

**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:	WP2
Event name:	Local community safety signals of young people at risk of being excluded by society/institutionally in district Deurne (City of Antwerp)
Type:	Training
In situ/online:	In situ
Location:	Belgium 1. Betonne Jeugd, Ten Eekhovellei 73/75, 2100 Deurne 2. KRAS Berchem, Patriottenstraat 62, 2600 Berchem 3. JES Deurne, Kronenburg, Tweemontstraat 288, 2100 Deurne 4. UDM, Gitschotellei 119, 2600 Berchem 5. UDM, Gitschotellei 119, 2600 Berchem
Date(s):	1. 19/06/2026 2. 01/07/2026 3. 27/07/2026 4. 12/08/2026 5. 14/08/2026
Website(s) (if any):	https://www.uitdemarge.be/cosy/
Participants	
Female:	1. 7 2. 1 3. 0 4. 0 5. 1
Male:	1. 1 2. 6 3. 6 4. 2 5. 0
Non-binary:	1. 0 2. 1 3. 0 4. 0 5. 0

From country 1 [name]:	Belgium
...	
Total number of participants:	25

Description

Provide a short description of the event and its activities.

1. Introduction and objective of this report

This report accounts for the implementation of Work Package 2 (WP2) of the COSY project — "Local community safety signals of young people in district Deurne (city of Antwerp) at risk of being excluded by society/institutionally" — in fulfilment of specific objective SO1 ("Gaining insight into local community safety signals behind the societal safety symptoms") and, more specifically, operational objective OO1.1 ("Discovering and determining societal local community safety signals from and with youngsters").

In line with COSY's Phase 1 methodology, WP2 uses the co-design principle and the flip-thinking Cypher method to give the primary target group — young people at risk of being excluded by society/institutionally — an equal and safe space to voice what causes them to feel unsafe or unsettled (unrest) in their local community, and where and why this occurs. Five activities were organized in the Deurne ecosystem to this end, engaging youngsters through youth centers, outreach work, J100 and an individual in-depth interview. This report:

- presents the process toolkit that was used, across the whole COSY project, to determine what qualifies as a local community safety signal (identical to the toolkit applied in WP1, reproduced here for completeness);
- documents the five activities organized for WP2 (context, approach, participants);
- provides a consolidated overview of the signals that were captured across these five activities, and the local context in which they occur.

This report constitutes the underlying material for WP2 deliverable D1-8.2 ("Method(s) to determine what a local community signal is", shared with WP1-8) and for the WP2 monitoring & evaluation report (D1-8.3).

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

To ensure that all eight COSY ecosystems apply a consistent, transparent and comparable method for identifying local community safety signals — while still allowing tailor-made facilitation per ecosystem and target group — the COSY partnership developed a shared process toolkit. This toolkit was applied by the activity organizer during the preparation, facilitation and post-processing of all five WP2 activities in Deurne. 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 young people. To structure the exploration of these signals, the toolkit works with a fixed list of 14 life domains: (1) health, (2) housing, (3) information, (4) justice, (5) mobility, (6) education, (7) public space, (8) police, (9) social media, (10) sport, (11) leisure, (12) wellbeing, (13) gender, and (14) other.

Four working principles apply throughout: voluntary participation, a safe conversational environment, confidentiality, and the leadership of youth voice.

2.2 Decision tree "Is it a local community safety signal?"

Every observation raised by youth or 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.

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. The facilitator notes also include a short sketch of the target group present (age, gender, ethnic-cultural background, interests, needs, and living context) and a table to log positive and negative testimonies about contacts with societal institutions.

2.4 Safety Signal Assessment Framework

Once an observation has passed the decision tree, it can be scored using the COSY Safety Signal Assessment Framework, which rates each candidate signal on five dimensions (1 = lowest, 5 = highest):

- Frequency — how often does it occur (from less than once a month to multiple times a day)?
- Impact — how strongly does it affect young people's physical or mental well-being?
- Spread — how many youth groups are affected?
- Urgency — will it worsen without immediate action?
- Change potential — to what extent can local actors influence it?

The combined score (range 5–25) is interpreted as: 5–10 Observation, 11–17 Emerging Signal, 18–25 Confirmed Safety Signal.

2.5 Signal prioritization Matrix

Finally, validated 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 response strategies: Monitor (low impact / low ability to act), Advocacy or policy dialogue (high impact / low ability to act), Quick community improvements (low impact / high ability to act), and Immediate pilot action (high impact / high ability to act). This matrix will guide the prioritization of signals for Phase 2 (bonding and bridging with policymakers and representatives of government institutions) and Phase 3 (co-production) of COSY.

3. Activities organized for WP2 in the ecosystem of Deurne

Five activities were organized with young people at risk of being excluded by society/institutionally, connected to the Deurne ecosystem, to realise OO1.1. They are reported separately below numbered WP2.1 through WP2.5 (each event corresponding to one lump sum, per the EDS instructions). Activities are ordered chronologically.

Event	Date	Location	Format	Participants
WP2.1 — Betonne Jeugd	19/06/2026	Betonne Jeugd youth center, Deurne	Facilitated group conversation (bi-weekly conversation moment)	8 (1 M, 7 F); 1 country
WP2.2 — KRAS Berchem	01/07/2026	KRAS Berchem youth center	Facilitated life-domain exercise + neighborhood mapping + validation	8 (6 M, 1 F, 1 prefer not to say); 1 country
WP2.3 — JES Deurne	27/07/2026	JES Deurne drop-in youth room	Individualized structured mini interviews (3 life domains, 2 questions each)	6 (6 M); 1 country
WP2.4 — J100	12/08/2026	UDM (J100), Berchem	Semi-structured dialogue ("What do you see / hear / feel?")	2 (2 M); 1 country
WP2.5 — Individual interview	14/08/2026	UDM, Berchem; participant resident in Deurne South	Semi-structured individual interview ("What do you see / hear / feel?")	1 (1 F); 1 country

WP2.1: Betonne Jeugd — signal-gathering conversation, Deurne

Description

Betonne Jeugd was identified through the project coordinator, who was contacted directly by the youth center coordinator, Zeno Nols, expressing enthusiasm for the COSY project. As the only youth center focused on

homeless youth facing multiple challenges, its youngsters' and youth workers' insights were considered particularly valuable to COSY.

The activity was embedded in Betonne Jeugd's own bi-weekly conversation moments, in which youngsters discuss topics related to the struggles of being a young person in a vulnerable situation in today's Belgian society.

The session opened with a brief presentation of the COSY project and of the facilitator — including their social, geographic, ethnic and educational background — followed by an explicit reminder of participants' agency: they could stop at any time and only answer the questions they wished to answer.

The activity focused on two open questions: (1) What causes unrest in your life? and (2) What are your sources of calm? Both questions were first answered individually on an A6 sheet before being discussed with the whole group; the resulting conversation was captured on a large A2 sheet. Participants themselves decided what to keep anonymous. A PowerPoint presentation supported the introduction, structured the different stages of the activity, and closed with QR code linking to the evaluation surveys.

Safety signals captured (observation stage)

Safety Signal (raw observation)	Frequency/ agreement	Life domain(s)	Context/ example
Intimidating men in public space at night	5/5 agreement	Gender/ Other: social dynamics	Men smoking joints outside in the dark who intimidate passers-by; described as happening too often. Women reported fake calling someone to appear less vulnerable/isolated when walking through such areas.
Global war and division	8/8 agreement	Other: macrotrends (not further specified in source)	Perception that too many people prioritize money and power over collective wellbeing.
Concentration of power among a small elite	7/8 agreement	Social media/ Other: macrotrends	Named examples: politicians, and public figures such as Elon Musk and Donald Trump; participants felt oppressed by decisions made rapidly and "in secrecy", amplified by social media, generating uncertainty about the future and whether similar dynamics will reach Belgium.
Noise and heat	8/8 agreement	Public space	—

Family situation	3/8 agreement, 2/8 disagreement	Not specified in source	Concerns relating to parents, siblings and wider family.
Unresolved conflict ("quarrels")	7/8 agreement	Other: social dynamics	Unresolved conflict with a friend or family member.
Growing distance with friends	reported	Other: social dynamics	Friends moving into different stages of life creates distance; recognized as natural but still a source of unrest.
Education policy reform (Minister Zuhale Demir)	8/8 agreement	Education	Perceived as introducing stricter, exclusionary measures in public schools despite an existing teacher shortage, and as ignoring that a standard school track is not indispensable for finding work. Example: a participant's younger brother did not fit the "standard track" but still graduated and found employment "a degree isn't really necessary anymore."
Perceived class bias in the justice system	reported	Justice	Belief that sentencing outcomes depend on money, race and gender; e.g. perception that wealthy or well-connected families can informally resolve criminal matters.

Photo



WP2.2: KRAS Berchem — life-domain exercise and neighborhood mapping

Description

After a shared lunch and informal conversation, the activity opened with a brief presentation of the COSY project and of the facilitator's background, followed by a reminder of participants' agency to stop at any time and to answer only the questions they wished to.

The activity focused on one open question — What causes unrest in your life? — explored through three exercises: (1) participants sat around a table covered with the COSY life-domain sheets (each domain with an icon on A4 paper) and, using individually colour-coded markers, wrote down what caused them unrest per domain; answers were then discussed collectively and double-checked domain by domain, including domains with no individual responses; (2) together with the assisting youth worker, participants marked on a map of Berchem where they sometimes feel unsafe; (3) the group reviewed answers collected from previous youth activities to confirm, disconfirm or add to them.

A PowerPoint presentation supported the introduction, structured the activity, and closed with QR codes to the evaluation surveys.

Safety signals captured (observation stage)

Safety Signal (raw observation)	Frequency/ agreement	Life domain(s)	Context/ example
Explicit/violent content on social media	reported	Social media	Examples given: sexualised images, violent imagery, pornography.
Intimidation and doxxing via social media	reported	Social media/ Other: social dynamics	Anonymous accounts sending pictures of a youngster's house

			together with their address and family members' names.	
Financial-scam temptation on social media	reported	Social media	E.g. accounts promise to double money sent to them ("1 on 1 money").	
Excessive homework	reported	Education	—	
Racist teacher	reported	Education	—	
Teachers enforcing arbitrary rules	reported	Education	—	
Upcoming education policy reform ("the rules for next year")	reported	Education	Reference to reforms by Minister Zuhale Demir removing pedagogical study days, requiring students to remain at school after exams, and banning jogging/training suits.	
Expensive public transport	reported	Mobility	€3 per ticket, €90 per year, no discount available.	
Underserved public transport	reported	Mobility	—	
Dirty public transport	reported	Mobility	—	
Frequent ID/ticket control on public transport	reported	Mobility	—	
Exclusionary practices in sports clubs ("cultural taxation")	reported	Sport/ Other: social dynamics	Example 1: mandatory group showers, with non-participation resulting in exclusion from the club. Example 2: for an international tournament, players were required to stay with host families; parents who declined out of fear of abuse and offered to pay for a hotel instead were refused by the club.	
Insufficient swimming facilities in summer	reported	Leisure/ Health	—	

Gossip and intrusive peers at school	reported	Education/ Other: social dynamics	Classmates interfering in personal matters, e.g. probing about new belongings.
Extensive camera surveillance at school	reported	Education	Cameras present in toilets and on the playing field; participants described this as excessive ("there are more cameras than students", compared by one participant to "a concentration camp").
Camera surveillance in the park	reported	Public space	Considered reasonable in narrow alleys but experienced as constant control when placed in a park.
Excessive and targeted ID checks by police	2/8 confirmation	Police	Reported occurring at least twice a month, mostly targeting boys, e.g. on the tram or when riding fat bikes. Example: police boarding a bus to the Beveren lake and checking only young people; when the discriminatory nature of the check was raised, officers told the youngster to "stay calm".
Financial hardship/ cost of living	2/8 confirmation	Leisure/ Health/ Other: social dynamics	Rising grocery prices are a frequent topic at home; frustration at not being able to afford things others can, with a view that more equal circumstances would reduce this frustration.
Racism at school	5/8 confirmation	Education / Other (alleged discriminatory treatment)	Reports that Belgian (white) classmates exclude non-white peers from games, and that white students receive more teacher attention while Moroccan-background students are more often singled out; students feel the school does not take complaints seriously. Example: 20–30 students repeatedly raised concerns about a teacher with the school principal without resulting action.

Sexism at school	5/8 confirmation	Gender/ Education/ Other (alleged discriminatory treatment)	Perception that teachers give girls less attention than boys.
Lack of appealing/well-maintained outdoor spaces	2/8 agreement	Public space/ Wellbeing	Parks and playgrounds seen as boring and poorly maintained; football fields lack the protective cages seen in Borgerhout; KRAS is valued but too small — cited as a reason youngsters disengage from public space.
Stigma associated with being outside	2/8 agreement	Public space/ Wellbeing/ Other: social dynamics	Perception that "weird people" are outside and a wish not to be associated with them ("If I'm outside, I'm a junkie") also cited as a reason for disengagement from public space.

WP2.3: JES Deurne — individualized mini interviews during summer drop-in

Description

Following an introductory visit the previous week, the activity was organized during JES Deurne's summer "drop-in" sessions for teenagers. As the room was shared with many children under 12 (outside COSY's target group) and most youngsters present were primarily interested in playing video games, the activity was designed to be individualized and low footprint.

Youngsters willing to participate were invited to a table in the corner of the youth room, where the project was briefly introduced ("I work with your educators, trying to understand what's troubling you, what's causing you headaches in your daily life"). Each participant was shown the COSY life domains and asked to choose three, about which two pre-prepared questions per domain were then asked. The mini interview ended once both questions for all three chosen domains had been answered.

Safety signals captured (observation stage)

Safety Signal (raw observation)	Frequency/ agreement	Life domain(s)	Context/ example
"Cringe" content on social media	reported	Social media	Described as repetitive and always the same kind of (unpleasant) content.

Social media/ scrolling addiction	reported	Social media/ Leisure	Continuous scrolling described as hard to stop and as causing headaches; parental intervention mostly limited to bedtime. Scrolling/gaming on the phone is, together with playing outside, the most common leisure activity.
Limited access to healthy food in the neighborhood	reported	Health	Mostly candy, chocolate and snacks (durum, kapsalon) available; fruit consumption low, and when eaten, mostly bananas.
Strict/unwelcoming neighbours	reported (2 examples)	Other: social dynamics	Example 1: a neighbor does not want anyone — especially children — near a garage where young trees are planted. Example 2: a neighbor reacts with a semi-threatening tone when a youngster leans against their car.
Sports club too far away	reported	Sport	A participant enjoys football, but the nearest club (Luchtbal) became too far to reach regularly; no club exists in his own area (Deurne Noord).
Ticket controllers on tram/bus	reported	Mobility	—
Unpleasant smells on public transport	reported	Mobility	Described smells include beer, vomit, or those associated with homeless people (referred to by participants as "junkies").
Overcrowded or delayed public transport	reported	Mobility	—
Boring or disengaged teachers	reported	Education	Especially impactful subjects a student already dislikes.
Too many classes/ insufficient free time	reported	Education/ Leisure	Preference expressed for only two full class days per week, leaving more time for activities such as football.

Difficult/ confrontational classmates	reported	Education/ Other: social dynamics	Some classmates seek conflict, unsettling others; participants referred to peers who linger in the streets late in the evening ("junkies", vaping/smoking marihuana) and who fight after school, some of whom are subject to a behavioral monitoring card.
Parental anger over accidents	reported	Not specified in source	Triggered by accidentally breaking something or by an argument.
Dirty streets	reported	Public space	Streets described as littered and smelled like beer.

WP2.4: J100 — in-depth dialogue on youth (un)safety, Deurne perspective

Description

During the first six weeks of COSY fieldwork, the facilitator invested significant time in building relationships with youngsters and youth workers through J100. Two motivated and articulate youngsters with prior J100 experience, who had been unable to attend previous open activities for personal reasons, were invited to a dedicated session so that their perspective — and that of the peers they typically represent — could be included.

The activity was framed as a dialogue on the role of youth workers in creating and preserving community safety for youngsters. The first ten minutes served as a tour of the Studio and an introduction to the activity's modalities and objectives; participants expressed no concerns about data collection and management. The activity centered on one guiding question (What gives you, youngsters, a feeling of unrest?) explored through three open prompts: What do you see? What do you hear? What do you feel? As there were only two participants, the session took the form of a semi-structured interview: the prepared PowerPoint (presenting COSY and the life domains) was used mainly for introduction and set aside once the conversation moved into unplanned directions.

Safety signals captured (observation stage)

Safety Signal (raw observation)	Frequency/ agreement	Life domain(s)	Context/ example
Not knowing what is in your food	reported	Health/ Information	Concern that supermarket food is often heavily processed, making it harder to cultivate a healthy relationship with one's body.
Healthy food is more expensive	reported	Health	Healthy, whole foods are available but generally cost more.

Absence of a healthy "body culture"	reported	Health / Information / Other: social dynamics	Normalization of neglecting one's body (e.g. relying on coffee/energy drinks) if it is not life-threatening; example given of young people already suffering back pain at age 20.	
Unequal access to (quality) healthcare	reported	Health	Wealthier people access private doctors quickly; others face 2–3 week waiting lists or costlier emergency care, leading to further neglect ("you have to plan when you are sick"); preventive specialist care is even less accessible.	
Inaccessible housing market and landlord–tenant power imbalance	reported	Housing/ Other: social dynamics	Housing described as increasingly unaffordable ("we'll have to rent an apartment for your entire life"); participants, who are Muslim, also face additional barriers accessing conventional mortgage banking; high demand is seen as reducing landlords' incentive to maintain property quality.	
Slow renovation of social housing	reported	Housing	—	
Gatekeeping of available support and opportunities	reported	Information	Many opportunities (e.g. subsidies) exist but are not taught to young people and are often found by chance; the municipality's "neighborhood secretariat" was created to help but is itself often unknown to the isolated/older residents it targets.	
Overload of information and distrust of media sources	reported	Information / Social media	Participants described difficulty trusting any single source, including traditional media, given frequent errors and the possibility of framing even when a source is accurate.	

Translation/representation burden on children of non-Dutch-speaking parents	reported	Information	Children of foreign-language households are relied upon to read and translate official paperwork, becoming their family's de facto representative from a young age, with real consequences if mistakes are made.	
Perceived leniency/absurdity of the justice system	reported	Justice	Perception that serious offenders can receive lenient outcomes; participants were unsure whether the cause lies with judges, legislation, or minimum sentencing rules.	
Perceived partiality in the justice system	reported	Justice	Belief that outcomes depend on a judge's disposition and on a defendant's skin color or class; referenced the Sanda Dia case, in which participants felt low sentences reflected the political influence of a family ("they kept going after he said stop").	
Justice system perceived as working against victims	reported	Justice	Example: after a phone theft, a participant was denied access to camera footage due to privacy legislation, despite being likely to be able to identify the thief and their location.	
Unreliable public transport	reported	Mobility	Example: a replacement bus line broke down repeatedly within days of the tram line's renovation, leading participants to buy mopeds instead.	
Structurally dysfunctional public transport infrastructure	reported	Mobility	Reported issues: frequent delays, understaffing, damaged buses, a bicycle tunnel that floods weekly, and a frequently broken elevator; participants attributed this to investment priorities favoring costlier electric buses over broader accessibility.	

Unfair public transport tariff system	reported	Mobility	Raising ticket prices with no support for lower-income families, forcing reliance on individual tickets rather than season passes.
Dehumanizing, grade-focused education system	reported	Education	System perceived as focusing only on grades, not on understanding students' difficulties; teachers who do engage individually with students are described as an exception and sometimes discouraged by colleagues. Example: one participant thrived under encouraging teachers early on, but declining teacher engagement from the third year of secondary school onward led to suspension, and he credits his mother's support for ultimately obtaining his diploma.
Demotivated/unmotivated teachers	reported	Education	Participants linked teachers' disengagement to a broader loss of hope, while stressing teachers should "maintain hope, even if it is only for one student."
Dysfunctional day-to-day school organization	reported	Education	Example: frequent class cancellations leaving a participant with almost no scheduled teaching time in a given week.
Outdated curriculum	reported	Education	Curriculum perceived as not keeping pace with a fast-changing world; suggestion that it should be revised annually.
Inequality caused by homework requiring resources at home	reported	Education	Home responsibilities or lack of equipment (e.g. no laptop): do homework harder for some students than others.
Participation fatigue on public space issues	reported	Public space/ Other: social dynamics	Perception that public-space concerns have already been extensively discussed (e.g. by J100 and specifically girls from postal

			code 2060) without leading to change, compounded by politicians citing the difficulty of meeting many groups' differing needs.	
Negative image of the police among young people	reported	Police	Participants described a generally poor — sometimes justified — image of the police, and a defensive default mindset when interacting with officers; noted that having to think this way is itself a source of unsafety.	
Media bias toward negative police–youth interactions	reported	Police	Perception that sensationalist media coverage disproportionately shows negative interactions, further distorting youngsters' perception of the police over time.	
Community reluctance to involve police	reported	Police	Perceived social cost to contacting police even when the community itself cannot resolve a problem; described by participants as "as much a signal as it is a symptom".	
Social media eroding communication filters	reported	Social media/ Other: social dynamics	Perception that people say things online they would never say in person, which can still cause real harm to those on the receiving end.	
Inaccessible sports clubs	reported	Sport	Lack of affordable, welcoming clubs; most young people play football informally in public squares instead.	
Very limited free time	reported	Leisure	School, homework, household responsibilities and (for some) a student job leave little free time; the student job is felt as a financial necessity for the whole family in some cases.	
Wellbeing framing seen as distracting from structural causes	reported	Wellbeing	View that poor mental state is often rooted in poverty or debt, and that psychological support	

			alone does not address these root causes.
Misconceptions about mental wellbeing	reported	Wellbeing	Belief that mentally healthy people have no problems is seen as false and counterproductive; framed instead as being about how one copes.
Exclusion of girls from "boys' activities"	reported	Gender/ Public space	Girls reportedly still are not allowed to play football on most playgrounds, a persistent informal norm.
Difficulty discussing gender and queerness openly	reported	Gender/ Other: social dynamics	Participants felt that any way of discussing the topic risks hurting someone.

WP2.5: Individual in-depth interview — cross-ecosystem youngster perspective (Deurne South)

Description

The facilitator met the participant at an iftar in Brussels in March 2026 and introduced her to the COSY project at that time. When seeking final "youngster" insights several months later, the facilitator reached out again; the participant, a 26-year-old born and raised in Antwerp North and at the intersection of Berchem, Borgerhout extra-muros and Deurne South (where she still lives), with volunteering experience at KRAS North, JES Borgerhout and Borgerjong, agreed to take part. The interview took place in Leuven, where she currently works, during her lunch break.

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

The activity centered on one guiding question (What gives you, youngsters, a feeling of unrest?) explored through three open prompts: What do you see? What do you hear? What do you feel? Given the one-to-one format, the session took the form of a semi-structured interview: the prepared PowerPoint (presenting COSY and the life domains) was used mainly for introduction and set aside once the conversation moved into unplanned directions.

Safety signals captured (observation stage)

Safety Signal (raw observation)	Frequency/ agreement	Life domain(s)	Context/ example
Islamophobic and sexist harassment linked to wearing a hijab	reported (7 incidents in	Gender / Public space /	While wearing a hijab in public, the participant was repeatedly chased and threatened with physical

	under a year)	Other: race-religion	violence and subjected to racist and Islamophobic verbal abuse, both in her neighborhood and elsewhere in Antwerp, consistently by middle-aged white men of modest economic background. This harassment was the main reason she eventually stopped wearing a headscarf; she had initially hidden it from neighbors to avoid comments. She reported that such incidents increased during election periods ("they feel they're allowed to do anything in that period"), which she situated within a broader far-right political narrative framing Islam and Muslims as a threat to Europe.	
Racialized exclusion from a neighborhood activity	reported	Other: race	Example: at a "play street" event held near her home, the participant and a cousin were told they could not join because they "didn't live here", although she in fact lived around the corner.	
Racism experienced as the most severe form of targeting	reported	Other: race	The participant described racism, alongside sexism, as the most severe factor affecting her sense of safety ("nothing is safe then").	
Discouraging messaging from adults/society	reported	Wellbeing/ Other: social dynamics	The participant recalled being told at school that she "can't handle it" or that things were "too challenging" for her — messages she says are often directed at youngsters who do not fit a certain appearance or come from a particular neighborhood, and which she felt were intended to instill an inferiority complex. She noted her parents partly shielded her from this.	
Distrust toward the police	reported	Police	Based on past negative experiences and difficulty with hierarchical	

			institutions, the participant assumes police officers are not on her side and links this perception partly to her experience of being a person of color.
Feeling unsafe around groups of (white) men in public space	reported	Gender/ Public space	The participant feels unsafe when surrounded only by men in the street, particularly white men, given the additional racialized dimension of past incidents; by contrast she described feeling less threatened by a local ("Moroccan") drug dealer she knew, "because they never did anything to me".

4. Consolidated overview of identified signals and context

Together, the five WP2 activities engaged 25 young people at risk of being excluded by society/institutionally (15 male, 9 female, 1 preferring not to say) connected to the Deurne ecosystem — ranging from structured group sessions in youth centers, to individualized outreach during a summer drop-in, to two in-depth semi-structured interviews.

Life domain	Raised in	Cross-cutting themes and context
Police	WP2.2, WP2.4, WP2.5	Perceived bias and disproportionate ID/ticket checks targeting boys and young men; a distrust that runs both ways (youngsters distrust police, communities are reluctant to call police even when needed); media coverage seen as amplifying negative perceptions; racialized dimension explicitly named in the individual interview (WP2.5), consistent with police-related signals in the Borgerhout ecosystem (WP1).
Education	WP2.1, WP2.2, WP2.3, WP2.4	Raised independently in four of five activities. Recurring sub-themes: a specific policy reform by Minister Zuhal Demir (stricter rules, fewer study days, dress restrictions) mentioned unprompted in two separate activities; racism and sexism attributed to teachers; pervasive camera surveillance at school; a grade-only, one-size-fits-all system seen as dehumanizing; and structural issues (cancelled classes, outdated curricula, homework inequality).

Social media	WP2.1, WP2.2, WP2.3, WP2.4	A consistently double-edged domain: addictive/compulsive use, exposure to explicit or violent content, doxxing/intimidation, financial-scam attempts, erosion of communication norms, and — in WP2.4 — a broader crisis of trust in any information source, traditional or social.
Mobility	WP2.2, WP2.3, WP2.4	Cost (ticket prices, no discounts for low-income families), unreliability and poor maintenance of public transport, hygiene issues, and frequent ID/ticket checks perceived as targeted; WP2.4 links under-investment in accessible transport to a preference for costlier electric buses.
Gender	WP2.1, WP2.2, WP2.4, WP2.5	Intimidating male presence in public space at night (WP2.1); teacher-level sexism (WP2.2); exclusion of girls from football and difficulty discussing queerness openly (WP2.4); and, most severely, sustained Islamophobic and sexist street harassment intersecting with race/religion (WP2.5).
Public space	WP2.1 (noise/heat), WP2.2 (surveillance, boredom, stigma of "being outside"), WP2.3 (dirty streets), WP2.4 (participation fatigue), WP2.5 (harassment, exclusion)	A domain where physical-environment complaints (noise, dirt, lack of appealing space) coexist with social and safety concerns (surveillance, gendered/racialized harassment, and a sense that raising public-space concerns has not led to change).
Health	WP2.2, WP2.3, WP2.4	Limited access to healthy/affordable food, absence of a "healthy body culture", and — most extensively in WP2.4 — unequal access to (preventive) healthcare linked to income.
Justice	WP2.1, WP2.4	Perceived class-, race- and connections-based bias in sentencing (including a specific, named high-profile case), and a sense that privacy rules can work against victims' interests.
Housing	WP2.4	Affordability, landlord–tenant power imbalance in a tight market, additional barriers for participants unable to use

		conventional mortgage banking, and slow renovation of social housing.	
Information	WP2.4	Gatekeeping of support and subsidy information, generalized distrust of media sources, and the burden placed on children of non-Dutch-speaking parents to act as family translators.	
Sport	WP2.2, WP2.3, WP2.4	Exclusionary club practices (forced group nudity, discriminatory host-family policy), distance/cost/accessibility barriers, and a resulting reliance on informal, unsupervised play in public squares.	
Leisure	WP2.2, WP2.3, WP2.4	Lack of appealing, affordable options (e.g. swimming pools in summer); default reliance on scrolling/gaming; and very limited free time once school, homework, household duties and student jobs are combined.	
Wellbeing	WP2.2, WP2.4, WP2.5	Root causes of distress (poverty, debt, discrimination) seen as insufficiently addressed by individual-level wellbeing support; discouraging messaging from adults described as reinforcing an inferiority complex among youngsters who do not fit a certain profile.	
Other: social dynamics	WP2.1, WP2.2, WP2.3, WP2.4, WP2.5	The most cross-cutting themes: peer pressure, gossip, unresolved conflict, growing distance between friends over time, doxxing, and being singled out or discouraged by peers or adults — present in every single activity.	
Other: race / religion (incl. alleged discriminatory treatment)	WP2.2, WP2.5	Racism attributed to teachers and classmates (WP2.2) and, most severely, sustained Islamophobic street harassment and racialized exclusion from a neighborhood event (WP2.5) — the latter explicitly linked by the participant to a broader far-right political narrative.	
Other: macrotrends/ geopolitics	WP2.1	Global instability and concentration of power among political and economic elites, generating a diffuse sense of uncertainty about the future rather than a strictly local safety concern — flagged here for validation against the decision tree's "local environment" criterion.	
4.1 Recurring patterns across the five activities			

- Education is the domain raised most broadly (4 of 5 activities), with a specific national policy reform (Minister Zuhair Demir's measures) surfacing spontaneously and independently in two unrelated activities (WP2.1 and WP2.2) a strong indication of a shared, locally felt signal rather than an isolated opinion.
- Social media functions as a genuinely cross-cutting domain, combining addiction/compulsive-use concerns, exposure to harmful content, interpersonal harassment (doxxing), and — in the most in-depth session (WP2.4) a wider erosion of trust in information sources as such.
- Police-related distrust echoes the pattern already observed in the Borgerhout ecosystem (WP1): perceived disproportionate checks on boys and young men, a racialized dimension made explicit in the individual interview (WP2.5), and a reluctance on the community's side to involve the police even when needed.
- Gendered and racialized unsafety in public space is the most severe signal captured in this WP, documented in detail through the individual interview (WP2.5): repeated Islamophobic street harassment (7 incidents in under a year) that led the participant to stop wearing a hijab, compounded by exclusion from a neighborhood community event.
- "Other: social dynamics" (peer pressure, unresolved conflict, gossip, being discouraged by peers or adults) is the only theme present in every single activity, suggesting that interpersonal dynamics within the youngsters' own social environment are as significant a source of unrest as external, institutional factors.
- A meta-signal of "participation fatigue" emerged in WP2.4: several participants felt that public-space concerns (including those raised by girls in postal code 2060 through J100) have already been extensively discussed without leading to visible change — directly relevant to COSY's own ambition to ensure youth signals are effectively heard (OO1.1/OO2.1).

4.2 Context of the five activities within the Deurne ecosystem

The five WP2 activities intentionally combined different access points into the same ecosystem: an established, vulnerable-youth-focused conversation format at Betonne Jeugd (WP2.1); a structured life-domain and mapping exercise with validation of prior signals at KRAS Berchem (WP2.2); individualized low-threshold outreach during a summer drop-in at JES Deurne (WP2.3); a dedicated dialogue with two experienced J100 representatives who had missed earlier activities (WP2.4); and a one-off, in-depth interview with a young adult with lived cross-ecosystem experience across Antwerp North, Berchem, Borgerhout extra-muros and Deurne South (WP2.5). This combination allowed the outreach team to triangulate signals from organized youth work, from a summer walk-in population that is harder to engage structurally, and from a reflective adult perspective on growing up across several of COSY's own ecosystems.

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