

**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:	WP5
Event name:	Local community safety signals of young people at risk of being excluded by society/institutionally in Dilsen-Stokkem
Type:	Training
In situ/online:	In situ
Location:	Belgium 1. Zavelwijksestraat 33, 3650 Dilsen-Stokkem 2. Ontmoetingscentrum Alforkan, Europalaan 127, 3650 Dilsen-Stokkem
Date(s):	1. 23/05/2026 2. 24/05/2026
Website(s) (if any):	https://www.uitdemarge.be/cosy/
Participants	
Female:	1. 1 2. 23
Male:	1. 9 2. 1
Non-binary:	1. 0 2. 0
From country 1 [name]:	Belgium
...	
Total number of participants:	34

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 5 (WP5) of the COSY project — "Local community safety signals of young people in the town of Dilsen-Stokkem 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, WP5 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. Two activities were organized in the Dilsen-Stokkem ecosystem to this end. This report:

- presents the process toolkit that was used, across the whole COSY project, to determine what qualifies as a local community safety signal (reproduced here for completeness);
- describes the ecosystem context of Dilsen-Stokkem and the shared methodology developed for WP5;
- documents the two activities organized for WP5 (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 prioritisation on the Signal Prioritisation Matrix — already carried out at activity level in Dilsen-Stokkem;
- 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 WP5 deliverable D1-8.2 ("Method(s) to determine what a local community signal is", shared with WP1-8) and for the WP5 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 organizers during the preparation, facilitation and post-processing of both WP5 activities in Dilsen-Stokkem. 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, including education, police, justice, wellbeing, mobility, social media, gender, leisure and public space, among others. 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. In Dilsen-Stokkem, the seven clustered signals per activity presented in this report already reflect this filtering: they were clustered by the facilitators specifically around recurring themes raised independently by several participants.

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 — 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. The Dilsen-Stokkem activities already applied this scoring at activity level, immediately after each session. The full scoring is presented per signal in sections 5 and 6 below.

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 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). For WP5, this prioritization was likewise already carried out per signal, and is reported alongside each signal's score below.

3. Ecosystem context: Dilsen-Stokkem

Dilsen-Stokkem is a rural town in the province of Limburg with 21,486 inhabitants, of whom approximately 5,900 are children and young people, and a surface area of 65.89 km². The municipality comprises the sub-municipalities of Dilsen, Stokkem, Lanklaar, Rotem and Elen.

The town has a diverse population, including sizeable Moroccan and Turkish communities alongside a Flemish community. This diversity is also reflected in young people's daily lives and forms an important backdrop for youth work in the municipality.

On youth policy, Dilsen-Stokkem invests in various meeting and leisure facilities for children and young people, including Youth Center De Barak, several skate facilities, playgrounds, and an extensive holiday activity programme. Based on the view that children and young people have a right to sufficient space to play, meet one another and develop, the local authority deliberately invests in accessible meeting places.

Within outreach youth work, Uit De Marge (UDM) and SAAMO are the main organizations active in the town. Until 1 July 2026, UDM had one outreach youth worker active in Dilsen-Stokkem, Manuel. Owing to the strong growth of this work and the positive results achieved, capacity was expanded: since 1 July 2026, two outreach youth workers from UDM have been active in the municipality.

The local authority itself is also diverse: the town has a female mayor and a diverse council of aldermen, including both female and male aldermen and one alderman with a migration background. Within the municipal administration, the youth team is predominantly staffed by women.

Exploratory conversations and consultation moments revealed strong cooperation between the outreach youth workers, the alderman responsible for youth, the youth department, and the "Huis van het Kind" (House of the Child). There is a strong focus on a curative and restorative approach, which looks not only at young people's behavior but, above all, at the person behind the story and the context in which that behavior arises.

One illustrative example concerns how administrative sanctions (GAS fines) are handled: rather than acting purely punitively, a young person with a substantial number of outstanding fines was invited for a conversation, in which part of the fines were offered to be waived in exchange for volunteering. This approach reflects a deliberate choice for dialogue, responsibility and restoration rather than sanctioning alone.

In addition, a regular youth welfare consultation brings together various partners — including the youth department, the public social welfare center (OCMW) and the outreach youth workers — to discuss signals and current challenges in youth welfare. This consultation structure creates space for coordination and cooperation between the different actors.

These existing consultation structures and the close cooperation between the various partners formed a strong basis for carrying out the WP5 activities and for capturing signals within the COSY project.

4. WP5 methodology: participatory signal capture in Dilsen-Stokkem

Dilsen-Stokkem adopted a participatory, low-threshold methodology to capture safety signals among young people, with the central aim of enabling youngsters to discuss their living environment and the challenges they experience across different life domains in a safe and creative way.

To achieve this, thematic question cards were used, organized around different life domains, including education, police, justice, wellbeing, mobility, social media, gender, leisure and public space. For each life domain, open questions were developed that invited young people to share experiences, concerns and ideas. Youngsters wrote their answers on post-its, which were then collected on large, laminated posters per theme. This approach made it possible to bundle signals in a structured way while simultaneously sparking group conversation. The question cards played an important supporting role: rather than asking directly about problems or safety, they invited young people to speak from concrete situations and experiences, generating spontaneous conversations in which youngsters built on and complemented each other's experiences. In one of the two activities, a large map of Dilsen-Stokkem was additionally used, on which young people could indicate safe and unsafe places, bottlenecks and areas for improvement. This visual working method was particularly helpful for younger participants in making their experiences concrete.

Across both activities, strong emphasis was deliberately placed on trust-building. In advance, time was invested in getting to know the target group, connecting with existing activities, and working together with trusted youth workers and key figures. This relationship-based approach ensured that young people felt safe enough to speak openly about their experiences.

Alongside the substantive signal capture, considerable attention was paid to creating a warm, inviting atmosphere. Using creative materials, an attractive set-up and small tokens of appreciation lowered the threshold for participation further. This approach not only encouraged participation but also improved the quality of the conversations.

Across both activities, the methodology proved successful. Young people took part actively, showed strong interest in the COSY project, and indicated that it mattered to them that their experiences were being heard. Several young people expressed a wish to remain involved in the project in the future. It was also notable that young people did not only name problems, but also actively thought along about possible solutions for their municipality.

5. Activities organized for WP5 in the ecosystem of Dilsen-Stokkem

Two activities were organized with young people at risk of being excluded by society/institutionally in Dilsen-Stokkem to realize OO1.1. They are reported separately below numbered WP5.1 and WP5.2.

Event	Date	Location	Format	Participants
WP5.1 — Core groups (Uit De Marge)	23/05/2027	Zavelwijksestraat 33, 3650 Dilsen-Stokkem	Thematic question cards + post-its/posters per life domain + neighbourhood map exercise	10 (9 boys, 1 girl); 1 country
WP5.2 — Girls' programme (mosque)	24/05/2027	Europalaan 127, 3650 Dilsen-Stokkem (women's/girls' barbecue)	Thematic question cards + post-its/posters per life domain + creative participation stand	24 (0 boys, 24 girls); 1 country

WP5.1: Core groups signal-gathering activity (outreach youth worker Manuel)

Description

The first signal-capture activity took place on 23 May 2027 at Zavelwijksestraat 33, 3650 Dilsen-Stokkem, in cooperation with outreach youth worker Manuel, who has built a strong relationship of trust with several core groups in the municipality over multiple years. For this activity, Manuel brought together three core groups with whom he works closely and to whom he gives considerable responsibility; the existing trust relationship between Manuel and the youngsters was an important success factor for the activity.

Despite the warm weather and the activity taking place on a Saturday, ten young people took part. To keep the activity low-threshold and attractive, a shared pizza moment was offered beforehand; the informal setting contributed to a relaxed atmosphere and stimulated interaction among participants.

Two participatory working methods were used. First, thematic question cards covering different life domains — including education, police, justice, wellbeing, mobility and leisure — were used: young people wrote their answers on post-its and collected these on large, laminated posters per life domain. Second, a large map of Dilsen-Stokkem was used, on which young people could indicate places they experienced as safe or unsafe, as well as locations where they felt improvements were needed; this proved a particularly low-threshold way for younger participants to visualize their signals.

At the start of the activity, the COSY project was introduced, and it was explained why young people's experiences and signals matter. Although not all young people knew the project worker beforehand, trust was built quickly, largely thanks to Manuel's presence and a prior neighborhood visit the project worker had already made together with him, during which some youngsters had already met her.

The chosen methodology fitted the target group well: when asked directly which signals they wanted to share, young people found this difficult, whereas the thematic question cards offered a foothold and stimulated spontaneous conversation, with participants building on each other's contributions. The map of Dilsen-Stokkem was likewise valuable, especially for younger participants, who used it to point out specific locations where they felt additional street lighting, meeting places or sports infrastructure were needed. Older participants are more often focused on themes such as work, financial concerns and contact with police and government.

One important point for attention emerged during the activity: because the group spanned different ages, older participants spoke more often, meaning the experiences of the youngest participants (approximately 12 to 14 years old) came through less extensively, even though they too took part actively. For future activities it is therefore recommended to group participants more closely by age, so that every young person has sufficient room to share their experiences.

The activity lasted approximately one and a half hours and closed with a shared pizza moment, allowing participants to continue talking informally and reinforcing a positive group atmosphere. Overall, the activity was very well received: young people participated actively, remained engaged throughout, and shared their experiences, concerns and ideas openly. Several spontaneously indicated a wish to remain involved in the project in the future, and, notably, did not only name problems but also actively thought along about possible solutions for their municipality.

Signals identified and assessed — WP5.1

The seven signals below were clustered from recurring themes raised by multiple participants during the activity, combining what young people wrote directly on post-its with observations made during the group conversations. Each signal was subsequently scored using the Safety Signal Assessment Framework and positioned on the Signal Prioritisation Matrix.

Signal 1 — Young people experience discrimination, stereotyping and ethnic profiling

Life domain(s): Police / Education / Other: social dynamics (ethnicity/background)

One of the most recurring signals in this activity concerns a feeling of discrimination and unequal treatment. Several young people report feeling treated differently because of their age, migration background or past. Particularly in contact with the police, participants feel they are checked more quickly and that past mistakes continue to follow them, making it hard to get a fresh start.

Illustrative signals:

- *Abuse of power by the police.*
- *They use my past against me. I made mistakes before, but I'm still checked and even get home visits.*
- *I'm often checked (ethnic profiling).*
- *The police provoke us and look for a reason to take us in.*
- *Officers swear at me on the way to the station.*
- *If you're a foreigner, they already have a prejudice against you.*
- *Young people are treated worse than older people.*

Assessment (Safety Signal Assessment Framework) and prioritization:

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

Motivation:

This signal emerged most explicitly during the activity. Several young people described personal experiences of ethnic profiling, repeated police checks, and a feeling of being permanently judged on their past or migration background. The impact on trust in the police and other societal institutions is considerable. Because multiple partners are involved in possible solutions, this signal calls above all for policy dialogue and structural cooperation.

Signal 2 — Financial pressure limits young people's opportunities

Life domain(s): Work / Leisure / Education

Many young people report that financial difficulties strongly affect their daily lives. They experience that more aspects of life depend on financial means, making participation in leisure, hobbies and personal development harder. Several young people also express a wish to start working as soon as possible to become financially independent.

Illustrative signals:

- *Money is a necessity and it makes me sad.*

- *Everything is getting more expensive.*
- *Without money you can't do anything.*
- *You need money to do fun things.*
- *Everything costs money nowadays.*
- *Leisure activities, such as gym membership, are becoming increasingly unaffordable.*
- *Young people feel they can barely take part in activities in society without money.*
- *Finding work is difficult according to several young people, especially for boys.*
- *Young people want to stop school as soon as possible to earn money.*

Assessment (Safety Signal Assessment Framework) and prioritization:

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

Motivation:

Financial concerns came up very frequently during the group conversations. Young people experience that rising costs limit their participation in leisure, mobility, education and society at large. While local initiatives can play a supporting role, the main structural solutions largely lie at policy level.

Signal 3 — Education is experienced as stressful and inflexible

Life domain(s): Education

Several young people experience high pressure within education. Alongside performance pressure, they report that certain school rules take little account of their needs and that some measures are experienced as of little use.

Illustrative signals:

- *School causes a lot of stress.*
- *There's a lot of pressure on young people.*
- *When the last class period is a study hall, young people would rather study at home.*
- *Young people want to graduate faster so they can start working.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
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Frequency	4
Impact	4
Spread	4
Urgency	3
Change potential	3
Total score	18/25
Classification	Confirmed Safety Signal
prioritization	Advocacy / Policy Dialogue

Motivation:

Young people experience performance pressure, stress and limited flexibility within education. Several also expressed a wish to start working as soon as possible for financial reasons. The underlying issue calls for consultation between schools, local partners and education actors.

Signal 4 — Mobility is a barrier to participation

Life domain(s): Mobility

Young people report that limited mobility makes it harder to participate in education, leisure and student work. Both public transport and the lack of their own means of transport are experienced as important bottlenecks.

Illustrative signals:

- *Without a bike or car, it's hard for me to get to my hobbies.*
- *I didn't have a bike to get to my student job. Manuel arranged one for me.*
- *Less buses run.*
- *Buses are often full, so stops get skipped.*
- *Bus shelters are disappearing, so young people no longer have any shelter.*

Assessment (Safety Signal Assessment Framework) and prioritization:

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

Classification	Confirmed Safety Signal
Prioritization	Immediate Pilot Action

Motivation:

Young people experience that limited mobility directly affects their participation in hobbies, student work and education. Several concrete bottlenecks — such as the lack of bicycles, overcrowded buses and insufficient bus shelters — can be addressed locally through cooperation between the municipality, youth work and mobility partners.

Signal 5 — Need for more quality meeting and sports space

Life domain(s): Public space / Sport / Leisure

Young people report a need for safe, accessible and attractive meeting places. Several existing play and sports facilities are disappearing, while, according to young people, insufficient alternatives are being provided.

Illustrative signals:

- *I want a covered hangout spot where the whole neighborhood can gather, even when it rains.*
- *Young people are asking for an enclosed football pitch on the petanque field at the De Zavel square.*
- *There's no proper football pitch.*
- *Existing squares are disappearing due to new building projects.*
- *Other playgrounds are closed without new facilities provided.*
- *Young people feel that important meeting places from their youth are disappearing.*

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	Immediate Pilot Action

Motivation:

The activity repeatedly raised requests for additional meeting places and quality sports infrastructure. Young people experience that existing squares and playgrounds are disappearing without new facilities being provided. Since the municipality can directly influence this, the signal lends itself well to a local pilot action.

Signal 6 — Young people want to be heard and help build change

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

During the activity it became clear that young people have a strong need for a say in decisions. They want their experiences to be taken seriously and want to see that something happens with the signals they share. At the same time, some young people report losing trust when they feel their opinion makes no difference.

Illustrative signals:

- *Nobody listens to us.*
- *I don't feel like trying anymore because nothing changes anyway.*

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	Confirmed Safety Signal
Prioritization	Quick Community Improvement

Motivation:

Although this signal was named explicitly less often than other themes, it became clear during the activity that young people need a genuine say and want to experience that their opinion is actually considered. Local participation moments can relatively easily help strengthen this sense of involvement.

Signal 7 — Young people experience uncertainty about information on social media

Life domain(s): Social media / Information

A few young people report that it is becoming increasingly difficult to distinguish reliable information from misinformation, creating uncertainty about what can be trusted.

Illustrative signals:

- *You no longer know what's real.*
- *Fake news makes it hard to find accurate information.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	3
Impact	3

Spread	3
Urgency	2
Change potential	4
Total score	15/25
Classification	Emerging Safety Signal
Prioritization	Quick Community Improvement

Motivation:

A few young people indicated that they find it difficult to distinguish reliable information from misinformation. Although this theme came up less frequently than the other signals, it offers opportunities for local initiatives on media literacy and digital literacy.

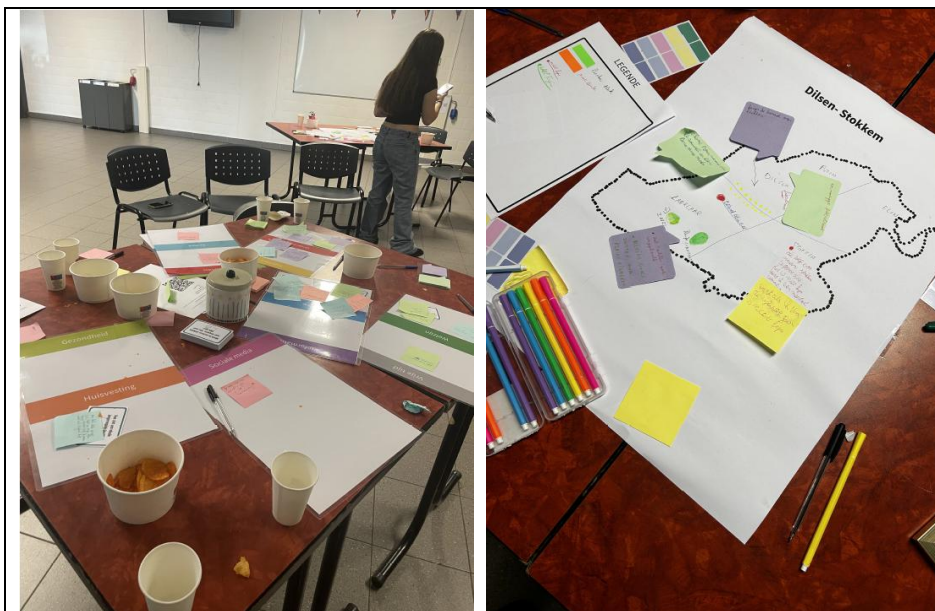
Additional observations — protective factors

Alongside safety signals, the activity also surfaced several protective factors. Young people indicated that supportive figures and personal beliefs form an important source of safety and resilience:

- *Mum is my safe place.*
- *Manuel gives me peace of mind.*
- *Abdel gives me peace of mind.*
- *Praying gives me peace of mind.*

A broader societal topic was also raised once during the conversations: one young person disagreed with the fact that lessons on homosexuality are given at a young age. While this reflects a personal societal viewpoint, it was raised only once during the activity and, per the reporting methodology (a signal must be corroborated by more than one participant to be clustered as a recurring local signal), it is recorded here for completeness but not treated as a recurring local community safety signal.

Photos



WP5.2: Girls' programme signal-gathering activity (mosque women's/girls' barbecue)

Description

The second signal-capture activity took place on 24 May 2027 at Europalaan 127, 3650 Dilsen-Stokkem, during the women's/girls' barbecue organized by the mosque's girls' programme. Access to this target group was made possible through intern youth worker Hajar, who had already built a relationship of trust with the girls' programme.

Ahead of the activity, deliberate investment was made in relationship-building: the project worker took part in the barbecue's preparatory meeting, actively contributed ideas on the organization, and joined a dodgeball activity with the girls. In addition, cookies were baked in the project worker's own free time and donated to the barbecue, with proceeds going to the mosque. This involvement was warmly received and contributed to building mutual trust.

The same participatory methodology as in the first activity was used: young people could draw question cards on different life domains and note their answers on post-its, which were then collected on large thematic posters. Unlike the first activity, the map of Dilsen-Stokkem was not used, as the context and set-up of this activity were less suited to it.

To make the activity attractive and low-threshold, considerable attention was paid to the design of the stand, using a colorful and inviting table set-up with decoration that stood out clearly among the other, more sober tables at the barbecue. After completing the questions, participants could leave a personal message or drawing on a tablecloth, later used within COSY as a symbolic result of this participation. As a thank-you for taking part, participants could also choose a small token: a scrunchie or a personal "Girls Note" — a motivational message in a sealed envelope.

This creative approach generated considerable curiosity: girls came to the stand spontaneously, without needing to be actively approached. Over approximately four hours, conversations with young people and signal-gathering took place almost continuously.

The chosen methodology fitted this target group particularly well. By investing in trust beforehand, actively taking part in the programme, and connecting with the girls' everyday lives, a safe environment was created in which they openly shared their experiences. The shared cultural background, and the fact that the project worker herself wears a headscarf, also contributed to quickly building trust.

Overall, the activity was very well received: participants took part actively, showed strong interest in the COSY project, and openly shared their experiences, concerns and ideas. Several participants spontaneously indicated they would like to remain involved in future activities. Notably, they did not only name problems but also actively thought about possible solutions for their municipality and their own living environment.

Signals identified and assessed — WP5.2

The seven signals below were clustered from recurring themes raised by multiple participants during the activity, combining what young people wrote directly on post-its with observations made during the group conversations. Each signal was subsequently scored using the Safety Signal Assessment Framework and positioned on the Signal Prioritisation Matrix.

Signal 1 — Young people experience discrimination, stereotyping and ethnic profiling

Life domain(s): Police / Education / Other: social dynamics (ethnicity/background)

One of the most recurring signals concerns a feeling of discrimination and unequal treatment. Several young people report feeling treated differently because of their migration background or origin, and experience that prejudice and stereotyping affect the way they are treated within education and society at large.

Illustrative signals:

- *My brother has served his sentence but is still checked extra.*
- *Foreign students get labelled more quickly.*
- *Students with a migration background get punished more quickly.*
- *There should be fewer prejudices and stereotypes about young people.*
- *Young people feel more targeted by neighborhood residents.*
- *Mostly Belgians who know nothing about our culture make comments about Morocco as if Belgium were better.*

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:

Several young people indicated that they feel treated differently because of their migration background or origin. Prejudice, stereotyping and unequal treatment within education, policing and society came up

repeatedly. Young people experience that past incidents or their background have a lasting influence on how they are treated. This calls for structural dialogue between youth work, education, police and local government.

Signal 2 — Financial pressure limits young people's opportunities

Life domain(s): Work / Leisure / Education

Many young people report that financial difficulties strongly affect their daily lives, and experience leisure and participation in society are increasingly dependent on financial means. Several also express a wish to start working as soon as possible to become financially independent.

Illustrative signals:

- *Study grants are falling away for many students.*
- *Leisure time is becoming increasingly unaffordable.*
- *Young people feel they can do little without money.*
- *Finding work is difficult, especially for boys.*
- *Young people want to stop school sooner to earn money.*

Assessment (Safety Signal Assessment Framework) and prioritization:

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

Motivation:

Young people report that rising costs and the loss of study grants limit their ability to take part in education, leisure and society. Difficulty finding work, and the wish to start working sooner, further illustrate the impact of financial pressure on their future perspective.

Signal 3 — Young people want to be able to be themselves and have their identity recognized

Life domain(s): Gender / Education / Work / Other: race-religion

Particularly girls who wear a headscarf report that they cannot fully be themselves within education, and later in the labor market. Several young people experience that their religious identity is less accepted than other forms of identity, and report sometimes feeling misunderstood by people with little knowledge of their culture or background.

Illustrative signals:

- *The headscarf ban should be abolished at school and at work.*
- *I was not allowed to wear my headscarf at school, even on my way home.*
- *At school everyone is allowed to wear what they want, except my headscarf.*
- *Girls with a headscarf feel they must leave part of their identity at the school gate.*
- *Everyone is allowed to be themselves, except when it concerns my identity as a Muslim woman.*
- *As someone with a migration background, I find it difficult to ask for help when things are mentally difficult.*

Assessment (Safety Signal Assessment Framework) and prioritisation:

Criterion	Score (1–5)
Frequency	5
Impact	5
Spread	5
Urgency	5
Change potential	3
Total score	23/25
Classification	Confirmed Safety Signal
Prioritization	Advocacy / Policy Dialogue

Motivation:

This was the most explicitly expressed signal during this activity — and the highest-scoring signal across both WP5 activities. Several girls who wear headscarves reported that they cannot fully be themselves within education and feel they must leave part of their identity at the school gate. Unequal treatment compared with other forms of identity expression also came up repeatedly. The impact on the sense of inclusion, safety and wellbeing is significant.

Signal 4 — Education is experienced as stressful and inflexible

Life domain(s): Education

Several young people experience high pressure within education, and report that certain school rules take little account of their identity or personal situation.

Illustrative signals:

- *Young people want to stop school sooner to earn money.*
- *Foreign students get labelled more quickly.*
- *Students with a migration background are, according to young people, monitored and sanctioned more quickly.*
- *Young people feel they have little room for themselves alongside school.*

Assessment (Safety Signal Assessment Framework) and prioritization:

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

Motivation:

Young people experience performance pressure and feel that education takes insufficient account of their personal situation or identity. There is also a wish to start working sooner, partly for financial reasons.

Signal 5 — Mobility is a barrier to participation

Life domain(s): Mobility

Young people report that limited mobility makes it harder for them to take part in leisure activities.

Illustrative signals:

- *My father finds it difficult to bring me to dance class.*
- *Less buses.*
- *Less bus shelters.*
- *Buses are full, so my stop gets skipped.*

Assessment (Safety Signal Assessment Framework) and prioritization:

Criterion	Score (1–5)
Frequency	3
Impact	3
Spread	3
Urgency	3
Change potential	5
Total score	17/25
Classification	Emerging Safety Signal

Prioritization	Quick Community Improvement
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Motivation:
Although mobility was raised less often than in the first activity, a few young people indicated that they find it difficult to take part in leisure activities because they depend on parents or others for transport.

Signal 6 — Need for more quality meeting and sports space
Life domain(s): Public space / Sport / Leisure / Gender
Young people report a need for safe, accessible and attractive meeting places. Several existing play and sports facilities are disappearing, while, according to young people, insufficient alternatives are being provided.

Illustrative signals:

- *We want an enclosed football pitch on the petanque field at the De Zavel square.*
- *There's no proper football pitch.*
- *Existing squares are disappearing due to new building projects.*
- *Other playgrounds are closed without new facilities provided.*
- *Parks should be better maintained.*
- *There is a need for more sports facilities exclusively for women.*

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	Immediate Pilot Action

Motivation:
Young people experience a shortage of quality meeting places and sports facilities. In particular, the request for a proper football pitch, the preservation of playgrounds, and additional sports facilities for girls/women came through clearly — echoing the same enclosed-football-pitch request raised independently in the first activity.

Signal 7 — Young people want to be heard and help build change
Life domain(s): Other: social dynamics (civic participation)

During the activity it became clear that young people want their experiences to be taken seriously and want attention paid to their everyday reality.

Illustrative signals:

- *Young people ask for more understanding of their culture and background.*
- *Young people want stereotypes to be broken down.*
- *Young people actively think along about possible solutions for their municipality.*

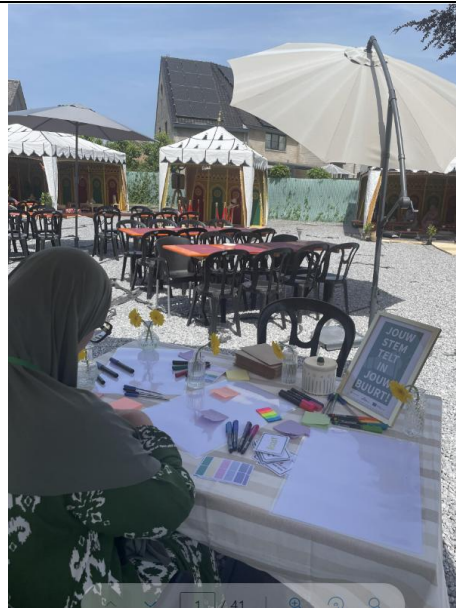
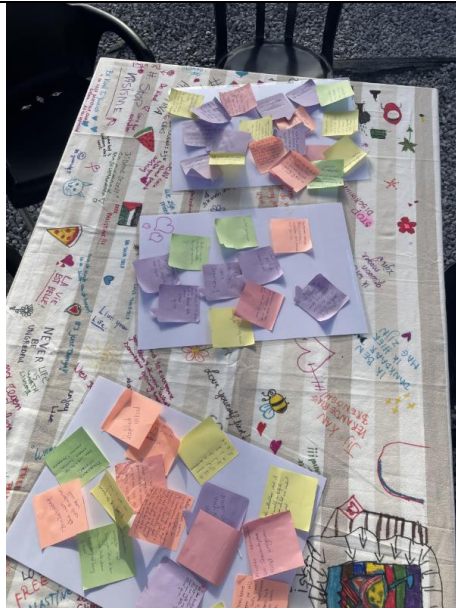
Assessment (Safety Signal Assessment Framework) and prioritization:

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

Motivation:

During the activity it became clear that young people need recognition and understanding for their everyday reality. They want their experiences around identity, culture and inclusion to be taken seriously and actively think along about possible solutions. Structurally organizing participatory consultation moments can further strengthen their involvement.

[Photos](#)



6. Consolidated overview of identified signals and context

Together, the two WP5 activities engaged 34 young people at risk of being excluded by society/institutionally (9 male, 25 female) connected to the Dilsen-Stokkem ecosystem: a mixed-gender, mixed-age group of core participants reached through an experienced outreach youth worker, and an all-girls group reached through the mosque's girls' programme.

6.1 Cross-activity comparison of scored signals

Signal theme	WP5.1 score / priority	WP5.2 score / priority	Cross-activity observation
Discrimination, stereotyping & ethnic profiling	22/25 — Advocacy/Policy Dialogue	21/25 — Advocacy/Policy Dialogue	Consistently the highest- or near-highest-scoring signal in both activities, with near-identical scoring; raised independently by a mixed-gender core group and by an all-girls group, reinforcing that it is a shared, ecosystem-wide signal rather than a group-specific concern.
Financial pressure	21/25 — Advocacy/Policy Dialogue	19/25 — Advocacy/Policy Dialogue	Confirmed in both activities with very similar scoring; in WP5.2 specifically linked to the loss of study grants; a detail not raised in WP5.1.

Education stress and inflexibility	18/25 — Advocacy/Policy Dialogue	18/25 — Advocacy/Policy Dialogue	Identical total score in both activities; in WP5.2 the signal is additionally colored by perceived faster labelling/sanctioning of students with a migration background, linking it to Signal 1/3.
Mobility as a barrier to participation	21/25 — Immediate Pilot Action	17/25 — Emerging Signal / Quick Community Improvement	The clearest divergence between the two activities: WP5.1 (supported by the neighborhood map exercise) surfaced concrete, high-urgency infrastructure bottlenecks (bus frequency, shelters, overcrowding) with a documented small-scale solution (a bicycle arranged by the outreach worker), whereas WP5.2 framed mobility mainly around dependency on parents for leisure travel — lower frequency and urgency, hence a lower score and a lighter-touch prioritization.
Need for quality meeting/sports space	20/25 — Immediate Pilot Action	20/25 — Immediate Pilot Action	Identical score and prioritization; the same concrete request — an enclosed football pitch on the petanque field at the De Zavel square — was raised independently in both activities, and WP5.2 adds a specific request for women-only sports facilities.
Being heard / participation	18/25 — Quick Community Improvement	18/25 — Quick Community Improvement	Identical score and prioritization across both activities; in WP5.2 this is framed more specifically around recognition of culture and identity, linking it to Signal 3.
Identity recognition (religious/cultural identity, esp. headscarf)	Not raised (mixed-gender core group)	23/25 — Advocacy/Policy Dialogue (highest score across all 14 signals)	Raised exclusively in WP5.2, most explicitly by girls wearing headscarves; the single highest-scoring signal captured anywhere in WP5, indicating a particularly acute and widely shared experience within this specific group.
Uncertainty about information on social media	15/25 — Emerging Signal / Quick Community Improvement	Not raised	Raised only in WP5.1; lowest-scoring signal in either activity but still confirmed as an emerging signal warranting attention (e.g. media literacy initiatives).

6.2 Signals grouped by prioritisation category

Prioritisation category	Signals
Advocacy / Policy Dialogue	Discrimination/ethnic profiling (both); Financial pressure (both); Education stress (both); Identity recognition — headscarf (WP5.2)
Immediate Pilot Action	Mobility (WP5.1); Need for quality meeting/sports space (both)
Quick Community Improvement	Being heard/participation (both); Uncertainty about social media information (WP5.1); Mobility (WP5.2, borderline Emerging Signal)
Monitor	No signal in either WP5 activity was classified in this category.

6.3 Recurring patterns across both activities

- Discrimination, stereotyping and ethnic profiling is the most consistently high-scoring and highest-priority theme across both activities, independent of the group's gender composition, and echoes similar police-related distrust signals documented in other ecosystems.
- A concrete, specific infrastructure request — an enclosed football pitch on the petanque field at the De Zavel square — was voiced independently and almost verbatim in both activities, making it an unusually clear candidate for an immediate, visible pilot action.
- The single highest-scoring signal in the whole of WP5 (23/25) is specific to the girls' programme: the wish to be able to visibly express religious/cultural identity (particularly wearing a headscarf) within education and, later, the labor market, without this being treated as incompatible with school or workplace rules.
- Financial pressure and a resulting wish to leave education early for paid work recur strongly in both groups and are explicitly linked by participants themselves to reduced participation in leisure, mobility and education.
- Mobility illustrates how the same underlying theme can receive different scores and priorities depending on how it manifests locally: infrastructural, high-urgency bottlenecks in WP5.1 versus dependency on parental transport for leisure in WP5.2.
- In both activities, young people spontaneously moved beyond naming problems to proposing concrete solutions (e.g. bicycle support, a covered meeting spot, women-only sports facilities), indicating a strong readiness to be engaged as co-designers in Phase 2 and Phase 3 of COSY.

6.4 Context of the two activities within the Dilsen-Stokkem ecosystem

The two WP5 activities intentionally combined two distinct access routes into the same ecosystem: an established, multi-year trust relationship between an experienced outreach youth worker (Manuel) and mixed-gender core groups spanning a wide age range (approximately 12–29), and a newly built relationship of trust — via an intern youth worker sharing cultural background with participants — with an all-girls group embedded in the mosque's own girls' programme. This combination allowed the local team to capture signals

both from an established outreach network and from a target group (young Muslim girls and women) that is often underrepresented in mainstream youth-work outreach, consistent with the needs analysis in the COSY proposal regarding young women with a migration background.

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