

**ANNEX I:
EVENT DESCRIPTION SHEET**

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

EVENT DESCRIPTION	
Event number:	WP13
Event name:	Local community safety signals of outreach youth workers connected to the town of Dilsen-Stokkem
Type:	Training
In situ/online:	In situ
Location:	Belgium 1. VZW OxyGenk, Europalaan 26, 3600 Genk 2. JC Rondpunt 26, Europalaan 26, 3600 Genk 3. Vrietselstraat 33, 3650 Dilsen-Stokkem 4. JC Rondpunt 26, Europalaan 26, 3600 Genk
Date(s):	1. 22/06/2026 2. 07/07/2026 3. 09/07/2026 4. 03/08/2026
Website(s) (if any):	https://www.uitdemarge.be/cosy/
Participants	
Female:	1. 5 2. 6 3. 4 4. 3
Male:	1. 1 2. 4 3. 3 4. 1
Non-binary:	1. 0 2. 0 3. 0 4. 0
From country 1 [name]:	Belgium
...	
Total number of participants:	27

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 13 (WP13) of the COSY project — "Local community safety signals of outreach youth workers connected to the town of Dilsen-Stokkem" — 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 WP5 gathered signals directly from young people in Dilsen-Stokkem, WP13 turns to the outreach youth workers and youth development workers who support them. Because professional youth work capacity within Dilsen-Stokkem itself is limited (see Section 3), signal capture for WP13 was deliberately broadened to youth workers across the wider Limburg region, using a training format — Flip-thinking — that combines professional development with integrated signal capture. Four activities were organized on this basis. This report:

- presents the process toolkit that was used, across the whole COSY project, to determine what qualifies as a local community safety signal;
- describes the youth work landscape of Dilsen-Stokkem, the practical challenge of reaching youth workers, and the Flip-thinking training methodology developed to address it;
- documents the four activities organized for WP13 (context, approach, participants), each separately numbered on the same template;
- presents, for each activity, the signals identified together with their formal assessment against the Safety Signal Assessment Framework and their prioritization on the Signal prioritization Matrix — already carried out at activity level;
- provides a consolidated, cross-activity overview of the signals, their scoring, and the local context in which they occur.

This report constitutes the underlying material for WP13 deliverable D9-16.2 ("Method(s) to determine what a local community signal is", shared with WP9-16) and for the WP13 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 throughout the preparation, facilitation and post-processing of all four WP13 activities. 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 and public space, among others. In WP13, this same domain structure was applied to signals youth workers raised both about the young people they support and about their own professional practice and working conditions.

Four working principles apply throughout: voluntary participation, a safe conversational environment, confidentiality, and the leadership of youth voice — in WP13, 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 WP13 signals presented per activity below already reflect this filtering: they were clustered by the facilitator specifically around themes raised independently by several participants, drawing on responses to Mentimeter prompts, the Flip-thinking journal, and group discussion of participants' own case studies.

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 is 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. This scoring was already applied at activity level, immediately after each session.

2.5 Signal Prioritization Matrix

Finally, scored signals are 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 core response strategies:

Monitor, Advocacy or policy dialogue, Quick community improvements, and Immediate pilot action. For WP13, as in WP5/WP6, the local facilitator extended this with a "Protective Factor" sub-classification (for signals describing an existing strength rather than a risk, prioritized as "Preserve & Strengthen") and additional labels such as "Partnership Building", "Organizational Reflection" and "Further Exploration/Advocacy" for signals needing further confirmation or requiring a multi-actor response. These local extensions sit alongside, rather than replace the four standard categories.

3. Youth work landscape in Dilsen-Stokkem and the challenge of reaching youth workers

The youth work landscape in Dilsen-Stokkem is relatively small-scale and dispersed. Dilsen-Stokkem has a rural character, meaning young people and youth work provision are geographically spread across different sub-municipalities and neighborhoods — with consequences not only for young people's access to services, but also for the presence and deployability of professional youth workers.

At the start of the COSY project, one outreach youth welfare worker was active within Dilsen-Stokkem's outreach youth work. Since 1 July, a second youth worker has been appointed, bringing the current total to two. This expansion is an important strengthening of capacity, but professional capacity remains limited relative to the municipality's geographic spread and the needs present among young people.

This limited professional presence should be distinguished from the town's broader youth-facing provision. The municipality lists various actors and facilities that work directly or indirectly with young people: neighborhood work organized with partners such as SAAMO and Uit De Marge; Youth Center De Barak, accessible to young people aged 16 and over; and the youth council/Jongeluid, a participation channel where both individual young people and youth association representatives can voice their views on local youth policy. The municipal youth landscape further includes several play and skate facilities and a wider wellbeing network — including JAC Limburg, the public social welfare center (OCMW), the CLB (student guidance center), and other wellbeing actors accessible to young people, although these do not necessarily fulfil the same structurally and relationally embedded function as a dedicated youth worker. Within neighborhood work, De Zavel in Lanklaar also plays a role as a local meeting place, offering activities such as homework support alongside a neighborhood-work presence.

Beyond this formal, municipally connected provision, informal or community-based initiatives also reach young people. A particularly important example for this report is the El Forqan community center: organized through the mosque, it runs its own youth and girls' programme, separate from municipal youth work, and reaches young people not necessarily reached through mainstream youth work. Within the COSY project this proved an important additional access point to the lived experience of a specific group of young people. Taken together, formal youth work, neighborhood work, associations, wellbeing actors and community-based initiatives make clear that the local ecosystem is broader than the number of professional youth workers alone — while capacity for intensive, relational, outreach-based youth work remains limited.

3.1 The challenge of reaching youth workers for WP13

This limited professional youth work capacity in Dilsen-Stokkem posed a concrete challenge for implementing WP13. Restricting signal capture solely to youth workers directly active within Dilsen-Stokkem would have reached only a very small group.

It was therefore decided to work more broadly than Dilsen-Stokkem alone for the youth-worker strand. The local context remained the starting point, but signal collection also drew on youth workers and other people working professionally or voluntarily with young people across the wider Limburg context.

This choice was reinforced by timing: outreach to youth organizations only gained momentum around mid-June, coinciding with the start of the summer period, when many organizations were already fully engaged in their own summer programming, camps and holiday activities — leaving very limited availability to organize a dedicated training within a single organization on short notice.

Organizations were initially approached directly with a proposal to host the training within their own operation. When this approach, given the timing and limited availability, did not yield enough participants, the strategy was adapted: rather than relying solely on organization-requested sessions, fixed training dates and locations were set, for which participants could register individually. This deliberately included not only Dilsen-Stokkem but also Genk and Hasselt as training locations, as these cities are more centrally located and more accessible for youth workers from different parts of Limburg.

To mobilize participants, broad communication was used, including social media and direct mailing. In total, approximately 230 youth workers and contacts within the Limburg youth work field were directly approached with an invitation to take part in the training.

4. Flip-thinking as a methodology for reaching youth workers

The COSY project places strong emphasis on a bottom-up approach, taking the experiences of young people and youth workers as the starting point. To reach youth workers, a methodology was sought that would not only survey participants but simultaneously offer them something concrete for their daily practice.

On this basis, interactive Flip-thinking training was chosen. The training combines professionalization of youth workers with signal capture: participants are introduced to flip-thinking and given concrete strategies for looking differently at problems and stuck situations, while experiences and signals from their daily practice are collected throughout the training. Signal capture is thus not presented as a separate interview or survey moment but integrated into a training in which participants actively reflect on situations they encounter in their work with young people.

4.1 Structure of the Flip-thinking training

The training is built around several successive components. The first part introduces the COSY project and explains why youth workers' experiences and signals matter, before introducing flip-thinking itself and the difference between a classic problem-focused approach and looking at the possibilities within an existing situation — including the shift from "yes, but" to "yes, and", and the basic principle of first approaching a problem as a fact and then exploring which possibilities can arise from that fact.

The training then covers the 15 flip-thinking strategies developed by Berthold Gunster, grouped by their different starting points and linked each time to recognizable youth-work examples and situations. For each strategy, the training discusses when it can be useful, what approach to follow, and what effect it aims to have. To make the theory immediately applicable, accompanying method posters were developed, visually summarizing the different strategies and offering youth workers concrete steps they can reuse later within their own practice.

4.2 The Flip-thinking journal

Alongside the presentation and method posters, a Flip-thinking journal was developed, forming the bridge between the theoretical explanation and its application to participants' own practice. Participants use the journal during the training to reflect on situations they themselves encounter: first making the situation or problem concrete, then examining what the factual given within the situation is, which assumptions or expectations are attached to it, and how the situation can be viewed from a different angle. The journal further provides space to select a suitable flip-thinking strategy and work step by step through how it could be

applied to the chosen case — keeping the training grounded in participants' own experiences and concrete youth-work cases rather than theoretical knowledge alone.

4.3 Working actively with participants' own cases

The second major part of the training consists of actively applying the methods covered. Youth workers work in small groups on situations and problems they themselves bring from their practice, using the Flip-thinking journal to analyze the chosen case and explore which of the 15 strategies might offer a different perspective on the situation; the different cases and possible approaches are then discussed together. Within COSY, this exercise serves a double function: participants practice the methodology and leave the training with concrete tools they can apply within their own work, while the cases they choose to bring also give direct insight into the problems, tensions and recurring situations youth workers face in daily practice — itself an important source for signal capture.

4.4 Signal capture integrated throughout the training

Signal capture runs as a common thread through the entire training. Interactive Mentimeter questions are posed at various points, allowing participants to respond individually and at a low threshold, with certain experiences or signals then discussed further as a group. Signals also emerge during the exercises, participants' own cases, group conversations, and work with the Flip-thinking journal and method posters — meaning signal capture is not limited to a single formal moment but takes place across several interactive formats.

This approach was chosen deliberately. Asking directly, "which signals do you pick up?" can feel broad or abstract. By first inviting youth workers to reflect on concrete situations, difficulties and experiences from their own practice, signals emerge more organically and can immediately be placed within their professional context. At the end of the training, explicit space is additionally provided for a broader signal question, in which youth workers can indicate what they want to convey to policymakers and societal institutions about the reality of young people and youth workers today.

4.5 General reflection on the approach

Implementation within Dilsen-Stokkem made clear that the local context requires flexibility in how youth workers are reached. The presence of only a limited number of professional youth workers makes it difficult to reach sufficient participants within the municipality alone to meet COSY's objectives. By broadening the target group geographically, organizing training sessions at more accessible locations, and linking signal capture to a substantive offer for youth workers, a balance was sought between reach, added value for participants, and qualitative signal capture. The Flip-thinking training thereby functions not only as a signal-capture instrument: participants simultaneously receive concrete methods, a Flip-thinking journal, method sheets and the presentation used, enabling them to continue working with the strategies after the training as well.

5. Activities organized for WP13 with youth workers connected to Dilsen-Stokkem

Four Flip-thinking training activities were organized with outreach youth workers and youth development workers to realize OO1.2, deliberately combining a single-organization, during-work-hours session (WP13.1) with three multi-organization sessions at more centrally accessible Limburg locations, two of which took place after regular working hours (WP13.2, WP13.4) and one during working hours in Dilsen-Stokkem itself (WP13.3). They are reported separately below, numbered WP13.1 through WP13.4. As explicitly noted in each

source report, results should be read qualitatively rather than as a representative quantitative survey: not every participant answered every Mentimeter question, and organizational spread varies across activities.

Event	Date/ time	Location/ organization(s)	Format	Participants
WP13.1	Not specified in source; 11:00, during work hours	GIGOS Genk (single organization)	Flip-thinking training with integrated Mentimeter signal capture	6 (5 F, 1 M)
WP13.2	07/07/2026, 18:30, after work hours	Genk area; GIGOS Genk (9) and Stad Genk (1)	Flip-thinking training with integrated Mentimeter signal capture, open to multiple organizations	10 (6 F, 4 M)
WP13.3	Not specified in source; 15:30, during work hours	Dilsen-Stokkem; Uit De Marge (3) and other organizations (4)	Flip-thinking training with integrated Mentimeter signal capture, multi-organization	7 (4 F, 3 M)
WP13.4	Not specified in source; 18:30, after work hours	Genk; multiple organizations (small group)	Flip-thinking training with integrated Mentimeter signal capture, multi-organization	4 (3 F, 1 M)

WP13.1: Flip-thinking training — GIGOS Genk

Description

The training took place at 11:00, during the regular working hours of participating youth workers, allowing it to be integrated into their professional working day without requiring participation outside working hours. The analysis below is based on responses collected via Mentimeter during this activity. Not every participant necessarily answered every question; results should therefore be read qualitatively, offering insight into recurring experiences and points of attention rather than a representative quantitative survey of all youth workers.

Organizing the training during regular working hours proved favorable for how the activity unfolded. Participants were enthusiastic, took active part in the exercises, and conversed easily with one another. As colleagues within the same organization, participants already shared a degree of familiarity, contributing to an open atmosphere in which experiences from their own practice were easily shared. During the interactive segments, participants actively responded to the questions and brought in experiences, bottlenecks and examples from daily youth work practice; the combination of a working-hours training slot, existing collegial

relationships, and recognizable practice situations contributed to active engagement with both the flip-thinking content and the integrated signal capture.

Signals identified and assessed — WP13.1

Responses were clustered based on thematic coherence and recurring themes. This includes not only problems and risks, but also protective factors and existing strengths within youth work, treated as relevant safety signals.

Signal 1 — Collegial support forms an important protective factor for youth workers

Life domain(s): Other: social dynamics (protective)

Asked what they usually do when they get stuck in their work, participants strikingly often referred to colleagues or other people within their professional network. Youth workers do not appear to try to resolve difficult situations solely on their own: when stuck, they seek consultation, advice or a different perspective from colleagues and coordinators. Alongside these collegial strategies, taking distance, reflecting, researching and seeking alternatives were also mentioned. This points to the team functioning as a protective factor within youth work: colleagues serve not only as practical support but also as a sounding board for complex situations. This signal gains additional significance when combined with the signals on limited staffing capacity below: when youth workers rely heavily on colleagues for support, a staffing shortfall can affect not only reach to young people but also the resilience and support available to youth workers themselves.

Illustrative signals:

- *Talking with colleagues.*
- *Talking with a colleague.*
- *Sparring with colleagues.*
- *Asking colleagues.*
- *Asking colleagues for input.*
- *Going to another colleague.*
- *Talking with the coordinator.*
- *What works for a colleague.*
- *Asking a young person for help.*
- *Looking for an alternative.*
- *Doing some research.*
- *Taking distance.*
- *Thinking it over quietly.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	4
Spread	4
Urgency	3
Change potential	5
Total score	21/25

Classification	Confirmed Safety Signal — Protective Factor
Prioritization	Quick Community Improvement / Preserve & Strengthen

Motivation:

Collegial support emerged very strongly when youth workers were asked what they do when they get stuck. This signal is therefore interpreted not as a problem but as an existing protective factor: the ability to discuss difficult situations with colleagues supports youth workers' professional resilience and can contribute to quality guidance for young people. Change potential is rated high because organizations can actively strengthen collegial support through structural team consultation, intervention, case discussion and exchange between youth workers.

Signal 2 — Limited financial resources and staffing capacity put youth work under pressure

Life domain(s): Wellbeing / Other: institutional

Asked which "yes, but" objections youth workers hear most often, participants repeatedly pointed to a lack of budget and staff. Certain activities or possibilities cannot be realized due to missing financial resources, and available staffing capacity was explicitly raised — one participant asked how all children can be guided with current staffing levels, another noted there is less manpower to get the work done. Alongside a concrete shortage of resources, these answers also convey a sense that ideas or needs are not always sufficiently supported or acknowledged.

Illustrative signals:

- *There's no budget for this.*
- *There is no budget.*
- *Why isn't there enough financial support?*
- *Why can't we go on an outing?*
- *How are we supposed to guide all these children with the staff we have? It's not working.*
- *We have less manpower to get the work done.*
- *Why can't we do other activities?*
- *They won't approve that.*
- *Why doesn't the city support us?*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	5
Spread	4
Urgency	4

Change potential	3
Total score	21/25
Classification	Confirmed Safety Signal
prioritization	Advocacy / Policy Dialogue

Motivation:

Impact is rated high because these constraints directly determine what support, activities and guidance youth workers can offer young people. Change potential within direct practice is more limited: youth workers can be creative with available resources, but structural funding and staffing shortfalls cannot be resolved by individual youth workers. This signal therefore calls primarily for dialogue with organizations, local authorities, funding bodies and other policy actors.

Signal 3 — Youth workers signal high mental and emotional pressure among young people

Life domain(s): Wellbeing

Mental and emotional vulnerability featured strongly in participants' answers. Asked which situations currently require the most "love" within youth work, participants named difficult home situations, wellbeing problems, negative self-image, stress and school problems, among others. Asked where youth workers are currently seeking solutions, mental wellbeing, dark thoughts, and supporting young people's self-image also came up explicitly. Asked where young people struggle most, emotion regulation, expectations, resilience and feeling accepted were named. Together, these answers indicate that young people as needing not only practical or social support but also facing emotional strain and uncertainty.

Illustrative signals:

- *Very difficult home situations.*
- *Home situation.*
- *All wellbeing-related cases, potential behavioral problems.*
- *Negative self-image.*
- *Problems with themselves, just listening.*
- *School situation/home situation. Self-image among young people.*
- *Struggling under stress.*
- *Mental wellbeing.*
- *Dark thoughts.*
- *How can I help young people with their self-image?*
- *Feeling like you're not meeting expectations.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	5
Spread	4

Urgency	5
Change potential	4
Total score	23/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action / Advocacy & Partnership

Motivation:

Impact and urgency are rated high given the direct link to young people's wellbeing and development opportunities. At the same time, youth workers already play an important listening and supporting role, so change potential lies both in further strengthening youth workers in this role and in ensuring good connections with professional wellbeing and support services when the support need exceeds what youth work can offer.

Signal 4 — Young people struggle with education, school drop-out and uncertainty about their future

Life domain(s): Education

Education and future perspective form another recurring theme. Youth workers report seeking ways to keep young people motivated to finish secondary school and to support the choices that follow. School drop-out was explicitly named as a problem youth workers seek solutions for, alongside study choice, the value of regular schooling, and the transition after secondary education. These answers show that youth workers are involved not only in young people's leisure time, but also confronted with questions about educational pathways, motivation and future choices.

Illustrative signals:

- *School drop-out.*
- *How can I keep young people motivated to finish secondary school?*
- *Helping young people see the importance and value of regular schooling.*
- *Thinking along about what they can do after secondary school.*
- *Study choice.*
- *School.*
- *The chance to study something advanced.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4

Change potential	4
Total score	21/25
Classification	Confirmed Safety Signal
prioritization	Advocacy / Policy Dialogue & Partnership

Motivation:

Impact is rated high because drop-out and limited future perspective can affect young people's further societal participation. Youth workers can support and motivate individuals but lack all the levers to address problems within education itself, so this signal also calls for cooperation with schools, education professionals and other relevant actors.

Signal 5 — Young people struggle with identity, acceptance, prejudice and stigmatization

Life domain(s): Wellbeing / Other: social dynamics

A fifth signal concerns how young people develop themselves and find their place within their environment. Youth workers named identity development, feeling accepted, prejudice, stigmatization and peer pressure as situations young people struggle with; cultural sensitivity was also named as requiring particular attention. These signals point to a broader need for recognition and space for young people to develop their identity without constantly facing prejudice or expectations from their environment.

Illustrative signals:

- *Identity development.*
- *Feeling accepted.*
- *Feeling accepted "as they are".*
- *Stigmatization.*
- *Prejudice.*
- *Wanting to belong / peer pressure among each other.*
- *Cultural sensitivity.*
- *Respect.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	4
Spread	4
Urgency	4
Change potential	4
Total score	20/25

Classification	Confirmed Safety Signal
Prioritization	Advocacy / Policy Dialogue

Motivation:

These elements can influence young people's sense of belonging, self-image and wellbeing, and connect to the broader message from youth workers that young people should be seen as individuals and understood in context. Youth work can offer an important protective environment here, but countering stigmatization and prejudice also requires change within other societal contexts and institutions.

Signal 6 — The talents, possibilities and strengths of young people are insufficiently seen and used

Life domain(s): Wellbeing / Other: social dynamics

Asked which opportunities are currently insufficiently seen, striking numbers of answers concerned young people's talents and possibilities. Youth workers note that young people themselves sometimes have insufficient insight into their own strengths, but also that their environment does not always sufficiently see what they are capable of. Participants explicitly referred to underused talents and the importance of looking more at possibilities than limitations.

Illustrative signals:

- *Young people not seeing their own strength.*
- *Potential that isn't used.*
- *Talents.*
- *Possibilities of the target group instead of limitations.*
- *More input from young people.*
- *Parents often see too little talent in their child.*
- *The chance to study something advanced.*
- *Creative use of available resources.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	4
Spread	4
Urgency	3
Change potential	5
Total score	21/25
Classification	Confirmed Safety Signal

Prioritization	Quick Community Improvement / Immediate Pilot Action
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Motivation:

This signal is not solely problem-focused: youth workers see clear strengths and possibilities in young people, but experience that these are not always sufficiently recognized or used. Change potential is high, since youth work organizations can relatively directly invest in talent development, positive affirmation, participation, responsibility, and creating opportunities for young people to discover and demonstrate their competencies — making this well suited to a concrete local action or pilot within COSY.

Signal 7 — Young people need more say, recognition and an individual approach

Life domain(s): Other: social dynamics

A strongly recurring element in youth workers' messages is the need to listen to young people and approach them as individuals. Asked what they would want to convey to policymakers or societal institutions about young people's reality today, several answers explicitly asked that young people be seen, listened to, and approached with attention to their individual situation. These answers indicate that youth workers advocate for looking beyond visible behavior or outcomes, toward the context behind behavior and young people's individual lived experience — including recognizing "small steps", which, while limited from an institutional perspective, can represent an important development for a young person given their personal context.

Illustrative signals:

- *Listen to the young people.*
- *Young people must be able to be seen.*
- *Look at every young person individually.*
- *Look at the 'why' behind behavior and situations.*
- *Communicate clearly with them.*
- *Don't put so much pressure on them.*
- *Recognize small steps (because they aren't small steps).*
- *They want acceptance, stability and safety — more beautiful things can grow from that.*
- *More input from young people.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	5
Spread	4
Urgency	4
Change potential	5
Total score	23/25

Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action

Motivation:

Change potential is rated high because participation and an individual approach do not necessarily require major structural investment; concrete local methods can be developed to more structurally involve young people in decisions that affect them. This signal connects directly to COSY's bottom-up approach.

Signal 8 — *There is a need for stronger cooperation and mutual understanding between youth work and other societal actors*

Life domain(s): Other: institutional

A final signal concerns the relationship between youth work and other institutions in contact with young people. In response to the closing question to policymakers and societal institutions, participants explicitly asked for cooperation; one participant specifically named the relationship between schools and youth welfare workers. This points to a need for more mutual understanding between different professionals and institutions around young people: youth workers hold specific, relationally grounded knowledge of young people's lived experience, while young people simultaneously move within multiple systems, including education, welfare and local services.

Illustrative signals:

- *Work together.*
- *Give schools some background on youth welfare workers. The way they deal with young people could be better — and vice versa.*
- *Communicate clearly with them.*
- *Listen to the young people.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	3
Impact	5
Spread	3
Urgency	4
Change potential	5
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action / Partnership Building

Motivation:

Although raised less frequently, potential impact is large: several other signals — mental health, drop-out, identity development, future perspective — sit at the intersection of youth work, education, wellbeing and policy, and cannot be addressed by a single actor alone. Change potential is high, as local consultation moments, mutual introduction, case consultation and expertise exchange can be organized relatively concretely.

Overarching observation — Activity 1

The signals from this first activity show a clear dual position of youth workers. On one hand, they flag various challenges in young people's lived experience: mental pressure, difficult home situations, school drop-out, uncertainty about the future, identity development, stigmatization and a lack of recognition. On the other hand, youth workers themselves face structural conditions affecting their room for manoeuvre, such as limited financial resources and staffing capacity.

At the same time, important protective factors emerge: youth workers actively seek support from colleagues when stuck, see talent and possibility in young people, and emphasize the importance of listening, an individual approach and cooperation. Signal capture therefore shows not only where problems lie, but also which strengths already exist within youth work — particularly collegial support, relational working, seeing the person behind the behavior, and recognizing talent.

The practical organization of the training also appears relevant here: the session took place during regular working hours, and active, enthusiastic participation in the exercises and Mentimeter survey contributed to rich signal capture; the existing collegial relationship among the six participants offered room to discuss experiences and practice situations openly. Given that this activity involved six youth workers from a single organization, further training moments with youth workers from other organizations and municipalities are important to establish which signals recur and which are more context-bound.

Photo

Description

The second Flip-thinking training was organized on 7 July at 18:30 and was open to youth workers from different organizations. Unlike the first activity, this training did not take place within a single organization or during working hours, but at a fixed, after-hours moment.

Ten youth workers took part in total: nine from GIGOS Genk and one from Stad Genk (6 women, 4 men). Recruitment differed from the first training: because participation outside working hours requires a greater effort from youth workers, personal contacts and network-based outreach were actively used, including raising the COSY project and the training during a GIGOS network event to actively encourage participation. The evening time slot had a noticeable effect on group dynamics: participants arrived directly from a full working day and showed clear signs of fatigue — a relevant contextual factor when interpreting the results. Despite this fatigue, participants took part in the interactive questions, and several clear signals were captured.

The same basic training structure as the earlier session was used: participants were introduced to flip-thinking and its strategies through theory, examples, interactive questions and exercises, challenged to look differently at problems from their own youth-work practice. Signal capture was integrated via Mentimeter throughout, covering both youth workers' own experiences and their observations of young people's lived experience — including situations where youth workers themselves get stuck, recurring "yes, but" reactions, situations requiring more understanding or "love", problems youth workers seek solutions for, what young people struggle with most, under-used opportunities, and messages for policymakers and societal institutions.

Signals identified and assessed — WP13.2

Signal 1 — Youth workers experience resistance, powerlessness and a sense of limited changeability

Life domain(s): Other: institutional / Wellbeing

Asked which "yes, but" statements they hear most often, several answers expressed a sense that efforts have little effect or that change is difficult to achieve, alongside statements that place responsibility strongly on young people themselves (e.g. not listening, not behaving, having caused their own problems). This points to a recurring tension between youth workers' wish to realize change and the resistance or powerlessness they face in their work; some "yes, but" statements also carry an image of young people in which behavior or past conduct is used to argue against possibilities for them.

Illustrative signals:

- *They never listen anyway.*
- *Yes, but they don't listen anyway.*
- *Yes, but we can't achieve anything anyway.*
- *Yes, but there's no point.*
- *Yes, but we've already tried everything.*
- *We/people have already tried that, it doesn't work anyway.*
- *We don't have time for this.*
- *Yes, but they've messed it up themselves plenty of times already.*
- *Yes, but he has to prove himself first.*
- *Yes, but young people should just travel/move.*
- *Yes, but he/she won't be able to handle it.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
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Frequency	5
Impact	4
Spread	4
Urgency	3
Change potential	4
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Quick Community Improvement / Organizational Reflection

Motivation:

Impact is relevant because a sense of powerlessness can shape how professionals view young people and possibilities for change; change potential is nonetheless comparatively high, making this theme directly relevant to flip-thinking, since existing thought patterns can be surfaced and re-examined.

Signal 2 — Collegial support forms an important protective factor for youth workers

Life domain(s): Other: social dynamics (protective)

As in the first activity, collegial support again emerges very strongly when youth workers are asked what they do when stuck: talking with colleagues, consulting colleagues, contacting coaches or colleagues, discussing situations with colleagues, asking colleagues questions, jointly seeking solutions, reflecting on past actions, reusing successful methods, and looking things up. Participants also named the importance of temporarily taking distance, letting a situation go, and returning to it later with a clear head, as well as conversations with trusted people outside work to gain a new perspective.

Illustrative signals:

- *Talking it over with colleagues.*
- *Consulting colleagues.*
- *Contacting coaches or colleagues.*
- *Discussing situations with colleagues.*
- *Asking colleagues questions.*
- *Looking for solutions together.*
- *Reflecting on previous actions.*
- *Reusing successful methods.*
- *Looking up information.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
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Frequency	5
Impact	4
Spread	5
Urgency	3
Change potential	5
Total score	22/25
Classification	Confirmed Safety Signal — Protective Factor
Prioritization	Preserve & Strengthen

Motivation:

This is one of the clearest signals of the activity, showing that youth workers use various coping strategies, with collegial support in a central position. This is treated as a protective factor; preserving sufficient room for informal consultation, intervention and collegial reflection is therefore important.

Signal 3 — Young people experience pressure on their wellbeing, self-image and identity

Life domain(s): Wellbeing

Across several questions, elements linked to young people's psychosocial wellbeing and identity development recur: self-image, self-confidence, identity, performance pressure, motivation problems, uncertainty, wanting to belong, wanting to be understood, and difficult home situations. Asked which situations currently require the most "love" in youth work, self-image, identity, self-confidence and performance pressure were explicitly named, pointing to a clear need for spaces where young people feel seen, understood and accepted, rather than viewed solely through performance or problem behavior.

Illustrative signals:

- *The self-image of children and young people.*
- *Self-confidence.*
- *Identity.*
- *Performance pressure.*
- *Motivation problems.*
- *Uncertainty.*
- *Wanting to belong.*
- *Wanting to be understood.*
- *Difficult home situations.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4

Impact	5
Spread	4
Urgency	4
Change potential	4
Total score	21/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action / Partnership

Motivation:

Impact is rated high given the link to psychosocial wellbeing and development; youth work can offer a protective environment here, though not all root causes lie within youth work's sphere of influence, so cooperation with education, wellbeing and other professional actors may be needed for more complex wellbeing questions.

Signal 4 — Home and school situations strongly influence young people's wellbeing and functioning

Life domain(s): Education / Housing / Wellbeing

Education and home situations recur across several answers: problems at school, difficulties at school, problems at home, home situation, the influence of home situations on functioning at school, and clashes with teachers. This paints a picture in which young people's difficulties cannot be seen in isolation from their wider living environment — behavior or problems visible in one context may be connected to experiences in another — reinforcing the importance of an integrated approach that looks beyond visible behavior to the context in which it arises.

Illustrative signals:

- *"Problems at school".*
- *"Difficulties at school".*
- *"Problems at home".*
- *"Home situation".*
- *The influence of home situations on young people's functioning at school.*
- *Clashes with teachers.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4

Change potential	3
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Partnership / Policy Dialogue

Motivation:

Change potential for youth work alone is more limited; an integrated approach and cooperation between youth work, education, wellbeing and other relevant actors is therefore more appropriate than youth-work action in isolation.

Signal 5 — Poverty and socio-economic circumstances limit young people's opportunities

Life domain(s): Wellbeing / Other: socio-economic

Poverty, money problems and awareness of one's own socio-economic position were explicitly named. Asked what youth workers currently seek solutions for, poverty was mentioned; asked what young people struggle with most, money problems and their own socio-economic position recurred. Although the number of explicit mentions is limited, the theme surfaces across multiple questions, indicating that youth workers recognize financial and socio-economic circumstances as a factor shaping young people's opportunities and experiences.

Illustrative signals:

- *Poverty.*
- *Money problems.*
- *Awareness of their own socio-economic position.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	3
Impact	5
Spread	3
Urgency	4
Change potential	2
Total score	17/25
Classification	Emerging Safety Signal
Prioritization	Further Exploration / Advocacy

Motivation:

Potential impact is large: financial circumstances can affect participation in education, leisure and societal activities. As this signal was carried by a more limited number of answers in this activity, further confirmation is advisable; if the same theme recurs in other activities, it can be classified more strongly.

Signal 6 — Young people struggle with stereotyping, authority figures and a lack of understanding

Life domain(s): Other: social dynamics

Youth workers signal various tensions between young people and their environment. Asked what young people struggle with most, participants named: stereotyping, clashes with authority figures, "hatred" from teachers, wanting to be understood, wanting to belong, lacking a support figure, and uncertainty. Asked what requires more "love" today, young people's position in the neighborhood, respect, mutual understanding and learning to see "enemies" as allies also came up. This does not point to one specific actor or institution, but to a broader question of recognition, relationships and how young people are perceived — colliding not only with individual problems but with how others look at and approach them.

Illustrative signals:

- *Stereotyping.*
- *Clashes with authority figures.*
- *"Hatred" from teachers.*
- *Wanting to be understood.*
- *Wanting to belong.*
- *Not having a support figure.*
- *Uncertainty.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4
Change potential	3
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Advocacy / Partnership

Motivation:

These experiences can affect trust, participation and a sense of societal connectedness. Youth work can play a bridging role, but structural change also requires the engagement of schools, local authorities and other societal actors.

Signal 7 — Youth workers see a need for more connection and shared responsibility

Life domain(s): Other: institutional

A striking theme in this group is connection. Participants named cooperation, mutual understanding in all directions, shared responsibility, building bridges between groups, and even learning to see "enemies" as potential allies. Shared responsibility recurred across multiple questions, indicating that youth workers do not consider societal challenges around young people the responsibility of young people or youth work alone.

Illustrative signals:

- *Working together.*
- *Understanding toward each other, in every direction.*
- *Shared responsibility.*
- *Building bridges between groups.*
- *Seeing "enemies" as allies.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	4
Spread	4
Urgency	3
Change potential	5
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Partnership Building / Quick Community Improvement

Motivation:

Change potential is high because local investment in cooperation, dialogue and strengthening relationships between different actors can be organized relatively concretely.

Signal 8 — Young people need a stronger voice and meaningful participation

Life domain(s): Other: institutional

A very clear signal concerns young people's say and participation. Youth workers describe seeking ways to "let young people's voice sound louder", give young people a voice, involve them, and give them a place in policy choices. Asked directly for their message to policymakers, this became even more explicit: "Listen to them", "Involve them", "Connect with them", "Treat them as full citizens", they deserve "a place/voice" in policy decisions, and policymakers should "come out of your ivory tower and get to know the people you're making policy about." This message goes beyond "listening": youth workers ask that young people be involved in decisions affecting their lives and treated as full societal actors — connecting strongly to COSY's bottom-up approach.

Illustrative signals:

- *"Let their voice sound louder."*
- *Give young people a voice.*
- *Involve young people.*
- *Give young people a place in policy choices.*
- *"Listen to them."*
- *"Involve them."*
- *"Connect with them."*
- *"Treat them as full citizens."*
- *"They deserve a place/voice in the choices policy makes."*
- *"Come out of your ivory tower and get to know the people you're making policy about."*
- *"Take young people — and youth work — seriously."*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	5
Spread	5
Urgency	4
Change potential	5
Total score	24/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action

Motivation:

This is the most strongly confirmed signal of this activity, recurring independently across several different questions. Change potential is very high, since it does not necessarily require major structural reform first — young people can be more actively and earlier involved locally in decisions, consultation moments and initiatives — making this a strong anchor point for further action.

Signal 9 — Young people's societal position and relationship with the wider society are under pressure

Life domain(s): Other: social dynamics

Several answers extend beyond individual cases to broader societal relationships: the hardening of society, young people's position in the neighborhood, respect, mutual understanding, building bridges between groups, taking young people seriously, and "there are more people than the white middle class." Youth workers thereby situate young people's challenges not solely at the individual level but within broader societal structures, imagery and inter-group relationships — captured well by the notion that what is good for children and young people is ultimately good for society.

Illustrative signals:

- *The hardening of society.*
- *Young people's position in the neighborhood.*
- *Respect.*
- *Mutual understanding.*
- *Building bridges between groups.*
- *Taking young people seriously.*
- *"There are more people than the white middle class."*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4
Change potential	3
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Advocacy / Policy Dialogue

Motivation:

These responses connect individual challenges to wider societal imagery and power relations, calling for advocacy and policy dialogue rather than local action alone.

Signal 10 — *There are opportunities in a strength-based approach to young people*

Life domain(s): Other: social dynamics

Beyond problems and risks, youth workers explicitly named possibilities: working from strengths, using talents, shared responsibility, and looking for new opportunities within negative situations. This points to a clear need to view young people not solely through problems, shortcomings or risk, but through an approach rooted in talent, quality and growth potential — including the wish to create a place where young people are allowed to make mistakes and learn from them.

Illustrative signals:

- *Working from strengths.*
- *Using talents.*
- *Shared responsibility.*
- *Looking for new opportunities in negative situations.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
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Frequency	3
Impact	4
Spread	3
Urgency	3
Change potential	5
Total score	18/25
Classification	Emerging Safety Signal — Opportunity
Prioritization	Quick Community Improvement / Pilot Action

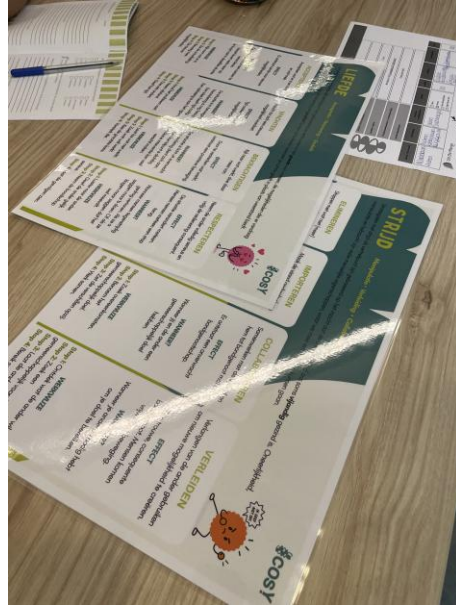
Motivation:

Although raised less frequently, change potential is large: youth work is well-placed to offer young people opportunities to discover talents, take responsibility, and learn from mistakes, meaning this signal is best understood as an opportunity for further exploration and strengthening.

General observation — Activity 2

Despite visible fatigue from the 18:30, after-a-full-workday timing, the activity produced a broad set of signals with clear interconnections. Central is, on one hand, young people's position: wanting to be seen, understood and taken seriously, needing a say, room to make mistakes, and opportunities to develop their talents. On the other hand, youth workers name various structural and relational obstacles, including poverty, stereotyping, difficult school and home situations, clashes with authority figures, and a broader societal hardening. A clear protective factor again appears at youth-worker level: when stuck, they strongly seek support from colleagues and their network. An overarching thread through this activity is ultimately connection and shared responsibility: youth workers ask not only that more listening happen, but that policymakers, societal institutions and other actors move closer to young people and genuinely involve them in decisions. Results should be read within their methodological context: although open to all youth workers, 9 of 10 participants came from GIGOS Genk, so organizational spread remained limited. It is therefore particularly relevant to examine in subsequent activities which of these signals recur independently among youth workers from other organizations — such repetition can later strengthen confirmation of signals at the level of the wider ecosystem.

[Photo](#)



WP13.3: Flip-thinking training — Dilsen-Stokkem (multi-organization)

Description

The third Flip-thinking training took place in Dilsen-Stokkem at 15:30, during participating youth workers' working hours. Seven youth workers took part, from different organizations: three of the seven participants worked at Uit De Marge, with the remaining participants connected to other organizations. Because the training took place during working hours, there was room for active participation and exchange. The group was interactive, and several questions led to further conversation and interesting discussion among the youth workers; the presence of participants from different organizations provided multiple perspectives on young people's lived experience and on the challenges youth workers face in daily practice.

Signals identified and assessed — WP13.3

Based on participants' answers and the conversations that arose during the training, signals were thematically clustered. They give insight into both young people's lived experience and the position of the youth workers who work with them.

Signal 1 — Youth workers experience resistance, powerlessness and a sense of limited changeability

Life domain(s): Other: institutional / Wellbeing

Answers to the question about frequently heard "yes, but" statements reveal a recurring sense of resistance and limited changeability. This concerns not only resistance from young people themselves, but broader convictions within the environment in which youth work takes place. Statements such as "they never listen anyway", "we can't achieve anything anyway", "there's no point" and "we've already tried everything" illustrate frustration and powerlessness; responsibility is sometimes placed heavily on the young person themselves.

Illustrative signals:

- *"They never listen anyway."*
- *"We can't achieve anything anyway."*
- *"There's no point."*
- *"We've already tried everything."*
- *"He has to prove himself first."*
- *"They've messed it up themselves plenty of times already."*
- *"Young people should just travel/move."*
- *"He/she won't be able to handle it."*
- *"It's always the same ones."*
- *"We don't have time for this."*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	4
Spread	4
Urgency	3
Change potential	4
Total score	19/25
Classification	Confirmed Safety Signal
Prioritization	Quick Community Improvement /

Motivation:

Impact is rated relatively high because such thought patterns can affect youth workers' room for action, shaping how they view young people and possible solutions. Change potential is nonetheless relatively large: through reflection, collegial exchange, and methods such as flip-thinking, existing thought patterns can be examined and alternative courses of action can emerge.

Signal 2 — Collegial support forms an important protective factor for youth workers

Life domain(s): Other: social dynamics (protective)

Collegial support again emerged very clearly when youth workers were asked what they do when they get stuck. Several participants referred directly to colleagues, coaches, consultation and discussing situations with others; taking distance, reflecting, and later revisiting a situation were also named as strategies.

Illustrative signals:

- *Chatting it over with colleagues.*
- *Consulting colleagues.*
- *Contacting coaches or colleagues.*
- *Asking colleagues questions.*
- *Looking for solutions together.*
- *Reflecting on previous actions.*
- *Revisiting success experiences.*
- *Looking up information.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	4
Spread	5
Urgency	3
Change potential	5
Total score	22/25
Classification	Confirmed Safety Signal — Protective Factor
Prioritization	Preserve & Strengthen

Motivation:

This signal is considered an existing protective factor: not having to carry difficult situations alone, and being able to reflect on them with colleagues, supports youth workers' professional resilience. Change potential is high, since organizations can further support this existing strength by ensuring sufficient room for consultation, intervision and informal collegial exchange.

Signal 3 — Young people experience pressure on their wellbeing, self-image and identity

Life domain(s): Wellbeing

Several answers refer to challenges around young people's emotional and psychosocial wellbeing. Youth workers named self-image, self-confidence, identity and performance pressure as themes requiring particular attention, including in response to which situations currently require the most "love" in youth work.

Illustrative signals:

- *Self-image of children and young people.*
- *Identity.*
- *Self-confidence.*
- *Performance pressure.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4
Change potential	4
Total score	21/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action / Partnership

Motivation:

These answers indicate that youth workers regularly meet young people searching for who they are, how they see themselves, and how they relate to expectations from their environment — meaning youth work fulfils more than a leisure or meeting function, also engaging with identity development, self-worth and emotional wellbeing.

Signal 4 — Home and school situations strongly influence young people's wellbeing and functioning

Life domain(s): Education / Housing / Wellbeing

The home and school context recurred multiple times. Participants noted that difficult home situations can strongly affect how young people function at school and in other life domains; among the situations for which youth workers seek solutions were problems at school, difficulties at school, problems at home, home

situations, and motivation problems, with home situations and their influence on school explicitly named among those requiring the most "love".

Illustrative signals:

- *Problems at school.*
- *Difficulties at school.*
- *Problems at home.*
- *Home situations.*
- *Motivation problems.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4
Change potential	3
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Partnership / Policy Dialogue

Motivation:

This underlines the importance of looking at a young person's wider context rather than only visible behavior. Change potential for youth work alone is more limited; structural change requires cooperation with schools, wellbeing actors and other relevant partners.

Signal 5 — Poverty and socio-economic circumstances limit young people's opportunities

Life domain(s): Wellbeing / Other: socio-economic

Socio-economic vulnerability also emerged. Youth workers named poverty as a problem they seek solutions for in practice; asked what young people struggle with most, money problems and awareness of their own socio-economic position were also mentioned, indicating that financial circumstances cannot be seen separately from the opportunities available to young people.

Illustrative signals:

- *Poverty.*
- *Money problems.*
- *Awareness of their own socio-economic position.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
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Frequency	3
Impact	5
Spread	3
Urgency	4
Change potential	3
Total score	18/25
Classification	Emerging Safety Signal
Prioritization	Further Exploration / Advocacy

Motivation:

Socio-economic inequality can influence participation, opportunity, future perspective and how young people experience their own position in society. As this signal was named less frequently than several other themes in this activity, further confirmation is advisable; if the same theme recurs in other activities, it can be more strongly confirmed at ecosystem level.

Signal 6 — Young people struggle with stereotyping, authority figures and a lack of understanding

Life domain(s): Other: social dynamics

Another recurring theme concerns the relationship between young people and their environment. Asked where young people struggle most, participants named: wanting to be understood, stereotyping, clashes with authority figures, "hatred" from teachers, wanting to belong, and uncertainty. These signals point to a broader need for recognition and acceptance; when young people feel judged, or that their perspective is insufficiently understood, this can lead to distance or conflict.

Illustrative signals:

- *Wanting to be understood.*
- *Stereotyping.*
- *Clashes with authority figures.*
- *"Hatred" from teachers.*
- *Wanting to belong.*
- *Uncertainty.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4

Change potential	3
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Advocacy / Partnership

Motivation:

Young people move within multiple contexts marked by expectations and power dynamics; youth work can serve a bridging function here, but structural change also requires the involvement of the actors and institutions young people encounter.

Signal 7 — There is a need for more connection and shared responsibility

Life domain(s): Other: institutional

Several answers reflect the importance of cooperation and shared responsibility. Participants named working together, shared responsibility, understanding each other in all directions, seeing "enemies" as allies, and building bridges between groups, indicating that complex challenges around young people are, in participants' view, not something a single actor can resolve.

Illustrative signals:

- *Working together.*
- *Shared responsibility.*
- *Understanding each other, in all directions.*
- *Seeing "enemies" as allies.*
- *Building bridges between groups.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	4
Spread	4
Urgency	3
Change potential	5
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Partnership Building / Quick

Motivation:

Change potential is rated high because network-building, dialogue and cooperation between youth workers and other actors can be organized relatively concretely at local level. The concept of shared responsibility is important here: responsibility for young people's wellbeing and development opportunities is not seen as resting solely with young people or youth workers, but as a role for multiple actors.

Signal 8 — Young people need a stronger voice and meaningful participation

Life domain(s): Other: institutional

The voice of young people emerges explicitly as a point of attention. Youth workers indicate they seek ways to give young people a voice and to let that voice sound louder, referring among other things to letting young people's voice sound louder, giving young people a voice, and creating a place where young people can make mistakes and learn from them. This points to a need for more than merely consulting young people: they should also get room to think along, make mistakes, take responsibility and exert influence on matters directly affecting them.

Illustrative signals:

- *Let young people's voice sound louder.*
- *Give young people a voice.*
- *Create a place where young people can make mistakes and learn from them.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4
Change potential	5
Total score	22/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action

Motivation:

Impact is rated high because meaningful participation is connected to recognition, involvement and how well policy and services align with young people's lived experience. Change potential is also high: young people can be actively involved locally in activities, consultation moments and decisions concerning their lives. This signal connects directly to COSY's bottom-up approach.

Signal 9 — Young people's societal position and relationship with the wider society are under pressure

Life domain(s): Other: social dynamics

Several signals concern the place young people occupy within their neighborhood and wider society. Participants referred to young people's position in the neighborhood, the hardening of society, building bridges between groups, and understanding toward each other in all directions — suggesting that challenges facing young people are experienced not solely at the individual level, but also shaped by societal context and relationships between groups. The reference to a hardening of society is notable, potentially indicating that youth workers experience connection and mutual understanding as becoming harder to achieve, increasing the importance of bridging figures and connective youth work.

Illustrative signals:

- *Young people's position in the neighborhood.*
- *Hardening of society.*
- *Building bridges between groups.*
- *Understanding each other, in all directions.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	3
Impact	4
Spread	3
Urgency	3
Change potential	3
Total score	16/25
Classification	Emerging Safety Signal
Prioritization	Further Exploration / Advocacy

Motivation:

This signal is not yet strong enough based on this activity alone to draw broad conclusions. Further signal capture among both youth workers and young people can help determine how widely this experience occurs and what is concretely meant by the perceived societal hardening.

Signal 10 — There are opportunities in a strengths-based approach to young people

Life domain(s): Other: social dynamics

Alongside bottlenecks, opportunities were also explicitly named during the activity. Participants referred to shared responsibility, working from qualities, using talents, seeing new chances within negative situations, and recognizing young people's potential. A notable contrast also emerged between the statements "young people are the future" and "young people are not the future" — the latter readable as an invitation not to view young people solely as future adults, but to give them a full position in the present as well, closely

connecting this signal to the participation and shared-responsibility signals above: young people already possess qualities, experiences and perspectives that can be used within youth work and policy today.

Illustrative signals:

- *Shared responsibility.*
- *Working from qualities.*
- *Using talents.*
- *Seeing new chances in negative situations.*
- *Recognising young people's potential.*
- *"Young people are the future."*
- *"Young people are not the future."*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	3
Impact	4
Spread	3
Urgency	3
Change potential	5
Total score	18/25
Classification	Emerging Safety Signal — Opportunity
Prioritization	Quick Community Improvement / Pilot Action

Motivation:

Although raised less frequently than several problem-focused signals, change potential is large: youth workers can directly invest in talent development, positive affirmation, responsibility, and creating space in which young people can experiment and learn. This signal is therefore mainly an opportunity for further action.

Overarching finding — Activity 3

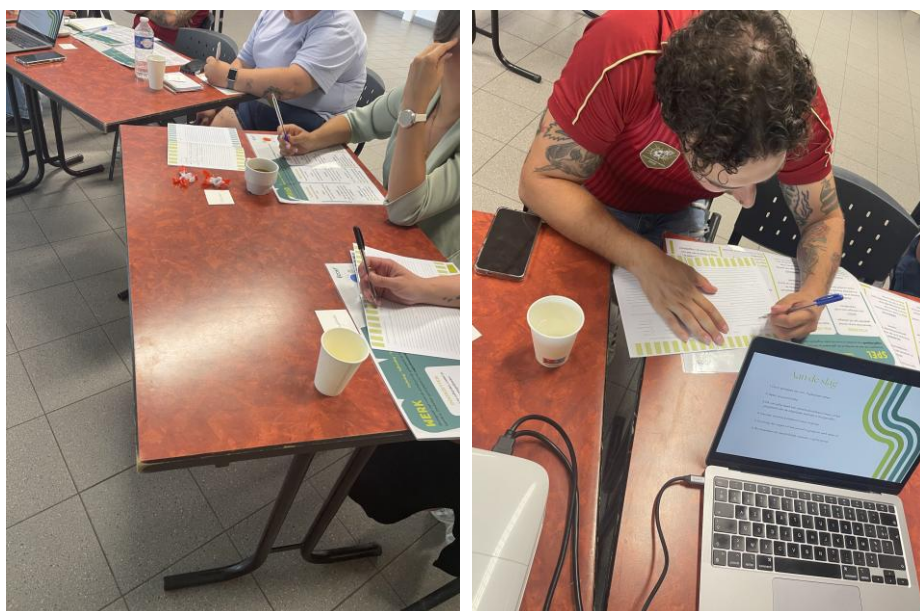
Signal capture shows that youth workers look simultaneously at individual, relational and structural factors. Themes such as self-image, identity and motivation sit alongside poverty, stereotyping, school, home situations and young people's societal position. At the same time, participants named not only problems but also protective factors and possible levers for action: collegial support, connection, shared responsibility, participation, strengths-based work, and creating room for young people to make mistakes and grow. Answers regarding youth workers' own practice were equally meaningful: when stuck, they frequently turn to colleagues, coaches or other trusted people, a network that serves as an important source of reflection and

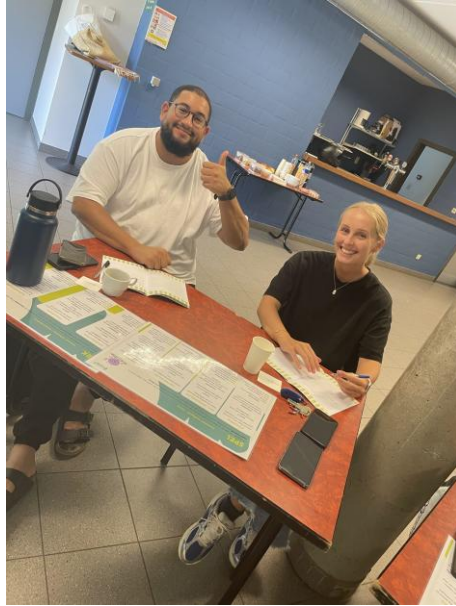
support — while the various "yes, buts" also show that youth workers operate within a context where frustration, time pressure and a sense of limited changeability can also be present.

General assessment — Activity 3

Within this activity, collegial support (22/25) forms a strong protective factor for youth workers, while the need for a stronger voice and meaningful participation of young people (22/25) receives high priority. Wellbeing, self-image and identity (21/25) also feature strongly. A second cluster concerns the context in which young people function: home and school situations (20/25) and stereotyping, clashes with authority figures and lack of understanding (20/25) show that young people's experiences cannot be seen apart from their relationships with their environment and societal institutions. At the same time, some signals need further confirmation: poverty and socio-economic circumstances (18/25) and young people's societal position (16/25) are substantively relevant but were named less frequently or less broadly in this activity and are therefore treated as emerging signals warranting further capture in subsequent activities. Finally, the results also point to clear opportunities: connection, shared responsibility and strength-based work offer concrete anchor points on which youth workers and other local actors can build further.

Photo





WP13.4: Flip-thinking training — Genk (small multi-organization group)

Description

The fourth and final WP13 signal-capture activity with youth workers took place in Genk at 18:30, organized outside regular working hours. Despite the timing, participants were energetic and strongly engaged; the small group size allowed for extensive interaction, with participants responding to one another, building on each other's experiences, and contributing various examples from practice.

Signals identified and assessed — WP13.4

As in the previous reports, signals were clustered based on recurring themes, drawing both on direct answers and on the conversations that arose in response to the questions.

Signal 1 — Young people need accessible mental and psychosocial support

Life domain(s): Wellbeing

Young people's mental and psychosocial wellbeing emerged strongly. Youth workers indicate that young people need a listening ear, understanding and support when facing mental or personal problems, while also experiencing thresholds in accessing professional support.

Illustrative signals:

- *Mental problems among young people: they need a listening ear and understanding.*
- *Psychosocial support.*
- *Individual support.*
- *The mental wellbeing of young people.*
- *Make help more accessible: there are too many thresholds and waiting lists for young people seeking help.*
- *Young people need to know where and to whom they can turn.*
- *Need for social contact.*
- *When a young person says something is going on, it's important to take it seriously and listen to them.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	5
Spread	4
Urgency	5
Change potential	4
Total score	23/25
Classification	Confirmed Safety Signal
Prioritization	Advocacy / Policy Dialogue

Motivation:

The combination of large impact on young people's wellbeing and structural accessibility problems (thresholds, waiting lists, unclear points of contact) makes this a strong safety signal, distinct from a purely individual-level concern.

Signal 2 — Young people face barriers to being heard, seen and able to be themselves

Life domain(s): Wellbeing / Other: social dynamics

Participants signal that young people struggle on several fronts to feel heard and seen. Identity, uncertainty and being able to express feelings were named, alongside rules and institutional thresholds that, in participants' view, can widen the distance between young people and services.

Illustrative signals:

- *Identity.*
- *Feeling heard and seen.*
- *Expressing feelings.*
- *Uncertainty about oneself.*
- *Accessibility: registrations, time slots, rules and uniforms.*
- *"Why am I not allowed to do an internship there wearing a headscarf?"*
- *"Nobody can help me."*
- *"Nobody understands me."*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4

Urgency	4
Change potential	4
Total score	21/25
Classification	Confirmed Safety Signal
Prioritization	Advocacy / Policy Dialogue

Motivation:

The example of a young person questioning why she cannot do an internship wearing a headscarf illustrates how such thresholds can have concrete consequences for participation opportunities, calling for further dialogue with organizations and institutions that help shape young people's environment.

Signal 3 — Young people need safe places and professionals who know their lived experience

Life domain(s): Public space / Other: institutional

Youth workers emphasize that young people need enough safe places where they can be themselves and feel heard. This goes beyond organizing facilities for young people: participants also ask that professionals and policymakers genuinely get to know young people's daily lived experience.

Illustrative signals:

- *Ensure safe places where young people can be themselves and feel heard.*
- *Step into young people's lived experience.*
- *"Come spend a week with me to see what young people are really like."*
- *Have every teacher shadow a youth welfare worker for at least one month.*
- *A day in the life of...*
- *Involve young people.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	5
Spread	4
Urgency	4
Change potential	5
Total score	22/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action

Motivation:

Proposals such as having teachers shadow youth welfare workers, or a "day in the life of" format, show that participants see concrete opportunities to narrow the distance between young people and professionals; the high change potential makes this well suited to practical local testing.

Signal 4 — Cooperation between youth work, education and support services is insufficiently used

Life domain(s): Education / Wellbeing / Other: institutional

An important under-used opportunity, according to participants, is stronger cooperation between schools, youth work and support services. The problems young people face often span multiple life domains simultaneously, making cooperation between these actors important.

Illustrative signals:

- *Cooperation between schools, youth work and support services.*
- *Problems at school or at home.*
- *Bullying and cyberbullying.*
- *How young people can best be reached.*
- *When something isn't going well in certain subjects, also look at what is going well and build from there.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	3
Impact	5
Spread	4
Urgency	4
Change potential	5
Total score	21/25
Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action

Motivation:

Better connection between these actors can help signals be shared more quickly and young people be supported across life domains simultaneously, addressing school, home and psychosocial wellbeing challenges that participants noted occur together.

Signal 5 — Young people are still given insufficient responsibility, recognition and second chances

Life domain(s): Other: social dynamics

Participants emphasize that young people often know and can do more than adults assume. They see opportunities in working more strongly from young people's qualities, giving them responsibility, and creating room for second chances.

Illustrative signals:

- Every young person has their own knowledge and abilities.
- Young people know more than we think.
- Give young people responsibility.
- A second chance, in general.
- Always look at what young people actually want, not what we think they want.

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	4
Impact	4
Spread	4
Urgency	3
Change potential	5
Total score	20/25
Classification	Confirmed Safety Signal
Prioritization	Quick Community Improvement

Motivation:

Within youth work and local participation trajectories, relatively direct possibilities exist to give young people more ownership and responsibility, making this a comparatively quick and actionable improvement.

Signal 6 — Youth workers rely strongly on colleagues and their professional network

Life domain(s): Other: social dynamics (protective)

When youth workers themselves get stuck in their work, they mainly seek support from colleagues or other people with relevant experience. Collegial support recurs across several answers and appears to be an important resource when facing complex situations.

Illustrative signals:

- Then I ask a colleague for help.
- Chatting with a colleague.
- Just asking someone who could help me for help.
- Bringing in someone in the same situation.
- Used to call Alexander from Uit De Marge.

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	5
Impact	4

Spread	4
Urgency	3
Change potential	5
Total score	21/25
Classification	Confirmed Safety Signal
Prioritization	Quick Community Improvement

Motivation:

This can also be read as a safety signal in its own right: when youth workers rely heavily on their network for difficult situations, it is important that such networks are sufficiently accessible and sustainably organized.

Signal 7 — External expectations and funding requirements shape youth workers' practice

Life domain(s): Other: institutional

Alongside direct support for young people, the organizational context of youth work also emerged. Youth workers must not only respond to young people's needs but also take into account expectations from municipalities and funding agreements.

Illustrative signals:

- *To meet the expectations of municipalities/agreements to keep receiving subsidies.*
- *For the complaints they receive.*
- *Promoting young people's wellbeing.*
- *The mental wellbeing of young people.*
- *How best to reach young people.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	2
Impact	4
Spread	3
Urgency	3
Change potential	3
Total score	15/25
Classification	Emerging Safety Signal

Prioritization

Further
Monitoring /
Dialogue

Motivation:

Although this did not recur strongly enough within this small group to speak of a firmly confirmed signal, it is substantively relevant: when organizational or financial expectations partly determine what youth workers prioritize, tension can arise between the needs they observe in young people and the expectations organizations must meet. This signal warrants further follow-up in other activities.

General conclusion — Activity 4

The activity surfaced several interconnected safety signals. Accessible mental and psychosocial support, being heard and seen, safe places aligned with young people's lived experience, and better cooperation between youth work, education and support services all emerged strongly. At the same time, the activity shows that youth workers themselves form an important link in the safety net around young people: when they get stuck, colleagues and professional networks prove to be an important source of support. Strengthening these networks can therefore support not only youth workers, but indirectly also the quality and continuity of support young people receive. This analysis follows the same assessment approach as the earlier activities, in which high scores are treated as Confirmed Safety Signals and then translated, based on change potential and local influenceability, into policy dialogue or concrete local action.

Photo



6. Consolidated overview of identified signals and context

Together, the four WP13 activities engaged 27 outreach youth workers and youth development workers (8 male, 19 female) from organizations including GIGOS Genk, Stad Genk, Uit De Marge and other Limburg-based organizations, reached through a Flip-thinking training format specifically designed to combine professional development with integrated signal capture. As in WP5, WP6 and WP9, all four activities already applied the

full Safety Signal Assessment Framework and Signal Prioritization Matrix — extended locally with a "Protective Factor" sub-classification and additional prioritization labels — allowing for a direct, scored comparison across activities, presented below. WP13.4 is included in the narrative discussion but, given its smaller and partly distinct set of signals, is referenced individually rather than forced into every row of the cross-activity table.

6.1 Cross-activity comparison of scored signals (WP13.1–WP13.3)

Signal theme	WP13.1	WP13.2	WP13.3	Cross-activity observation
Collegial support (protective factor)	21/25 — Preserve & Strengthen	22/25 — Preserve & Strengthen	22/25 — Preserve & Strengthen	The most consistently confirmed signal across all four activities (also raised in WP13.4): near-identical scores and identical prioritization each time, making this the single most robust finding of WP13.
Young people's voice / meaningful participation	23/25 — Immediate Pilot Action	24/25 — Immediate Pilot Action (highest score across all WP13 activities)	22/25 — Immediate Pilot Action	Confirmed independently and at very high scores in three of four activities, with WP13.2 producing the single highest score recorded anywhere in WP13 — directly aligned with COSY's own bottom-up approach.
Wellbeing, self-image and identity pressure among young people	23/25 — Immediate Pilot Action / Advocacy & Partnership	21/25 — Immediate Pilot Action / Partnership	21/25 — Immediate Pilot Action / Partnership	Confirmed at a high, stable score across all three multi-signal activities; WP13.4 sharpens this into a more specific, structural signal (accessible mental/psychosocial support, 23/25) naming waiting lists and unclear points of contact explicitly.

Home and school situation shaping young people's functioning	21/25 (education/future-specific variant) — Advocacy / Policy Dialogue & Partnership	20/25 — Partnership / Policy Dialogue	20/25 — Partnership / Policy Dialogue	A stable, cross-activity signal; WP13.1's variant focuses more specifically on education/drop-out, while WP13.2 and WP13.3 frame it more broadly as the interconnection between home and school.
Stereotyping, clashes with authority figures, lack of understanding	20/25 (identity/stigma variant) — Advocacy / Policy Dialogue	20/25 — Advocacy / Partnership	20/25 — Advocacy / Partnership	Confirmed with an identical score in WP13.2 and WP13.3, and closely related to WP13.1's identity/stigmatization signal — together suggesting a stable, cross-organizational concern about how young people are perceived and treated by authority figures and institutions.
Youth workers' own resistance, powerlessness, "yes, but" thinking	Not raised as a distinct signal in WP13.1	20/25 — Quick Community Improvement / Organizational Reflection	19/25 — Quick Community Improvement / Organizational Reflection	Raised independently in the two activities that used the widest range of Mentimeter prompts (WP13.2, WP13.3), with near-identical scoring and prioritization, and largely overlapping illustrative "yes, but" statements — a strong indication of a genuine, shared occupational pattern rather than an activity-specific artefact.

Need for connection and shared responsibility	20/25 (institutional cooperation variant) — Immediate Pilot Action / Partnership Building	20/25 — Partnership Building / Quick Community Improvement	20/25 — Partnership Building / Quick Community Improvement	Identical score in WP13.2 and WP13.3, with a closely related institutional-cooperation signal in WP13.1 and WP13.4 — confirming a consistent, cross-activity call for multi-actor responsibility rather than isolated youth-work responsibility.
Poverty and socio-economic circumstances	Not raised as a distinct signal in WP13.1	17/25 — Further Exploration / Advocacy	18/25 — Further Exploration / Advocacy	Consistently classified as an Emerging Signal (not yet Confirmed) in both activities where it appeared, with near-identical scores — the clearest example in WP13 of a signal explicitly flagged as needing further confirmation before being treated as fully established.
Strengths-based approach / opportunity framing	21/25 — Quick Community Improvement / Immediate Pilot Action	18/25 — Quick Community Improvement / Pilot Action (Opportunity)	18/25 — Quick Community Improvement / Pilot Action (Opportunity)	A consistent, positively framed signal across three activities; WP13.1 scores it somewhat higher, but all three converge on the same prioritization, underlining talent-based work as a genuine, shared opportunity rather than a one-off observation.
Broader societal position of young	Not raised as a distinct signal in WP13.1	20/25 — Advocacy /	16/25 — Further	The clearest divergence in WP13: the same underlying

people / societal hardening		Policy Dialogue	Exploration / Advocacy	theme (young people's place in the wider society, "hardening" of society) is treated as a Confirmed Signal in WP13.2 but only as an Emerging Signal in WP13.3, reflecting a real difference in how strongly and how frequently it was raised in each session.	
Accessible mental/psychosocial support (specific, structural variant)	Not raised in this specific form	Not raised in this specific form	Not raised in this specific form	Raised only in WP13.4, but at the highest score of that activity (23/25) and framed with unusually concrete structural detail (waiting lists, unclear points of contact) — worth reading alongside the more general wellbeing signal above rather than as an entirely separate theme.	
Safe places aligned with professionals' understanding of youth lived experience	Not raised in this specific form	Not raised in this specific form	Not raised in this specific form	Raised only in WP13.4, with concrete, practical proposals (teachers shadowing youth welfare workers; a "day in the life of" format) not present in the other three activities — a distinctive, actionable contribution from the smallest and most interactive session.	

6.2 Signals grouped by prioritization category (all four activities)

Prioritization category	Signals
Immediate Pilot Action	Young people's voice/participation (WP13.1, WP13.2, WP13.3); Wellbeing/identity pressure (WP13.1–13.3); Safe places aligned with lived experience (WP13.4); Cooperation between youth work, education and support services (WP13.4)
Advocacy / Policy Dialogue	Home/school situation (all three activities); Stereotyping/authority clashes (all three activities); Accessible mental/psychosocial support (WP13.4); Barriers to being heard/seen (WP13.4); Broader societal position of young people (WP13.2, and as Emerging in WP13.3); Financial/staffing constraints on youth work (WP13.1)
Partnership Building / Quick Community Improvement	Connection and shared responsibility (WP13.1–13.3); Youth workers' resistance/powerlessness (WP13.2, WP13.3); Strengths-based approach (WP13.1–13.3); Young people given insufficient responsibility/second chances (WP13.4); Youth workers' reliance on colleagues, as a signal in its own right (WP13.4)
Preserve & Strengthen (protective factor)	Collegial support (all four activities)
Further Exploration / Advocacy (Emerging Signals)	Poverty/socio-economic circumstances (WP13.2, WP13.3); Broader societal position of young people (WP13.3); External expectations/funding requirements (WP13.4)
Monitor	No signal in any WP13 activity was classified in this category.

6.3 Recurring patterns across the four activities

- Collegial support is, by a clear margin, the most robustly confirmed signal in the entire WP13 dataset: it was independently raised, scored within a narrow 21–22/25 band, and classified identically as a Protective Factor to be "Preserved & Strengthened" in all four activities — a striking degree of convergence given the activities' varying size, organizational mix and time of day.
- Young people's voice and meaningful participation is the highest-scoring risk-type signal overall (peaking at 24/25 in WP13.2) and recurs, worded almost identically, across three of the four activities — youth workers across different organizations and sessions independently converged on near-identical language ("give them a voice", "listen to them", "treat them as full citizens") without apparent coordination between sessions.
- Youth workers' own "yes, but" resistance and sense of powerlessness is confirmed with unusually high fidelity between WP13.2 and WP13.3: many of the same illustrative statements ("they never listen anyway", "we've already tried everything", "he has to prove himself first") were recorded independently in both activities, suggesting a genuine, shared occupational thought pattern rather

than a facilitation artefact — and one that the Flip-thinking methodology itself is explicitly designed to help address.

- Poverty and socio-economic circumstances are the clearest example of a signal the local facilitators themselves treated with appropriate caution: despite plausible high impact, it was consistently scored as an Emerging rather than Confirmed Signal in both activities where it appeared, explicitly pending further confirmation — a transparent, methodologically sound example of not over-stating a signal from limited data.
- The broader societal-position signal shows the clearest genuine divergence in the dataset: Confirmed in WP13.2 (20/25) but only Emerging in WP13.3 (16/25) for what is substantively the same theme — illustrating that even within the same short project window, group composition and conversation depth can meaningfully change how strongly a signal is confirmed, reinforcing the value of running multiple independent activities rather than relying on a single session.
- WP13.4, the smallest and most interactive session, surfaced two structurally distinct and unusually concrete signals not present elsewhere — a specific, waiting-list-focused mental health accessibility signal and concrete cross-shadowing proposals (teachers shadowing youth welfare workers) — suggesting that smaller, more conversational formats can surface actionable specificity that larger sessions do not.

6.4 Context of the four activities within the wider Dilsen-Stokkem/Limburg ecosystem

The four WP13 activities reflect a deliberate methodological adaptation to the limited professional youth work capacity documented in Section 3: rather than confining signal capture to the small number of youth workers directly active in Dilsen-Stokkem, the Flip-thinking training was opened to youth workers across the wider Limburg region, with fixed sessions at more centrally accessible locations (Genk, and Dilsen-Stokkem itself) and broad direct outreach to roughly 230 youth workers and contacts. This explains why three of the four activities draw predominantly on GIGOS Genk and Stad Genk participants, with Uit De Marge and other Dilsen-Stokkem-connected organizations most strongly represented in WP13.3. This geographic and organizational breadth is itself methodologically significant: several signals (collegial support, young people's need for voice, wellbeing pressure) were confirmed independently across organizations and locations, strengthening confidence that they reflect a genuine regional pattern rather than being specific to a single youth center or municipality.

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