

WHEN SCARS (!) BECOME ART

*RESEARCH REPORT ON THE EFFECTS OF
DISCRIMINATION ON THE WELLBEING OF
MARGINALIZED YOUNG PEOPLE*

GREECE

UNITED SOCIETIES OF BALKANS
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Well-being and discrimination of marginalized young people in *Greece*.

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0. Executive Summary

Provide an overview of the study, including the main objective, methodology, key findings, and conclusions.

Summarize the implications of the results for stakeholders or policymakers.

This study aimed to explore the impact of discrimination on the well-being of young people belonging to vulnerable social groups and to focus on social inclusion and the steps taken towards it. The use of a mixed methodology, i.e. qualitative and quantitative research gives the research a holistic connotation in trying to understand discrimination and thus ways of addressing it. In addition to the highlighted barriers, there is also a focus on the experiences of social inclusion or ways towards it by the research participants. This study finds that Roma youth face high levels of psychological stress and social isolation as a consequence of structural antigypsyism in education, housing, employment, and health care. Policies should name and dismantle antigypsyism while building lived inclusion and trust with Roma communities.

The results for migrant and refugee youth are similar as they are subjected to high levels of psychological distress and social exclusion. These forms of institutional racism are not accidental but sustained through policies that fail to protect or include. An antiracist policy agenda must name and confront these systemic injustices directly, while centering the voices, safety, and lived experiences of migrant and refugee communities. In conclusion, the findings highlight the critical need for support strategies that are intersectional, gender-responsive, and rooted in the community. Effective responses must combine measures that meet the immediate mental health needs of marginalized youth with broader, long-term efforts to promote their social inclusion. At the same time, policies must actively confront and dismantle systemic discrimination across all levels of society.

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1. Introduction

Background and context

Describe the purpose of the study, emphasizing the focus on disadvantaged youth, in the context of findings of the previous (policy) report.

The present study aimed to investigate the impact of discrimination on the well-being of young people belonging to vulnerable social groups, as well as the developments concerning their social integration. Through quantitative and qualitative data collection, the research revealed that marginalised young people in Greece - such as Roma, migrants, refugees and young people living in poverty - are subjected to intersecting forms of discrimination, which negatively affect their psychosocial well-being. Their exposure to structural exclusion from fundamental social goods such as education, employment, housing and healthcare reinforces their feelings of insecurity, social isolation and deteriorating mental health. It should be noted that In Greece, antigypsyism¹ is a specific, historic form of racism that targets Roma regardless of citizenship or migration status. While refugees and migrants face other forms of exclusion, Roma experience antigypsyism that predates recent migration. This report distinguishes these patterns and addresses them with tailored measures among others, by violence, hate speech, exploitation, stigmatisation and the most blatant kind of discrimination; (§ 15 of the preamble to GPR 13 in European Commission against Racism and Intolerance). <https://www.coe.int/en/web/european-commission-against-racism-and-intolerance/ecri-glossary>

The findings of this study are in line with those of the policy report prepared in the period 2024-2025, confirming that the existing gaps in the implementation of social inclusion policies are mainly attributed to administrative dysfunctions and limited resources. Although Greece has received significant funding from the European Union to support the integration of refugees, delays in processing asylum applications and inadequate infrastructure in the camps have led many young people into precarious living conditions. Similarly, the National Strategy for Roma Inclusion includes commitments to improve access to education and employment, but school drop-out and educational segregation persist. Moreover, access to mental health services remains problematic, particularly for refugees and asylum seekers, as available services are often underfunded and concentrated in urban centres, leaving remote areas without adequate support.

Despite the declared political intentions, there are still significant gaps in Greece in terms of effectively meeting the needs of young Roma, refugees and migrants. These gaps are mainly in the areas of mental health and social inclusion and stem, to a large extent, from the gap between the theoretical objectives of policies and their practical implementation. Integration policies implemented in the past have been characterised by fragmentation, discontinuity and a lack of specificity with regard to the different needs of the target populations. Changes of government

¹ The European Commission against Racism and Intolerance (ECRI) of the Council of Europe has referred to antigypsyism as “a specific form of racism, an ideology founded on racial superiority, a form of dehumanization and institutional racism nurtured by historical discrimination, which is expressed, among others, by violence, hate speech, exploitation, stigmatization and the most blatant kind of discrimination” (European Commission, 2013) [file:///C:/Users/%CE%A7%CF%81%CE%B9%CF%83%CF%84%CE%AF%CE%BD%CE%B1/Downloads/hlg_conclusions_paper_antigypsyism_final_8F1D1436-B234-0AD8-C4BE97D84A3D9E1A_55652%20\(1\).pdf](file:///C:/Users/%CE%A7%CF%81%CE%B9%CF%83%CF%84%CE%AF%CE%BD%CE%B1/Downloads/hlg_conclusions_paper_antigypsyism_final_8F1D1436-B234-0AD8-C4BE97D84A3D9E1A_55652%20(1).pdf)

lead to constant changes in programmes, resulting in a lack of continuity and long-term planning. The participation of Roma, refugees and migrants themselves in the decision-making process remains limited. In order to have a meaningful dialogue and formulate horizontal policies, gradual and sustained cooperation with their communities is necessary. This is the only way to avoid the reproduction of policies that are defined in the absence of their real needs. Effective cooperation between the public authorities and these communities not only helps to implement policies but also enhances transparency in the management of European resources, as the objectives and means of implementation become clearer and easier to evaluate. One of the most common obstacles to the implementation of social measures is bureaucracy and delays in making crucial decisions. At the same time, local authorities often lack powers and autonomous resources to implement integration policies. Cooperation and coordination between service providers and Roma, refugee and migrant communities themselves remain limited. Minors from these populations continue to face barriers to education due to language difficulties, discrimination, lack of documentation, inadequate school infrastructure and transport difficulties. School facilities in areas with high concentrations of refugees and migrants are understaffed and student drop-out rates remain high, with limited support for continuing secondary and tertiary education. At the same time, many government policies fail to provide basic social goods such as housing, clean water and electricity. The failure of governments to overcome structural barriers is reflected in the continued vulnerability of these groups. Effective policy implementation requires continuous monitoring, evaluation, transparency and the active involvement of independent stakeholders. Despite the implementation of various anti-discrimination programmes, discrimination remains a major obstacle to social inclusion, particularly in areas such as the labour market. The limited involvement of the market in integration processes and the lack of decent employment opportunities make integration even more difficult. Most people work under unstable or informal conditions, and integration programmes are often underfunded and unsustainable, limiting their impact in the long term. Social stigma acts as a highly diffuse barrier, which is why multi-faceted interventions are needed to raise awareness of the rights and needs of Roma, refugees and migrants among all age groups. Ongoing education, both on the part of the majority and on the part of the groups themselves, is essential for the joint development of a framework of equality and peaceful coexistence.

2. Methodology

2.1. Purpose and design

The purpose of the study was to explore the impact of discrimination on the wellbeing of disadvantaged youth.

We used a mix-methods design, involving:

- A quantitative cross-sectional study of the effects of discrimination on the wellbeing of youngsters. This component involved the application of a questionnaire on a sample of youngsters from disadvantaged groups (Roma, migrants, and refugees/asylum seekers);

- A qualitative investigation regarding the type of support needed by the youngsters from disadvantaged groups and the youth workers to improve the quality and efficacy of the support services. This component involved conducting a series of in-depth interviews with youth workers and youngsters from disadvantaged groups.

The main and secondary variables included in the questionnaire:

1. Discrimination: Forms of discrimination encountered, Self-reported ethnicity, Perceived Ethnic Discrimination
2. Image of the World: Benevolence of the world, Benevolence of people, Justice, Controllability
3. Place in the world: Social connectedness, Internalization of Discrimination, Self-worth, Self-controllability
4. Wellbeing: General (Satisfaction with life, Mental health), Specific (Depression, Anxiety, Trauma Symptoms of Discrimination)

The main themes of the interviews:

- a. Impact of discrimination on youngsters wellbeing
- b. Barriers in disadvantaged youngsters access to adequate support
- c. Support measures needed by youngsters to overcome the negative effects of discrimination
- d. Support measures needed by youth workers to provide adequate services to disadvantaged youngsters

2.2. Participants:

Before conducting the interviews, the researcher worked with 3 professionals who acted as interviewers in 7 of the 20 interviews. The 3 professionals had access through their work with people who have Roma, migrant, refugee identities as well as youth workers. In particular, the professionals work as social worker, psychologist and project managers in Erasmus projects in NGOs and public institutions. The remaining 13 interviews were conducted by the researcher. Almost all of the interviews took place online through the zoom platform and were recorded with informed consent after informing them about the research purposes as well as the scope of the questions. It should be noted that 3 of the 20 interviews took place face-to-face and notes were taken by one of the interviewers, which were sent to the researcher and there was a discussion on them in order to provide details of the non-verbal communication of the participants. In terms of the 13 interviews, and seen in the practitioners, the researcher contacted practitioners she knew through previous work contexts and who put her in touch with other practitioners. Similarly, it worked for the youngster interviews, which in the same way ensured that other youngsters were involved. In the first stage, the author informed the participants by telephone about the purpose and objectives of the research, but also to maintain their anonymity. Then, she sent them, in their personal e-mail, the invitation to the survey. From the outset, participants were informed of the possibility of having the interviews recorded if they agreed. At the same time, the dates and location of the zoom to conduct the interviews were jointly set. The researcher, made it clear

both verbally and in writing that the research was about eliciting their experiences and not about testing their knowledge.

The researcher, in order to ensure a smooth flow in the interview, followed the steps mentioned by Katerelos (2008) regarding the introduction, warm-up, main body of questions, calming down and closing. More specifically, initially, the researcher introduced herself, explained the purpose of the research, obtained verbal permission to participate and tape-record the interview, and assured the confidentiality of the interview. Then, in order for the participant to feel more comfortable, she introduced general friendly-type questions. Before starting the questions related to the research topic, the writer invited the interviewee(s) to answer only if they felt comfortable and to skip any question they did not want to answer for any reason. In the 'quiet time' stage, the writer discussed with the participants how they found the process, while they shared their experiences of conducting their own surveys. Finally, after thanking them for their participation, the writer greeted the participants. The interviewers acted in a similar way.

Regarding data collection, especially questionnaires for quantitative research, the researcher worked with face-to-face interviews, using google forms in Greek and English. The researcher contacted key persons who had contact either professionally or were members of the respective community and had direct access to the youngsters' populations. Initially, the research initiated face-to-face interviews in a Roma camp with the active assistance of a key person in the community. Regarding the Roma participants, the researcher took into account that despite efforts over the past few decades to encourage the participation and active involvement of Roma, in line with the principle "For the Roma, with the Roma," this has not been fully reflected in the Greek context, particularly in terms of policy-making and academic fields. Although the Roma have contributed as research subjects in numerous academic articles, the establishment of meaningful collaborations between researchers and the Roma community remains insufficient. From this perspective, the involvement of the Roma in the academic process is often symbolic, amounting to "rituals of participation" (Mirga-Kruszelnicka, 2015). Incentives were minimal and non-coercive. Participation was voluntary and could be declined without consequence. Key-person administered questionnaires followed a short training on consent, neutrality, and data protection. Community members who administered surveys were compensated fairly for their time, not per completed survey, to avoid pressure. Evening hours and digital formats were introduced in response to participants' preferences, as communicated to the key contact person.

The aim was to have the most usable form of the questionnaire and that according to the key person was reproduced in the digital form. It should be noted that the same view was taken by the other 4 key persons in the survey who acted as interviewers in the migrant and refugee population. In particular, the key person interviewer in a young immigrant population contacted the researcher after some mediation by the key person from the Roma community. Furthermore, two professional key persons with refugee-identified interviewees acted as a support in completing the questionnaires. At the same time, the researcher contacted solidarity groups where migrants and refugees participate and after informing them, she sent them the relevant questionnaire in google form. It is noted that, in the first meetings with migrants to complete the questionnaires, the individuals themselves conveyed the view that they would like to answer the questionnaire alone and at a time and place of their own choosing. Following on from the above,

it is noted that the majority of the questionnaires were completed via google forms in Greek and English either through face-to-face interviews or by completing them individually by sending them the relevant electronic link. At the initial stage of meeting with the individuals who participated in the questionnaire, information about the purposes of the research was provided and informed consent was initially requested verbally, which was also detailed on the google form home page, along with all the data concerning the present project.

Responses were obtained and retained in the google forms from where these were extracted and captured in the database of this research in excel format.

Provide details on the sample of the quantitative research (young people from disadvantaged groups), based on introductory questions 1-11.

The introductory questions asked in the questionnaires aimed to capture key demographic characteristics of the 122 participants, as well as to establish the extent to which their fundamental needs were met at the time of the survey. In particular, data were collected on the age, gender, educational level, current occupational status, official citizenship of the participants, and - in cases where this did not match the country of residence - nationality of origin. In addition, they were asked to indicate whether they belonged to any of the following social groups: Roma, migrants or refugees/asylum seekers.

At the same time, through relevant questions, an attempt was made to determine the degree of satisfaction of needs related to daily living and social integration. Specifically, participants were asked to assess to what extent they felt, during the period of the survey, that their needs were met in the following areas: food and water sufficiency, safe and decent housing, economic security, integration into social groups, sense of belonging to the wider society, access to knowledge and education, possibility of expressing cultural and religious identity, sense of respect from society, and sense of usefulness to society as a whole. Further, statements were recorded concerning the participants' monthly income and how they assess it in comparison to the income of the general population in their country of residence, based on a five-point scale (1-5). Finally, participants were asked about their skin colour, with reference to whether it is darker or lighter compared to the population of the country in which they reside, and about their appearance (for example: clothing style, hairstyle, use of jewellery or other decorative items). The assessment of the similarity of their external appearance in relation to that of the general population was carried out using a three-point scale (1-3).

Age

The age distribution of the 122 participants in this survey shows a wide spread, ranging from 18 to 34 years old. The most populous age group was that of 22 years, comprising 14 participants (11.5% of the total sample). A significant proportion of participants also appeared in the 19 and 23 age groups, with 12 people (9.8%) in each category, and in the 25 and 27 age groups, with 10 people (8.2%) in each. In contrast, lower representation is observed in the 21-age group, with only 1 participant (0.8%), while low prevalence rates are also recorded in the 20, 32 and 34 age groups, with 4 participants (3.3%) in each. The cumulative distribution of percentages shows that

50% of the participants are aged 25 years or less. However, the ages between 26 and 34 years still occupy a significant proportion (around 41%), giving a relative balance to the sample.

Gender

In terms of the gender of the participants, the distribution is almost perfectly equal between women and men. Specifically, 50.8% of the sample identified as female (n=62), while 48.4% identified as male (n=59). One person, 0.8% of the total sample, reported a different gender identity, selecting the category "Other". This distribution suggests a balanced participation in terms of gender, which reinforces the possibility of drawing comparable conclusions between the two dominant genders. At the same time, the presence of the "Other" category reflects the intention of the survey to include non-binary or non-conforming gender identities, an important element for completeness and respect for the diversity of the participants.

Educational Level of the Participants

The majority of participants have a low to basic level of education. In particular, 38 participants (31.1%) reported that they have not attended any level of education, while 37 participants (30.3%) have only completed primary school (grades 1-4). In addition, 12 participants (9.8%) reported that they have attended lower secondary school (grades 5-8). 18.9% of participants (n=23) have completed secondary education (high school or equivalent, grades 8-12), while a smaller number have obtained a university degree (n=10, 8.2%) or a postgraduate degree (n=2, 1.6%). Overall, 71.3% of the sample has an educational level of no more than lower secondary education, which suggests limited access to higher levels of education. In contrast, only 9.8% have attended higher education (bachelor and/or master degree). This distribution reflects possible social or structural inequalities in the educational integration and progress of participants.

Current employment status

Of the total 122 persons, 6 persons (29.5%) are employed, 73 persons (59.8%) are unemployed but looking for work, and 13 persons (10.7%) are unemployed and not looking for work

The largest proportion is of people who are actively looking for work, which highlights the strong intention to enter the labour market, but also the need for more targeted employment policies.

Citizenship

Of the 122 participants, 54 persons (44.3%) are officially citizens of the country where they reside, 65 persons (53.3%) have no citizenship, and 3 persons (2.5%) belong to another category (e.g. with temporary status or pending applications). The majority do not have citizenship, which may affect their access to rights and integration opportunities.

The most common nationality is Greek Roma (32.8%), followed by Afghan (25.4%) and Somali (7.4%). Other nationalities include people from Pakistan, Congo, Algeria, Iran, Ivory Coast,

Sudan, Syria and many other countries. A 5.7% declare "no nationality". The great diversity of nationalities demonstrates the multicultural composition of the population and highlights the need for integration policies based on ethno-cultural diversity.

Member of a group

The data shows that 36.4% of the participants reported that they belong to the category of migrants, 32.2% declare themselves as Roma and 31.4% identify themselves as refugees/asylum seekers. The almost equal distribution between the three groups underlines the diversity and multilevel vulnerability of the population, highlighting the need for cross-sectoral social inclusion policies that take into account the different identities and needs of each group.

Need Food and water

The majority of participants (69.7%) stated that they need food and water, which demonstrates the existence of basic survival needs in the population. Only 30.3% do not face such a need. This highlights the urgent need for support through food assistance and access to clean water as a fundamental condition for social inclusion.

Need Heated shelter

The majority of participants (60.7%) stated that they need heated accommodation, while only 39.3% do not have such a problem. This finding highlights housing as a critical issue, especially during the cold months, and highlights the need for access to decent and heated living conditions in the context of social protection and inclusion.

Need Financial security

Almost half of the participants (48.4%) said they have a need for financial security, while 50% said they do not. A small percentage (1.6%) did not clearly identify their need. This finding demonstrates that economic insecurity remains an important issue for a large proportion of the sample and is directly related to social inclusion and the ability of individuals to be autonomous.

Need Feeling part of a social group

More than half of the participants (57.4%) said that they need to feel part of a social group, while 42.6% did not mention this need. This finding highlights the importance of belonging and social inclusion as a basic human need for the emotional well-being and cohesion of vulnerable populations.

Need Feeling part of the society

About half of the participants (52.5%) said that they need to feel part of society, while 47.5% did not mention this need. This result highlights the importance of social inclusion and acceptance as key elements for the empowerment and quality of life of people belonging to vulnerable groups.

Need Knowledge and education

56.6% of the participants expressed the need for knowledge and education, while 43.4% did not mention it as a need. This highlights the importance of access to education as a means of social empowerment and improving life chances for vulnerable people.

Need Culture and religion

50% of the participants mentioned the need to preserve culture and religion, while 48.4% did not consider it necessary. This shows that cultural and religious identity is an important factor for about half of the community, reinforcing the need to respect and integrate these elements in the context of social inclusion.

Need Feeling respected in society

47.5% of the participants expressed the need to feel respected in society, while 52.5% did not mention this as a need. This highlights the possibility that many of the individuals misunderstood the question as being inverted, i.e., that this need is not met and they do not feel respected by society.

Need Feeling useful in society

57.4% of the participants reported that they need to feel useful in society, while 42.6% did not consider it necessary. This highlights the possibility that many of the individuals may have misunderstood the question as being inverted, i.e., that they do not feel useful in society.

Thinking of your monthly income, how would you rate it compared to the general population of the country you currently reside in?

50% of participants rated their monthly income as very low compared to the general population of the country of residence. In addition, 22.1% considered it somewhat lower, while 18.9% saw it as about the same. Only a small percentage reported having an income somewhat or very much higher than the average. This suggests significant economic inequalities and limited economic well-being for a large proportion of participants.

Thinking of your skin tone, how would you rate it compared to the general population of the country you currently reside in?

32% of participants consider their skin colour to be much darker compared to the general population in their country of residence, while 20.5% rate it as somewhat darker. The same percentage, 32%, consider their skin colour to be about the same as the general population, while a smaller percentage (12.3% and 3.3%) rate it as somewhat or much lighter. The data shows a significant variation in perception of skin tone compared to the local population, with an emphasis on darker tones.

Thinking of your usual look, appearance and style (e.g. clothing style, haircut, jewelry, hair ornaments etc.), how similar would you rate it compared to the general population of the country you currently reside in?

48.4% of participants consider that their appearance and style (clothing, haircut, jewellery, etc.) are very different and the differences are easily noticeable compared to the general population of

the country where they live. In addition, 27.9% say that there are some differences, but they are not easily visible, while 23% consider their appearance to be about the same as the general population. The results show that almost half feel visibly different in terms of style and appearance.

Provide details on the sample of the qualitative research (youngsters and youth workers), based on introductory questions.

In the context of the qualitative research, the number of participants was 20 and consisted of 10 youngsters and 10 professional youth workers. It should be mentioned that in Greece there are no studies for the youth worker. Youth workers may hold higher education qualifications (mainly in the field of social sciences, humanities, pedagogical sciences) and/or have been trained through specialised youth seminars and training projects in Greece. Furthermore, in Greece the profession is not recognised and youth workers work in private and public youth structures without a specific framework of labour rights (Hellenic Youth Workers Association). The following rows describe in detail the demographic data of the two groups that made up the qualitative interviews.

Subsequently and with regard to the demographic data of the youngster participants these relate to age, gender, educational attainment, citizenship, ethnic and cultural identity as well as legal and political status. More specifically, the ages represented by the youngsters are between 18-34 years old, while the genders of the participants are those of female and male and are equally distributed, i.e., 5 female participants and 5 male participants. Regarding the educational background of the participants as reflected at the time of the survey this reflected a wide range of educational attainment. In particular, 5 youngsters had completed Higher education (Bachelor's, MSc, University Degree, IEK, 4 others had completed Secondary education (High School, Lykeio) and one Elementary education. Lastly, regarding cultural identity 5 of the youngsters are Roma, 3 immigrants and 2 refugees. The coding within the text of the participants' identities was initially dictated by age and gender for the professionals and by their age, gender and identity as Roma, refugees or migrants (see Table 1 below highlights and more specifically the demographics of the youngsters).

Similarly, the demographic data concerning youth workers who were engaged in psychosocial and social support services across both public and private sectors. The population with whom they were working at the time of the interviews concerned young people who, among others, had Roma, refugee or immigrant identity. Age, sex, educational attainment, current employer, position in the organization/ job title, total number of experiences in the position, type of services provided to its beneficiaries, youngster they work with and total years of experience. In particular, in terms of gender, there were 8 female and 2 male participants, the average age was around 30 years, with the youngest person being 24 years old and the oldest 35 years old, while in terms of educational background all participants held university-level education, with a majority having specialized in social work and others in sociology and Coordinator of Erasmus+ projects. The work context in which the youngsters were encountered was either public institutions or NGOs, where the latter employed the majority of professionals, i.e., 7 out of 10. The years of work ranged from 8 months to 6 years in the current position, while in terms of total

years of experience in the field ranged from 2 to 13 years. Lastly, all professionals reported providing psychosocial support services, including counselling, community integration support, and case management. Regarding project coordinators they were 2 out of 10 participants and were involved in managing Erasmus+ projects, which often include mobility, inclusion, and educational components for disadvantaged youth (see Table 2 below highlights more specifically the demographics of professional-youthworkers).

2.3. Tools and measures

The questionnaire comprised 139 items, as follows: *(you can add more details about them based on the references provided)*

These instruments capture stress and distress as consequences of exclusion. Scores are reported alongside structural indicators and will be interpreted through an antigypsyism lens to avoid pathologizing Roma youth.

- Social and demographic profile of the participants - 11 items;
- Forms of discrimination encountered - 6 items;
- Self-reported ethnicity - 1 item;
- Ethnicity-related stress scale (ERS) (Contrada et al., 2001), Perceived Ethnic Discrimination subscale - 17 items;
- Structure of the World Assumption Scale (WAS) (Bulman, 1989), subscales Benevolence of the world, Benevolence of people, Justice, Controllability, Self-worth, Self-controllability - 32 items;
- Social Connectedness Scale-Revised (SCS-R) (Lee, 2001) - 20 items;
- Internalization of Discrimination Scale (Rodriguez, 2024) - 7 items;
- The Satisfaction With Life Scale (SWLS-5) (Diener et al., 1985) - 5 items;
- The Mental Health Inventory (MHI-5) (Ware & Sherbourne, 1992 apud. Have et al, 2024) - 5 items;
- Depression Anxiety Stress Scale-21 (DASS21) (Antony et al., 1998) - subscales Depression and Anxiety - 14 items;
- Trauma Symptoms of Discrimination Scale (TSDS) (Williams, 2018) - 21 items.

The interview with the disadvantaged youngsters comprised 7 close-ended questions (regarding their social and demographic profile) and 11 open-ended questions about their experiences with discrimination, the effects felt and the support they accessed or needed to overcome the situation.

The interview with the youth workers comprised 9 close-ended questions (regarding their social and demographic profile) and 11 open-ended questions about their clients' experiences with discrimination, the effects felt and the support they accessed or needed to overcome the situation, as well as the resources needed by the youth workers themselves to provide adequate support to their clients.

Explain the methods used to process and analyze the data.

Qualitative research analysis

Content analysis is described as the scientific study of the content produced by a form of communication (Prasad, 2008). This technique focuses on the ways in which issues within a text are negotiated and the frequency of their occurrence. The search for themes is done on the basis of predefined questions or category system (Tsiolis, 2015:18). Content analysis is characterized by the fact that the analyzed units are usually not words, but concepts: two words synonymous or two words different but with the same meaning are included in this category. On the other hand, very often, the modules used consist of themes or whole sentences of the text, etc., In qualitative research, the interest is more focused on the novelty, interest and value of the analysis module in relation to the purpose of the research, regardless of the frequency of occurrence of each item (even items that occur rarely can be of great value (Iosifidis, 2008)). The steps followed by the researcher for the analysis of the produced material are the following: reading qualitative material, coding, categorization and theoretical connection of the above with the theory (Auerbach & Silverman, 2003; Connolly, 2003) After the technique of inductive content analysis was chosen, the process of organizing the qualitative material was followed (Helvi & Kyngas, 2008). It should be noted that qualitative material can be any written text, which in this study is the transcribed interviews. The next step was coding (GAO, 1996), i.e., the systematic reading and investigation of the text. At this point words, sentences and passages of the text were found that seemed to highlight the research questions as well as the emergence of new ones. This material was signified through the use of placeholders (Hsieh & Shannon, 2005). Next, categorisation, i.e., the coupling/grouping of codes/elements, followed. This process, is based on the association of similarity or difference between codes to create categories (GAO, 1996). Those codes that expressed common meanings led to the emergence of the various subcategories (Kyriazi, 1999). This was followed by matching categories with each pre-existing research axis and the emergence of a new one in order to achieve the analysis of the axes (Patouna and Pouloupoulos, 2017).

3. Results

3.1. Quantitative component

This study involved 122 young participants aged 18 to 34, primarily from marginalized communities in Greece, including Roma, migrants, and refugees or asylum seekers. The sample was demographically diverse, with a relatively balanced distribution across age and gender. Half of the participants were aged 25 or younger, while a significant proportion (41%) were aged

between 26 and 34. Gender identity was almost equally split between women (50.8%) and men (48.4%), with one participant identifying outside the binary.

Educational attainment was notably low. Over 60% of the participants had not progressed beyond primary education, and only 9.8% had accessed higher education. Employment status reflected precarious economic conditions: the majority (59.8%) were unemployed but seeking work, while just under one-third were employed. A small group (10.7%) was unemployed and not actively searching. These figures underscore a substantial need for targeted employment and education policies.

In terms of citizenship, more than half (53.3%) did not hold official citizenship in their country of residence, which limits access to rights and services. Participants held a wide range of nationalities, with Greek Roma (32.8%) and Afghan (25.4%) identities being most common. The ethnic composition of the sample highlights a multicultural population with complex integration needs.

Social identity data showed that 36.4% of participants identified as migrants, 32.2% as Roma, and 31.4% as refugees or asylum seekers. This near-equal distribution points to a population experiencing layered vulnerabilities, requiring policies that are both inclusive and intersectional.

Basic needs were alarmingly unmet. Nearly 70% of participants lacked sufficient access to food and water, and 60.7% reported not having heated shelter. About half expressed economic insecurity. Beyond material needs, the desire for social belonging was prominent: 57.4% needed to feel part of a group, 52.5% wanted to feel integrated into society, and the same percentage expressed a need to feel useful. Additionally, nearly half (47.5%) sought respect within the broader community.

Access to education and cultural expression were also important. Over half (56.6%) expressed a need for knowledge and learning opportunities, while 50% stressed the importance of maintaining their cultural and religious identity. These responses highlight the role of education and identity affirmation in promoting inclusion and well-being.

Financially, half of the participants perceived their income as much lower than the national average, with another 22.1% considering it somewhat lower. Only a few viewed their income as equal to or above average, indicating widespread economic marginalization.

Participants also reported visible differences in skin tone and appearance compared to the local population. One-third believed their skin tone was significantly darker, and nearly half (48.4%) said their clothing, hairstyle, or overall look differed markedly. This visible “otherness” may compound their vulnerability to discrimination and exclusion.

Overall, the sample reflects a highly vulnerable group facing compounded challenges related to unmet basic needs, limited access to rights, visible markers of otherness, and low levels of trust and inclusion in society. These findings highlight the need for comprehensive and culturally sensitive social policies to support their integration and well-being.

General

	Min	Median	Max	Mean	St Mean	St dev
The Satisfaction with Life Scale (SWLS-5)	5	15.0	34	14.8	0.641	7.080
Depression Anxiety Stress Scale-21 (DASS21)	7	16.0	28	17.0	0.534	5.894
Depression Anxiety Stress Scale-21 (DASS21)	7	14.0	28	15.6	0.566	6.247
Anxiety						
Forms of discrimination encountered	6	11.0	18	10.8	0.253	2.788
Uncontrollable distress and hyperarousal	9	24.0	32	23.0	0.568	6.252
Alienation from others	7	18.0	24	17.7	0.384	4.244
Worry about safety and the future	7	15.0	20	15.6	0.282	3.089
Being keyed up and on guard	2	6.0	8	5.9	0.154	1.698
The Mental Health Inventory	7	18.0	27	18.3	0.307	3.395
Social connectedness	50	70.0	104	74.5	0.899	9.932
disvaluing action	6	18.0	42	17.8	0.791	8.696
threat	2	6.0	14	5.7	0.298	3.287
aggression	3	9.0	21	8.3	0.439	4.849
verbal rejection	3	9.0	21	9.5	0.464	5.120
avoidance	3	9.0	21	9.1	0.459	5.073
Perceived Ethnic Discrimination Questionnaire	17	51.0	119	50.5	2.299	25.294
Benevolence of the world	4	12.0	24	12.0	0.386	4.263
Benevolence of people	8	14.0	43	13.6	0.310	3.414
Justice	4	12.0	24	12.1	0.402	4.390
Controllability	4	12.0	24	12.5	0.440	4.857
Self-worth	5	14.0	20	12.9	0.281	3.101
Self-controllability	4	11.0	24	10.8	0.379	4.174
Internalization of Discrimination	8	28.0	49	31.2	1.034	11.379

The Satisfaction with Life Scale (SWLS-5) shows a median of 15.0 (on a 5–35 scale) and a relatively high SD (7.08), indicating moderate satisfaction with substantial variability among participants.

The DASS-21 Depression and Anxiety subscales present medians of 16.0 and 14.0, respectively, suggesting mild to moderate symptoms across the group. The SD values (5.89 and 6.25) indicate noticeable variation in mental health conditions.

Forms of discrimination encountered have a median of 11.0 with a low SD (2.79), pointing to a consistently high perception of discrimination.

Uncontrollable distress and hyperarousal (median: 24.0, SD: 6.25) and Alienation from others (median: 18.0, SD: 4.24) highlight elevated psychological stress and social detachment.

Worry about safety and the future (median: 15.0) and being keyed up and on guard (median: 6.0) demonstrate ongoing anxiety-related symptoms, with the latter showing relatively low dispersion (SD: 1.70).

Social connectedness has a median of 70.0 and a high SD (9.93), reflecting strong but inconsistent feelings of inclusion.

The Mental Health Inventory (median: 18.0, SD: 3.40) suggests moderate psychological resilience.

Negative emotional reactions such as disvaluing action, threat, aggression, verbal rejection, and avoidance show medians between 6.0–18.0 with SDs between 3.29–8.70, indicating considerable psychological variability in how discrimination is internalized and responded to.

The Perceived Ethnic Discrimination Questionnaire (PEDQ) reveals a very high median of 51.0 with an exceptionally high SD (25.29), showing large disparities in perceived ethnic discrimination experiences.

Belief-related measures such as benevolence of the world, benevolence of people, justice, and controllability hover around a median of 12.0–14.0, with SDs of 3.4–4.9, suggesting moderate trust in societal systems and people.

Self-worth (median: 14.0, SD: 3.10) and self-controllability (median: 11.0, SD: 4.17) highlight moderate self-esteem and perceived agency.

The internalization of discrimination yields a high median of 28.0 and SD of 11.38, showing significant psychological impact and internal conflict due to stigma and exclusion.

Age class

	18-22	23-27	28-34	<i>p</i> -value
The Satisfaction with Life Scale (SWLS-5)	13.9±6.563	15.7±6.516	14.7±8.031	0.491
Depression Anxiety Stress Scale-21 (DASS21) Depression	15.9±5.913	17.6±6.005	17.3±5.789	0.332

Depression Anxiety Stress Scale-21	14.4±6.349	16.0±6.484	16.2±5.924	0.40
(DASS21) Anxiety				4
	11.2±2.547	11.3±2.865	10.1±2.822	0.07
Forms of discrimination encountered				8
Uncontrollable distress and hyperarousal	22.3±6.072	23.5±5.692	23.1±6.981	0.75
				9
	17.3±3.952	18.2±3.724	17.6±4.958	0.67
Alienation from others				6
	15.4±2.799	15.6±3.072	15.7±3.389	0.94
Worry about safety and the future				7
	5.9±1.610	5.9±1.740	5.9±1.765	0.95
Being keyed up and on guard				9
	18.4±3.690	18.4±3.000	18.1±3.578	0.94
The Mental Health Inventory				8
	73.9±10.00	73.8±8.035	75.8±11.56	0.72
Social connectedness	3		2	6
	16.8±8.727	17.8±8.249	18.7±9.210	0.77
disvaluing action				9
	5.3±3.153	5.9±3.250	5.7±3.481	0.75
threat				0
	7.5±4.669	8.8±4.931	8.4±4.948	0.47
aggression				3
	8.8±5.315	10.0±5.045	9.6±5.081	0.52
verbal rejection				8
	8.9±5.193	9.3±4.917	9.1±5.236	0.95
avoidance				3
Perceived Ethnic Discrimination	47.4±25.54	51.8±24.91	51.8±25.83	0.75
Questionnaire	2	7	8	9
	11.8±4.350	12.9±3.775	11.4±4.599	0.19
Benevolence of the world				9
	13.8±2.407	13.2±2.107	13.9±4.931	0.84
Benevolence of people				7
	12.1±4.391	12.6±3.879	11.7±4.891	0.45
Justice				6
	12.8±5.077	13.0±4.483	11.9±5.067	0.56
Controllability				8
	13.0±3.696	12.6±2.754	13.0±2.932	0.64
Self-worth				9
	10.8±4.116	11.2±4.131	10.3±4.311	0.67
Self-controllability				1
	30.9±11.62	29.8±10.24	32.9±12.27	0.63
Internalization of Discrimination	5	5	3	0

Based on the provided data and p-values, there are no statistically significant differences among the three age groups (18–22, 23–27, and 28–34) across any of the measured variables. All p-values are well above the standard significance threshold of 0.05. There were no significant differences by age, which supports the interpretation that structural factors, not age, drive the observed disparities.

Gender

	Female	Male	<i>p</i> -value
The Satisfaction with Life Scale (SWLS-5)	15.4±5.776	14.3±8.271	0.184
Depression Anxiety Stress Scale-21 (DASS21)			
Depression	16.1±6.113	18.1±5.554	0.036
Depression Anxiety Stress Scale-21 (DASS21)			
Anxiety	15.2±6.646	16.1±5.790	0.307
Forms of discrimination encountered	11.3±2.655	10.3±2.850	0.027
Uncontrollable distress and hyperarousal	22.4±5.857	23.7±6.671	0.216
Alienation from others	17.5±3.978	17.9±4.562	0.513
Worry about safety and the future	15.0±3.090	16.1±3.040	0.055
Being keyed up and on guard	5.8±1.554	6.1±1.852	0.245
The Mental Health Inventory	18.9±3.313	17.6±3.418	0.099
		74.6±10.53	
Social connectedness	74.5±9.490	7	0.840
devaluing action	14.8±6.422	21.1±9.542	0.001
threat	4.5±2.309	6.9±3.717	0.001
			<0.00
aggression	6.6±3.422	10.1±5.484	1
			<0.00
verbal rejection	7.6±3.906	11.6±5.459	1
avoidance	7.7±3.920	10.8±5.649	0.001
	41.4±18.32	60.4±27.74	
Perceived Ethnic Discrimination Questionnaire	4	8	0.001
Benevolence of the world	12.2±3.654	11.9±4.881	0.594
Benevolence of people	13.1±1.758	14.2±4.505	0.087
Justice	12.4±4.048	11.8±4.769	0.354
Controllability	13.3±4.715	11.8±4.963	0.096
Self-worth	12.5±3.061	13.3±3.066	0.093
Self-controllability	10.9±3.914	10.7±4.478	0.851
		33.5±12.55	
Internalization of Discrimination	28.8±9.692	7	0.034

- Statistical analysis revealed significant gender differences in several psychological and discrimination-related measures among marginalized youth in Greece:
- DASS-21 Depression: Males showed significantly higher levels of depressive symptoms.
- Forms of discrimination encountered: Females reported experiencing more forms of discrimination.
- Disvaluing action: Males showed significantly more disempowerment-related responses.
- Threat: Males felt significantly more threatened due to discrimination.
- Aggression: Males reported significantly higher aggressive reactions.
- Verbal rejection: Males perceived significantly more verbal rejection.
- Avoidance: Males showed significantly more avoidance behaviours.
- Perceived Ethnic Discrimination (PEDQ): Males perceived significantly more ethnic discrimination.
- Internalization of Discrimination: Males internalized discriminatory experiences significantly more.
- The findings suggest that gender roles profoundly shape how marginalized youth in Greece experience and respond to discrimination. Males reported higher depressive symptoms, perceived greater threat, and engaged in more aggression, avoidance, and internalization of discriminatory experiences, which may reflect societal expectations that men be strong, self-reliant, and emotionally restrained. These norms can make vulnerability psychologically costly, leading males to express distress through aggression or withdrawal rather than help-seeking. Conversely, females reported experiencing more forms of discrimination, highlighting how intersecting gender and social inequalities expose women to multiple biases, yet socialization may encourage more adaptive acknowledgment or reporting of these experiences. Overall, the results underscore that gendered socialization not only shapes exposure to discrimination but also influences emotional and behavioral responses, emphasizing the need for interventions that consider the distinct ways masculinity and femininity affect coping and psychological outcomes.

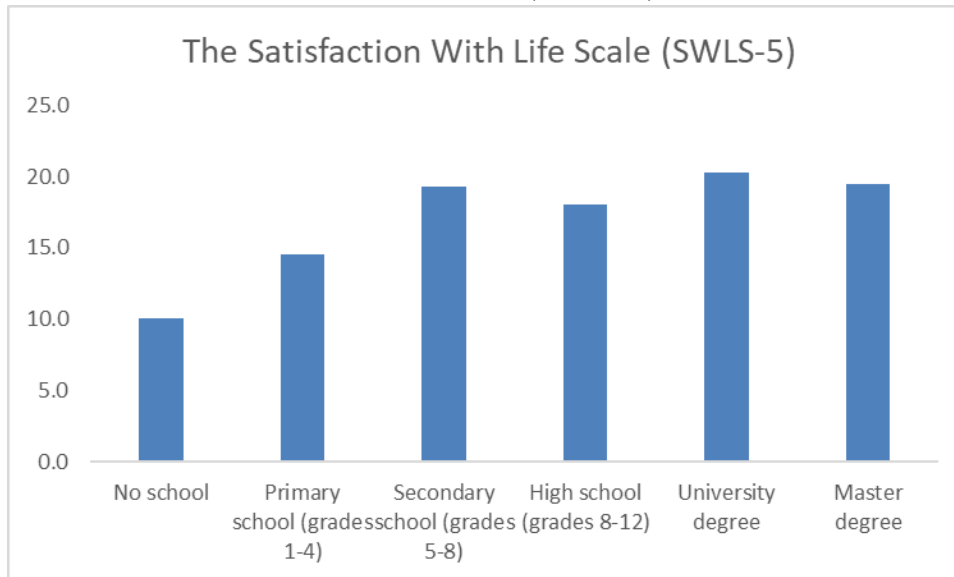
Education

	No school	Primary school (grades 1-4)	Secondary school (grades 5-8)	High school (grades 8-12)	University degree	Master degree	
The Satisfaction with Life Scale (SWLS-5)	10±5.123	14.6±5.96 5	19.3±6.93	18±6.708	20.3±8.04 2	19.5±4.95	<0.001
Depression Anxiety Stress Scale-21 (DASS21)	19.6±5.10 2	15.9±6.46 3	16±5.721	15.6±5.08 9	16.6±6.73 6	13±2.828	0.035
Depression Anxiety Stress Scale-21 (DASS21)	18.5±5.42 1	14.5±6.89 4	14.9±6.31 7	13.3±4.49 7	14.7±7.55 8	14±4.243	0.009
Anxiety							

Forms of discrimination encountered	11±3.381	10.8±2.26	11.3±2.30	10.3±2.96	10.9±2.76	11.5±0.70	0.875
Uncontrollable distress and hyperarousal	25.8±5.57	24.5±5.27	20.4±5.74	19.3±5.86	20.7±6.99	13.5±0.70	<0.001
Alienation from others	19.6±4.15	18.5±3.29	16.6±3.65	15.4±3.90	15.5±5.10	11±1.414	<0.001
Worry about safety and the future	16.4±3.5	16.1±2.63	14.6±2.46	14.6±2.67	15±2.693	10±4.243	0.016
Being keyed up and on guard	6.5±1.428	6.3±1.431	5.5±1.732	4.9±1.842	5.4±1.838	3.5±0.707	<0.001
The Mental Health Inventory	17.1±1.68	18.6±4.31	19±2.892	18.7±3.81	19.5±3.65	18.5±0.70	0.043
Social connectedness	69±3.373	74.9±10.5	76.9±7.87	79.1±11.8	77.9±12.8	88±8.485	<0.001
disvaluing action	20.2±8.46	17.7±10.1	16.6±5.93	17.7±7.99	12.6±6.56	11.5±0.70	0.136
Threat	6.6±2.881	5.6±3.713	4.6±2.193	5.7±3.636	3.8±2.741	3.5±0.707	0.050
Aggression	9.9±4.312	7.9±5.364	6.8±3.545	8.3±5.065	5.7±4.596	5±1.414	0.019
verbal rejection	10±4.487	8.5±5.723	9.7±3.676	10.9±5.85	8.2±4.984	7±1.414	0.286
Avoidance	10.1±4.54	9.2±5.747	7.7±3.75	9.7±5.449	6.8±4.517	4.5±2.121	0.166
Perceived Ethnic Discrimination Questionnaire	57.2±24.3	49±28.761	45.3±17.3	52.2±24.8	37.1±21.4	31.5±3.53	0.117
Benevolence of the world	10.1±3.41	11.5±4.77	13.7±3.28	15.3±3.26	11.6±4.24	13.5±2.12	<0.001
Benevolence of people	14.5±4.95	13.1±2.51	13.3±2.34	14±2.056	12±2.625	13±1.414	0.054
Justice	10.1±3.46	11.8±4.93	14.1±3.60	13.8±4.00	14.2±4.44	12±0	0.008
Controllability	10.1±3.36	12.6±5.81	14.6±3.84	14.8±4.32	13.4±4.88	14.5±3.53	0.001
Self-worth	14.3±1.45	12.8±3.30	11.5±4.23	11.5±3.05	11.9±3.66	15±0	0.003
Self-controllability	10±3.397	10.5±4.48	11.5±4.03	11.8±4.76	10.4±4.14	15.5±4.95	0.440
Internalization of Discrimination	34.7±12.3	32.7±10.5	29.9±9.57	26.4±9.88	25±11.518	30±14.142	0.028

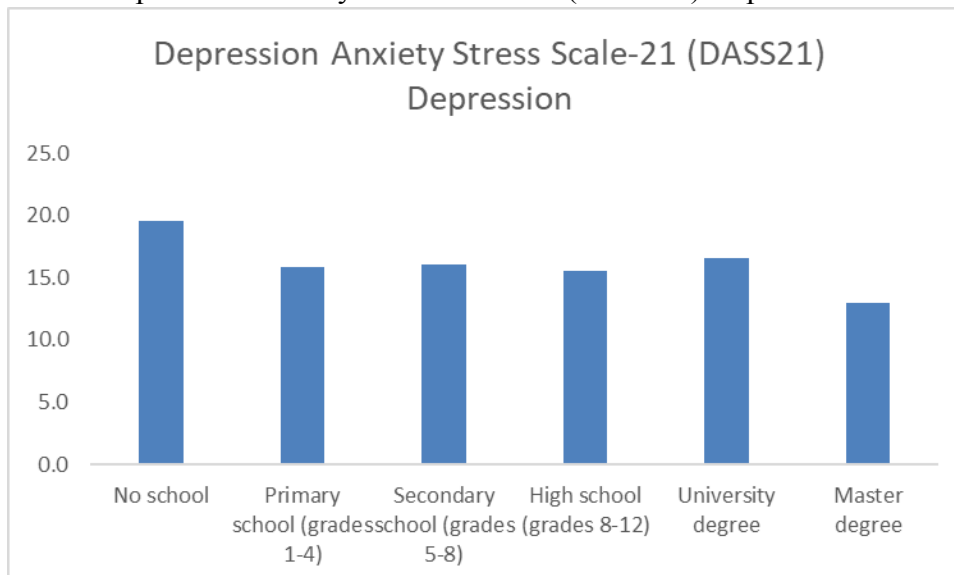
For the educational level there are differences for:

- The Satisfaction With Life Scale (SWLS-5)



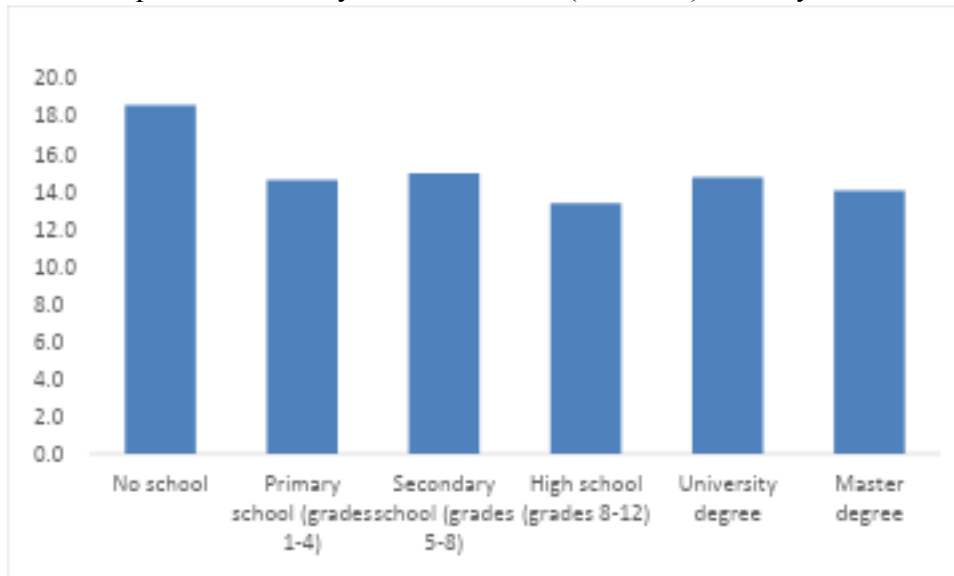
The Satisfaction with Life Scale (SWLS-5): Higher education correlates with greater life satisfaction.

- Depression Anxiety Stress Scale-21 (DASS21) Depression



DASS-21 Depression: Depression levels vary, with those holding Master's degrees reporting the lowest.

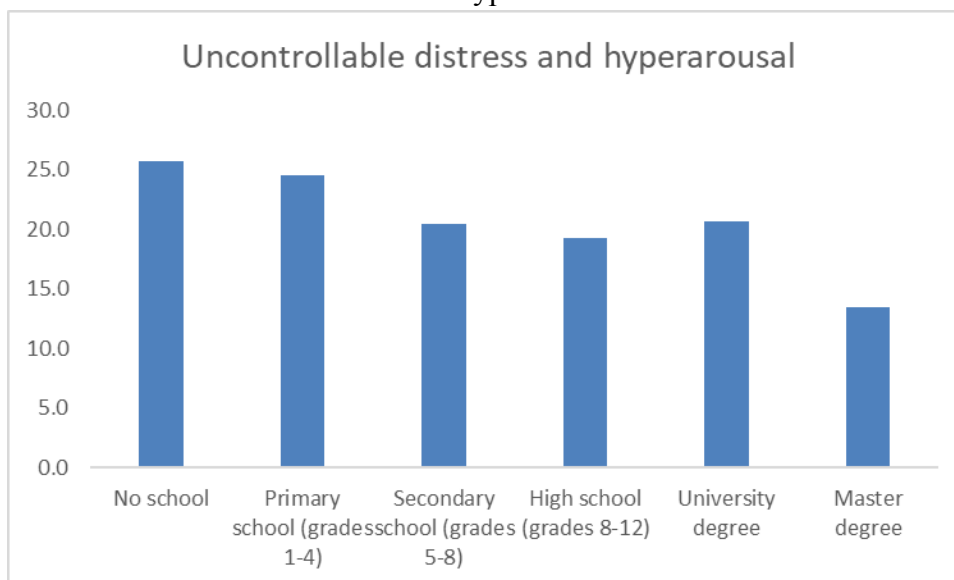
- Depression Anxiety Stress Scale-21 (DASS21) Anxiety



DASS-21

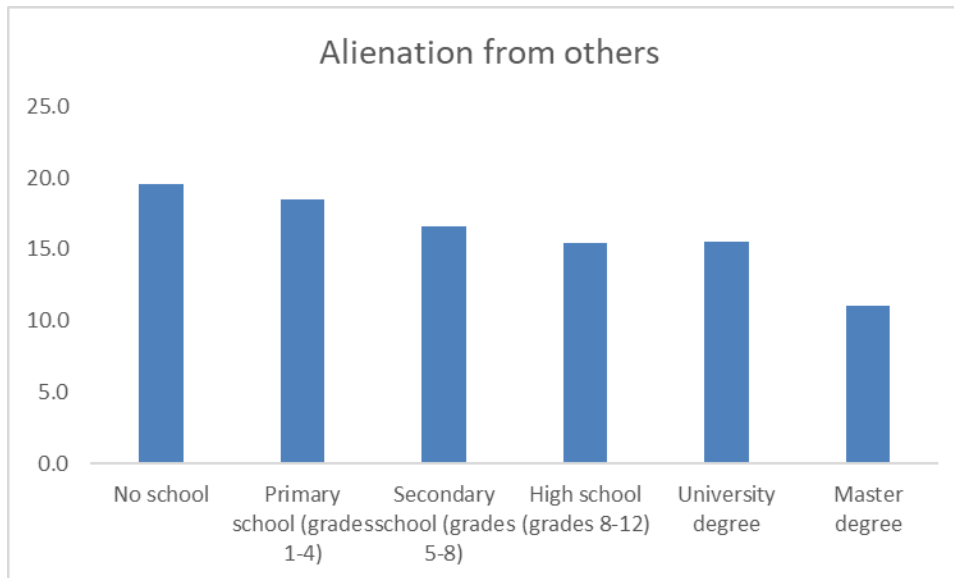
Anxiety: Anxiety is higher in participants with lower educational attainment.

- Uncontrollable distress and hyperarousal



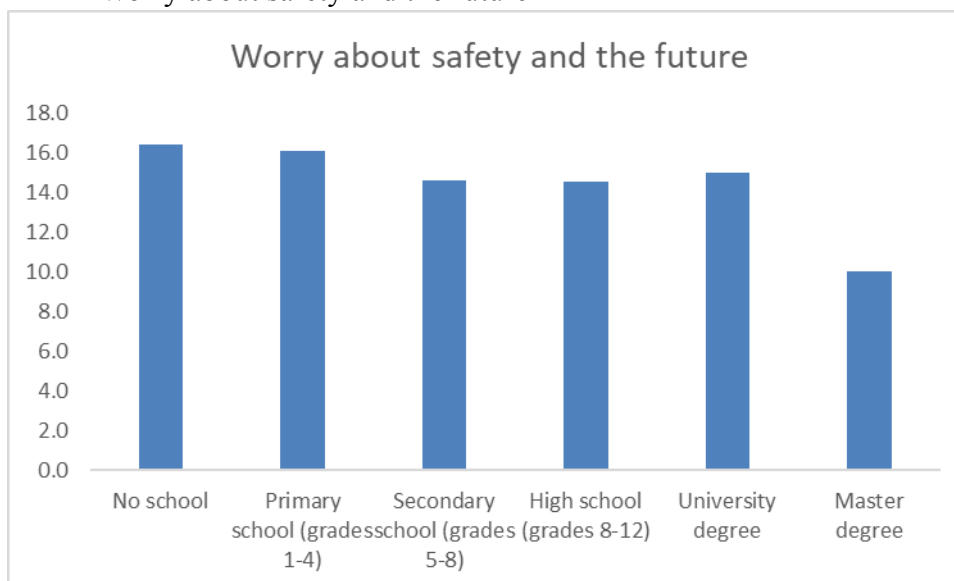
Uncontrollable distress and hyperarousal: Significantly higher in those with lower education, especially those with no schooling.

- Alienation from others



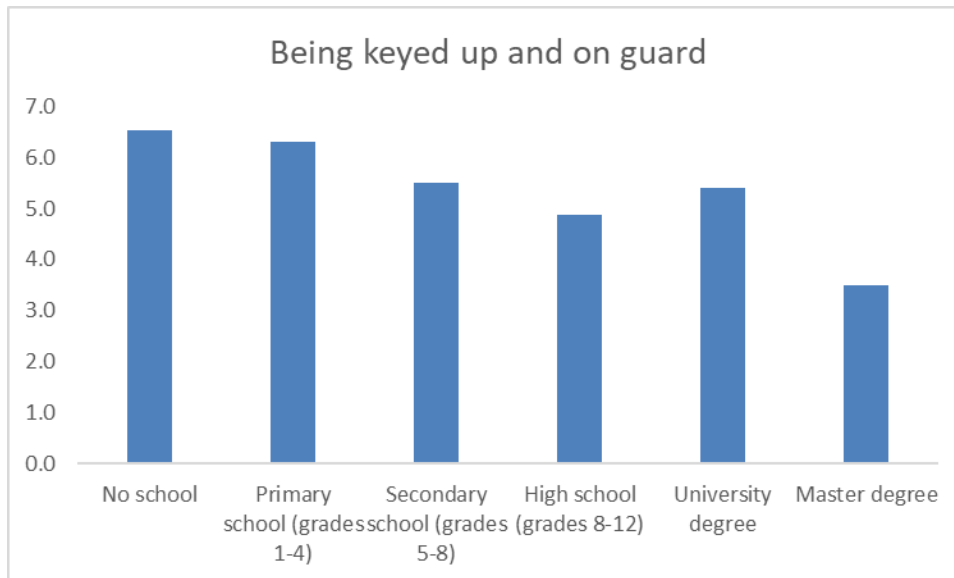
Alienation from others: Strong inverse relationship with education level—less alienation among more educated.

- Worry about safety and the future



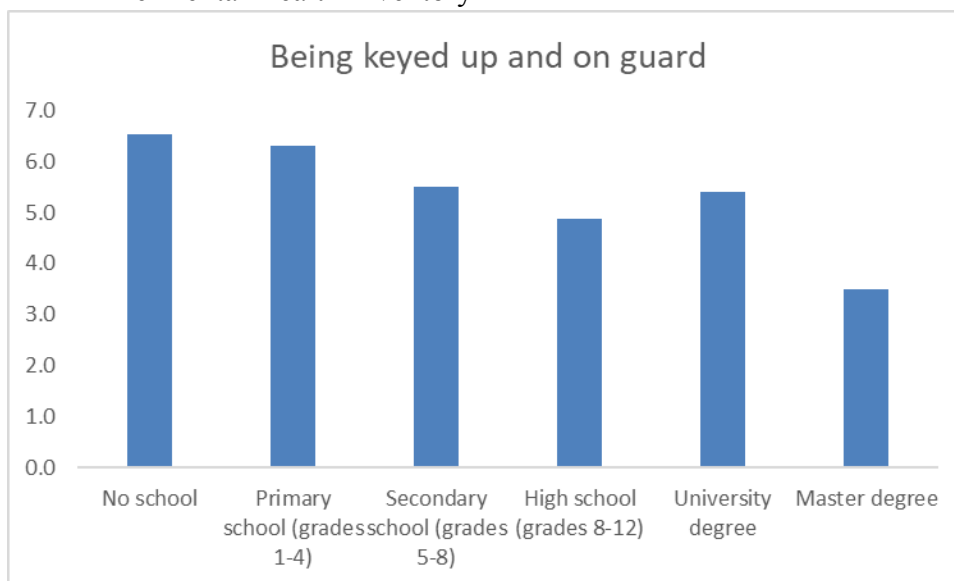
Worry about safety and the future: Lower educational levels report greater worry.

- Being keyed up and on guard



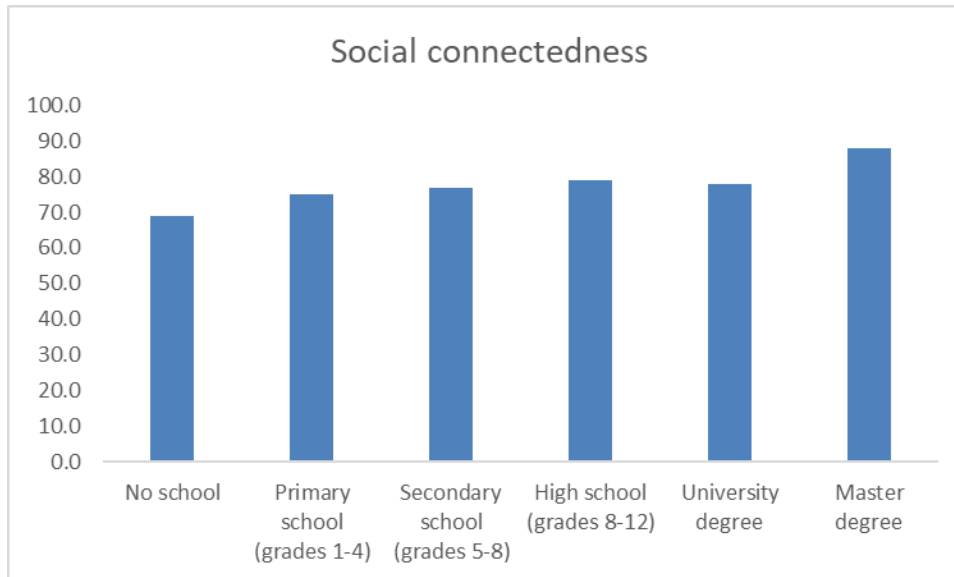
Being keyed up and on guard: Markedly higher among those with no or only primary education.

- The Mental Health Inventory



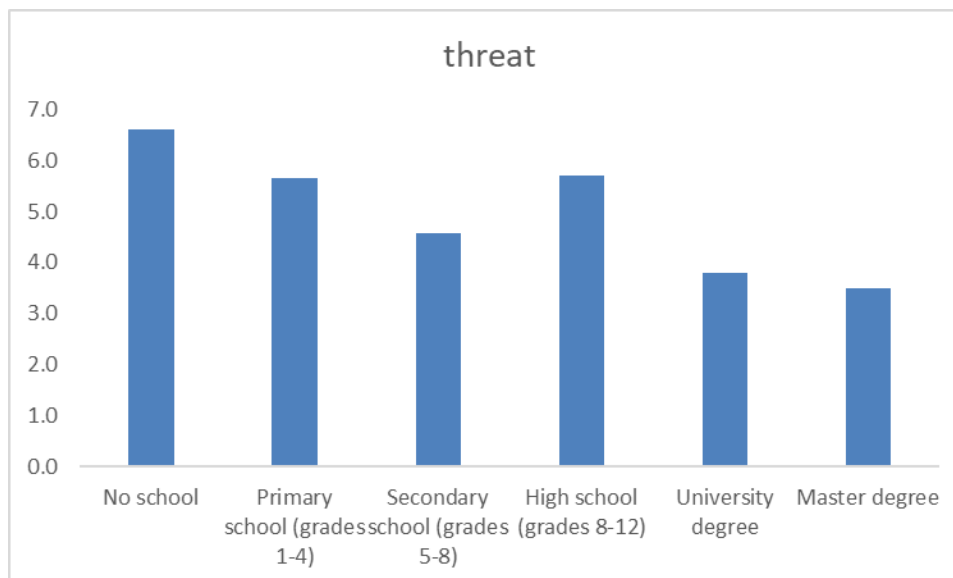
The Mental Health Inventory: Slight differences; better mental health scores with higher education.

- Social connectedness



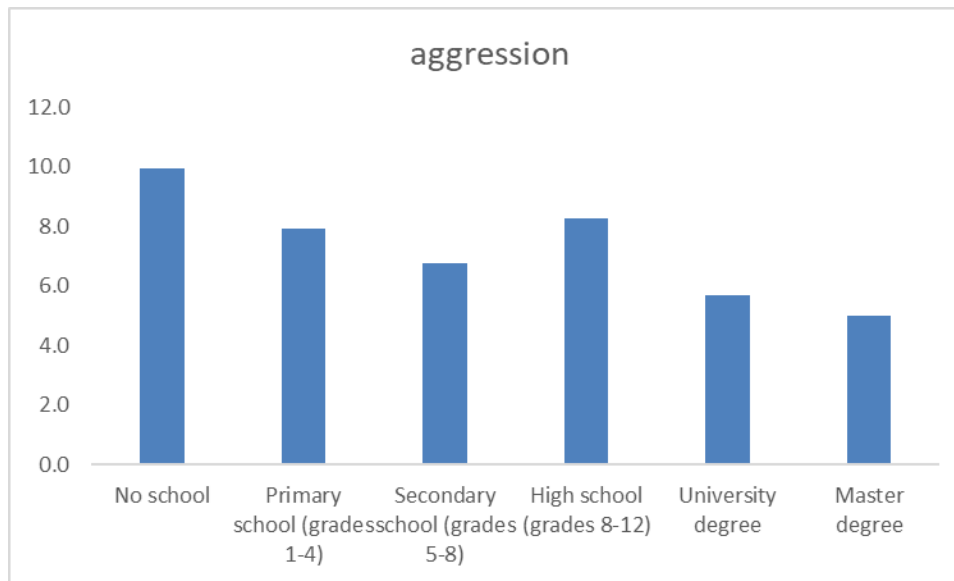
Social connectedness: Social connectedness increases with higher education levels.

- Threat



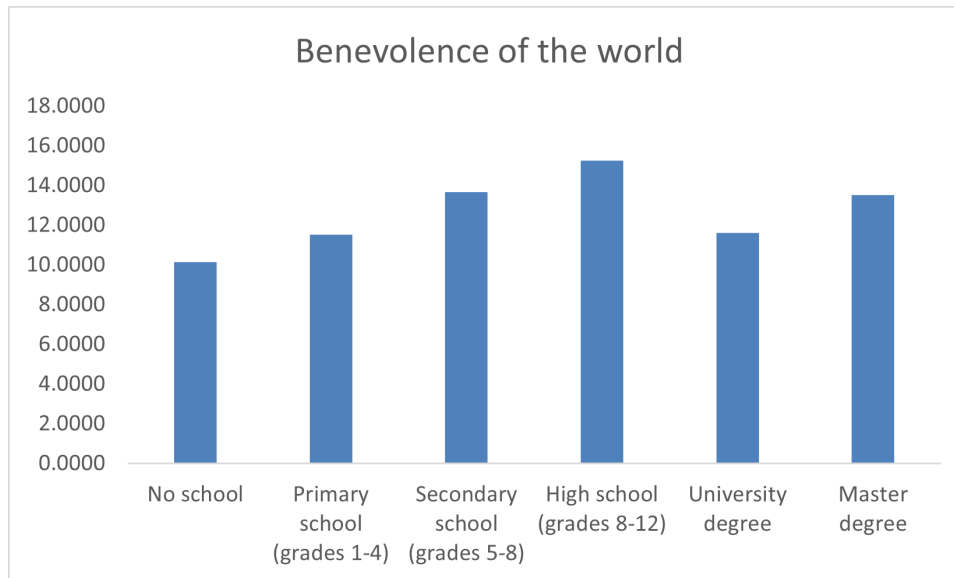
Threat: Marginal significance: those with lower education feel more threatened.

- Aggression



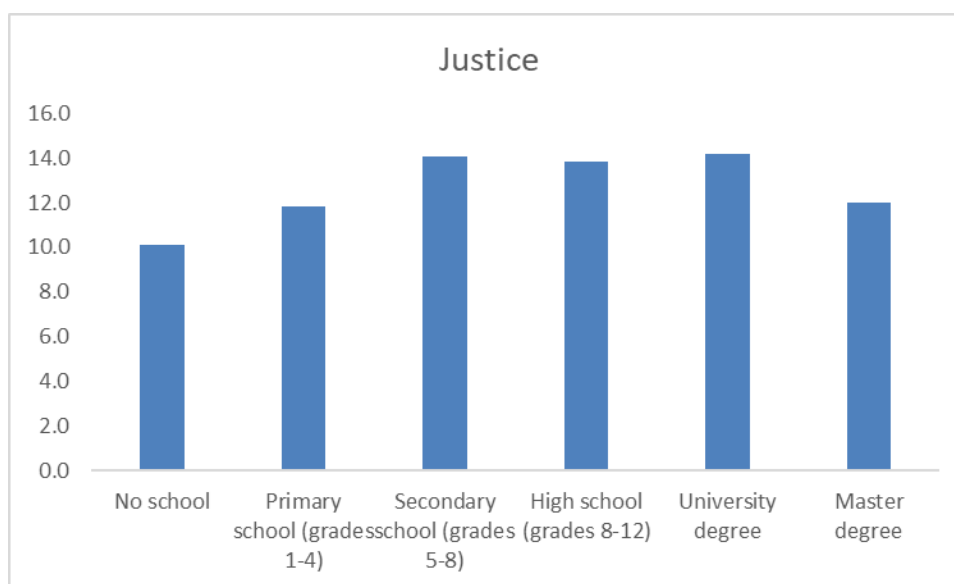
Aggression: More aggressive reactions in lower educational groups.

- Benevolence of the world



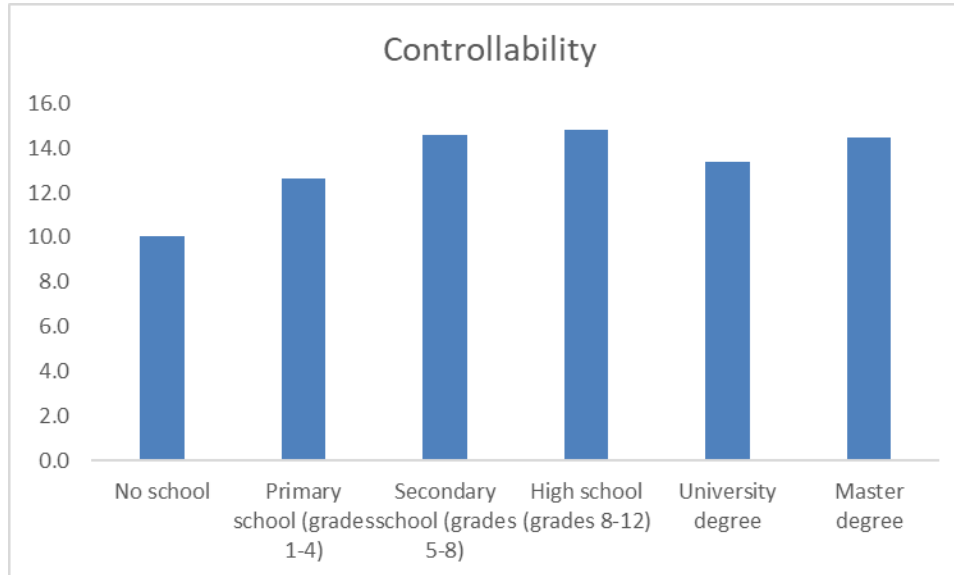
Benevolence of the world: Education seems to be positively correlated with perceived benevolence up to a point, though post-secondary education introduces some fluctuation.

- Justice



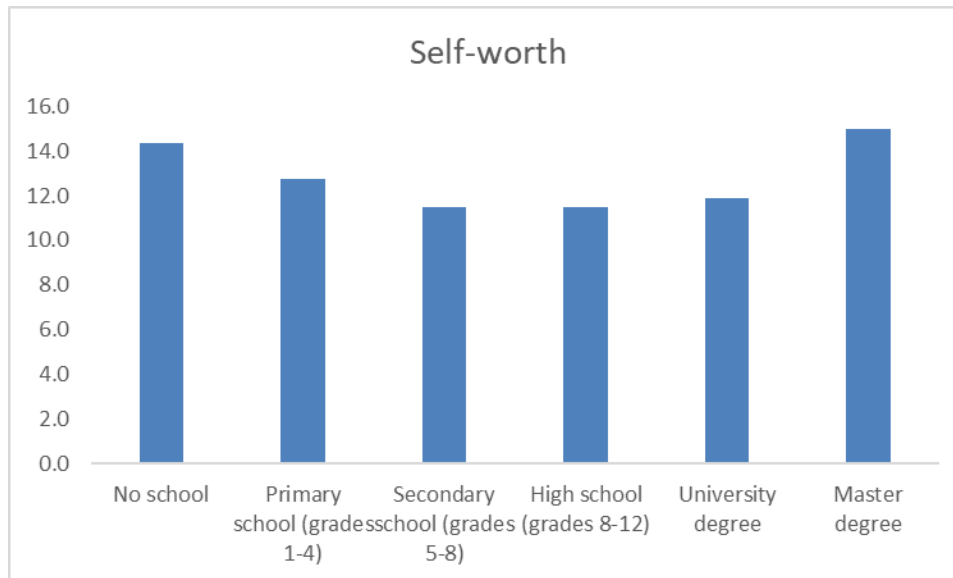
Justice: Perception of justice varies, higher among secondary and high school graduates.

- Controllability



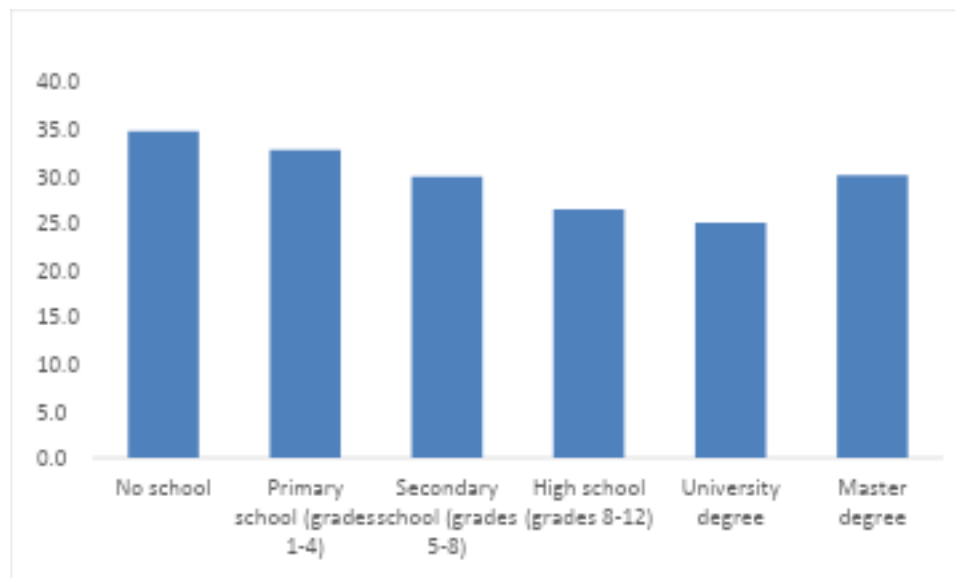
Controllability: Perceived control increases with education.

- Self-worth



Self-worth: Self-worth is highest among those with no education or Master's degrees.

- Internalization of Discrimination.



Internalization of Discrimination: Internalization is higher among the least educated groups.

Education correlates with better outcomes, but Roma students face structural barriers including segregation, discrimination at school, and hostile peer and adult attitudes. Improving scores requires dismantling these barriers, not only expanding access in the abstract. Addressing educational inequality requires an explicit commitment to combating antigypsyism and racism,

which underpin many of the structural barriers faced by Roma, migrant, and refugee students. Antigypsyism—rooted in centuries of marginalization—manifests in school segregation, low teacher expectations, and the normalization of exclusionary practices while broader racist attitudes perpetuate stereotypes that frame minority students as deficient or less capable (Keen, 2015). Migrant and refugee students face systemic educational barriers—including segregation, linguistic exclusion, and racialized bias—that reflect broader power structures rather than individual deficits (European Commission, 2023; Grammenou, 2024). Schools often reproduce inequality through curricula and institutional norms that privilege dominant identities (OECD, 2021). Genuine inclusion therefore requires anti-racist, intercultural reforms that confront structural discrimination (UNICEF & UNHCR, 2022). An antiracist and anti-antigypsyist approach demand institutional accountability, teacher training on bias and inclusion, and curricula that affirm the histories, identities, and contributions of all communities (Pecak, 2021).

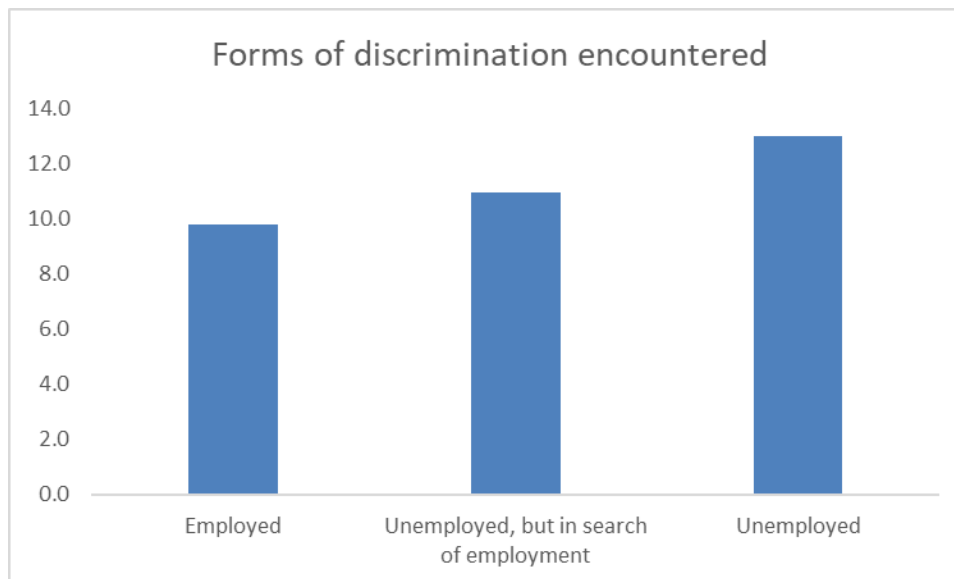
Employment

	Employed	Unemployed , but in search of employment	Unemployed	P value
The Satisfaction with Life Scale (SWLS-5)	17.1±8.558	13.4±6.124	16.2±6.085	0.060
Depression Anxiety Stress Scale-21 (DASS21) Depression	16.1±5.882	17±5.902	19.5±5.562	0.283
Depression Anxiety Stress Scale-21 (DASS21) Anxiety	14.5±5.583	15.8±6.318	17.2±7.496	0.448
Forms of discrimination encountered	9.8±2.416	11±2.773	13±2.582	0.001
Uncontrollable distress and hyperarousal	19.3±6.351	24.9±5.495	23±5.701	<0.001
Alienation from others	15.2±4.28	18.8±3.802	18.4±3.754	<0.001
Worry about safety and the future	14.3±3.048	16.1±2.845	15.8±3.745	0.015
Being keyed up and on guard	5.2±1.844	6.3±1.564	5.9±1.441	0.009
The Mental Health Inventory	18.9±3.429	17.9±3.552	18.7±2.016	0.305
Social connectedness	79.3±11.442	72.5±8.696	72.5±7.838	0.001
disvaluing action	17.2±8.821	18.3±8.93	16.6±7.275	0.811
threat	5.4±3.261	5.7±3.329	6.1±3.303	0.697
aggression	8.1±4.889	8.4±4.918	8.2±4.693	0.948
verbal rejection	10.7±5.297	8.9±4.993	9.5±5.158	0.243
avoidance	8.4±5.234	9.4±5.016	9.6±5.14	0.485
Perceived Ethnic Discrimination Questionnaire	50±25.529	50.7±25.729	50.1±24.047	0.915
Benevolence of the world	11.8±4.368	12±4.322	13±3.786	0.759

Benevolence of people	13.5±2.324	13.8±4.023	12.8±2.006	0.512
Justice	11.9±4.71	12.2±4.352	12.1±3.91	0.855
Controllability	12.2±5.165	12.6±4.862	13.4±4.134	0.731
Self-worth	12.2±3.621	13.2±2.82	12.7±2.955	0.368
Self-controllability	9.3±3.78	11.4±4.3	11.3±3.816	0.028
Internalization of Discrimination	29.4±12.19 4	32.1±11.502	31.6±7.985	0.356

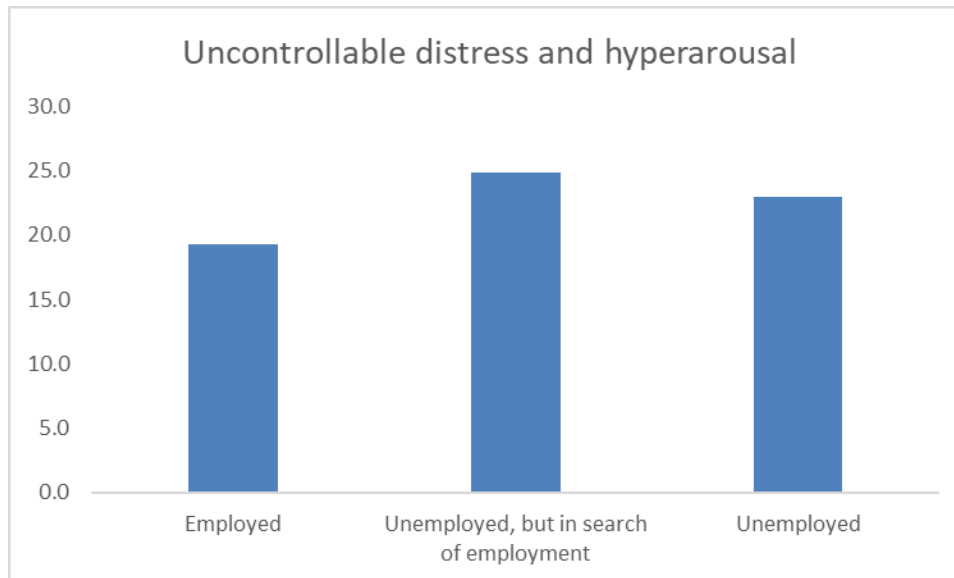
For the employment type there are differences for:

- Forms of discrimination encountered



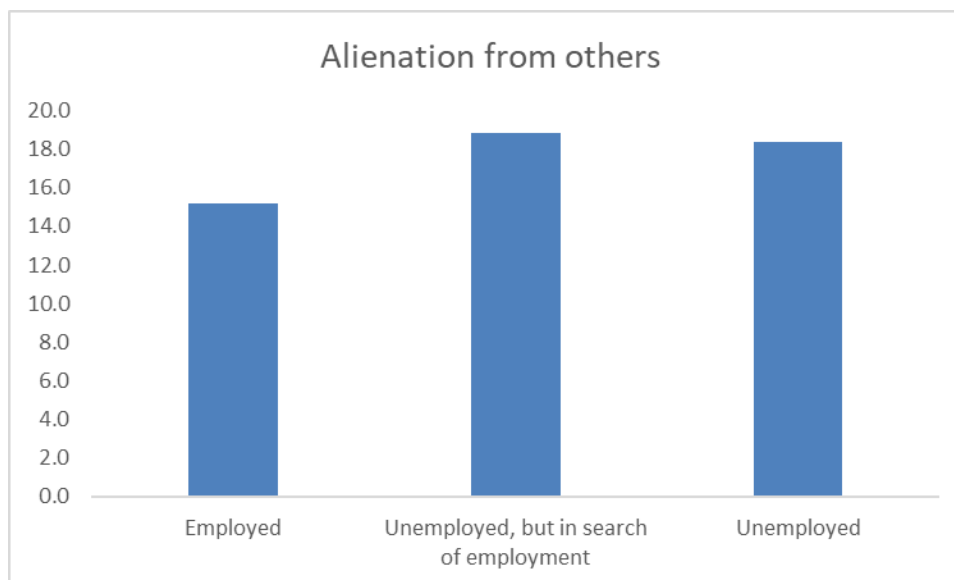
Forms of discrimination encountered: Unemployed participants report significantly more frequent experiences of discrimination.

- Uncontrollable distress and hyperarousal



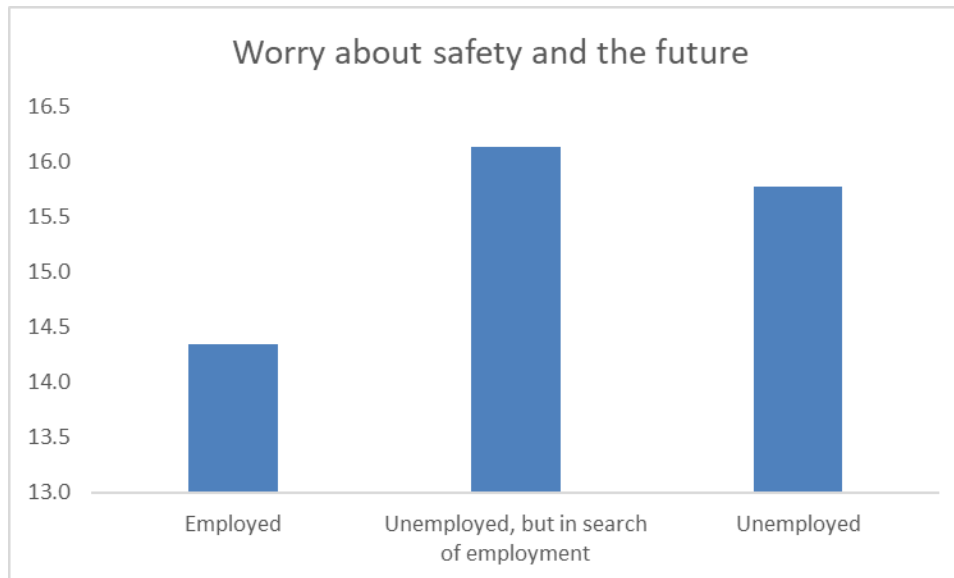
Uncontrollable distress and hyperarousal: Highest levels found in unemployed but seeking work; lowest in employed individuals.

- Alienation from others



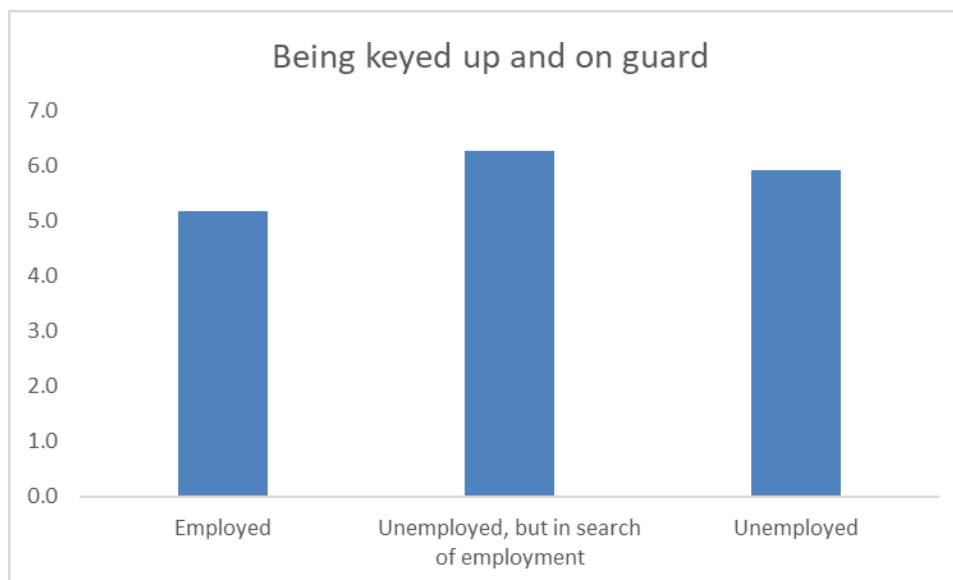
Alienation from others: Unemployed participants feel more alienated than employed peers.

- Worry about safety and the future



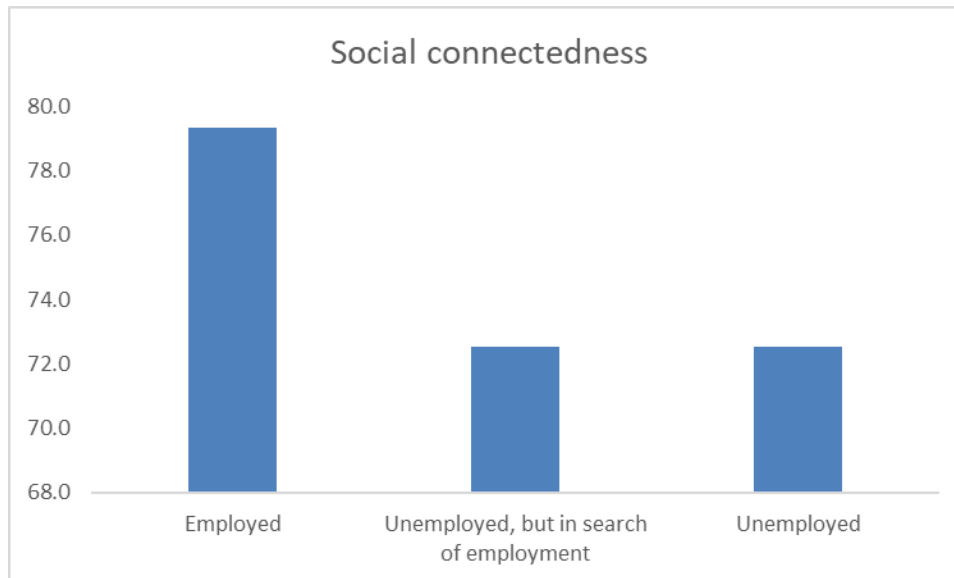
Worry about safety and the future: Greater concern found among unemployed groups.

- Being keyed up and on guard



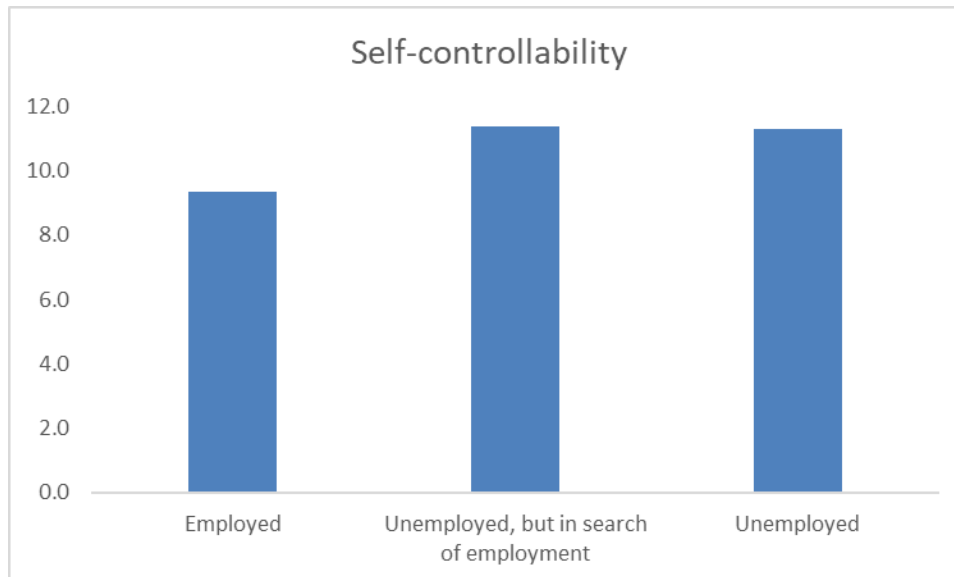
Being keyed up and on guard: Unemployed but actively seeking participants report feeling more on guard.

- Social connectedness



Social connectedness: Employed individuals feel significantly more socially connected than the unemployed.

- Self-controllability



Self-controllability: Unemployed groups show higher self-controllability compared to employed individuals (somewhat unexpected and may merit further exploration).

Employment appears protective because it signals access to rights, resources, and networks. For Roma youth, exclusion from decent work is driven by antigypsyism and location of settlements far from opportunities. Measures must target employer discrimination, recognition of skills, and safe transport, not just coach individuals to search harder.

Citizen

	Yes	No	
The Satisfaction with Life Scale (SWLS-5)	12.1±6.469	17.1±6.959	<0.001
Depression Anxiety Stress Scale-21 (DASS21)	18.2±5.508	15.7±5.913	0.016
Depression			
Depression Anxiety Stress Scale-21 (DASS21)	17.2±5.856	13.9±6.106	0.003
Anxiety			
Forms of discrimination encountered	9.8±2.468	11.6±2.827	0.001
Uncontrollable distress and hyperarousal	23.7±6.596	22.3±5.961	0.179
Alienation from others	18.1±4.686	17.3±3.862	0.326
Worry about safety and the future	15.5±3.397	15.5±2.828	0.883
Being keyed up and on guard	6.1±1.595	5.7±1.774	0.299
The Mental Health Inventory	17.6±2.508	18.9±3.954	0.007
	72.9±7.499	76.3±11.35	
Social connectedness		9	0.010
disvaluing action	19.2±9.397	16.5±7.988	0.248
threat	6.3±3.228	5.2±3.33	0.064
aggression	9.3±4.905	7.5±4.744	0.035
verbal rejection	9.9±4.772	9±5.397	0.209
avoidance	9.6±4.938	8.6±5.163	0.230
	54.6±26.59	46.7±24.26	
Perceived Ethnic Discrimination Questionnaire	9	2	0.174
	9.8±4.027	13.8±3.657	<0.001
Benevolence of the world			1
Benevolence of people	14.3±4.185	13.1±2.62	0.018
	10.1±4.232	13.7±3.859	<0.001
Justice			1
	10.1±4.644	14.4±4.198	<0.001
Controllability			1
	14±2.57	11.8±3.186	<0.001
Self-worth			1
Self-controllability	9.5±3.942	11.7±4.109	0.001
	32.4±13.33	29.8±9.465	
Internalization of Discrimination	5		0.249

For the citizenship there are statistically significant differences for:

The Satisfaction With Life Scale (SWLS-5): Non-citizens report significantly lower life satisfaction (12.1 vs 17.1).

Depression Anxiety Stress Scale-21 (DASS21): Depression Non-citizens experience higher levels of depression symptoms.

Depression Anxiety Stress Scale-21 (DASS21) :Anxiety Anxiety scores are also higher among non-citizens.

Forms of discrimination encountered: Non-citizens encounter more frequent discrimination.

The Mental Health Inventory: Citizens report better overall mental health status.

Social connectedness Citizens feel more socially connected (76.3 vs 72.9).

Aggression: Non-citizens show higher perceived aggression experiences.

Benevolence of the world: Non-citizens perceive the world as significantly less benevolent.

Benevolence of people: Non-citizens perceive others as less benevolent than citizens do.

Justice: Citizens report a stronger belief in societal justice.

Controllability Citizens feel more in control over life outcomes.

Self-worth: Non-citizens report lower levels of self-worth.

Self-controllability: Non-citizens score lower in perceived self-control.

All Roma participants are Greek citizens, yet they continue to experience antigypsyism in everyday life. While citizenship explains part of the gap in access to rights and services, it does not shield Roma from discrimination, which affects them regardless of their legal status.

While differences in well-being and social outcomes are evident among migrant and refugee participants based on citizenship status, framing disparities solely in terms of legal status risks oversimplifying the issue. Citizenship may provide some access to rights and services, but it does not protect individuals from systemic discrimination, social exclusion, or xenophobic attitudes that persist regardless of legal status.

Focusing only on citizenship can obscure the structural and institutional drivers of antigypsism, racist inequality, including policy gaps, societal prejudice, and barriers to full participation. Critical attention must therefore be paid to these underlying factors to avoid reducing complex forms of marginalization to legal categorization alone.

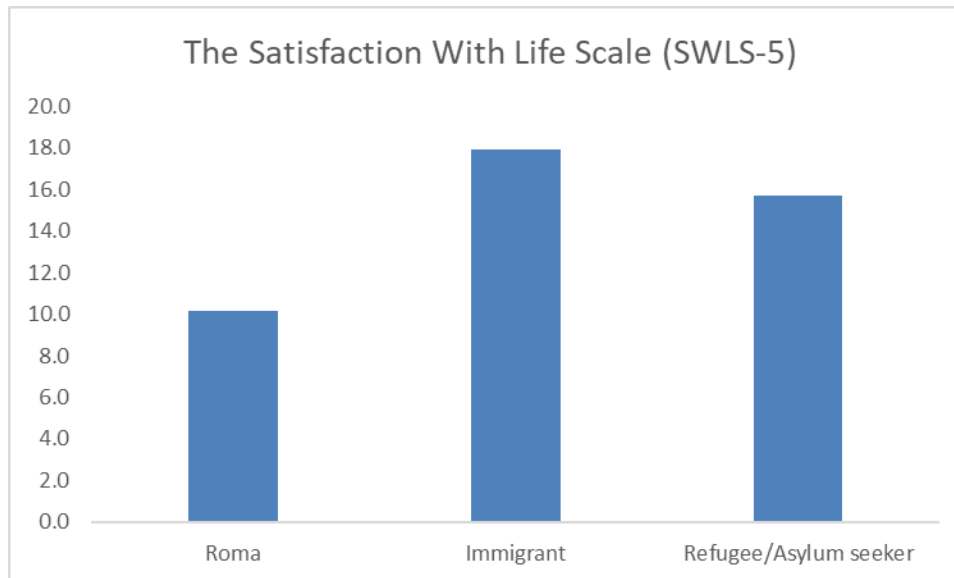
Group

	Roma	Immigrant	Refugee Asylum seeker	
The Satisfaction with Life Scale (SWLS-5)	10.2±5.793	17.9±6.155	15.7±6.842	<0.001

Depression (DASS21)	Anxiety (DASS21)	Stress Scale-21	19.4±5.369	17.9±5.481	13.8±5.355	<0.001
Depression (DASS21)	Anxiety (DASS21)	Stress Scale-21	18.1±5.564	17.3±5.858	11.2±4.889	<0.001
Forms of discrimination encountered			9.2±2.072	12.3±3.07	10.8±2.186	<0.001
Uncontrollable distress and hyperarousal			25.8±5.091	21.7±6.755	21.8±5.89	0.004
Alienation from others			19.5±3.81	17±4.788	16.8±3.525	0.012
Worry about safety and the future			16.2±3.145	15.3±3.297	15.3±2.789	0.307
Being keyed up and on guard			6.4±1.373	5.6±1.921	5.7±1.655	0.073
The Mental Health Inventory			16.8±1.335	18.2±2.996	19.7±4.446	<0.001
Social connectedness			70.1±0.56	75.2±9.946	77.8±12.809	<0.001
disvaluing action			22±9.307	16.8±6.747	14.9±8.787	0.006
threat			7.3±3.071	5.4±2.968	4.3±3.215	<0.001
aggression			11±4.574	8±4.503	5.9±4.134	<0.001
verbal rejection			11±4.752	9.8±4.739	7.7±5.423	0.005
avoidance			11.1±4.874	8.9±4.312	7.6±5.525	0.003
Perceived Questionnaire	Ethnic Discrimination		62.9±26.22	49±21.568	40.4±23.723	0.001
Benevolence of the world			9±3.835	13.1±3.54	13.7±3.775	<0.001
Benevolence of people			14.7±4.717	13.2±1.903	12.9±3.061	0.011
Justice			9.2±3.815	13.3±3.369	13.7±4.386	<0.001
Controllability			9.1±3.839	13.5±4.043	14.8±4.711	<0.001
Self-worth			14.4±1.369	13.2±3.352	10.9±3.148	<0.001
Self-controllability			9.1±3.859	12.1±4.218	10.7±3.662	0.001
Internalization of Discrimination			34.9±13.085	27.8±9.854	31.1±10.193	0.025

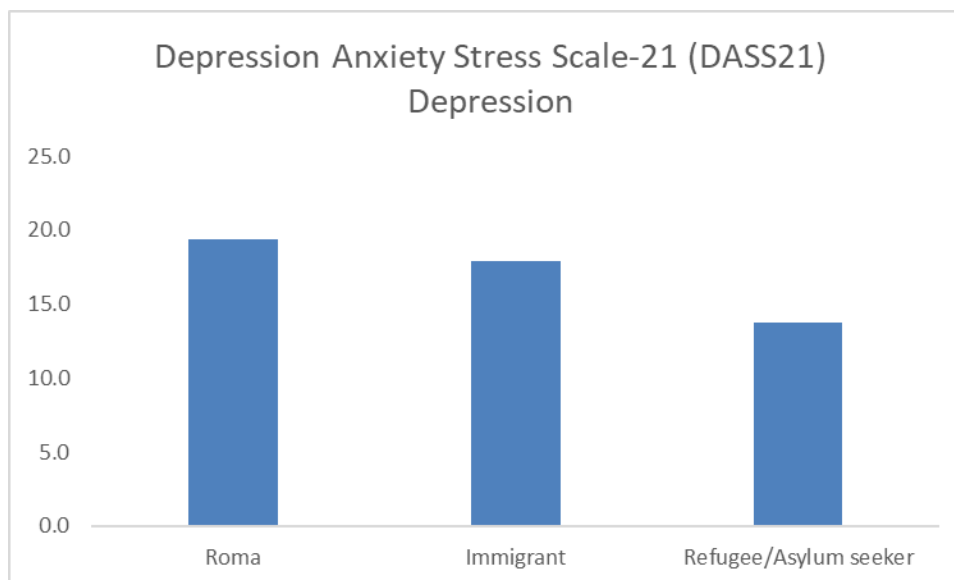
For the group (Roma, immigrant, refugee) there are differences for:

- The Satisfaction With Life Scale (SWLS-5)



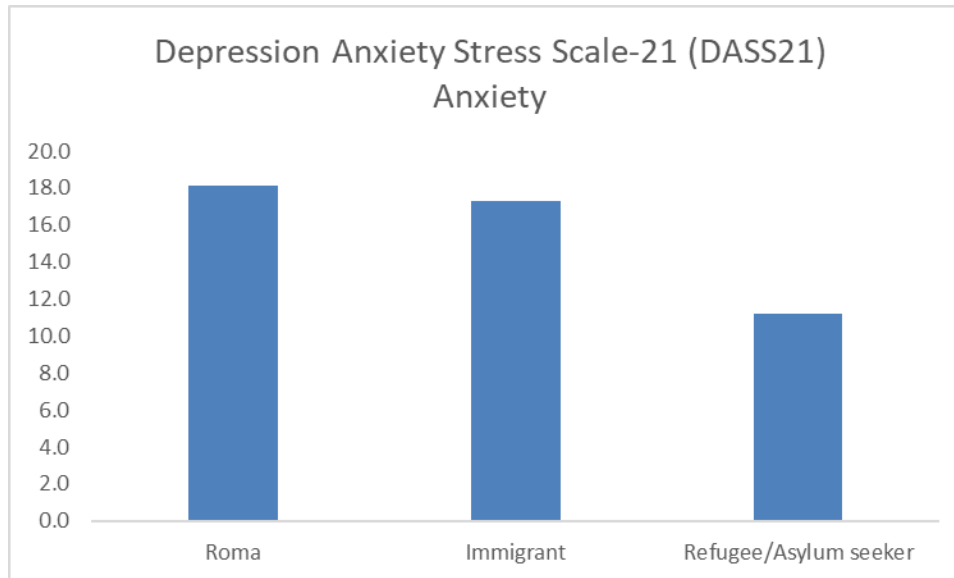
Roma youth report markedly lower life satisfaction than both immigrant and refugee/asylum-seeker peers, who in turn do not differ significantly from each other.

- Depression Anxiety Stress Scale-21 (DASS21) Depression



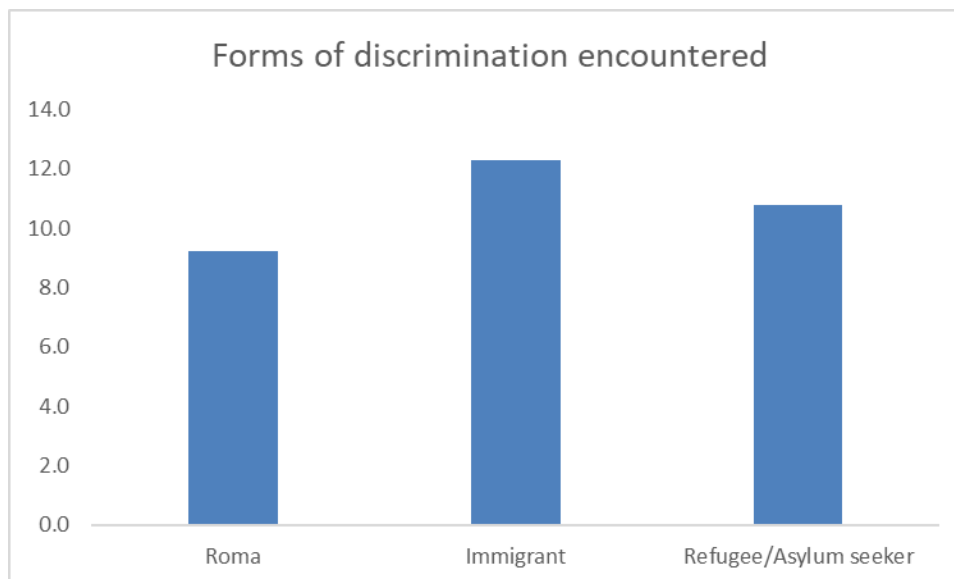
Depressive symptoms are highest among Roma, intermediate in immigrants, and lowest among refugees/asylum seekers.

- Depression Anxiety Stress Scale-21 (DASS21) Anxiety



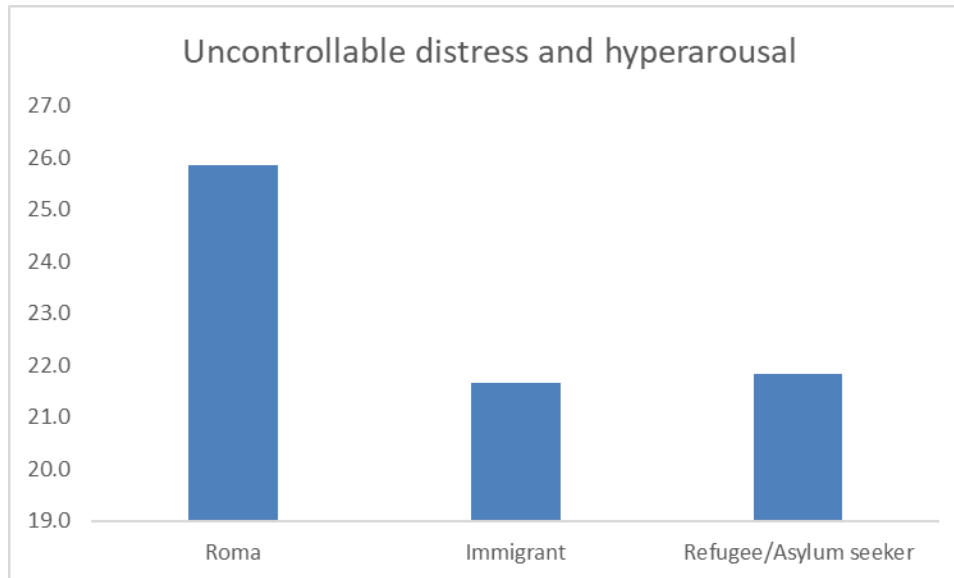
Anxiety levels follow a similar pattern: Roma highest, immigrants next, refugees/asylum seekers lowest.

- Forms of discrimination encountered



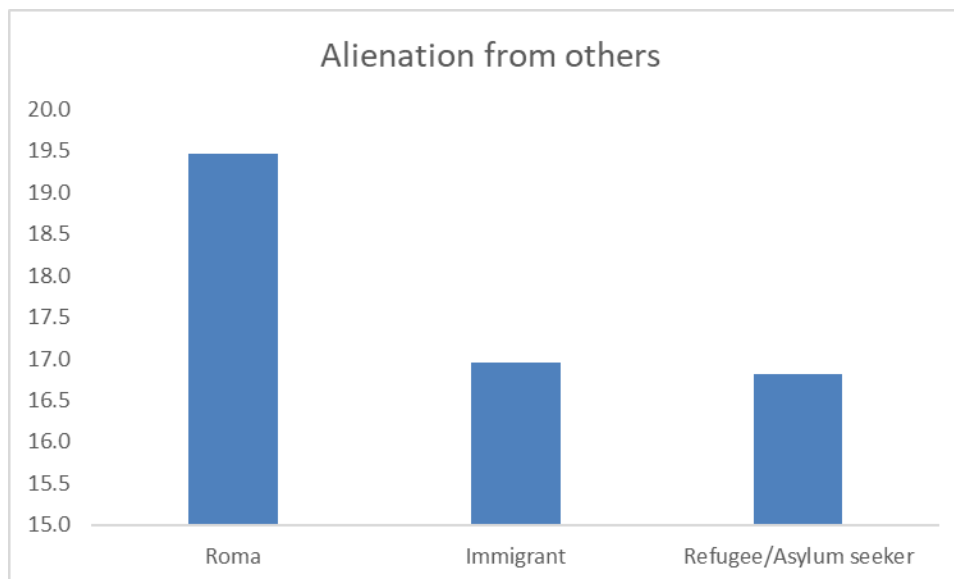
Immigrants report encountering the greatest variety of discrimination, followed by refugees/asylum seekers, then Roma.

- Uncontrollable distress and hyperarousal



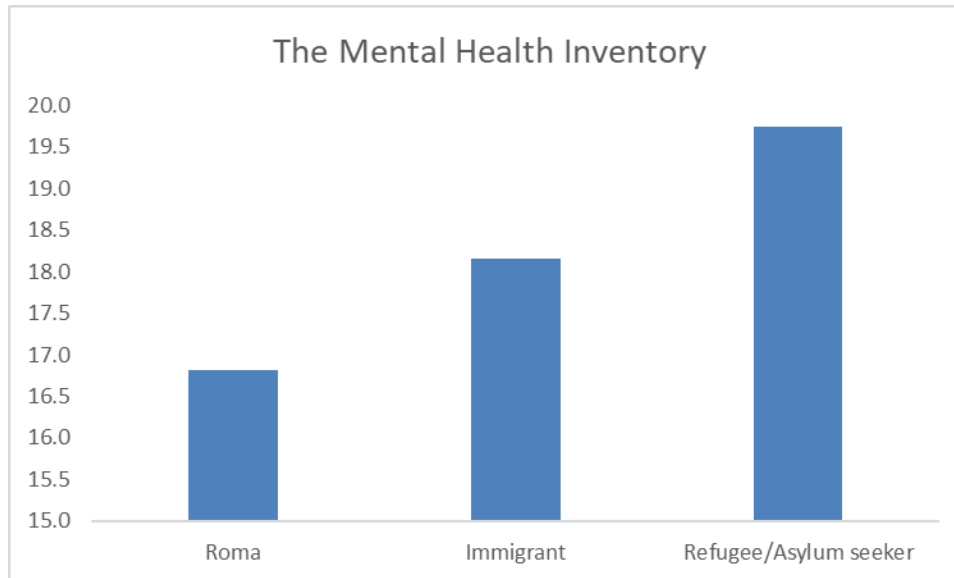
Roma exhibit significantly higher distress and hyperarousal than both immigrants and refugees/asylum seekers, who do not differ from each other.

- Alienation from others



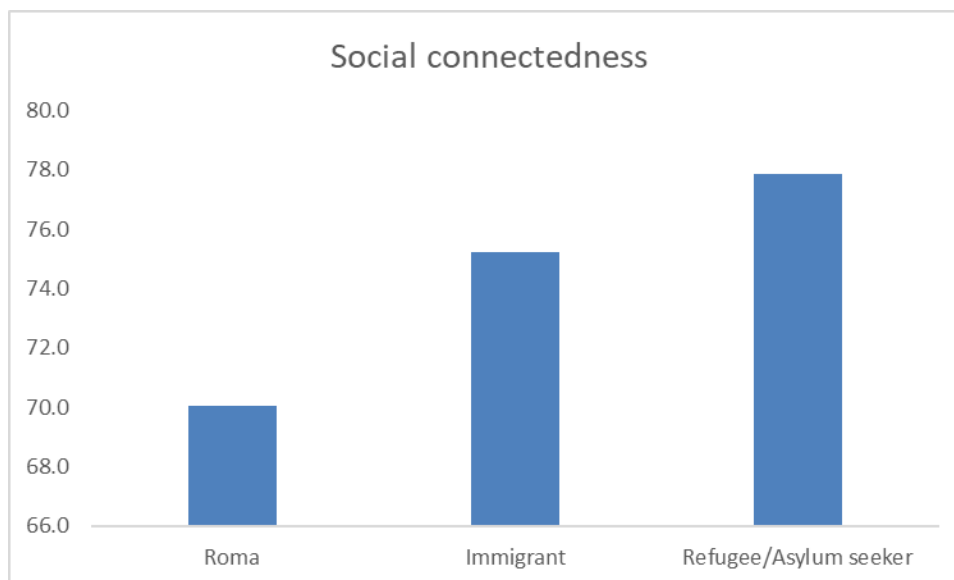
Roma feel significantly more alienated than both immigrants and refugees/asylum seekers, who show similar, lower levels of alienation.

- The Mental Health Inventory



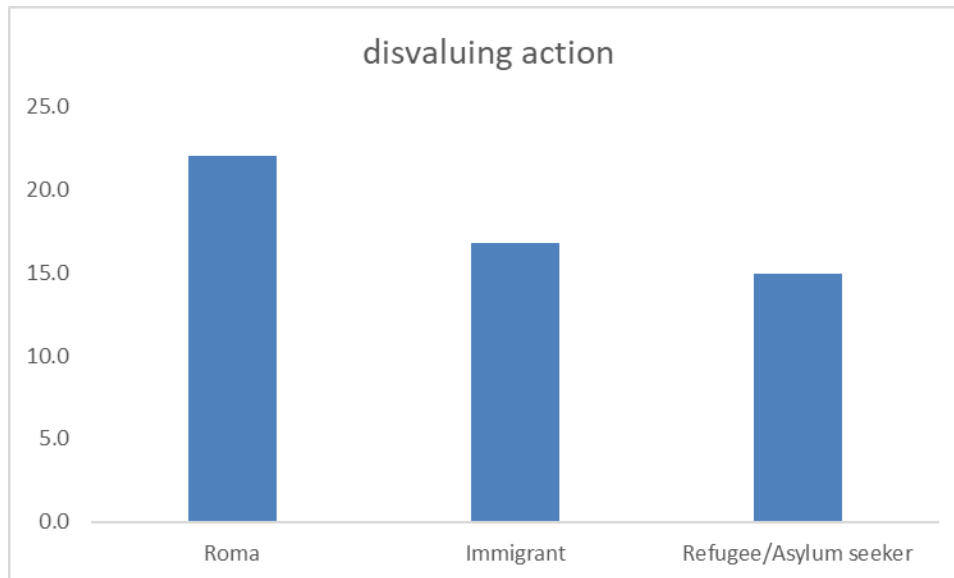
Overall mental health scores are lowest among Roma, intermediate in immigrants, and highest in refugees/asylum seekers.

- Social connectedness



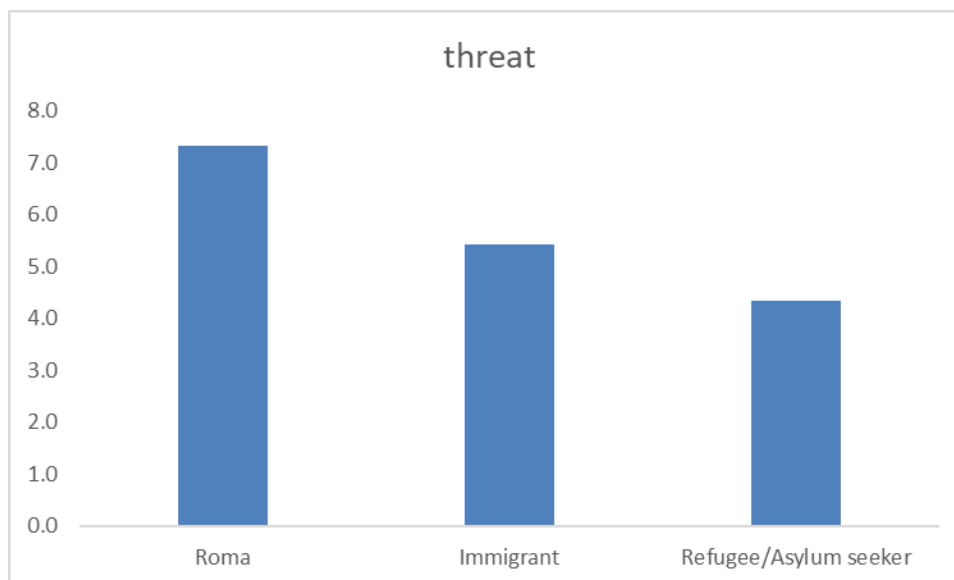
Refugees/asylum seekers feel the most socially connected, immigrants next, and Roma the least.

- disvaluing action



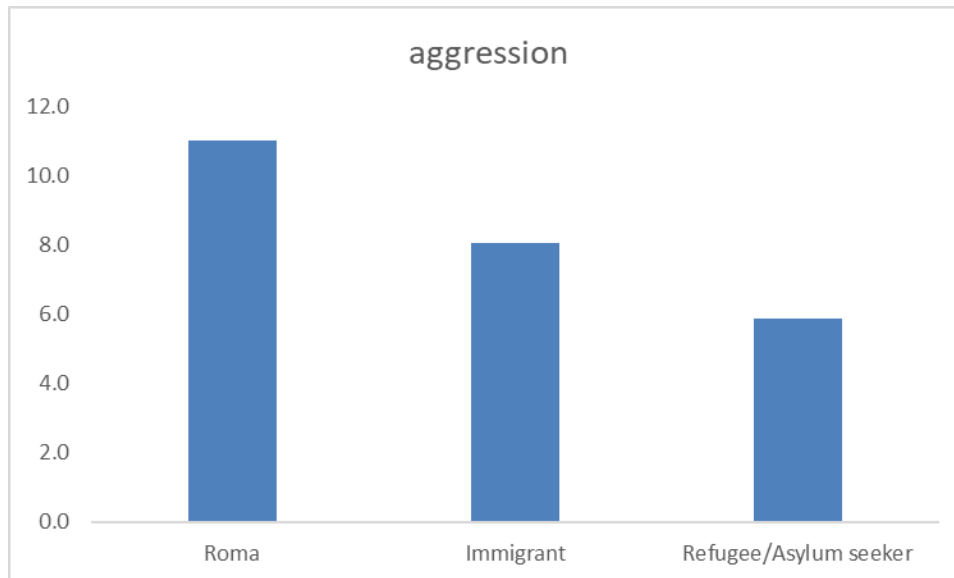
Roma report significantly more disvaluing action (feelings of worthlessness or disengagement) than both immigrant and refugee/asylum-seeker peers.

- threat



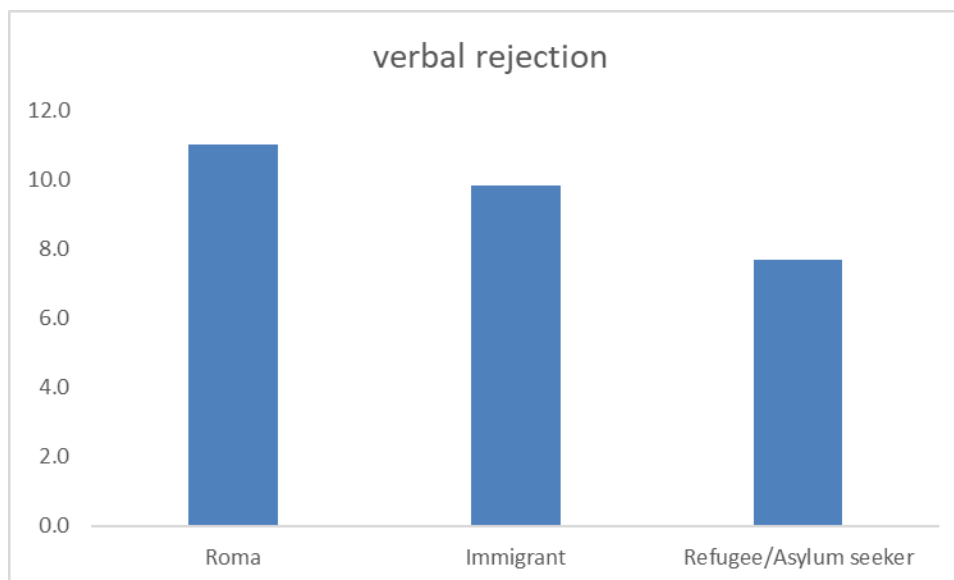
Roma feel significantly more threatened than immigrants, who in turn feel more threatened than refugees/asylum seekers

- aggression



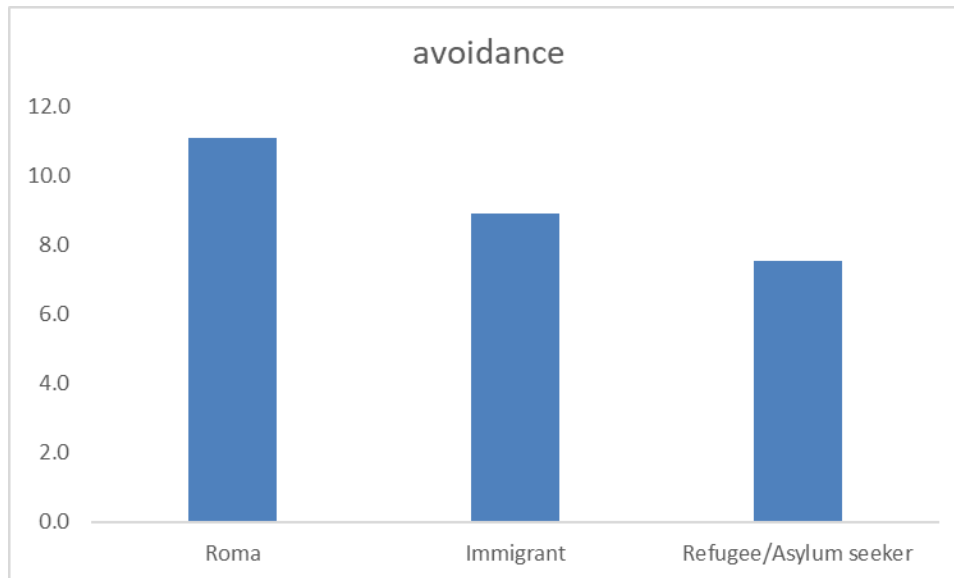
Aggressive responses are highest among Roma, intermediate among immigrants, and lowest among refugees/asylum seekers.

- verbal rejection



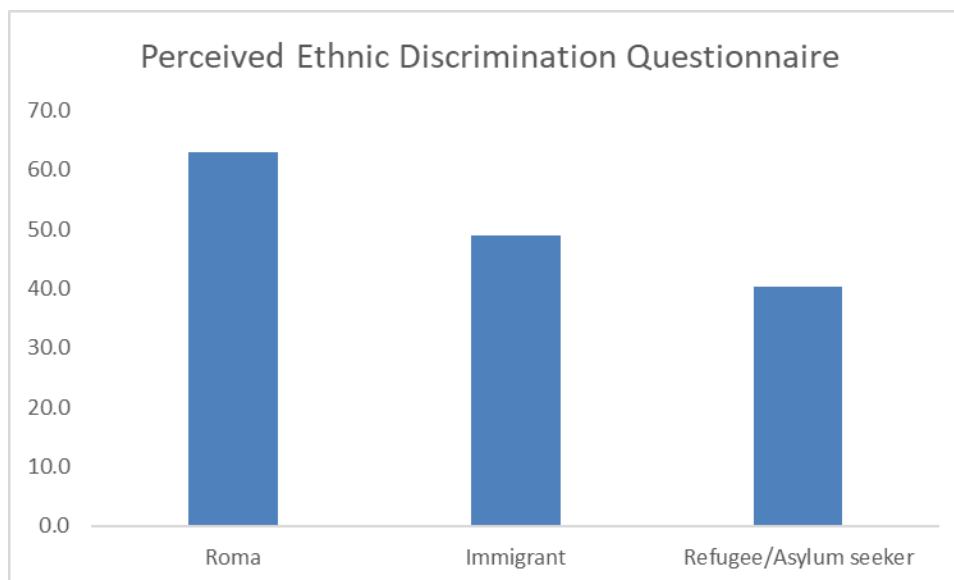
Experiences of verbal rejection mirror the aggression pattern: Roma > Immigrants > Refugees/Asylum seekers.

- avoidance



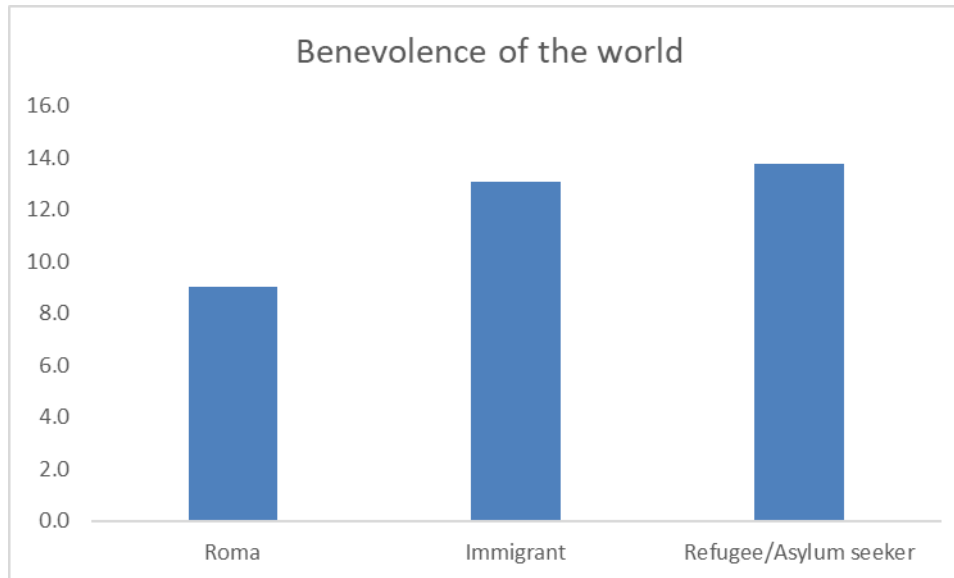
Avoidant behaviors are most pronounced in Roma, less so in immigrants, and least in refugees/asylum seekers.

- Perceived Ethnic Discrimination Questionnaire



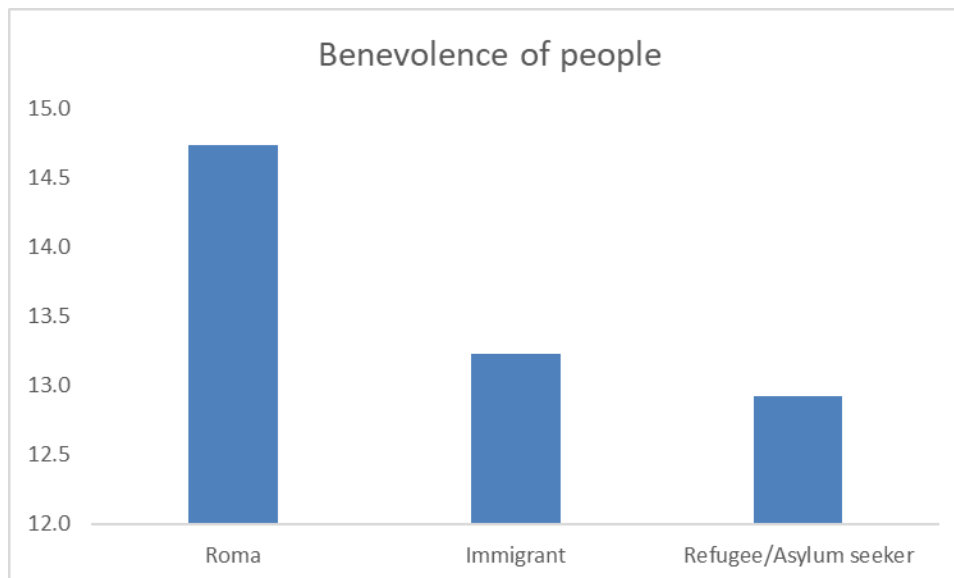
Roma perceive significantly more ethnic discrimination than immigrants, who in turn perceive more than refugees/asylum seekers.

- Benevolence of the world



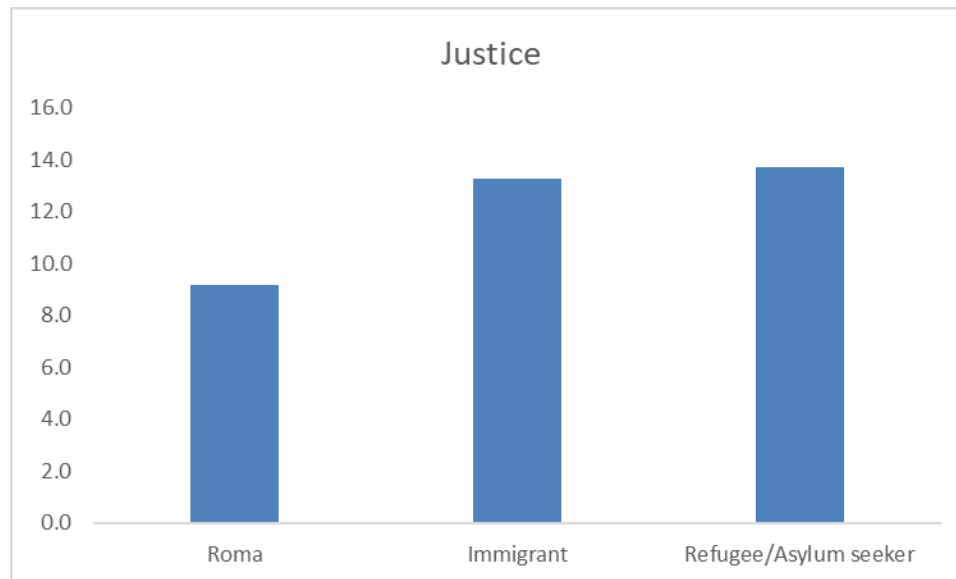
Roma view the world as significantly less benevolent than immigrants and refugees/asylum seekers, who do not differ markedly.

- Benevolence of people



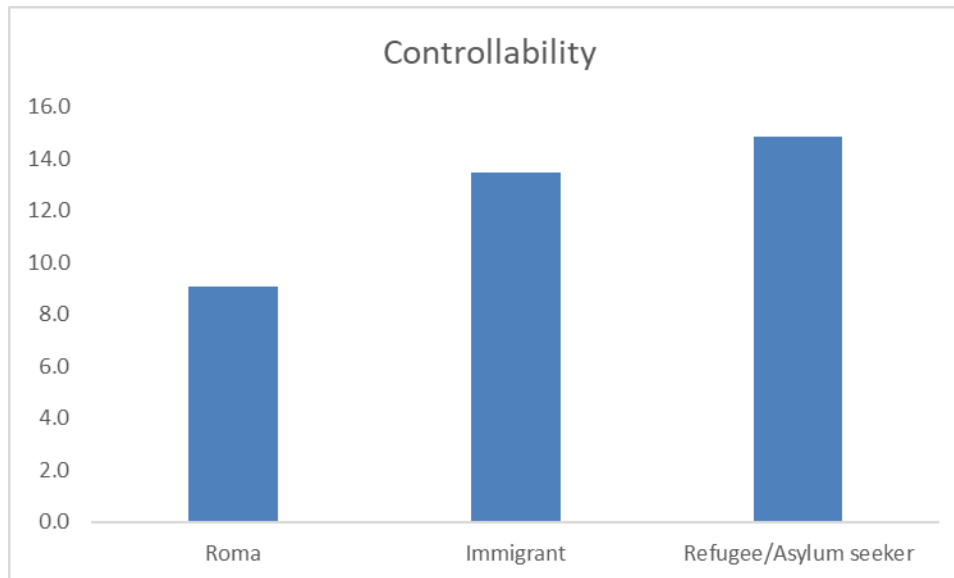
Roma report stronger belief in individual benevolence compared to immigrants and refugees/asylum seekers.

- Justice



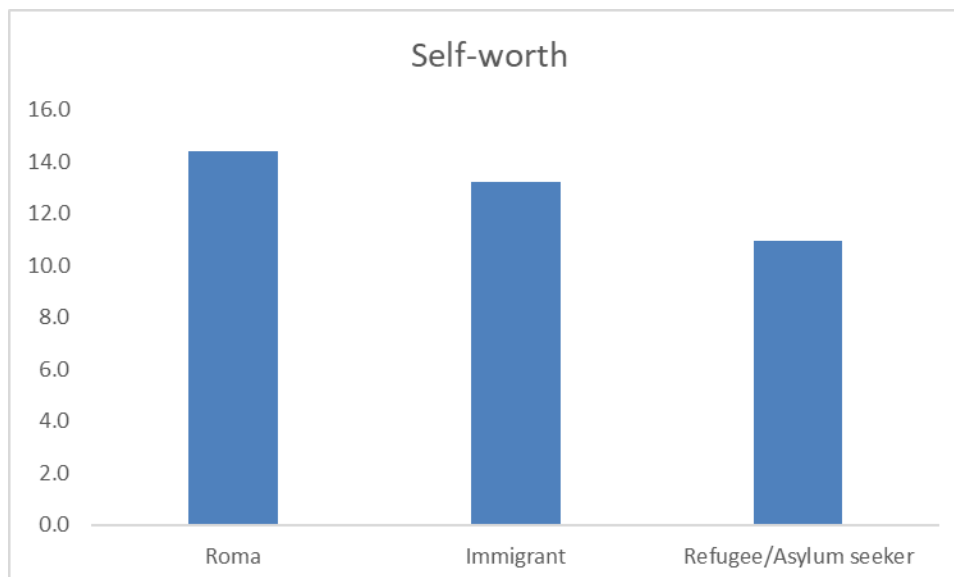
Roma feel significantly less that society is just, whereas immigrants and refugees/asylum seekers hold similar, higher views of justice.

- Controllability



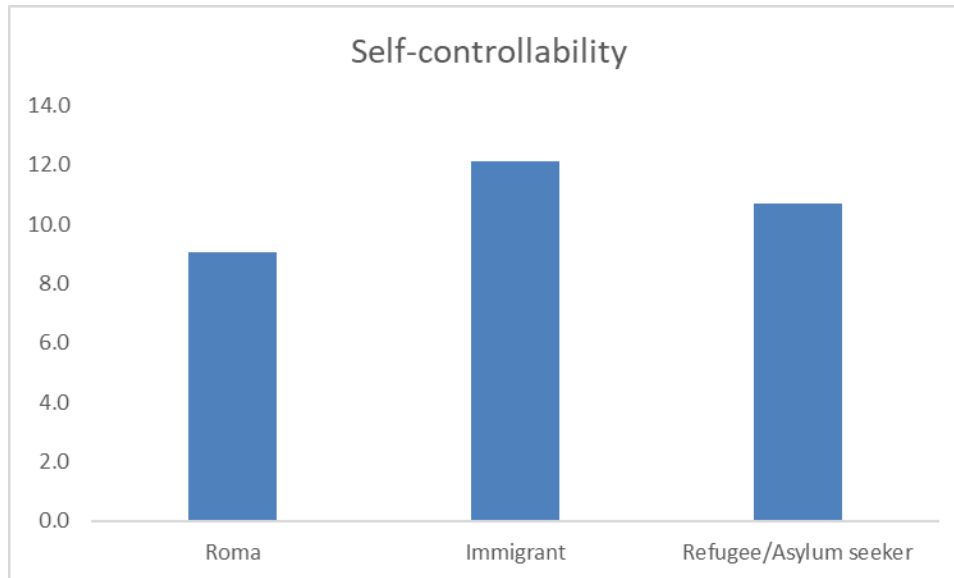
Roma feel the least control over their life circumstances, immigrants and refugees/asylum seekers feel substantially more in control.

- Self-worth



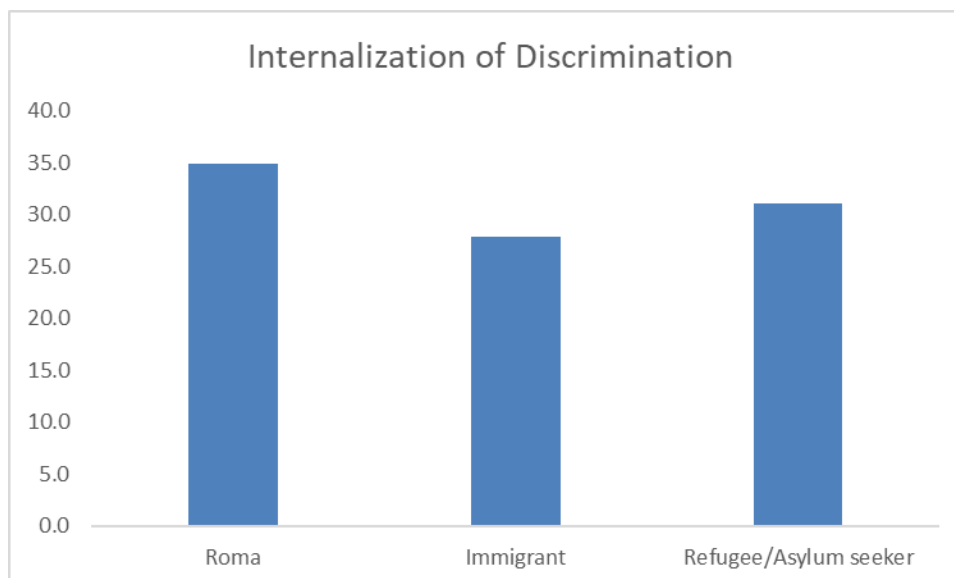
Refugees/asylum seekers report the lowest self-worth, immigrants intermediate, and Roma the highest.

- Self-controllability



Immigrants feel significantly more able to control their actions and decisions than either Roma or refugees/asylum seekers.

- Internalization of Discrimination



Roma internalize discriminatory experiences the most, followed by refugees/asylum seekers, then immigrants.

Roma youth report the lowest levels of life satisfaction and the highest psychological distress across all measured indicators. This pattern reflects not inherent vulnerability but the cumulative effects of systemic antigypsyism, chronic poverty, educational segregation, and institutional neglect. Persistent exposure to discrimination and the internalization of negative social messages point to a deep psychosocial toll of structural racism. The data suggest that Roma young people experience alienation and loss of trust in social systems, scoring lowest in justice, controllability, and benevolence of the world. These findings demand targeted structural interventions—not cultural adaptation—addressing barriers to healthcare, inclusive education, and equal participation.

Migrants and refugees, while reporting moderate life satisfaction and comparatively lower distress, still exhibit significant anxiety and discrimination-related stress, shaped by precarious living conditions, legal insecurity, and post-migration trauma. Immigrant youth show elevated experiences of discrimination and emotional strain linked to uncertain residence status and integration challenges, while refugee youth, despite slightly better connectedness scores, face ongoing adjustment stress and limited psychosocial support. Their outcomes highlight the need for sustainable inclusion policies, trauma-informed community programs, and long-term psychosocial care rather than short-term humanitarian assistance.

3.2. Qualitative component

In this section the axes are presented as they were analysed through the participants' narratives, namely: impact of discrimination on youngsters' wellbeing, barriers in disadvantaged youngsters' access to adequate support, support measures needed by youngsters to overcome the negative effects of discrimination and support measures needed by youth workers to provide adequate services to disadvantaged youngsters. In particular, the categories that emerged from the relevant narratives are reflected for each axis separately. Due to the large number of codes accompanying each category, only a few were chosen to be reproduced for reasons of textual economy.

Impact of discrimination on youngsters wellbeing

In the Impact of discrimination on youngsters' wellbeing axis, the following categories emerged through the participants' narratives: school experience under discrimination, emotional and psychological effects of discrimination, multiple and intersectional discrimination - gender, sexuality, position in the community, racism and struggle for recognition.

School experience under discrimination

The extracts capture the negative experiences of children and young people of immigrant or Roma origin in the school environment, where exclusion, suspicion, and racist behaviour prevail, often leading to school refusal, fear and low self-esteem. The narratives highlighted the discrimination and marginalisation experienced by pupils when, for example, they experience rejection from classmates who do not keep them company or make fun of them. Even adults such as other children's parents have an impact, forbidding contact with Roma and migrant pupils or

some teachers showing suspicion, despite children's good school performance, as highlighted by migrant discourse. Furthermore, the look or tone of voice of others (teachers, pupils) underlines the feeling of being unwanted or inferior. The school experience seems to create fear and denial in Roma children who have had experiences of being insulted, such as the use of the derogatory word 'gypsy'. In addition, some participants recalled their childhood and the need to survive and therefore work and attend school at the same time, which caused burnout.

Teachers - suspicion

"At school there were children who didn't want to sit next to me, teachers who were suspicious of me, even if I was a good student" (34y., F, I).

Afraid to go back to school

When a Roma child goes to school and they call them names and don't go near them lest they get dirty, you can understand that they are afraid to go back to school. (29, M, Roma)

"something bad is happening to me"

I was forced to go to school. ... the children treated me strangely, they didn't hang out with me and they made fun of me, but I couldn't understand why because I didn't speak the language, so from their movements and the tone of their voices I understood that something was wrong with me. (28 y., F, I)

Work-school

I came to Greece when I was 11 years old and worked, at that age, in a very hard job. ... It was very difficult because I woke up at 4 in the morning, went to work, and then tried to go to school. (28 y., F, I)

"They look at me strangely"

But even in Athens, I have felt that some people look at me strangely, as if they are afraid of me or consider me inferior. (18 y., F, R)

"Children don't approach me easily"

I go to the intercultural school in ... and even though we are all different there, sometimes children don't approach me easily. (18 y., F, R)

Afraid to go back to school

When a Roma child goes to school and they call him a gypsy and don't go near him so they don't get dirty, you understand that he is afraid to go back to school. (29, M, Roma)

Refusal to go to school

Many Roma children who face racism at school do not go back. (34, M, Roma)

"They didn't play with me"

At school, the children didn't play with me because their parents didn't want them to. (24 y., F, Roma)

Emotional and psychological effects of discrimination

The narratives highlight the deep imprint of discrimination and social exclusion on the mental health and self-perception of people from refugee, migrant and Roma backgrounds. Central emotions include sadness, anxiety, uncertainty, fear, frustration, loss of hope, anger and self-blame. Many experience insecurity, low self-esteem, mental exhaustion, and a constant sense of inferiority or insignificance. Discrimination causes insecurity, suspicion, social withdrawal, and loss of confidence in others and self. There is post-traumatic stress, mental vulnerability and even a tendency to abuse, especially in younger age groups. The need for empowerment, psychosocial support and social inclusion is highlighted, in an environment that often reinforces a sense of belonging and injustice. These experiences are not isolated but structural, shaped by racism, social stereotypes and systemic exclusion.

“I didn't know if I would make it”

Especially the first time in Greece I felt lonely and sad. I was very nervous and I didn't know if I would make it. There were days when I didn't want to go anywhere to do anything or talk to anyone. (18 y., F, R)

“We're not talking about welfare. We're talking about survival”

She is constantly in a stress, anxiety. Work stress. Stress of staying in the country Uncertainty about the future. For their children. We're not talking about well-being. We're talking about survival. (33y., F)

Sadness

I feel sad all the time. (26 y., F, Roma)

Lack of satisfaction with life

I feel sad and have never been satisfied with my life. (28 y., F, I)

Survival anxiety

I functioned like a robot. Inside, I was very anxious about whether we would have food tomorrow. (28 y., F, I)

Compulsory-Mechanical

For many hours I was forced to be somewhere—work and school—completely mechanically, and I just accepted behaviors. I don't know how to describe it. I saw hands moving intensely, I heard voices, but I didn't understand why. (28 y., F, I)

Cautious

There are few people who I think are well-meaning and won't hurt me, but I'm always cautious. I don't have many friends or trust many people. (28 y., F, I)

Less human

white supremacy implanted in the mind of people through media that whoever comes from Africa or middle-east or the so called third-countries are less than humans. (34y., M, I)

Makes me feel sad

when I experience discrimination of course it makes me feel sad, because people judge me only because I'm not from the right country. (34y., M, I)

“They are not always direct, but you can feel them”

Later, at university and in the workplace, discrimination became more subtle, more "refined." They are not always direct, but you can feel them, in how they ask you about your origins, in how they look at you when you say your surname. They may not slam the door in your face, but they will make things difficult for you. (34y., F, I)

Self-esteem—mental resilience

Yes, they mainly affected my self-esteem and mental resilience. (34y., F, I)

“I didn't know if I would make it”

Especially at first in Greece, I felt lonely and sad. I was very anxious and didn't know if I would make it. There were days when I didn't want to go anywhere, do anything, or talk to anyone. (18 y., F, R)

Despair

I had a very difficult time getting to Mytilene, and when I was there alone without anyone I knew, I felt despair. (18 y., F, R)

Insignificant

...sometimes I feel invisible or insignificant. When people don't want to get to know me, I feel like I'm not worthy. (18 y., F, R)

“feeling bad about yourself”

every time you need the service, instead of helping you with what you have, they belittle you and make you feel bad about yourself, about being there and asking for their help. (31y., M, R.)

Afraid to go back to school

When a Roma child goes to school and they call him a gypsy and don't go near him so they don't get dirty, you understand that he is afraid to go back to school. (29, M, Roma)

Without hope

I think that, above all, they may see themselves as very unlucky, unhappy, hopeless, burnt out, let's say, that I have no place, no hope, I don't know what's happening to me. (32y., F)

Cruelty

They try to be strong in the face of racism. That is, to be cruel. They know racism. They feel it, they accept it every day. (29, M, Roma)

Constant anxiety

These people are anxious because they experience it every day. There is a real experience there. That is, throughout their lives. (29, M, Roma)

Withdrawal from the world

They see the world differently, from another perspective, that it is bad, that it is not for us, and they withdraw. (29, M, Roma)

Insecurity outside the camp

There is insecurity outside, what they will see and hear and how they will be seen. So they go to work, do their jobs, and come back home again. (29, M, Roma)

Sadness- Anxiety

It makes them anxious, sad, and stressed. And often it greatly affects their psychology. (34, M, Roma)

Less worthy

It changes their opinion of themselves. They may feel less worthy, disadvantaged. (34, M, Roma)

Anger-Doubt

Yes, I often feel disappointed and angry. When I feel that I am constantly being rejected, I start to wonder if I really am not worthy. (24y., F, Roma)

Fear-Rejection-Shame

There were times when I was afraid to go to job interviews because I knew they would probably reject me. This makes me anxious and sad. I am ashamed of myself. (24y., F, Roma)

A harsh world

Unfortunately, discrimination has made me see the world as a harsh and unfair place. I always have to try very hard to be seen in the same way as others, and I'm not sure if I'm succeeding. (24y., F, Roma)

Lack of trust

I don't trust people easily because I know they judge me without even knowing me. (24y., F, Roma)

“I felt inferior”

There were times when I felt "inferior," that I wasn't as good as others. But I have learned not to let these thoughts get me down. I am strong, I have two children who need me, and I want to show them that they deserve a better life. (24y., F, Roma)

Self-criticism

I can't explain it, but I constantly feel awful, terrible. I cry a lot and blame myself. I feel like nobody wants me and all this makes me feel this way. (26y., F, Roma)

“I'm not even worthy of my husband”

I feel like I don't deserve to be here (meaning in the world) and that my life has no value to anyone. Not even to my husband. (26y., F, Roma)

“I feel like I'm being watched”

Just one look they gave me... I couldn't feel comfortable at work, do my job, be myself, I felt like they were watching me all the time, as if I had done something wrong, it made me feel terrible. (34y, F, Roma)

Anger- Disappointment- Sadness

At first, anger was my main feeling. Then I didn't want to feel disappointed because I didn't feel good at work. Later, however, I felt sadness. I didn't want to see people watching me. I couldn't even go to the toilet because they were watching me. (34y, F, Roma)

Lack of security - victimization

No, I don't feel safe, I still don't feel safe... there's this thought in the back of my mind that you'll be the first victim. (34y, F, Roma)

Unworthy

...low self-confidence... they feel that they don't matter. (27y., F)

Multiple emotions

There was constant anxiety and fear, basically, about the future. This could be expressed through anger at times, sadness at others, or isolation. (31y., F)

Injustice-Future

Very unfair; very hurt people, it was as if they didn't have much hope for their future. (31y., F)

Vulnerability-abuse

Due to this difficult system, sometimes and perhaps even more vulnerable and prone to situations... it could be the use of certain substances or drugs, abuse, especially among younger people. (31y., F)

"I have no place, I have no hope"

...but I think that, above all, they may see themselves as very unlucky, unhappy, hopeless, a lost cause, so to speak, that I have no place, I have no hope, I don't know what's happening to me. (31y., F)

Uncertainty-void

An uncertainty, a void. ... from some discussions, I remember, especially in the Safe Zone with the young boys, this feeling. (31y., F)

Post-traumatic stress

Post-traumatic stress is the most common in the refugee context. And in relation to discrimination and the consequences that this has on their perception of the world. (24y., F).

Unlucky

They consider themselves unlucky and that everyone else enjoys many more things and rights in life. (24y., F)

Suspicion

Due to stigmatization and discrimination, they may always feel suspicious of others. (24y., F)

Rage-Anger

It will definitely cause rage and anger. In most people, that's what I've seen it cause. (34y., F)

Loss of self-confidence

...the discrimination they may experience causes them to lose their self-confidence. (26y., F)

Trauma-stress

When you accept such behavior, it will cause you trauma and stress to a great extent. (26y., M)

They lose hope

...they want to get rid of them, society does not embrace them, and so they are already hurt by what they have been through... they lose hope for their lives and for the world. (35y., M)

Shame-Anger

If you are Roma, sometimes there is a sense of shame that often turns into anger. (35y., M)

Unpleasant feelings

There were some unpleasant feelings, but they went away... I just didn't pay much attention to them. I tried to hold on until I got somewhere... (31y., M, R.)

I pretended not to hear

Whenever I felt that people were treating me badly, I either ignored it or pretended not to hear. (28y., F, I)

We're not talking about well-being. We're talking about survival

They are constantly stressed and anxious. Work stress. Anxiety about staying in the country. Uncertainty about the future. About their children. We're not talking about well-being. We're talking about survival. (33y., F)

Multiple and intersectional discrimination - gender, sexuality, position in the community

The extract highlights the complex and layered nature of discrimination experienced by people from the Roma community and those with a migrant identity. It is not only marginalisation from mainstream society that affects their daily lives, but also internal discrimination that arises within the community itself, particularly for people of different sexual orientation, women and the economically disadvantaged. LGBTQ+ people in particular experience rejection from both their own community and mainstream society, as highlighted by Roma. Furthermore, it appears that social position within the Roma community affects opportunities for participation (marriage, social relationships), creating new forms of exclusion. Similarly, experiences of gender-based devaluation and abuse were reported by both Roma women and migrant women. It is shown that Roma women bear a double burden, that of social rejection due to their origin and gender oppression within the community. These attitudes are expressed by women with strong feelings of unworthiness, self-shaming and psychological breakdown. Finally, there are references to domestic violence, fear and lack of security even within the family circle.

Double discrimination based on sexual orientation

...young people from the Roma community who have a different sexual orientation and are subjected to racism by both Roma and non-Roma communities. (29, M, Roma)

Internal discrimination

"In my position (meaning economically poorer than others in the community) within the Roma community, I find it difficult to access social events and to find a Roma girl to marry me" (34, M, Roma).

Self-criticism

I can't explain it, but I constantly feel awful, terrible. I cry a lot and blame myself. I feel like nobody wants me, and that makes me feel this way. (24y., F, Roma)

Domestic violence

I don't feel safe with anyone, not even my husband. He often hits me, and once he left me for another woman. I never know what's going to happen to me. (26y., F, Roma)

I am not even worthy of my husband

I feel that I am not worthy of being here (meaning in the world) and that my life has no value to anyone. Not even to my husband. (26y., F, Roma)

He used to hit my mother

Sometimes, because my father used to drink and hit my mother, as I said, a social worker came to our house once. She saw us, she talked to us, but nothing happened. I don't remember any change or anything different after that. We continued to live together. (28y., F, I)

Roma women - inferiority

When you have grown up on the margins of society and have not gotten much from your home, how can you believe in yourself? And I'm not just saying that about me. It applies to all Roma and especially to women, who are considered inferior by the Roma themselves. (24y., F, Roma)

Racism and the Struggle for Recognition

The extract gathers experiences of intense discrimination, stigmatisation and exclusion, as described by young people with a refugee and/or Roma background. The narratives highlight the deep sense of unacceptance and rejection that affects not only mental health but also access to basic social rights - work, education, mobility, dignity. Scenes of verbal or non-verbal rejection are described (strange looks, comments in the street, disdain in public places). Furthermore, origin and skin colour act as automatic 'signs' that cause stigmatisation. Roma face structural discrimination at work and at school (e.g. 'suddenly there was no place', 'they don't want us at university'). The experience of discrimination seems to lead many individuals to question their value and feel that they do not belong or do not deserve equal treatment. Individuals with an immigrant background describe the pressure to constantly prove that they are worthy, that they are not a threat, that they are not 'outsiders. The sense that they start from 'minus one hundred' or that they are 'second class people' underlines the depth of social inequalities. Constant rejections and a sense of injustice foster doubt about the possibility of social change or fair treatment.

"As if we are not human beings"

In Mytilene, when I was at the camp, the conditions were very bad, as if we are not human beings. (18 y., F, R)

Strange look

Every morning when I wake up to go to work and take the bus and metro... I see... non-Roma, looking me up and down strangely... I realize right away that maybe they are staring at me because I am Roma. (29, M, Roma)

Uneven path

Yes, for years I felt that I had to "prove" my worth more than others. (34y., F, I)

1. Barriers in disadvantaged youngsters access to adequate support

In the axis of barriers in disadvantaged youngsters' access to adequate support, the following categories emerged through the participants' narratives: discrimination in education, inadequate and discriminatory service provision, exclusion from housing and inappropriate living conditions, discrimination and exclusion in health services, discrimination by the police, discrimination in public transport and discrimination in the workplace.

Discrimination in education

The participants' narratives highlighted experiences and observations concerning discrimination and racism in education. Many narrators reported that they were confronted with rejection and social isolation already at school. Students avoided sitting next to them or playing with them, either because of prejudice or under the influence of their parents. Teachers, despite the students' good performance, treated them with suspicion. Bullying and abusive attitudes were common, especially towards Roma or foreign children, leading some of them to say they did not want to return to school. Language insecurity and fear of making a mistake further reinforced feelings of inferiority for children whose mother tongue was not Greek. At the same time, the difficulty of accessing and registering in schools, as well as the bureaucratic or impersonal treatment by teaching staff, put a psychological strain on families and created barriers to attendance. Even in intercultural schools, where multiculturalism is theoretically promoted, experiences of implicit exclusion are recorded, with pupils stating that they are often not approached by other children. In higher education, racism appears more subtle and indirect, but manifests itself through questions about origin, style and looks, or even distrust of a 'foreign' surname. Finally, special mention is made of the paradoxical racism from 'educated societies', which are supposed to have internalised the values of equality and respect for diversity. The contradiction between education and prejudice causes frustration and confusion for the people who experience it.

Rejection

At school there were children who didn't want to sit next to me, teachers who were suspicious of me, even if I was a good student. (34y., F, I)

We experience racism from educated societies

...we experience racism from educated societies. I cannot understand why this happens in educated societies. How do they explain being educated as well. ...they say screw the gypsies; they'll stay that way. (29y., M, Roma)

Discrimination at universities and in the workplace

At universities and in the workplace, discrimination has become more subtle, more "refined." It's not always obvious, but you can feel it in the way they ask about your background, in the way they look at you when you say your surname. They may not slam the door in your face, but they will make things difficult for you. (34y., F, I)

School bullying

The children treated me strangely, they didn't hang out with me and they made fun of me. (28y., F, I)

“They don't approach me easily “

I go to an intercultural school... and even though we are all different there, sometimes the children don't approach me easily. (18y., F, R)

“We experience racism from educated societies”

We experience racism from educated societies. I can't understand why this happens in educated societies. How can they explain that they are educated? ...they say, come on, the gypsies will always be like that. (29y., M, Roma)

I was afraid to speak

..because my vocabulary was limited, I was afraid to speak Greek when I was at school. And so there were difficulties there. And I was afraid of making mistakes and ... I felt inferior to the others”. (34y., M, Roma)

Exclusion

At school, the children didn't play with me because their parents didn't want them to. (24y., F, Roma)

Difficulty enrolling in school

I have encountered many difficulties in enrolling children in schools ... parents come to me angry, sad, crying because their children are not treated well at school by their fathers and mothers. (35y., F)

“They don't want us there”

I remember a Roma child who once stopped going to school... Why did you stop going to school? Because I'm not going to university anyway, because they don't want us there. (35y., M)

“I was afraid to speak “

because my vocabulary was limited, I was afraid to speak Greek when I was at school. And so there were difficulties there. And I was afraid of making mistakes and ... I felt inferior to the others. (34y., M, Roma)

Because their parents didn't want them to

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Difficulty enrolling in school

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“They don't want us there”

I remember a Roma child who once stopped going to school... Why did you stop going to school? Because I'm not going to university anyway, because they don't want us there. (35y., M)

Inadequate and discriminatory service provision

The narratives highlight serious inefficiencies and discrimination in the way the state and public services treat vulnerable social groups such as Roma, refugees and migrants. The failure of social services to intervene effectively in cases of abuse and the absence of specific structures to support Roma, despite the existence of camps, are recorded. It also highlights the unequal treatment experienced by Roma in relation to other citizens when accessing the same services.

At the same time, serious barriers to access to banking services are emerging, which critically affects the daily and professional lives of these populations. Refugees face economic destitution, with insufficient benefits and long delays in their payment. Particular emphasis is placed on the lack of interpreters in key public structures such as banks, tax offices and the CCP, which makes communication and access to rights and services difficult. Finally, the importance of having a clear legal status for migrants and the seriousness of not registering Roma born without a legal identity are highlighted. Finally, participants also point out the systematic marginalisation of their communities by social policies and denounce the use of European grants without any real impact on their living conditions.

Lack of social service for Roma

Our mayor does not consider that we have Roma in the area. Why not make community centres with a Roma annex? We have four camps. (35y., F)

Different treatment

Even within the service itself, I see different treatment (meaning professionals) when Roma come in compared to... when any other citizen comes in. (35y., F)

Difficulty in opening a bank account

We once tried to help someone open a bank account... and she had reached her limit because the bank would not help her... She wanted the account because her husband was going to get a job and she said... that he would lose the job because of all the delays at the bank. (35y., F)

Banking services

It's difficult to go and pay a bill at the bank. (31y., M, R)

75 euro allowance

There is no state funding for refugees ... because these people receive a €75 allowance per month and may have to wait six months to be paid. Therefore, they cannot actually live on this. (24y., F)

Lack of interpreters

Also, the service has no ... interpreter, same with banks, services like Citizen Support Centres, like the tax office. From banks, many refusals. (26y., F)

Legal status

For me, what I want to stay from this interview is mainly about legal status though. If there is a clear status you organize and as they say you arm yourself better as a human being as a citizen, as a migrant as a subject. (33y., F)

Need for interpreters

If the state does not provide interpretation, which is the means of communicating with this population, the deficiency is even greater. You cannot communicate, you cannot empathize, you cannot do anything. (24y., F)

Lack of legal identity

A very serious issue with the legal framework for those who do not have papers, who were born and have not been registered (meaning Roma). (35y., F)

Marginalization of social policy

In short, they marginalize us in politics. (29y., M, Roma)

Subsidies without results

This is how it benefits them in our society. To keep us under control. Because they get a lot of money from subsidies, including from Europe, for supposed changes, and nothing gets done. (34y., F, Roma)

Exclusion from housing and inappropriate living

The experiences of migrants, refugees and Roma reflect a widespread and systematic exclusion from housing with serious consequences for their decent living and social integration. The search for housing is often accompanied by a racist attitude, where once the landlords learn about the origin or status of the applicant, the house 'suddenly' becomes unavailable or they outright refuse to rent it. Particularly vulnerable groups, such as Roma and refugees, experience extreme poverty and social exclusion. They are often forced to live without electricity, without water, without sanitation, in makeshift structures, shacks or tents, exposed to health and safety risks such as electrocution or contamination by stagnant water. The desire for a basic, decent home -

“a brick house with water and electricity” - remains unfulfilled for many families. Exclusion from housing does not only apply to buying or renting, but also to shelter structures such as camps, where living conditions are substandard: broken air conditioners, poor materials, damaged containers and a complete lack of maintenance.

Immediately unavailable

I was looking for a flat, and whenever I call someone who have something interesting for me, when we arrive at the question Where are you from? I feel like things change and the flat is immediately unavailable or they just say we can't rent you the house. (34y., M, I)

A brick house

I want a brick house that is normal to others. To the tsigganous (Roma), it's not normal. A brick house with water and electricity. (34y., F, Roma)

Refusal to rent a house

...a woman beneficiary, a refugee has come to ask me for help, that she cannot find a house, she does not know how to look for one, that the man who has to rent her a house does not accept her. (24y., F)

Unwanted

But when we started looking for a place to live, for a long time, no one would give us a place to stay or rent to us. (28y., F, I)

Without electricity, without water

To be exploited. To be mocked. To live in third world conditions. Without electricity, without water, without the basic necessities. (34y., F, Roma)

Hygiene

Or not to wash their clothes on the boat, to have a washing machine. To have sewerage. For these people to be able to use the toilet normally. (34y., F, Roma)

Electrocution

A girl, aged 24-26, with three small children, went to take a bath and was electrocuted and died. She lived in the Agia Sofia settlement. (34y., F, Roma)

No roads

A ghettoized area, with no roads, stagnant water, and no sewage system. (34y., F, Roma)

The landlord refused

They wanted to rent a house, but because they were Roma, the landlord refused. (27y., F)

They live in tents—below the poverty line

They live in tents and shacks... They are people living below the poverty line. (27y., F)

Unmet basic needs

When a mother does not live in a house, does not have heating, she gets food from soup kitchens and organizations. How will the child go to school? With what supplies, with what means? That is why there is so much illiteracy in the community How can the child... break this cycle that has been created here for so many years? (27y., F)

“They refused us because we are refugees”

A refugee couple wanted to enroll their daughter, who had a disability, in school... They worked with Europe and told me, "We found a house that cost 400 euros, we liked it, and we told the owner we would give her 600. But she refused, even though we showed her our pay slips and everything. She refused us because we are refugees... (31y., F)

Difficulty accessing housing

...in terms of renting a house, once they leave the facility and are recognized as refugees. (24y., F)

Refusal to rent a home

A female beneficiary, a refugee, came to me for help, saying that she couldn't find a home, didn't know how to look for one, and that the person who was supposed to rent her a home wouldn't accept her. (24y., F)

Unsuitable living conditions in the camps

In the camp, they had no blankets or sheets, no heating, because the air conditioners were broken... There were technicians, but there were no materials to repair the air conditioners. The containers are old, the doors and floors are badly damaged, water leaks in, they are not considered suitable conditions for anyone to live in, in general. (26y., F)

“As if we weren't human beings”

In Mytilene, when I was in the camp, the conditions were very bad, as if we weren't human beings. (18y., F, R)

Discrimination and exclusion in health services

The experiences of migrants, refugees and Roma in health services demonstrate a sector with extensive and multifaceted discrimination, often undermining their access to care, dignity and equality. Discrimination manifests itself both indirectly, through bureaucratic barriers, lack of personal disposition of the employee, or lack of interpreters, and directly, through verbal insults, racist comments or even refusal to provide care. Medical and nursing staff in many cases display prejudiced and aggressive attitudes, whether because of the patients' origin, language, gender or cultural differences. Incidents are reported where refugee women, Roma women or pregnant

women without Greek citizenship have been verbally assaulted, insulted or refused care, even in sensitive cases such as abortion after rape or the choice of a gynaecologist due to religious beliefs. The lack of access to medication, as well as the rudimentary operation of social pharmacies, constitute an area of systemic inability to meet basic needs. In addition, poor management in times of crisis, such as the quarantine of the COVID-19 pandemic, has highlighted primitive conditions of isolation, with numerous people in containers without provision for decent care. The gender dimension of discrimination is particularly pronounced, with women facing additional barriers due to gender, maternity or vulnerability. The same applies to refugee minors or young Roma, who are often treated with mistrust or derision. The absence of stable structures, flexible procedures and cultural competence within the health system creates an environment of arbitrariness, where service depends on the personal attitude of the employee or doctor rather than on rules of parity.

Multiple distinctions

In general, there is social discrimination against Greek gypsies. In many areas. Both in health and education and in work. (34y., M, Roma)

Quarantine rules during covid

...at the beginning of COVID the way quarantine was done for COVID patients was quite primitive I would say. Because it might ... be an old container, a tent, ... with 45 others who had COVID. (31y., F)

Discrimination in health services

In hospitals... (meaning discrimination.) (31y., M, R)

Multiple discrimination

In general, there is social discrimination against Greek Roma. In many areas. In health, education, and work. (34y., M, Roma)

Lack of adequate service

For example, in hospitals. Often they are not served as they should be. (34y., M, Roma).

Difficulty in accessing medication

There are two or three social pharmacies, which are not enough for anyone. We, for example, have a huge problem with this. (27y., F)

Difficulty accessing services

The absence, lack, and difficulty in accessing simple services such as schools and hospitals. These people had great difficulty accessing very everyday and simple things. (31y., F)

Bureaucratic obstacles—employee attitude

Whether it was bureaucratic obstacles or the difficulty of people and professionals in these areas to be more flexible or willing. I often had the feeling that everything was judged based on personal contact and the mood of the employee at the hospital counter. (31y., F)

Discrimination by medical and nursing staff

I remember several occasions when I accompanied people to the hospital, whether young boys, pregnant women, or families, and they would say "What does he want here now, what does she want now, why didn't she stay in her own country, and he's not a minor" ... either by doctors or nurses. (31y., F)

Use of abusive language during examination

I went with a boy from... to have an examination and the doctor spoke to him in Greek and swore at him... The young man didn't understand the words exactly, but he understood the vibe. (31y., F)

COVID quarantine rules

At the beginning of COVID, the way quarantine was carried out for COVID patients was quite primitive, I would say. Because it could be an old container, a tent, with 45 other people who had COVID, if there were any. (31y., F)

Gender discrimination in healthcare

Now, if you are a woman, if you are a single mother, if you have a chronic health problem, which makes healthcare problematic anyway in Greece in general, but even more so for people who belong to this category, this is escalating and magnified. (34y., F)

Discrimination in the right to abortion

A girl who wanted to have an abortion because she had been raped and wanted to have an abortion, but no public hospital here in the province would accept her, even though she met the criteria. (34y., F)

Separation from medical staff

Another example has to do with discrimination in hospitals, where the doctor has posted a notice that he will only accept immigrants if they are accompanied by a Greek-speaking interpreter, and we had an incident where he refused to see an orthopedist. (34y., F)

Arbitrariness in hospitals

In Greek public hospitals, each doctor has the arbitrary power to accept or refuse scheduled appointments and emergencies... with any excuse you can think of, from "it stinks, I can't cope" to "you're 5 minutes late". (33y., F)

Verbal attack by a doctor

A pregnant Muslim woman did not want a male gynecologist, so the male gynecologist verbally attacked us and the patient, who may not have understood Greek but understood the tension. (33y., F)

Refusal to provide medical services

I do not provide medical services if there is no interpreter physically present. Another incident... long waiting list. This has to do with the entire healthcare system. (33y., F)

Discrimination by the police

The police is emerging as one of the most visible sites of discrimination, particularly against Roma, refugees and migrants. Many report systematic targeting, insults, verbal and physical violence. Police arbitrariness is not limited to specific circumstances but is a daily occurrence for people with specific characteristics (nationality, colour, social status). Roma drivers are often cited as targets of unfair and selective traffic enforcement - a gypsy car can be stopped immediately, while a luxury vehicle will pass without inspection. At the same time, there are reports of violence, taunting and abusive behaviour during police checks. Cooperation between social actors and the police is described as particularly problematic. Instead of dialogue and institutional cooperation, opacity, authoritarianism and a complete lack of communication prevail, with the police operating as a self-contained, closed system. Social sector professionals are asked to operate 'in a castle with its own rules', without any possibility of meaningful intervention or consultation.

Police and violence

With the police experienced let's say violence. They are beaten, insulted. If a car passes by where the driver is Roma, they tend to stop it. While if a jeep passes by with non-Roma driver, they will let it pass. (34y., M, Roma)

Lack of dialogue with the police

Cooperation with the police is very, very difficult, because the police itself is a whole conversation and when you go as an outsider entering their own castle, in it you have to operate by their rules ...there is no cooperation, there is no sequence, there is no dialogue. (33y., F)

Discrimination by the police

I don't know how I forgot. Discrimination by the police. Because we worked closely with the police. (31y., F)

Police (31y., M, R)

You see it more in the police force (meaning discrimination). (31y., M, R)

Discrimination in public transport

Daily travel by public transport is a condition of exposure to prejudice and discrimination for members of Roma and refugee communities. Prolonged, aggressive stares and psychological pressure from fellow passengers are often reported, creating a feeling of exclusion and shame, particularly for those travelling for work or education. In addition, bus drivers often appear rude or suspicious, scrutinising beneficiaries' documents or even refusing transport due to incomplete tickets, even for minimal amounts. Such behaviour suggests inequality in access to a basic public good such as transport and reinforces the stigmatisation of the most vulnerable groups in society.

Public transport

Let's say the drivers on the buses were not polite at all, they were looking at their documents full blast, not to dirty the seats ... I have heard of an incident where a camp beneficiary didn't have ten cents... and he was pulled off and yelled at for ten minutes by the bus driver. (26y., F)

Discrimination in the workplace

Racism and discrimination in the workplace is a daily experience for many migrants, refugees and Roma. The experiences recorded show that exclusion does not always manifest itself in a direct way, but is often subcutaneous, structural and persistent. Origin and name often act as exclusionary filters: candidates lose jobs once it is revealed that they are Roma or migrants. Employers often display degrading or abusive behaviour, and there are instances of labour exploitation, such as non-payment of accrued wages, breach of agreements, uninsured work, or even verbal/physical attacks when workers assert their rights. Repulsion in low-level and manual positions is intense, even for people with degrees or qualifications. The complete lack of professional integration of refugees, the systematic refusal to recruit certain populations (Roma) and the absence of contracts or legal employment make up a discriminatory environment that undermines equal opportunities. At the same time, bureaucratic barriers and the lack of official documents limit access to work, regardless of people's skills or needs.

Suddenly there was no place

When I was looking for a job, as soon as they heard my surname or understood that I was Roma, suddenly there was no place. (24y., F, Roma)

Exploitation by employers

Many incidents of exploitation by employers i.e. people who worked and did not receive their earnings, agreements were not kept or they received less money and we had an assault by an employer on a man who asked for his money. (26y., F)

Discrimination at universities and in the workplace

At universities and in the workplace, discrimination has become more subtle, more "refined." It's not always obvious, but you can feel it in the way they ask about your background, in the way they look at you when you say your surname. They may not slam the door in your face, but they will make things difficult for you. (34y., F, I)

Our bosses treated us very badly

Our bosses treated us very badly. I remember someone shouting at me constantly without me even being able to understand what they were asking or saying to me. (28y., F, I)

Discrimination in hiring

It is very difficult to get hired in the restaurant industry. Even in the public sector. (34y., M, Roma).

They were watching me

I hadn't said I was a gypsy, but later I spoke to some Roma who had come to the supermarket and then they realized I was a gypsy. That's when everything changed. They were watching me all the time, I couldn't work. (34y., F, Roma)

If there is an inspection, I will be the first victim

I always keep more supporting documents with my applications, even though they are not required and the system does not want them. I keep them to cover myself, because I have this fear. Whatever happens, if there is an inspection, I will be the first victim because I am Roma. (34y., F, Roma)

Discrimination in the private sector

We have sent them fifteen times (meaning to the private sector) and they haven't taken anyone. Even though the position is for a cleaner. (35y., F)

Discrimination at work

We see that there is a reluctance on the part of the rest of the population to hire them for jobs. (35y., F)

The job market won't let you in

They may study, they may try to do their best for themselves, but when the job market won't let you in, the stress about money and how you're going to live begins. (27y., F)

Obstacles to employment

No employment, because even there... it wasn't easy, due to language, due again to bureaucratic issues, with their papers, etc. (31y., F)

Employers break agreements

The migrants themselves work in the fields in the summer. One said that the boss took them to work in the olive groves. But other things had been agreed and he gave them less and owes them money. (32y., F)

Exploitation by employers

Many cases of exploitation by employers, i.e., people who worked and did not receive their wages, agreements were not honored, or they received less money and were attacked by their employer. We had a case of a person who asked for his money. (26y., F)

Only manual labor—uninsured

I have noticed that the population is mainly absorbed only in manual labor, and even if they have a degree, they are uninsured. (26y., F)

They didn't give him his money

Also, during the season, someone went to Chalkidiki and was cheated; they didn't give him his money. (26y., F)

Absence of legal employment

I have not heard of anyone... anyone legally hiring a refugee for their business. (26y., F)

They didn't pay him

A young man had gone, he was missing from the camp for a few days, then he came back and told us that they didn't pay him. (26y., F)

Absence of documents - difficulty finding work

That's the problem, if I don't have the papers, I don't have a job and I can't prove my skills... you can't join and do jobs. (35y., M)

Negative comments

I've heard comments in the hallways like, "Hey, we have a Roma cleaner, so the kids should keep an eye on their stuff. (35y., F)

2. Support measures needed by youngsters to overcome the negative effects of discrimination

In the axis support measures needed by youngsters to overcome the negative effects of discrimination, the following categories emerged through the participants' narratives: the role of education, non-formal learning, work, legislation, and associations.

The role of education

In the suggestions made by the individuals themselves, both youngsters and professionals a common denominator was the importance of education in removing the effects of discrimination. In particular, protective factors such as that of the school and the teachers who make up the school were highlighted as playing a serious role in supporting school attendance. The notion of loyalty to their students was a point that acted as a supportive factor in removing school dropout. In addition to the educational role, it was highlighted that in cases teachers had taken up and responded with their own resources to support their students to stay in school and complete their schooling. In particular, they were trying in cases of Roma children who did not have breakfast

or did not have the necessary clothing to raise money and respond to these needs. Furthermore, they went to the homes of their pupils themselves to talk to the families and reinforce school attendance. Young people, both Roma and migrants, spoke about educational conditions they had experienced with stereotypes and prejudices and in relation to their own children they hope and strive for equal access to education. In other cases, this assistance appears to have been non-permanent and thus the temporary nature of the support may have worked to perpetuate educational difficulties. However, central to the narratives remained the importance of staying in schools and in supporting student status. In terms of adult attendance, the importance of second chance schooling was recognised, especially where there is support for parents through evening employment structures for their children so that they can attend school themselves. Furthermore, it was reflected that education can lead to social mobility, both socially and economically. Similarly, the experience was highlighted that going to school and completing as many grades as possible leads to more job choices. The focus on the completion of compulsory education appeared through the participants' discourse to lead to socialisation, the acquisition of communication skills and the management of any discrimination. Furthermore, the contribution of both public and private bodies offering scholarships seems to have led to young people attending various scientific disciplines. Furthermore, the role of the school curriculum and its contribution to the removal of antigypsyism was also highlighted. In particular, it was suggested that the history of the Roma in general and the struggles they have fought for the freedom of the country in times of war should be introduced in school textbooks. Youth opportunities in education were also highlighted by the role of Roma mediators in the community. In particular, information provided by ombudsmen in the same community (e.g., on OAED schools) works effectively, mobilising young people who were unaware of opportunities. Furthermore, the need for more structured and clear policies for integration in educational institutions and workplaces, beyond mere 'tolerance', is highlighted. From the perspective of professionals in the community, the role of social workers and organisations was also highlighted and support in terms of legal procedures and education was identified as critical for integration, particularly for young refugee women. Further, vocational guidance at the level of education is emphasised to enable young people to more consciously chart their educational and professional path.

"They believed in me"

I relied more on people who believed in me, teachers and friends. (34y., F, I)

"You can do it"

I remember a teacher who always told me, "You are strong, you can do it," and that helped me a lot. (18y., F, R)

School integration and teachers

The first Roma children who went to secondary school in... received a lot of support from teachers so that they could stay in school and finish their education. Some children who had nothing to eat in the morning at school would collect money and give it to them. They bought them clothes, shoes, sent them taxis, went to their homes to find their families. (34y., M, Roma)

Support and temporary solutions

Some teachers at school tried to support me. But often the help is temporary, and then we return to the same problems. (24y., F, Roma)

"Children should stay in school"

We need more support for our children so that they can stay in school and not drop out. (24y., F, Roma)

Social mobility

I went to school, studied, got an education, came back, got a job, built houses, made a fortune, and became deputy mayor. (34y., M, Roma)

Education and access to work

I went to school until the first year of high school and now I think I have more opportunities to find jobs. (24y., F, Roma)

School attendance

Maybe if I had gone to school for more years, I would have had more qualifications to find a job. I only went up to third grade. I think if I had gone to school more, it would have been better overall. I believe it helps. (26y., F, Roma)

Completion of Compulsory Education

Roma children should have completed at least secondary education to gain experience, socialize, acquire basic knowledge, and develop communication and social skills so that they can handle any situation and, especially when they experience discrimination, be able to deal with it. (34y., M, Roma)

Second chance school

Many parents also go to the second chance school, which is at the same time and in the same place as the Creative Children's Activity Center. (27y., F)

Fields of study

With a scholarship to a private college of financial accounting, a private university, coaching, a gymnastics academy. (27y., F)

School textbooks

The history of Greek Roma should be included in school textbooks so that both Roma and non-Roma can get to know the Roma better and anti-Gypsyism can be stopped. (27y., M, Roma)

Mediation

At the Roma center where I work, I informed many children who were unaware of the OAED schools...you know how many children went. (34y., F, Roma)

Integration policies

I would like to see more organized structures to support migrant children, especially in the field of education. Schools, universities, and workplaces need clearer integration policies, not just tolerance. (34y., F, I)

Social workers

...from social workers at the hostel and from some organizations that help us with our paperwork and education. It was very important to me. (18y., F, R)

Career guidance

...programs for skills and some training so that they can learn or get inspiration for what they want to study. (35y., M)

Non-formal learning

Non-formal learning, as highlighted by the participants' narratives, focuses on projects implemented within the communities themselves, aiming at meaningful dialogue and empowerment of their members. In particular, in-community education programmes seek to raise awareness of racism among members and equip them with skills to address it. It is underlined that the preparation of the general population on human rights issues as well as awareness-raising activities can have a reinforcing effect on the removal of stereotypes and prejudices.

It is important that programmes and seminars in the community are interactive and incorporate experiential approaches, so that they are directly linked to the experiences and needs of people in the community. The aim is to foster self-confidence and create meaningful links with education as a step towards social inclusion. Furthermore, programmes that train members of the community itself to act as mediators are a measure to support social inclusion. The voice of the participants highlighted the importance of non-formal learning as a tool for empowering young people. Linking literacy with social tutorials, boosting self-confidence through the arts and focusing on cultural heritage, and community celebrations through participation by all promote coexistence and the prospect of social inclusion. Furthermore, the debate on contraception reflects a social education and prevention approach. The Council of Europe's ROMED programme, which has had a multiplier effect in both directions for young people themselves and for the community through its mediating character, was also highlighted.

Community education programs

Programs that go into communities, into the field, and spark discussions... so that Roma people can understand what racism is, how to deal with it, and what communication techniques to use. (29y., M, Roma)

Double preparation

On the one hand, it should educate the Roma to prepare them for integration and, on the other hand, prepare Greek society to welcome them. (34y., M, Roma)

Skills programs

It would be useful to have programs that give us real skills and opportunities. (24y., F, Roma)

ROMED program

I was trained by the Union of Mediators, and at that time there was a program from the Council of Europe called ROMED. It was called Rom Mediator. Seventy-eight Roma were trained throughout Greece. (34y., F, Roma)

Seminars-training courses

“All these seminars, the training courses I have taken, what I have learned, how I can use it in my own community, in different communities, and I am still learning. I trusted myself” (34y., F, Roma).

Training for the general population

Training not only for Roma but also for the general public on racism and bullying, because these are issues we see in schools, universities, and social life in general. (27y., F)

“Empowering children”

Empowering children greatly increases their self-confidence and sense of self-worth, so if we start with a 12- or 13, or 14 years old, when they turn 18 and enter adulthood, they will do so with greater self-confidence... they will have developed a character that is not so vulnerable. (27y., F)

Community activities

Organizations can carry out actions in the community to help all members of that community get to know each other and interact and coexist, through schools, through cultural organizations. (31y., F)

"Learning through experience"

It would be nice if the activities were more interactive and experiential, teaching them the language and culture. (24y., F)

Empowerment- groups

We want to form small groups of women. They should write their names, create a resume, etc., similar to social tutoring, but for adults. (35y., F).

Arts

I learned to express myself through painting and writing down my thoughts. (18y., F, R)

Intercultural cuisine

Organize some meetings between the local community, create an intercultural cuisine, organize a celebration in the city. (32y, F)

Glocal interaction with youth

Specific activities that we organize on integration, e.g., with other young people who have a different background, so that they can interact with local youth and youth from other countries. (35y., M)

What is racism and how to deal with it

...programs to be introduced into communities, in the field, and discussions to be held... so that Roma people can understand what racism is, how to deal with it, and what communication techniques to use. (29y., M, Roma)

Dual preparation

On the one hand, it should educate the Roma to prepare them for integration and on the other hand, it should prepare Greek society to welcome them. (34y., M, Roma)

Empowerment-Cultural Heritage

There are several empowerment activities and connection with the cultural heritage, so that you can use it as a resource to move forward. ...certainly, self-confidence plays a very, very big part in all this. (27y., F)

Contraception

We talk to the moms. Talk a little bit about condoms, a little bit about contraception. (35y., F)

Work

Work is a key axis of integration and empowerment for refugees, migrants and Roma, as highlighted by the participants' accounts. Participants' focus was both on the existing situation accompanying the field of work and suggestions as to support measures. Inequalities are observed in access to work, especially when public sector job advertisements are exclusively addressed to Greek citizens. In particular, for people who have lived and worked in the country for years, it would be important to issue Greek identity cards more quickly. Such a move could entitle many young people who were born in Greece or studied and live in Greece to be able to apply for jobs in the public sector as well. On the other hand, it is difficult for immigrants who have been living in Greece for years to acquire it. At the same time, the absence of legal documents is a barrier to access to legal employment and to the use of existing skills of individuals. Therefore, the concern and need is for stable and legal work and with decent wages that reflect the modern economic reality required to live and not just survive. In order to work, someone who is at a lower starting point because of the difficulties of belonging to vulnerable groups needs guidance in finding a job. For example, cooperation with job agencies and social institutions seems to cover the strengthening of people's skills in the field of work. In order to achieve the above objective, special job agencies, job counsellors and professionals could be set up, as several participants mentioned, to help them understand their rights and to help create a more friendly climate in the services. In particular, it would be important for them to learn about their employment rights, the concept of social security, how to draft and sign an employment contract and the leave to which workers are entitled. As far as migration is concerned, in particular, language courses, CV writing and communication skills multiply the skills mentioned

above. Participants mention the link between work and housing and the support they received from employers and colleagues in the process of finding a home. For example, by acting to restore their credibility with the landlords concerned or helping them to find a home through their own social circle. More specific mention was made of the targeted actions that have been and need to be taken with the female population, especially when they are also mothers. More specifically, it is proposed that women's professional empowerment programmes take care of the childcare part. The safe space for childcare while their mothers are in training or working needs to be taken into account in order to make the programmes work with a view to including women who also have parental status. From the state side, the special integration programme called Helios was mentioned, which combined housing, employment and education, contributing to a holistic approach to integration. On the side of the institutions, individual initiatives of institutions were mentioned for a programme for young people aged 18-24 years old, supporting studies, work and housing. On their side, professionals working in the community suggest to use a practice of linking labour chambers with young people and meeting labour needs on the one hand and workforce needs in the local community on the other hand. A common denominator of the narratives could be said to be equal and legal access to work with a focus on removing institutional exclusions.

Job opportunities

And, in practical terms, more opportunities for professional advancement without prejudice.
(34y., F, I)

Guidance in finding work

Teach us practical things, such as how to find work, how to manage money, insurance, rights.
(18y., F, R)

Job vacancies

When job vacancies open up, we cannot apply as foreigners... they are only for Greek citizens.
(31y., M, R)

Stable employment

I would like more opportunities for stable employment. Most of the jobs I am offered are temporary or pay very little. (24y., F, Roma)

Chamber of Commerce

Traders who have a chamber of commerce... should tell us their needs so that we can match them. (35y., F)

Project manager

...my project manager talked to my landlord and said that she is my manager and she explained that I'm trustworthy. (34y., M, I)

Demand for labor

We have more Roma who want to work, for example, as cleaners or porters in any field. (35y., F)

Employment agencies

We are always working with agencies, e.g., employment agencies or individuals who provide counseling, whether psychologists or external social workers who deal with this. (27y., F)

Women's entrepreneurship

Programs for women's empowerment and entrepreneurship, in collaboration with large foundations... so that conditions are better for them. (27y., F)

Studies-Work-Housing

There is this 18-24 program, which requires children to either study or work. ...they are provided with housing and food so that they can get started. (27y., F)

Steady work

I would like more opportunities for steady work. Most of the jobs I am offered are temporary or for very little money. (24y., F, Roma)

Colleagues

I did receive support from my Greek colleagues. They felt very sorry and ashamed about the discrimination I faced to find a house, and they were so ready to help me with making calls. (34y., M, I)

Helios Programme

The Helios programme which is purely inclusive, which helps to develop a CV and provide some rent with a parallel empowerment for work and housing ...is only for recognised refugees. (26y., F)

Childcare-empowering women

There is also a center for their children... so this matching essentially supports women who may have children and would otherwise not have time to go there to fulfill and develop themselves personally and professionally through various seminars and language courses. (35y., M)

Legal employment

Opportunities for employment; if I do not have the necessary documents, I do not have a job and cannot demonstrate my skills, and you cannot join. (35y., M)

Legislation

Legislation according to migrants and refugees and those who work with them is a key way to reduce discrimination. The narratives highlight important problems and suggestions for

improvement in asylum procedures, implementation of legislation and integration policies. In particular, it highlights the need to speed up the asylum procedure in order to effectively protect the individual. Furthermore, the need to implement the existing legal provisions, with an emphasis on the interface between theory and practice. The need for faster administrative procedures for immigration documents is underlined. At the same time, the inconsistency of the state in providing basic benefits, such as allowances, has been identified, resulting in a deterioration in the quality of life of refugees. At the same time, it also serves as a proposal for the state to take responsibility for meeting these basic needs for the refugee and migrant population. It also expresses the need for organised rather than fragmented integration structures, especially in education and employment, which promote effective acceptance and equality. Targeted integration programmes that were highlighted as useful include the 'Helios' programme, which is recognised as a good example, with work and housing actions targeted only at recognised refugees. The narratives focus on the need to improve access to basic care and empowerment services, with an emphasis on daily survival, physical and mental health, as well as knowledge of rights in relation to the mainly refugee population who often live in shelters. The importance of stable access to medicines, hygiene products, blankets and food is underlined. Day centres providing basic necessities provide important assistance to refugees and other vulnerable people. There is a need for more morning clinics and an increase in appointments to reduce waiting lists and facilitate access for all. The lack of and proposal for accessible and free mental health support services is highlighted, particularly for women with multiple responsibilities (work, motherhood). The need to raise awareness of women's rights, especially in cases of abuse, in order to claim equality and safety is highlighted. Empowerment seminars are proposed to explain practical and administrative issues so that beneficiaries can move independently in society. The narratives highlight the need for accessible, meaningful and non-marginalising social services, as well as the importance of political and social participation to enhance equality and rights protection. Participants ask for the possibility to address social structures, such as social services and social groceries, for practical assistance (vouchers, food). The frustration with superficial or electoral policies is highlighted, with a demand for stable and long-term policies of inclusion and respect, especially for Roma communities. In the field of asserting legal rights, it is also highlighted that discrimination is dealt with by reporting it to the police. In this way, the power of example in the fight against discrimination seems to be highlighted. Finally, the Children's Creative Activity Centres operating throughout the country are recognised as positive and safe spaces that act as a protective factor for children, reinforcing parents' desire for a better future.

Asylum procedure

The asylum procedure should definitely be made more humane and faster... and the law should be made safer for individuals to move around. (35y., M)

Enforcement of the law

I don't think any legislative changes are needed, even though the law provides for this in theory. In practice, it depends on how well the law is enforced. (34y., F)

Consistency of the state

The state should do what is required, i.e. provide refugees with monthly allowances and meet the necessary conditions to ensure that these people can live well. (24y., F)

Integration policies

I would like to see more organized structures to support migrant children, especially in the field of education. Schools, universities, and workplaces need clearer integration policies, not just tolerance. (34y., F, I)

Faster issuance of documents

at the immigration level, faster decision-making and issuance of documents. (26y., F)

The Helios Program

The Helios program, which is purely integration-oriented, helps with CV development and provides some rent assistance, while also strengthening employment and housing opportunities... It is only available to recognized immigrants. (26y., F)

Medicines and hygiene products

We need to have blankets, basic necessities, hygiene products, and medicines at our disposal. (26y., F)

Provision of basic necessities

Day centers that provided basic necessities and a safe space for socialization, mainly for refugees... They supported hundreds of people every day, providing basic necessities. (26y., M)

Medical clinics

Open more morning clinics with more places to reduce the waiting list for appointments. (26y., F)

Free counseling

I think I need to talk to someone who understands me, not only understands what I'm saying, but also understands how I feel. I have never sought help, I don't have the money or the time because I work two jobs and have two children. (28y., F, I)

Information and Gender-Based Violence

Information and help when there is violence and abuse. Women need to know their rights so that they can demand and claim them, and thus achieve equality with men. (24y., F)

Rights and advocacy

Overall, there could be another general briefing on how they can move within society and advocate outside the structures. (24y., F)

Seminars on bureaucratic issues

Some seminars on empowerment and support in bureaucratic issues that are needed in certain cases. (26y., M)

Social services

To be able to go to a social service and address... (29y., M, Roma)

Policy change

Sometimes politicians need to realize and not marginalize us with the policies they implement. Yes, we will do something, but after four years they forget us and have the next elections to give us something, we will vote for them and they will forget us for four years. (29y., M, Roma)

Asserting rights

I go to an internet café to send my assignment by email. I didn't have internet. And there... as soon as I walked in, he said, "Son, I can't let you in because you're a gypsy." I went to the police... Then... He (the owner) started asking... After I intervened, all the kids were allowed into the internet café. (34y., M, Roma)

Social grocery store

Sometimes they give us money in gift vouchers and some things I get from the social grocery store. (26y., F, Roma)

Creative Activity Center for Children

At the Creative Activity Center for Children, I came into contact with the parents and was very impressed by how the parents came in the evening to pick up their children and asked, "What did you do today?" They told me, "We send them here so they're not on the streets. We want something better for them. (27y., F)

Asylum process

Definitely should make the asylum process more humane, faster ...even create a law to make it safer for the person. (35y., M)

Integration policies

I would like there to be more organized structures to support migrant children, especially in the educational sector. Schools, universities, workplaces need clearer integration policies, not just tolerance. (34y., F, I)

Associations

According to young Roma people it is important to support Gypsy associations through the state. In particular, they suggest that they should be subsidized by the state, that there should be an elected Gypsy Board of Directors to discuss equally in the ministries the issues that concern them and find solutions together. Furthermore, it should be possible for social workers, teachers and psychologists to work in these associations. The aim of these associations should also be for

the community itself to take responsibility for its own integration. The way to achieve this objective will be through mutual work on the part of both Roma and non-Roma, through social actions, workshops, visits to schools, hospitals and general public and private sector services. Furthermore, the experience of participation in a Roma women's club is highlighted, underlining its decisive impact on skills enhancement and social networking from an early age. At the level of the migrant collective, the positive experience of integration into it is emphasized as a way of socialization and empowerment by acting as spaces of acceptance and support.

Roma women's club

My mother was an active member of a women's club. And from a young age I was drawn to whatever action they were doing. Whatever conferences they went to. She would call me at the club to send an email. I got in touch with people, with institutions. (34y., F, Roma)

Collective

I joined a wonderful school "Sunday Migrant School" and I met extraordinary people who really care about others and spend energy and time to help without any benefits, just to be kind to others" (34y., M, I)

Organizations

In recent years, there have been organizations dealing with issues of discrimination, but when I was a child or a student, there was no easy access to such structures. (34y., F, I)

There are those who see beyond nationalities and stereotypes.

They weren't obliged to stand by me, but they did. And that shows that not all people are the same, that there are those who see beyond nationalities and stereotypes. (34y., F, I)

3. Support measures needed by youth workers to provide adequate services to disadvantaged youngsters

In the axis support measures needed by youth workers to provide adequate services to disadvantaged youngsters the following categories emerged from the participants' accounts: supervision, counselling, education and training of professionals, working conditions and youth work.

Supervision

The provision of free supervision to practitioners was a common denominator of request from all practitioners. In particular, they spoke of the need for supervision both in terms of direction in their work with refugees and migrants and with Roma, by supervisors who have relevant experience. Furthermore, supervision they said would also alleviate aspects of professional life in terms of emotions and anxiety about the best interests of the people they work with and cannot always provide due to systemic as mentioned inadequacies.

Supervision

...supervision is important. (35y., F)

Group supervision

It is supervision, ...definitely with someone who is very experienced in child protection or; more generally, in the protection of vulnerable groups.... and group supervision. (31y., F)

Guidance

...so that professionals in the field can turn to them and guide them in specific situations they may encounter; i.e., supervision. (34y., F)

Polyphony

Supervision... To be relieved and to get ideas from other professionals on how they deal with a case, a need. (32y., F)

Counselling

Counselling support for professionals is considered valuable, especially due to the emotional burden of their work. However, it is noted that coverage was limited to four to five sessions per year, which is appreciated as a positive step, but insufficient for the needs of the field.

Limited number of sessions

We were covered for four to five sessions a year with psychological support. If you had or could have five sessions with a psychotherapist, because of the weight of all this work... It was something that was very good, but it was for five sessions... (31y., F)

Groups

we do sensitivity groups, together we talk about the issues that arise in our relationships with each other. And we are much better, always. (31y., F)

Education and training of professionals

Participants underline the need for systematic and practice-oriented training for professionals working with vulnerable groups. From their accounts, understanding the culture of the groups they work with in order to enhance their interventions more effectively emerged as training contents. Furthermore, good practices and examples from experienced professionals as well as seminars on issues such as human trafficking, torture and disease prevention, especially in relation to refugee and migrant populations. Furthermore, the need for manuals in the action of professionals as well as psychoeducation especially in relation to the asylum system concerning the refugee population was highlighted. Finally, the need for training concerning workplace bullying and harassment that can occur in the workplace.

Culture

...I would like to learn more about the culture so that I can understand them better. (35y., F)

Good practices

*“..let's say, some good practices perhaps, from people who have worked in the field for years.
(35y., F)*

Seminars

Seminars should be held for professionals, but also for the general population. (27y., F)

Psychoeducation

Education. ...and especially today, counseling is needed. (27y., F)

Manual

...in the beginning that helped me, the technical and the practical, one, two, three, we do this a little bit more clearly, more guiding. (35y, F)

Training for prevention and response

*Trainings... on human trafficking... about torture... in the medical part... in the psychological context, regarding specific diseases from malaria, scabies, ways of treatment and prevention.
(34y., F)*

Training on workplace harassment

And training... on how to deal with harassment from coworkers and colleagues, and where to turn when something like that happens. (24y., F)

Training on asylum and empowerment

Training on the asylum system, ... but also on empowering refugees. (32y., F)

Seminars on human trafficking

Longer seminars... on human trafficking. There is a process for recognizing it, generally it is a very delicate issue... (26y., F)

Working conditions

Participants stress the need to improve the working conditions of professionals working with refugee and migrant populations. In particular, they refer to the need for flexibility through teleworking for those facing difficult personal or psychological situations. At the same time, the need for additional days of leave and better pay was highlighted, in recognition of the emotional and professional burden. Furthermore, the strengthening of staff was considered important, with an emphasis on the need for more mental health professionals in order to enhance psychosocial support for beneficiaries. The general feeling is that comprehensive care and support for staff is needed to prevent burnout and provide services effectively.

Working from home

If someone is going through a more difficult period in their life, because something may have happened to them and they have to deal with all the grief of the refugee crisis, maybe for a while they can take some time to work from home or in the office. (32y., F)

Annual leave-Wages

more days off to rest, more money. (26y., F)

More staff

Initially, it's very reduced staff in immigration, more mental health professionals, arts professionals. (33y., F)

Youth Work

The participants highlight the need for institutional recognition and strengthening of youth work in Greece. Specifically, the absence of an official training and certification framework for youth workers is highlighted, despite their crucial contribution to supporting young people from vulnerable groups. In this context, educational tools and training programmes are considered important, which would help professionals to develop skills and respond to the needs of young people. Finally, it is stressed that, unlike in other countries where youth work is more institutionalised, in Greece it remains undervalued and without official recognition.

Youth work training and certification

...develop your skills and abilities as a professional. ...it would be good to have an even broader training framework that can support and certify this aspect of youth work. (26y., M)

Recognition of youth work rights

and another issue is the issue of recognition of youth work rights and work that in Greece still exists. (26y., M)

Tools

...to give youth workers tools and give appropriate support to such young people ...there is now nothing concrete. (35y., M)

4. Discussion

The findings paint a complex picture of the wellbeing of marginalized youth in Greece. Overall life satisfaction and mental health indicators reveal moderate wellbeing, yet with considerable variation—some participants manage relatively well, while others face more severe psychological challenges. A consistently high perception of discrimination emerges as a key stressor, with deep disparities in how it is experienced, particularly across ethnic and migratory backgrounds. The emotional and social consequences of marginalization are profound: many young people report elevated levels of distress, alienation, and anxiety about their safety and future. Although some sense of social connectedness exists, it is unevenly distributed, pointing to fragmented experiences of inclusion. Critically, the internalization of discrimination affects a

significant portion of the sample, undermining self-worth and emotional stability. Despite this, signs of resilience and personal agency remain, with moderate levels of self-worth and perceived self-control. Also, low trust in societal structures and relationships—as indicated by scores on benevolence, justice, and controllability—suggests that many participants have internalized a sense of societal unfairness, likely shaped by chronic exposure to exclusion and discrimination. These findings underscore the urgent need for targeted psychosocial support and inclusive policies that actively dismantle systemic barriers. Similarly, a wide range of intense and often painful emotions related to their everyday life and social status emerged from the qualitative research data. Dominant emotions were sadness, lack of life satisfaction, survival anxiety and a sense of insignificance or diminished human worth. Many participants described feelings of insecurity, internalised shame, frustration, but also anger and self-doubt. Self-esteem and mental resilience appeared to be severely affected, with statements reflecting loss of hope, feelings of abandonment, uncertainty about the future, and psychological isolation. The experience of victimisation and lack of trust in others is particularly strong, while experiences of post-traumatic stress, internal conflict and a sense of ‘not belonging’ are repeatedly reported. The multiplicity of emotions and the mental burden they reflect reveal the profound effects of discrimination, social exclusion and precarious living conditions in the lives of these people. The mental and physical health of the migrant population is negatively affected by the existence of chronic stress caused by discrimination (McKenzie, 2015; Bhugra, 2000). Research suggests that discrimination is strongly associated with mental and physical health, including high levels of depression, hypertension, suicide, psychosis, various other health symptoms and even mortality (Collins & Williams, 1999).

Citizens and non-citizens

The comparison between citizens and non-citizens reveals several statistically significant differences in wellbeing, mental health, discrimination experiences, and perceptions of the social world—highlighting the vulnerabilities faced by non-citizen youth. The data clearly show that citizenship status is a determinant of wellbeing. Non-citizens experience more discrimination, worse mental health, lower social trust, and diminished self-perception. These findings underline the urgent need for inclusive policies that provide non-citizen youth with pathways to rights, recognition, and full participation in social life. Addressing legal insecurity, reducing administrative barriers, and strengthening community-based support structures are essential to bridging these disparities and promoting wellbeing for all marginalized youth, regardless of citizenship.

Education

Discrimination, especially when it targets young people from migrant, refugee or Roma backgrounds, has a profound impact on their psychosocial well-being, school experience and social integration. The experience of rejection and devaluation appears not to be an isolated phenomenon, but instead a structural feature that is reproduced through institutions, social attitudes and cultural stereotypes (European Union Agency for Fundamental Rights (2018). Young people's testimonies reflect a reality of exclusion within the school context, where teacher suspicion and racism from peers create an environment of fear and rejection (Goounari, 2017). In

terms of migrant children according to Lolaka (2014) they have significantly lower self-esteem than native students, more pronounced school refusal and school dropout (due to school failure) and child labour in some cases (Nicolaou, 2014). With regard to children of asylum-seeking families, as well as those of beneficiaries of subsidiary protection and those granted refugee status, they have the right to access the Greek education system, just like children of Greek citizens (UNHCR, 2022). Based on a finding of the Ombudsman in April 2021, the number of enrolments is dramatically far from the actual attendance. According to the Refugee Education Coordinators (RECs), the main reasons for non-attendance, apart from abandonment by the children themselves, are the untimely operation of the Refugee Reception and Education Facilities (REFs). In remote areas and islands, reception classes and REFs for primary and secondary education were staffed with a long delay (diaNeOsis, 2024). In recent years, the proportion of pupils of immigrant origin in Greece has risen from 11% in 2012 to 13% in 2022, while 3% of 15-year-olds in that year were first generation immigrants. These students are more likely to face learning and psychosocial challenges than their native peers. As part of the effort for integration, since 1996, 13 intercultural schools in primary and another 13 in secondary education have been operating in the country, welcoming pupils from different cultural backgrounds (intercultural schools, 2024). Similarly, the school drop-out of Roma children is a complex phenomenon. Discrimination against Roma children in education is multifaceted. Roma children are disproportionately placed either in schools designed for pupils with 'mild intellectual disabilities' or are relegated to Roma-only classes and schools. Those children who go to mixed standard schools often face intolerable bullying and harassment. For many Roma families, things become so desperate that their children miss school altogether, seriously undermining their future opportunities (Amnesty International, 2015). Hadjinikolaou (2005) stressed that the educational path of Roma children is crucially affected by factors such as the geographical isolation of schools, their rigid administrative organisation and the predominance of monocultural and ethnocentric approaches in their operation. In addition, particular importance is attached to the role of teachers, but also to a range of social and economic conditions such as poverty, homelessness and shortages of basic infrastructure such as water.

The importance of education for well-being was also reflected in the quantitative research. The analysis of the participants' education level reveals significant differences across a broad range of psychosocial, emotional, and discrimination-related indicators, underlining the impact of educational attainment on overall wellbeing and resilience. Life satisfaction scores rise steadily with educational attainment, with individuals without formal education reporting the lowest satisfaction and university graduates and those with master's degrees showing the highest.

Gender

The analysis of gender-based differences in the psychosocial indicators of marginalized youth revealed notable and statistically significant disparities between male and female participants. Although overall life satisfaction did not differ significantly between the two groups, distinct patterns emerged in relation to mental health, perceptions of discrimination, and emotional responses. Male participants reported significantly higher levels of depressive symptoms (DASS21 Depression) compared to females, indicating greater psychological distress among young men in the sample. Interestingly, while female participants experienced more frequent

forms of discrimination, as shown by their higher scores in the respective indicator, it was male participants who demonstrated more intense internalization and psychological impact of these discriminatory experiences. Specifically, males scored significantly higher on measures such as devaluing action, perceived threat, aggression, verbal rejection, and avoidance, suggesting a heightened emotional reactivity to perceived exclusion and stigmatization.

From the qualitative research data, the concept of intersectionality emerged, which highlights the complex experience of discrimination experienced by people with multiple identities. For example, Roma women and LGBTQ+ people often experience double exclusion - both from mainstream society and from their own community. A person's identity as a member of a racial or sexual minority significantly affects the level of distress they experience, particularly when it is linked to experiences of discrimination. Inequalities related to race, gender or social class negatively affect both physical and mental health, particularly through subjective feelings of discrimination. The more central or visible the racial or sexual identity is in a person's life, the greater the likelihood of experiencing discrimination and the associated psychological burden. Particularly vulnerable are people who belong to more than one vulnerable group, such as people who are both racial and sexual minorities. These people are more often exposed to discrimination and experience increased rates of depression and low health status (Grollman, 2012; Williams et al. 2003).

Housing

Finding housing is proving extremely difficult for minority groups, due to racist landlord attitudes and lack of political support. Many live in squalid conditions without basic infrastructure, while camps function as places of abandonment, not accommodation. Although the majority of Roma in Greece are Greek citizens, they still experience persistent discrimination and remain in a state of economic and social vulnerability. The most critical challenges they face relate to housing, access to social welfare, and healthcare services. A major barrier is that many Roma settlements lack connection to the national electricity grid, which prevents residents from registering with local authorities, as they cannot provide utility bills as proof of residence. Furthermore, a significant number of Roma families live in poor-quality housing, often without reliable access to clean water or adequate sanitation, typically located on the outskirts of cities or near smaller towns and villages (Minority Rights Group International, 2018).

Health

Access to health care for Roma and refugees is often limited by bureaucratic barriers, the absence of interpreters, but also by the biased behaviour of medical staff (Karnaki, 2020; Schönknecht, 2020). The gender dimension of discrimination is also important, with women experiencing additional exclusions (Schönknecht, 2020). The COVID-19 pandemic further highlighted the inefficiencies of the system, with many vulnerable groups remaining excluded from adequate care (Farmakioti et al, 2023; Kondilis et al, 2021). A significant proportion of the Roma population in Greece still faces serious barriers to social inclusion, with limited access to social and health services. Key problems include substandard and isolated living conditions, poverty and very low income, lack of legal and demographic documents, and difficulty in accessing health services. Lack of prevention, poor information and discrimination lead to poor

health status and significantly lower life expectancy compared to the general population. Professionals highlighted the issue of the lack of identification documents for some Roma, such as birth certificates, insurance, social security number, etc., making the person effectively “invisible”. This can cause significant problems, for example at birth in a hospital, for the infant, the family and hospital staff. Stereotypes between health/social care professionals and Roma women In contrast to the quantitative data, qualitative data showed the existence of stereotypes in the perceptions of professionals towards Roma women. Although professionals attributed their non-compliance with advice to Roma illiteracy, it also appears that professionals themselves occasionally reproduce stereotypes. There appears to be a cultural gap between professionals and Roma, which has implications for their ability to communicate effectively and hinders the support Roma receive from health and social care professionals (REACH, 2021). The results are consistent with the descriptions of INTERSOS Hellas (2022). Access to public health care in Lesvos remains a difficult process for asylum seekers and refugees in need of psychiatric services and/or psychiatric hospitalization. Recognizing of course that this picture is not indicative of all services provided and all hospital workers collectively in Lesvos - and that the local population suffers the same systemic deficiencies - multiple and severe barriers have been observed, both by refugee patients and NGO workers. In particular, difficulties in accessing hospital services have been observed (for example, making an appointment at the hospital itself becomes impossible in some cases), lack of in-hospital interpretation (with NGO-worker interpreters accompanying patients to fill this gap often being turned away without justification), dismissive and prejudiced attitudes by hospital staff and lack of adequate information to patients admitted to the psychiatric unit about their diagnosis and health status.

Work

Analysis of participants' current employment status reveals significant associations between labour market participation and various aspects of psychological well-being, perceived discrimination and social connectedness. Employment appears to be a protective factor for the psychosocial well-being of marginalised young people. It is associated with lower levels of perceived discrimination and psychological distress, higher social connectedness and better emotional regulation. Migrants fill important gaps in the labour market, especially in sectors such as agriculture, construction, tourism and other sectors. Many studies show that migrants do not compete with native workers, but complement them. However, a large proportion of migrants are employed in precarious or exploitative conditions. From 2015 onwards, refugees arriving in Greece and wishing to work face significant administrative obstacles (διαΝΕΟσις, 2024). Furthermore, refugees and migrants highlighted vocational guidance as a support measure, which can enhance the progress of young people in terms of successful job search. This is evidenced by findings from studies in Sweden and America that individuals of refugee and/or immigrant origin participating in counselling and career guidance programmes have a head start in finding employment compared to those who did not participate (Ott, 2013; Åslund & Johansson, 2011). However, in Greece it does not seem to have the same effects. The research shows that counselling and vocational guidance services (CVG) do not adequately meet the needs of refugees and migrants for effective labour market integration. There is a general lack of awareness of the role of the service, which is mainly identified with technical support (CV/job placements), and the experience of the participants confirms this limited and non-personalised

nature of the support. In particular, the jobs proposed by the consultants were not related to their competences, skills and qualifications as highlighted by previous research (Economou et al., 2024).

Legislation

Regarding legislative changes, the participants' discourse highlighted the need on the one hand to speed up asylum procedures and provide basic services, while at the same time the view was expressed not to add or change the law but to implement it, as this seems to be an issue. According to the Ombudsman, the problems encountered in the process of recognition of refugee status are, in principle, focused on the excessive delay in issuing decisions on asylum applications. Moreover, the rejection decisions do not contain sufficient and detailed reasons based on the information in the asylum seeker's file.

Public transport

Daily travel by public transport is for many Roma and members of refugee communities a recurrent experience of exposure to discrimination and prejudice. Participants often report prolonged, aggressive stares and psychological pressure from fellow passengers, which intensifies feelings of exclusion, particularly when the journeys are related to work or access to education (National Centre for Social Solidarity, 2016). At the same time, bus drivers sometimes appear suspicious or aggressive, carrying out thorough document checks or refusing to transport passengers due to negligible financial shortcomings (e.g. lack of a small amount for a ticket), which demonstrates unequal treatment of persons based on their identity or ethnic origin (FRA, 2022). These practices reveal deeper inequalities in access to basic social goods, such as free and equal travel, and reinforce the stigmatisation of already vulnerable social groups (Council of Europe, 2020; AIDA, 2021).

Police

The police is described by some narratives as a place of normalised arbitrariness, with constant targeting of Roma and migrants. The absence of dialogue and cooperation with other institutions creates a “power vacuum”, intensifying the sense of fear and injustice. Discrimination by the police To summarise, an examination of the police response to complaints received by the Ombudsman about police misconduct, which may have been racially (mainly ethno-racially) motivated, clearly reveals a picture of delays in internal investigations. This situation reinforces the feeling that such behaviour goes unpunished. The sloppy or superficial investigation of incidents that eventually reach the police, combined with the discontinuation of investigations already at the preliminary stage, seriously undermines the credibility of disciplinary procedures. As a result, the victims themselves, as well as public opinion and organisations, perceive investigations as procedures without any meaningful content. As a result, victims are discouraged from reporting incidents of racist behaviour, as they take it for granted that justice will not be done. This phenomenon had already been highlighted by the Ombudsman in his special report in 2004, which referred to serious shortcomings in police disciplinary controls (Greek Ombudsman, 2013).

Professionals The need for free, specialised supervision, both to guide professional practice and to relieve emotional distress, is highlighted. Supervision is one of the most essential means of supporting mental health workers, helping them to manage the stress arising from their demanding work. Through this process, professionals have the opportunity to process their feelings and experiences, receive guidance from more experienced colleagues, and develop skills that allow them to respond more effectively to complex situations (Bernard & Goodyear, 2018). In addition, regularly reviewing their professional challenges through supervision helps to enhance their professional competence and reduce the emotional burden that accompanies their work (Awa, Plaumann & Walter, 2010).

Psychological support for professionals is considered important, but the services provided are limited in duration and frequency. The functioning of sensitivity groups has a positive impact on the emotional cohesion of the teams. Staff and volunteers providing assistance to refugees and migrants may work under physically demanding and uncomfortable working conditions, characterised by high workloads, long working hours, lack of privacy and personal space. Aid providers may experience ethical dilemmas about the choices they have to make. These psychosocial stressors may have negative consequences, such as feelings of mental distress and depression, psychosomatics, over-involvement with those served, cruelty, apathy, self-destructive behavior, and interpersonal conflicts. Humanitarian workers should be vigilant for signs of stress in themselves and their colleagues. Team leaders should monitor their staff through informal observation and periodic scheduled testing or by organising informal or formal group sessions to assess stress levels. A climate of support, inclusion and transparency within the organisation protects staff and volunteers (Hellenic National Public Health Organization, 2015). The need for practically focused training programmes is highlighted, with topics such as intercultural understanding, trafficking, prevention of torture and disease, and psychoeducation for the asylum system. Tools such as manuals and examples of good practice are considered extremely useful. Professional development is critical for mental health workers, as ongoing training enhances their skills and reduces the uncertainty that causes stress (Katsambas, 2019). Training in new treatment techniques and developing stress management skills help workers better cope with the challenges of their work. In addition, participation in training seminars and discussion groups promotes collaboration and sharing of experiences. The need to improve working conditions, including the possibility of teleworking during difficult periods, more days of leave, better pay and staff support, especially in the mental health and arts sectors, is stressed. Field practitioners report facing significant work difficulties, such as managing ethical dilemmas, the need to adhere to professional ethics, work overload and precarious employment conditions. In addition, they cite frequent and stringent audits, short-term contracts, persistent human resource shortages, and the absence of clear protocols and support mechanisms to facilitate their work (Lintner, 2020; Robinson, 2013). Lastly, there is a need for institutional recognition of youth work in Greece, with formal training and certification programmes and the provision of tools for youth workers to respond to the needs of vulnerable young people. The current lack of a framework makes their work invisible and undervalued. Youthwork is a sector dedicated to supporting and empowering young people, offering training programmes and activities that help their personal development and social inclusion. Through workshops and mentoring, it encourages young people to discover their skills and talents, while fostering values such as cooperation and community service,

strengthening their path towards active and responsible participation in society. In Greece, there are no studies for Youth Counsellor. Youth Counsellors may hold higher education qualifications (mainly in the field of social sciences, humanities, pedagogical sciences) and/or have been trained through specialised youth seminars and training projects in Greece. There is an urgent need to create a more specific educational framework for the profession of Youth Counsellor so that Youth Counsellors in the future can acquire a scientific background which will undoubtedly contribute to improving their work with young people (Hellenic Youth Workers Association).

Social inclusion

This section is an attempt to map integration practices at multiple levels, i.e. associations, NGOs, municipalities and the state. Data from the participants' narratives are presented and interspersed with examples of social inclusion from the relevant literature.

The supportive attitude of teachers reduces school dropout among Roma and migrant students and especially when there is active belief in the student, as highlighted by the participants' words about both their children and themselves. Cummins (2003) focuses on the human relationship between teacher and -student; he describes it as vital but also as the space and channel where learning and knowledge transmission takes place. The role of the Second Chance School is highlighted by the research as an important bridge in the social mobility of Roma and migrant adults. The research by Taratori (2008) examines the function of Second Chance Schools and their social significance, with a focus on the learners and their characteristics. Second Chance Schools are mainly located in deprived areas affected by social exclusion and high unemployment, targeting people who have dropped out of compulsory education.

The necessity of the Second Chance Schools is obvious in order to strengthen social inclusion and tackle exclusion. Similarly, in the framework of the European project “URBACT III Implementation Network” entitled “STAY TUNED - Prevention of early school leaving”, the Municipality of Ampelokipi - Menemeni developed three model guides, adapted to the needs of students, parents and teachers. The programme included a number of actions, including afternoon remedial classes in schools in Dendropotamos and Menemeni, aiming to prevent student drop-out. One of the main results of the initiative was the creation of a Second Chance School within the community of Dendropotamos, where a significant number of Roma reside. At the same time, the municipality invested in the effective operation of the Community Centre, strengthening it with a branch for the Roma population, and supported Roma high school graduates to attend the Open University by providing them with scholarships. The Municipality of Ampelokipi - Menemeni emerged as the one with the greatest progress and improvement in the transition phase from strategic planning to the practical implementation of its operational plan, making the most of the experiences of the other cities in the network (2016-2019) (Kalpakidou, 2021). An important point that emerged was the need for non-formal learning, as highlighted by the participants' narratives, focused on projects implemented within the communities themselves, aiming at meaningful dialogue and empowerment of their members. In particular, in-community education programmes seek to raise awareness of racism among members and equip them with skills to address it. It is stressed that the preparation of the general population on issues relating to people's rights and awareness-raising activities can have a

reinforcing effect in terms of removing stereotypes and prejudices. Genuine steps have been taken by the Greek state, in partnership with the European Union, to support the education of refugee children, including the creation of non-formal educational initiatives within reception centres by both state and non-state actors (Palaiologou et al., 2017). As noted, the Ministry of Education extended an open call to all international and non-governmental organisations interested in offering educational activities in these centres. These initiatives, classified as non-formal education, are conducted on different days and hours than the formal early childhood education or reception class schedules (Palaiologou et al., 2017, p. 32). Similarly, the narratives highlighted the importance of participation in skills enhancement programmes which can multiply job opportunities, as mentioned by a participant in the survey. In particular, the ROMED programme of the Council of Europe offered trainings which also led to jobs for Roma ombudsmen in Greece (Council of Europe). The interventions were the result of the ROMED I and ROMED II programmes implemented by the Council of Europe in a total of 22 countries – including Greece – during the periods 2011–2013 and 2014–2017 respectively. In Greece, the ROMED II programme focused on eight areas: Nea Alikarnassos in Heraklion, Crete; Amaliada; Mesolongi; Ilion and Chalandri in Attica; Karditsa; Dendropotamos in Thessaloniki; and Komotini. The need for professional empowerment of women mothers and the importance of childcare for women's labour force participation emerged as an important factor in the support measure for women. According to the literature, actions that involve women in the multiple roles they are asked to take on also work to enhance women's self-confidence and integration. One of these examples is the 'Women's Shelter in Aliveri'. This action was implemented in the context of the operation of the Roma Medical and Social Support Centre in Aliveri, Nea Ionia Volos, which has been providing support services to the local community since 1998. The initiative was based on the perception that women can play a key role in the social, educational and economic progress of the area. Activities were aimed at both women and their children, including Greek language classes, excursions, thematic discussions on health and appearance, and creative crafts. The results were particularly positive, as increased interest in education and employment was noted. Some women completed primary education, while others gained knowledge to start their own businesses. In addition, the number of enrolments doubled compared to 2006 and student dropout rates decreased from 40% to around 10% (Kalpakidou, 2021). Furthermore, the strengthening and multiplication of programmes focusing on employment and housing on the part of both Roma and refugees was a proposal to strengthen social integration. Housing is a key pillar of action of the Special Secretariat for the Social Integration of Roma, aiming at decent living and sustainable social inclusion. The programme includes actions of temporary relocation, infrastructure improvement and rent subsidies. The intervention is based on individualised family plans, so that the beneficiaries are able to manage their housing obligations autonomously after the end of the support, while enhancing their integration into the urban and social fabric. General Secretariat for Social Solidarity and the Fight against Poverty. (2025). It is important to note at this point that from the participants' accounts there are challenges in the implementation of this programme due to the discrimination experienced by Greek Roma in employment and rental housing. Regarding recognized refugees, the Helios Junior programme has been put in place. The integration programme for former unaccompanied minors aged 18-21 years offers housing in fully equipped apartments for up to 18 months, combined with counselling support for independent living. At the same time, an individual integration plan tailored to the needs of each

participant is developed, which includes linkage with educational and vocational programmes, job placement services and skills certification. Beneficiaries also receive financial support of €150 per month to cover basic needs. Applications can be submitted through the hosting institutions or the social services of municipalities and Migrant Integration Centres, depending on the applicant's place of residence (IOM, 2025). The narratives highlighted the need to support Roma associations through funding so that they can contribute through actions both within and outside the Community. Actions that can work in terms of removing prejudices and empowering Greek Roma. Furthermore, in one of the narratives the participant referred to his election in his local community. As he mentioned, his election is directly related to such things as completing higher education, working in the public sector and dealing with racist acts. In particular, through his own demands, it seems that the attitude of a shop owner towards Greek Roma and the henceforth free entrance of Roma to his shop without discrimination was differentiated. The participation of Roma in political and social processes is directly related to their degree of social integration (socialisation, education, professional activity, etc.). Although the degree of participation of the Roma in public life varies in different areas where their settlements are found, in general their participation is limited and fragmented, given that a large part of the population lives in a state of poor social integration due to high illiteracy rates, poor urban and municipal settlement and their low standard of living (National Centre for Social Solidarity, 2016). At the local level, the creation of cultural, educational and sports clubs by Roma is an indication of their active participation in social events and an effort to strengthen the cohesion of their community. An important issue for Roma associations is the difficulty in meeting their operating costs. For national associations in particular, the lack of resources makes it difficult for members in cities and members of local branches to communicate with each other and to organise themselves better. A positive example, however, is the Municipality of Ampelokipon-Menemeni (Thessaloniki), which provided free offices to local Roma associations, strengthening their activities and organisation (National Centre for Social Solidarity, 2016). On the part of refugees and migrants, the associations dealing with human rights and the elimination of discrimination emerged as important points of support and strengthened their integration process. In particular, a relevant narrative emerged from the research which concerned participation in the “Sunday School for Migrants”. This initiative as a synergy of migrants and Greek volunteers for free Greek language learning for working migrants and refugees. The language is valuable for everyday life and for the claiming of rights by migrants. In addition to the courses, a legal support group for refugees and migrants operates. Since its foundation our school has been an active part of the movement for the rights of migrants and refugees, against racism and xenophobia (Sunday School for Migrants).

Explore the implications of the findings for social policies, youth support programs, or educational initiatives.

It is essential to name antigypsyism in law, policy, and practice, with independent monitoring of schools, housing markets, policing, and health settings. Correspondingly, it is crucial to recognize and tackle xenophobia and anti-immigrant bias within legal frameworks, policies, and practices, ensuring independent oversight in areas such as education, housing, law enforcement, and healthcare.

Emphasis on the trusting relationship is crucial to reducing student attrition. Training programmes for teachers in intercultural pedagogy and the management of multicultural classrooms need to be established. Furthermore, Second Chance Schools have a proven positive impact on the learning reintegration and social mobility of adults from vulnerable backgrounds. There is a need to strengthen their geographical spread and link them to employment services. Further the inclusion of historical narratives of minorities (e.g., Roma). Introducing Roma history into the school curriculum is a tool against anti-Gypsyism and strengthens collective identity. Of high importance is the ending of educational segregation and track schools that channel Roma into separate or lower streams. Mandate antigypsyism training for teachers and school leaders.

In relation to work, the redesign of vocational guidance services is important to provide personalised support based on young people's skills, needs and cultural background. Support for skills enhancement programmes also seems vital. Actions such as ROMED demonstrate that targeted training enhances employability. The implementation of similar interventions at local level (e.g. through municipalities) is essential.

Moreover, the provision of free or subsidised childcare to women from vulnerable groups is an essential condition for their participation in the labour market. While still strengthening social housing programmes (such as Helios Junior and ROMA Housing Plans): should be accompanied by institutional measures to address housing racism (e.g., refusal to rent) and the provision of legal assistance. Remove discriminatory barriers to housing and employment with enforcement, legal aid, and targeted employer engagement. Also, there is a need to guarantee accessible mental health care with trust-building methods and Roma mediators.

Furthermore, the allocation of financial and institutional resources to Roma and pro-Roma community groups, recognizing them as key drivers of change within their communities, rather than merely as service providers. These groups should be empowered to lead initiatives, advocate for their rights, and address the systemic issues facing Roma populations, allowing them to play a central role in shaping policies and solutions that directly impact their lives. Strengthening their capacity to act as change agents will foster long-term social inclusion and meaningful progress. At the same time, local migrant associations require greater recognition and institutional backing. These organizations serve as key centers for social inclusion and should be provided with the necessary financial resources and institutional support, including adequate premises and staff assistance, to enhance their effectiveness and sustainability.

For Greece, the institutional recognition of youth work is also an important step: the absence of professional recognition of the sector in Greece is an inhibiting factor. The absence of a national framework for youth work in Greece is not sufficient. Non-formal education programmes in communities should be a priority, e.g. rights programmes, language empowerment, expression through art. Recognize youth work as a profession in Greece and fund community-based non-formal education where Roma youth lead.

Finally, with regard to Professional Empowerment, Free and constant supervision for workers: Should be integrated into the structures of public and non-governmental services working with refugee/migrant/Roma populations. Correspondingly, Training of professionals in cross-cultural

care and secondary trauma response: Professionals need ongoing training to provide quality and humane care. Improving working conditions is also a key point for the above: Measures such as teleworking, extra leave and team building are critical for long-term staff retention.

Limitations

This research has some limitations in both its qualitative and quantitative dimensions. In the context of the qualitative analysis, it is noted that the interviews were conducted with different people in the role of interviewers, which may affect the comparability of the narratives and the homogeneity of the data. In terms of quantitative analysis, a major limitation relates to the partial omission of question 9 of subquestion 13 in 62 of the 122 questionnaires. This omission occurred during the process of translating the English questionnaire into Greek, which affects the completeness of the data and the validity of the results related to this sub-question.

5. Conclusion

The findings of this study reveal the significant emotional and psychological toll of discrimination on marginalized youth in Greece. Discrimination, whether direct or perceived, emerges as a persistent stressor that shapes young people's mental health, educational experience, and sense of belonging. The emotional consequences are deeply felt: sadness, anxiety, internalized shame, and low self-worth are recurring themes, particularly among Roma youth, non-citizens, and individuals facing intersecting vulnerabilities such as gender and sexual identity. Quantitative findings highlight the profound impact of structural inequalities on the wellbeing of marginalized youth in Greece. Across gender, education, employment, citizenship, and ethnic background, young people experience distinct forms and intensities of discrimination, emotional distress, and social exclusion. Roma youth and non-citizens emerge as the most vulnerable, while higher education and employment consistently serve as protective factors.

These results call for urgent, tailored interventions that address both systemic barriers and individual psychosocial needs to promote genuine inclusion and wellbeing for all marginalized youth. Importantly, the qualitative data underscores the structural nature of exclusion. Discrimination is experienced not as a series of isolated incidents but as an ongoing reality embedded in institutions like schools and health services. The accounts also highlight how young people cope—either by seeking support from professionals or relying on close-knit networks—demonstrating both vulnerability and resilience.

In conclusion, the findings highlight that xenophobia and anti-immigrant sentiment are central factors contributing to the distress faced by migrants and refugees in Greece. Overcoming these challenges requires a systemic shift that actively dismantles prejudices and fosters inclusive environments. The data for the Roma youth also confirm that antigypsyism is a structural driver of Roma youth distress in Greece. Progress requires naming it, measuring it, and dismantling it, while creating real spaces of belonging. Roma youth are not only service users. They are partners and leaders. Any policy that does not include their leadership is incomplete.

In sum, the study points to the urgent need for intersectional, gender-sensitive, and community-based approaches to support marginalized youth. These should include policies that

address both immediate psychological needs and long-term social inclusion, while actively challenging systemic discrimination at all levels

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7. Appendices

Include any supplementary materials, such as additional data tables, or technical details of statistical analyses.

A/A	Age	Sex	Educational attainment	Employment status	Are you officially a citizen of the country you currently reside in?	If not, what is your citizenship?	Which of the groups below are you a member of?
1	34	M	University DegreeE	Employed	No, Residence Permit	Algerian	Immigrant
2	34	F	MSc	Employed	Yes		Immigrant
3	28	F	High School	Employed	Yes		Immigrant
4	18	F	High School	Unemployed	Asylum Seeker (valid)	Syrian	Refugee
5	31	M	lykeio	Employed	Asylum seeker, Residence Permit	Afghan	Refugee
6	29	M	Bachelor	Employed	Yes		Roma
7	34	M	MSc	Employed	Yes		Roma
8	24	F	lykeio	Employed	Yes		Roma
9	26	F	Elementary	Unemployed, Looking for work	Yes		Roma
10	34	F	IEK	Employed	Yes		Roma

Table 1 below highlights and more specifically the

demographics of the youngsters

Table 2 below highlights more specifically the demographics of professional-youthworkers.

A/A	Age	Sex	Educational attainment	Current Employer	Position in the organisation/Job title	Total number of experience in the position	Type services provided to itsbeneficiaries	Youngster you work with	Total years of experience
1	35	F	Bachelor	Public	Social Worker	20 months	Psychosocial	Roma	13 years

2	27	F	Bachelor	Private	Social Worker	1,5 years	Psychosocial	Roma	3 years
3	31	F	Master	Private	Social Worker	3 years	Psychosocial	Refugees	7 years
4	24	F	Bachelor	Private	Social Worker	8 months	Psychosocial	Refugees	2 years
5	32	F	Bachelor	Public	Social Worker	1,5 years	Psychosocial	Refugees	6 years
6	34	F	Master	Private	Social Worker	6 years	Psychosocial	Refugees & Immigrants	8 years
7	26	F	Bachelor	Public	Social Worker	2 years	Psychosocial	Refugees & Immigrants	2 years
8	33	F	Master	Private	Sociologist	5 years	Psychosocial	Refugees & Immigrants	8 years
9	26	M	Master	Private	Coordinator of Erasmus+ projects	4 years		Roma, Refugees & Immigrants	4 years
10	35	M	Master	Private	Coordinator of Erasmus+ projects	5 years		Roma, Refugees & Immigrants	7 years