marriage at 18. Described as a closed-off community where open discussion with youngsters or families is difficult; the practice has been decreasing in recent years but remains present among a committed minority.                                     |
| Control within friend groups (age hierarchy)                  | Other: social dynamics             | Example: a 21-year-old exerting significant influence, as de facto "leader", over a group of 14-year-olds, in some cases leading to criminal involvement — e.g. younger members pressured into committing robbery in the Netherlands or dealing drugs, typically receiving lighter sentences as minors acting under pressure when caught. |
| Youngsters with an ankle bracelet present at the youth center | Other: social dynamics/<br>Justice | A potential source of unsafety for other youngsters and a delicate situation for youth workers ("your role is to bring them onto the right path, if possible, but it's not always the case"); participants specified this occurs infrequently — three times in the past year.                                                             |
| The violence youngsters are exposed to                        | Public space/<br>Housing           | Poverty, drug dealing and theft coexist with youngsters and refugees being brutally arrested by police daily.                                                                                                                                                                                                                             |
| Competition between neighborhoods                             | Other: social dynamics             | Every neighborhood/district seeks to prove itself "better" than others (example: four years ago during the World Cup, 't Kiel sought to outdo Borgerhout in "celebrating"), sometimes reinforcing territorial attitudes and informal enclosure ("don't come to our turf").                                                                |
| Feeling targeted by police                                    | Police                             | Particularly due to excessive ID checks.                                                                                                                                                                                                                                                                                                  |

#### Safety signals — unsafety experienced by youth workers themselves

| Safety signal  | Life domain(s) | Context/ illustrative content                                                                                                                                                                 |
|----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unsafe streets | Public space   | Example: Handelstraat — young men on scooters riding provocatively close, and refugees described by participants as having "nothing to lose"; youth workers avoid reacting due to the risk of |

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|  |  | unpredictable, volatile responses, and are consequently forced to take detours. |
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#### Photo



#### WP9.6: JES Studio — youth worker signal-gathering interview (music-based integrated youth work)

##### Description

JES Studio allows youngsters to record music semi-professionally, free of charge, in a psychologically safe environment. Through the lyrics and demeanor of young artists, youth workers can also engage in more vulnerable conversations with them, making the Studio both an enabler of creative expression and a tool for integrated youth work. An activity was organized to capture the unique insights of the youth worker in charge of the Studio.

The activity was framed as a dialogue on the role of youth workers in creating and preserving community safety for youngsters. The first ten minutes served as a studio tour and introduction to the activity's modalities and objectives; the participant expressed no concerns about data collection and management.

As the activity had only one participant, it took the form of a semi-structured interview: the planned two-phase structure (youngsters' safety, then youth workers' own safety) served as a loose reference point via the presentation slides but was set aside once the conversation moved into unplanned directions.

##### Safety signals — unsafety experienced by youngsters (as observed by youth workers) & by youth workers themselves

| Safety signal | Life domain(s) | Context/ illustrative content |
|---------------|----------------|-------------------------------|
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|                                            |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Lack of recognition                        | Wellbeing/<br>Social media<br>/Other:<br>social<br>dynamics | Youngsters want to be seen and to matter to their community but are not guided in meeting this need, which makes them feel unsafe. This deficiency is often compensated through social media, or through dealing drugs — perceived as "cool" and attention-drawing; some young rappers reference the port of Antwerp and drugs in their lyrics.                                                                                                                                                                                            |  |
| Drug consumption                           | Health/<br>Wellbeing                                        | Some youngsters visiting the Studio smoke a lot of weeds "for inspiration", which can worsen mental health over the long term.                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Mental health crises                       | Wellbeing                                                   | Particularly psychosis, now more widely recognized as a condition than in the past (previously dismissed simply as "crazy"). The COVID-19 pandemic is described as a tipping point: since then, 4–5 cases of youngsters experiencing a psychotic episode at the Studio have occurred, in some cases leading to psychiatric admission; the atmosphere and personal circumstances were reportedly more manageable before. Example: a youngster who had stopped his medication had a session at the Studio that ended in aggressive behavior. |  |
| An exclusionary education system           | Education                                                   | Particularly affects youngsters who struggle to sit still, who conclude school "is not for them"; dealing drugs then quickly becomes seen as a way out, offering both money and an alternative to studying.                                                                                                                                                                                                                                                                                                                                |  |
| The violence youngsters are exposed to     | Public space                                                | Children play on the street while adults drink or smoke weed nearby — an unhealthy, even dangerous, environment to grow up in.                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Boredom                                    | Wellbeing/<br>Public space<br>/Other:<br>social<br>dynamics | In some neighborhoods street lighting switches off at 22:00; bored youngsters then head into the city, where their way of occupying public space clashes with "average citizens'" expectation of calm, restrained evening behavior.                                                                                                                                                                                                                                                                                                        |  |
| No connection to what society has to offer | Other: social<br>dynamics                                   | Youngsters hanging out in public squares often lack an extensive network and hold a distorted view of youth work — quickly dismissed as something for kids, "like the scouts" when it is in fact primarily a structure supporting youngsters' education and employment prospects.                                                                                                                                                                                                                                                          |  |

|                        |                                      |                                                                                                                                         |
|------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Victimization          | Wellbeing                            | Some youngsters hold a worldview in which others are always to blame.                                                                   |
| Lack of representation | Wellbeing/<br>Other: social dynamics | "This is not for us": self-limiting beliefs arise because youngsters do not see anyone who looks like them in relevant spaces or roles. |

## 4. Consolidated overview of identified signals and context

Together, the six WP9 activities engaged 25 outreach youth workers and youth development workers (15 male, 10 female) across six organizations serving the Borgerhout ecosystem and its immediate surroundings — from large generalist neighborhood youth work (KRAS Borgerhout, SAAMO) to specialized provision (De Wereld van Rayaan for neurodivergent youngsters, Stampmedia for media literacy, JES Studio for music-based integrated youth work) and a neighboring-ecosystem comparison point (KRAS Noord, Antwerp North). The tables below consolidate the recurring themes across the six activities — first for signals about youngsters as observed by youth workers, then for signals about youth workers' own safety and working conditions.

### 4.1 Recurring signals concerning youngsters' safety, as observed by youth workers

| Recurring theme (youngsters, via youth workers)       | Raised in                  | Cross-activity observation                                                                                                                                                                                                                                                                |
|-------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Police contact: ID checks, ethnic profiling, distrust | WP9.1, WP9.2, WP9.5        | The most consistently raised institutional-trust signal: excessive/younger-age ID checks (WP9.1), ethnic profiling and a "police corps unwilling to change" (WP9.2), and Elisabeth-square-specific policing dynamics (WP9.5) echoing similar signals directly from youngsters in WP1/WP2. |
| "Temptation of the streets"/ drug economy recruitment | WP9.1, WP9.2, WP9.5, WP9.6 | Raised independently in four of six activities, consistently linked to aspirational, unrealistic lifestyle imagery (Dubai, luxury, social-media influencers) and, in WP9.5, tied to a specific recruitment age (13–14) and location (Elisabeth square).                                   |
| Social media as identity/pressure driver              | WP9.1, WP9.2, WP9.5, WP9.6 | A cross-cutting domain: disrupted identity formation and cyberbullying (WP9.1), pressure to perform                                                                                                                                                                                       |

|                                                               |                            |                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                               |                            | unrealistic "perfection" via named influencers (WP9.5), and recognition-seeking via social media (WP9.6) together paint a consistent picture of social media as both a symptom and amplifier of underlying unsafety.                                                                             |  |
| No safe public space for girls/gendered public-space unsafety | WP9.1, WP9.2, WP9.4, WP9.5 | One of the most consistently and independently confirmed signals across the whole WP9 dataset, ranging from lack of lighting and supervision (WP9.1, WP9.2) to explicit "male gaze" harassment patterns (WP9.4) and location-specific unsafety (Elisabeth square, WP9.5).                        |  |
| Discrimination and unequal treatment in education             | WP9.1, WP9.4               | Abuse of power in the classroom and politicized scapegoating of the education system (WP9.1) is echoed and sharpened in WP9.4's detailed account of racist treatment of Moroccan-heritage and non-Dutch-speaking students, including a teacher dismissed for challenging discriminatory grading. |  |
| Mental health, identity and wellbeing pressure                | WP9.1, WP9.3, WP9.4, WP9.6 | A broad, recurring theme spanning general identity-formation unrest (WP9.1, WP9.3), neurodivergence-specific masking/unmasking dynamics (WP9.4), and acute mental health crises including psychosis (WP9.6).                                                                                     |  |
| Poverty and material insecurity                               | WP9.1, WP9.2, WP9.5        | Confirmed independently across three activities, ranging from unhealthy-cheap-food dynamics (WP9.1) to the pressure to earn money at home (WP9.2) to the most acute form documented — hunger and inadequate clothing (WP9.5).                                                                    |  |
| Recognition, representation and lack of                       | WP9.1, WP9.6               | "Exclusion and being different" (WP9.1) and "lack of recognition/representation" (WP9.6) describe closely related experiences of not belonging or not being seen, each                                                                                                                           |  |

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| societal connection |  | linked independently to drug-economy involvement as a compensatory route to status. |
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#### 4.2 Recurring signals concerning youth workers' own safety and working conditions

| Recurring theme (youth workers' own signals)                                   | Raised in                               | Cross-activity observation                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duty of discretion at risk (police/justice pressure)                           | WP9.1, WP9.2                            | Raised independently and with concrete, closely related examples (AFCON-related unrest) in both activities: institutions pressuring youth workers to share information on youngsters, risking their trust relationship and exposing them to being seen as a "snitch".                                                            |
| Job and subsidy uncertainty / administrative burden                            | WP9.1 (unique challenges), WP9.2, WP9.4 | A structural, cross-organizational concern: annual or multi-source subsidy renewal (WP9.2, WP9.4 — DWVR loses ~25% of paid staff time to administration), compounded in WP9.1 by a new rule requiring 70% direct-contact time, leaving little room for pattern analysis or individualized support.                               |
| Physical/emotional risk from public space and institutional "in-between" roles | WP9.1, WP9.5                            | Rising weapon presence and fight intensity in public space (WP9.1) and the need to take detours to avoid unpredictable, volatile street encounters (WP9.5) both describe direct physical-safety costs of outreach work, compounded in WP9.1 by being asked to act as an unequipped "human shield" between police and youngsters. |
| Structural/political headwinds (governance, austerity, far right)              | WP9.1 (unique challenges), WP9.2, WP9.4 | A shared perception across three organizations that broader political shifts — right-wing governance in Flanders (WP9.2), a rising far right affecting neurodivergent youngsters                                                                                                                                                 |

|                                                        |              |                                                                                                                                                                                                                                                  |
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|                                                        |              | specifically (WP9.4), and Borgerhout's specific political scapegoating dynamic (WP9.1) — are reshaping youth work toward repression and away from prevention.                                                                                    |
| Reliance on others whose behavior cannot be controlled | WP9.3, WP9.4 | Distinct but structurally similar signals: parental distrust/over-control creating unacknowledged extra tasks (WP9.3), and both irresponsible colleagues and dishonest parents complicating safe inclusion of neurodivergent youngsters (WP9.4). |

#### 4.3 Challenges unique to the Borgerhout ecosystem

- New legislation requiring 70% direct-contact time (KRAS Borgerhout, WP9.1): reduces capacity for pattern analysis and individualized support, and adds informal expectations to manage broader neighborhood turmoil.
- Political scapegoating of Borgerhout's Groen-led local government by an N-VA-led city administration (WP9.1): adds a layer of political pressure to relationships between local institutions and actors whenever unrest occurs.
- Intensive camera surveillance investment and resistance (SAAMO, WP9.2): 100 of Antwerp's ~700+ cameras (with 150 more announced) are located in Borgerhout, prompting some residents to describe it as an "open air prison", and requiring police protection for camera-installation technicians against sabotage attempts by youngsters.
- Strongly neighborhood-centered youth culture (SAAMO, WP9.2): most boys rarely leave their own neighborhood for leisure, with visible discomfort when youngsters from Antwerp North and Borgerhout cross into each other's areas; girls are described as more mobile between neighborhoods.

#### 4.4 Recurring patterns across the six activities

- Gendered unsafety in public space is the single most consistently and independently confirmed signal in this dataset, spanning four of six activities and ranging from environmental factors (lighting, supervision) to explicit, detailed harassment patterns documented in depth by De Wereld van Raya.
- Police-related distrust (excessive/targeted ID checks, ethnic profiling, perceived unwillingness to change) recurs across three activities and is consistent with equivalent findings directly from youngsters in WP1 and WP2, reinforcing this as a genuinely cross-ecosystem, cross-perspective signal.
- Youth workers' duty of discretion being placed at risk by police/justice requests for information on youngsters is independently and concretely confirmed in two activities, in both cases tied to the same real-world flashpoint (unrest following international football matches), suggesting this is a recurring operational pressure point rather than an isolated incident.
- Structural precarity of youth work itself — job/subsidy uncertainty, rising administrative burden, and unfavorable political headwinds — is named as a safety-relevant concern by workers in half of the six

activities, indicating that youth workers' capacity to address youngsters' signals is itself a signal requiring attention.

- Specialized organizations (De Wereld van Rayaan, Stampmedia, JES Studio) surfaced signals largely absent from generalist neighborhood youth work — neurodivergence-specific masking dynamics, diaspora-specific identity needs, and acute mental health crises including psychosis — underlining the value of the deliberately broad organizational selection for this WP9 sample.

*This document was produced in the framework of the CERV 2021–2027 programme, funded by the European Union. Views and opinions expressed are those of the organisers and do not necessarily reflect those of the European Union.*