Refugee Issues in Southeast Asia: Narrowing the Gaps between Theory, Policy, and Reality

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SAM FLANDERS
HUI YIN CHUAH

Abstract

Practitioners’ experiences and perspectives on social interventions with refugees are underexplored in Southeast Asia. This gap limits the ability to create impactful public policy in the region. In this report, we present findings from an interdisciplinary research workshop held in Kuala Lumpur in 2018. The workshop included sixty individuals from a diverse range of backgrounds – asylum-seekers, refugees, academics, NGO leaders and staffs, representatives from United Nation agencies, and government officials. Using thematic analysis, we extracted some issues considered to be the most pressing for refugees, as well as issues considered important yet understudied. Based on these workshop outcomes, we suggest a research process flowchart to aid researchers and practitioners in maximizing their impact through policy and advocacy, while at the same time partnering with refugee communities to better serve their needs.

Keywords: Southeast Asia, Evidence-Based, Impactful Research, Refugees, Asylum-Seekers, Data-Backed Policy, Policy Making, Fieldwork.

Introduction

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Southeast Asia has had a very long history with accepting refugees, starting in 1937 with the influx of approximately one million Chinese individuals during the Japanese occupation of Manchuria and the second Sino-Japanese war. The latest available data on the persons-of-concern population in Southeast Asia include 241,438 in Malaysia, 13,840 in Indonesia, 849,733 in Myanmar, and 593,241 in Thailand, for a total of 1,698,252 individuals. In fact, Asia has the highest number of “persons-of-concern” in the world, as well as a large number of people who have legitimate claims to refugee status but do not make such claims.

The Association of Southeast Asian Nations (ASEAN) is a regional, intergovernmental organization focused on “accelerating the economic growth, social progress, and cultural development in the region, and promoting regional peace and stability.” The fact that only two of the ten ASEAN countries have ratified the 1951 Convention Relating to the Status of Refugees (i.e., “The 1951 Refugee Convention”) and the 1967 Protocol implies that the vast majority of refugees in Southeast Asia are not legally recognized by their host governments. Scholars have cited many reasons for the low accession rates in Southeast Asia. For example, a case study on Thailand highlighted that national sovereignty and security concerns have prompted the Thai government to not sign the 1951 Refugee Convention. As the nature of refugee flows becomes more complicated, and radially different from the past, the current refugee law designed by western states in response to refugee flows in Europe after the First World War seems to be losing its relevance, particularly in ASEAN countries. Some other scholars have argued that non-participation by ASEAN states is because the 1951 Convention and the 1967 Protocol are Eurocentric and have systematically excluded the Asian perspective, calling international refugee law to be reformed.

Southeast Asia has past success with collaboration between nations in the region involving legal, political, and social advances that are distinct from the West – namely, the Declaration and Comprehensive Plan of Action (CPA) of 1989. While it is generally acknowledged as a regional success, in particular with respect to the smaller Southeast Asian nations pushing back against the hegemony of the West, some scholars have argued that the CPA is “neither ideal nor comprehensive – and that the question of whether the CPA is indeed a success will depend on who

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6 UNHCR defines the term “persons of concern” to include refugees, people in refugee-like situations, refugee returnees, internally displaced persons and returnees, asylum-seekers, and stateless persons.
7 Davies, *Legitimising Rejection*.
9 Philippines and Cambodia are the two ASEAN signatories.
is asking and who is answering.” However, it is important to understand the historical background of the refugee protection in order to understand current events and to shape understanding of the future of refugee policies in Southeast Asia.

Nevertheless, aside from the reasons for non-accession of most ASEAN countries to the 1951 Refugee Convention, refugees who live in Southeast Asia live on the margins. They are outside of the purview of local law, cannot access public resources such as schools and government-subsidized or run hospitals, and are often accepted temporarily within the borders of the ASEAN host country. The informal understanding is that refugees will eventually be resettled to a third country, or eventually return to their country of origin once it is safe to do so. Refugees in ASEAN may live in urban areas, like most refugees in Malaysia, or may live in isolated camps, like the refugees on the Thai-Myanmar border. It is also important to note that the outflow for resettlement to previously-popular destinations such as the United States has severely decreased due to the increase in anti-immigration policies around the world, leading many refugees in Southeast Asia to remain in the region for years, if not throughout their whole lives. In fact, the largest refugee resettlement program in the world, the United States Refugee Admissions Program (USRAP), has sharply limited refugee inflow to 30,000 individuals for the 2019 fiscal year. This number is significantly lower than the 2018 ceiling of 45,000 individuals, which itself was the lowest target since 1980.

The refugee crisis in Southeast Asia has encouraged many stakeholders to work for change in refugee policy to help better serve the refugee community and its many needs. This includes (but is not limited to) academics, government officials, non-governmental organization (NGO) and non-profit leaders, practitioners, and the public. Two problems with tackling refugee issues in this region, particularly in Malaysia, are the lack of data and documentation surrounding refugee issues and the lack of rigorous baseline assessments on various socioeconomic dimensions for the community. Without these two pieces, it is very difficult to credibly advocate for refugee rights in public and to create policies that satisfactorily address refugee needs.

On the other hand, we have found that people and organizations “on the ground” with refugees (i.e., the practitioners), such as those who provide humanitarian aid or skills training, have a significant amount of knowledge on the practical problems and potential solutions for the refugee communities they work with. Unfortunately, many of these organizations are not decision-makers in the policy creation space and typically do not document this knowledge or disseminate it to a wider audience. This could lead to a dangerous asymmetry in the information available for academics and field practitioners, which could potentially cause an inefficient overinvestment in poorly designed research projects that bring insignificant impacts to the targeted beneficiaries.

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13 In 2018, Malaysia’s Foreign Minister reiterated this stance, which is common in the region. Specifically, when referring to the Chin, he said: “We have let (the Chins) stay for more than a decade. The Malaysian government has been kind enough to ensure the safety and protection of the ethnic Myanmar Chin community, although Malaysia is not a final destination country.” See full article Samantha Chow, “Saifuddin: We’ll Not Force Refugees to Return,” *The Star*, October 24, 2018, [https://www.thestar.com.my/news/nation/2018/10/24/saifuddin-well-not-force-refugees-to-return/](https://www.thestar.com.my/news/nation/2018/10/24/saifuddin-well-not-force-refugees-to-return/).

Thus, in order to design a research process that bridges the gap between these seemingly distinct yet inherently interdependent pieces, we argue that one must start from the ground up—that is, first building partnerships with refugees and empowering them to lead the way. We build this observation on the perspectives we gathered in an interdisciplinary workshop that was held to pinpoint the pressing issues refugees face, and to browse ideas on how researchers and practitioners could advance the field.

An Interdisciplinary Workshop on Refugee Issues

In the summer of 2018, we held a research workshop on refugee issues in Kuala Lumpur, Malaysia. The goal of the research workshop was to serve as a platform to connect people in the field to academics, practitioners and others interested in producing knowledge and aiding in the creation of policy surrounding these issues. The workshop was attended by seventy people from a diverse range of backgrounds, including asylum-seekers, refugees, academics from Malaysia, Singapore, and Thailand, local NGO leaders and workers, representatives from United Nations agencies, and a Malaysian government representative from the Ministry of Health. Given this regional gathering of individuals united in their common interest of alleviating problems related to refugees and forced migrants, we conducted an exploratory, semi-structured survey to fully understand the issues that each of us face in our work. The objective of the survey was to gather and understand perspectives from practitioners on the-ground about the needs and issues faced by the refugee community in order to inform future research endeavors for bridging the gap between policy, research and practice. Eighty-five percent of all participants responded to the survey (n=60), which included the following questions:

1. What is your background?
2. What is your geographic region of interest for refugee issues?
3. In the region above, what is the most pressing issue facing refugees?
4. In the region above, what is an important but understudied or ignored issue facing refugees?
5. How can researchers better serve the refugee population?

Figure 1: The representation of backgrounds from the 60 survey respondents

15 United Nations High Commissioner for Refugees (UNHCR) and the International Labor Organization (ILO).
Figure 2: The geographic regions of interest for the 60 survey respondents.

Figure 1 provides a visual representation summarizing the backgrounds of the respondents. The respondents include four asylum-seekers and refugees, twenty-seven academics, sixteen NGO representatives, one Malaysian government representative, and eighteen representatives from UNHCR and ILO. Some respondents self-identified as belonging to multiple backgrounds. Respondents were overwhelmingly interested in, or have worked on, issues in Southeast Asia, as depicted in Figure 2. In particular, question two on the survey elicited fifty-four responses for Southeast Asia, three for other Asian counties, two for the United States (resettlement), six for global issues (i.e., geographically unconstrained), two for Africa, and five for the Middle East.

Using the survey answers from questions three and four, we conducted a systematic thematic analysis on the issues that were highlighted. We proceeded by following six steps: 1) familiarized ourselves with the data, 2) generated initial codes, 3) searched for main perspectives, 4) reviewed perspectives, 5) defined and named the perspectives, and 6) produced the report. Question five provided insight on how respondents view the role of researchers and were used to form the research flowchart in Figure 3. The surveys were anonymous to promote truth-telling and to encourage respondents to speak up about issues that they might not been comfortable speaking about in public.

The results of the data analysis are discussed in section three.

Workshop Findings

Participant’s Perspectives: The Most Pressing Issues Facing Refugees

Question three elicited respondents to cite the issues they considered “most pressing” facing refugees. We identified five main perspectives, which are depicted in Table 1, in order of


importance together with their corresponding subcategories, and implications, if any. These five perspectives were “no legal protection or recognition,” “no legal right to work,” “no access to affordable healthcare,” “no access to formal education,” and “frictions with members of host country.” It is important to note that most of these perspectives can generally be summarized as a lack of basic human rights, as outlined in the 1948 Universal Declaration of Human Rights. However, exploring each of these perspectives individually and distinctly enables us to form a richer picture on the data collected.

No Legal Protection or Recognition
While living in countries that do not legally recognize them, refugees cannot safely interface with law enforcement authorities without fear of arrest and detention. Refugees are also often lumped together with economic migrants and categorized as “illegal migrants.” As a result, refugees do not enjoy freedom of movement within their country of residence. This causes great stress and turmoil, which was reported through survey respondents’ interactions with members of the community. A repeatedly cited example in the survey was the detention of hundreds of refugee children in Malaysian immigration centres under “conditions that are not ideal.” This agrees with a report by the Malaysian Immigration Department which shows that more than 1,000 children had been detained in immigration centres this year, including 136 Rohingya children and 380 Myanmar children. Furthermore, despite the fact that most refugees in Southeast Asia are not legally recognized by their host country governments, they can still, in many cases, obtain UN documentation recognizing their status as refugees. Unfortunately, this process is opaque and takes a significant amount of time, which leaves many refugees confused and uncertain about their future in the host country.

No Legal Right to Work
Many survey respondents indicated concern with regard to the lack of legal right to work. Refugees in most Southeast Asian countries cannot legally work, which causes severe economic disenfranchisement. Survey respondents also reported examples of high rates of homelessness amongst refugees and high incidences of children begging on the streets to support their families. This corresponds with the perspectives shared among refugees. For example, a key finding in a study conducted with refugees in Indonesia, Malaysia and Thailand was that refugees viewed legal work rights as one of the potential solutions to their mistreatment. A recent study on Burmese refugee issues in Thailand also highlighted the importance of legal right to work and stay.

21 Penelope Mathew, and Tristan Harley, Refugee Protection and Regional Cooperation in Southeast Asia (Canberra: The Australian National University, 2014).
Indeed, having no legal right to work is problematic on two fronts. First, it negatively affects the refugee community itself through high levels of poverty and increased participation in loosely regulated jobs with poor working conditions, such as the construction industry. The second problem are the negative externalities towards citizens of the host country through growing levels of income inequality.23

No Access to Affordable Healthcare

Refugees in most Southeast Asian countries are unable to access affordable healthcare. This often means that there are few attempts made at disease prevention amongst individuals in this community24 (Perry et al. 1992). Survey respondents also emphasized the lack of support for mental health needs, particularly amongst female victims of domestic violence and adult males. Excluding refugees – who have often faced significant levels of trauma in their lives – from accessing affordable healthcare has severe long-term effects; in fact, studies have shown that these effects can continue for decades, and are often correlated with an increased risk for physical disease.25

No Access to Formal Education

Another key issue raised by many survey respondents is the denial of refugees’ right to formal education in the country of asylum. Many Southeast Asian countries do not allow refugee children to attend public schools. In fact, in a study conducted in 2015 by the Migration Policy Institute which included countries like Bangladesh and Malaysia, refugee children experience limited and disrupted educational opportunities, significant language barriers to education access, poorly trained instructors with inadequate resources, and significant discrimination and bullying in educational settings.26 Education for refugee children in Southeast Asia is typically not a “great leveller” or a method to escape poverty—oftentimes, it is barely adequate.

Frictions with Members of the Host Country

A significant number of survey respondents indicated that refugees face a large amount of frictions with members of the host country. In fact, many respondents reported instances of crimes conducted by citizens of the host country towards refugees, such as petty theft. Discrimination of citizens of the host country towards refugees is not a problem unique to Southeast Asia.27 Fortunately, it seems to be one that is alleviated by increasing the exposure of the aforementioned


citizens to members of the refugee community. Survey respondents also indicated that refugees’ voices should be heard and considered more prominently in public discourse to aid in increasing exposure for members of the host country.

Important but Understudied Issues Facing Refugees

For question four on the survey, which elicited responses on important but understudied issues facing refugees, we uncovered six main perspectives, detailed in Table 2. These issues are “mechanisms to improve public cognizance and social integration of refugees into their host countries,” “the costs of economic disfranchisement and legal exclusion,” “issues faced by vulnerable subgroups of the refugee population,” “preventative healthcare measures,” and “support for refugee education.”

Mechanisms to Improve Public Cognizance and Social Integration of Refugees into Their Host Countries

Survey respondents highlighted the need to expose host country citizens, including government representatives and politicians, to the refugee community and its plights for two key reasons: to eliminate ignorance-based discrimination, and to facilitate empathy and understanding in order to create favourable changes in policy. Survey respondents also indicated that refugees should be empowered to speak on their own behalf in media, and that both humanizing stories and successes, as well as realistic portrayals of suffering, should be featured. Featuring positive stories in addition to negative or difficult accountings is consistent with a 2015 study by Otieno Kisiara which argued that “the totality of the [refugee] presentation environments, especially their focus on narratives of suffering, do in fact reinforce the marginal and powerless position with which refugees are associated.” Some examples of mechanisms that might work for improving public understanding and encouraging social integration include providing education in schools on urban poverty, conducting in-depth cultural orientations about the host country for newly arrived refugees and asylum-seekers, and creating public platforms, such as poetry and story writing competitions, for refugees to share their stories with the public.

Finally, there was a lot of emphasis by the survey respondents on involving refugees directly and thoroughly in any and all research projects surrounding issues facing their communities. In fact, it has been well-documented that community-led interventions have been successful as a mode of reaching out and helping marginalized communities.

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be seen as capable partners and main sources of information regarding their own communities. In fact, academic literature has shown that even the highly illiterate Rohingyas of Myanmar “develop certain protection strategies and livelihood mechanisms outside the boundaries of formal asylum, which suggest they possess significant capacities to carve out their own protection space and achieve a level of de facto integration.”

The Costs of Economic Disenfranchisement and Legal Exclusion

The two subcategories highlighted were the severe difficulties in obtaining lawful and safe employment as well as the problems with insufficient household income and its role in causing perpetual cycles of poverty. Survey respondents also suggested the need for entrepreneurship training programs for refugees to start their own businesses, which could bypass the problem of legal employment through a private company or organization. Many respondents also highlighted the fact that there are very few organizations or platforms that match refugees to jobs that are appropriate to their skill sets. In the case of highly talented and skilled refugees, such as those from Syria with graduate-level degrees, this causes a great amount of distress due to the inefficient use of refugee talent in becoming productive members of society.

A thorough review of the literature suggested that this issue has been studied in significant amount of detail in Europe – for example, Phillimore and Goodson showed that skilled refugees in the United Kingdom experience high levels of unemployment and often worked in mismatched industries by earning below than average wages. In addition, they argued that economic exclusion often leads to social exclusion, and that initiatives should be started to help them access jobs that fit their qualifications.

Issues Faced by Vulnerable Subgroups of the Refugee Population

Survey respondents indicated that there is a grave necessity to address the needs of vulnerable subgroups within the refugee community such as women, children, LGBTQ individuals, and the disabled. Individuals who belong to these categories are often left behind in the push for economic and social integration for refugees in a host country. This problem is exacerbated for the disabled due to the fact that all ASEAN nations aside from Singapore are still economically developing and thus do not have the same amount of resources to build a supportive infrastructure for disabled peoples’ needs. For example, wheelchair accessibility is very poor in countries such as Cambodia and Laos.

Many refugee women also come from patriarchal societies where their needs and wants are never prioritized. Many respondents noted that since most refugee women do not work and rely on their husbands for financial support, they often find themselves in difficult situations for a variety of reasons. Some examples of this are when a refugee woman is abused by her spouse

and have to leave their homes, when their husbands die and they must fend for themselves and their children, when they have disagreements with their husbands on household expenditures, or when they get divorced. Thus, the need to create sustainable income streams that can be maintained independently of their spouses is important for women, particularly for female heads of households.

Most of the examples listed by survey respondents also focused on refugee children. In particular, the respondents highlighted child marriages, child workers, child abuse in the home, and child begging. Sexual violence was also referred as a major problem in certain refugee groups, as well as gender-based violence.

Preventative Healthcare Measures

As mentioned above in the thematic analysis for question three, refugees have difficulty accessing affordable healthcare and rarely receive preventative measures for any ailment, physical or otherwise. Thus, the need to provide a range of health interventions in the refugee community and measure their long-term cost-effectiveness and impact is significant. Additionally, on the subject of improving affordability, the provision of subsidized health insurance could potentially encourage more preventative hospital visits and consultations surrounding family planning for young couples and sex education for teenagers and young adults could prevent unwanted pregnancies and provide protection against sexually transmitted diseases.

Support for Refugee Education

The academic literature surrounding the education of refugees has documented that many children within this community are unable to attend formal schooling of any kind due to their lack of legal status. Those who do go to school typically attend community-run schools with limited resources and are taught by teachers who are poorly trained and who “rely on their own experiences of being in school to inform their pedagogy.”

Thus, improving both the access and quality of education for refugee children is very important. Many respondents gave the example of creating training programs to develop the capabilities and skills of teachers at refugee learning centres.

How Can Researchers Better Serve the Refugee Community?

The last question on the survey asked respondents to give their opinions on ways in which researchers can better serve the refugee community. Using the data, we plotted out the recommended research process to achieve this goal, depicted in Figure 3. Central to this process, as detailed below, is an iterative process that includes members of the refugee community as partners directing the research process and ground truthing the findings.

The process first begins with the researcher partnering with the refugee community to conduct baseline assessments and identify issues and problems to be tackled within the research project. Although many researchers engage refugee individuals as interpreters in their fieldwork, many respondents also highlighted the need to form a partnership with the community that goes

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beyond practical matters—indeed, they argued that academic research could only be impactful and create change in refugee communities if the research itself involved the community members as partners, and not merely as participants. One respondent remarked that “researchers must ask [the refugees] what they want,” and another said that “researchers must understand what refugees need to be able to thrive, and not just to survive.” Furthermore, special attention should be paid to ensure that there is a useful product or finding at the end of the research project, and that it is not an exploratory exercise in navel-gazing.

Then, the problem to be tackled should be refined and scoped down to form a hypothesis—this might be something like “Do refugees need to know how to read in the local language to gain employment?”—which can then be tested. The researcher should use her expertise in the academic and policy literature to determine that the hypothesis has not been answered in the context she is interested in, and can in fact be tested, given the constraints of the project (time, finances, etc.). This is to alleviate the problems of duplicate and failed studies.

After the data are collected, the researcher will then be able to draw a conclusion and form an answer to her initial research question. At this point, it is of utmost importance that these findings and answers be communicated back to the refugee community. This is crucial for two reasons. The first is that the personhood, expertise, and partnership of the refugees involved in the initial research should be validated and appreciated. Many survey respondents argued that this particular step is the one is often forgotten. The second reason is that this communication back to the community may in and of itself be the impact — if, for example, literacy in the local language is found to be a predictor of meaningful employment, then knowing this fact can economically help the refugee community.

**Figure 3: Partners, not participants**—flowchart showing the recommended research process when engaging with the refugee community
The next step in the process is to rigorously document the study, the collected data, the findings, its potential impact (if any), and most importantly, if the study failed, the reasons why it did. Academics often do not focus on their failures in conducting fieldwork because the publication process in many fields does not reward such papers, but when the fieldwork concerns understudied marginalized populations such as refugees in Southeast Asia, knowledge about failures, and reflections on why the failures happened, are tremendously helpful.

The final step involves documentation, which can take a variety of forms. The study should be documented in a peer-reviewed academic journal article for dissemination to academia—this is to help future researchers start their own projects without duplicating prior efforts. A simplified version of the study, perhaps in the form of a short report or editorial in the popular press, could also be published for dissemination to the general public in order to inform them on refugee issues. Finally, academic researchers can also use the data and findings to advocate for the rights and needs of the refugee community as well as assisting governmental agencies and politicians in creating sensible policies that help, not harm, refugee communities.

Conclusion

In this report, we presented the results of the qualitative data obtained during an interdisciplinary research workshop. The data were collected from a diverse range of respondents based in Southeast Asia who differ in their levels of experience working in the field with refugee communities but are united in their shared goal of creating change and bettering the lives of refugees. We used thematic analysis to extract the most pressing as well as important but understudied issues facing refugees. These key issues revolve around the themes of legal recognition, livelihood as well as access to education and healthcare. Another key area that is critical and yet largely overlooked is the vulnerable subgroups of the refugee population including children, women, LGBTQ+ individuals and the disabled. We also constructed a research process flowchart which can be used by researchers interested in collaborating with refugee communities and using data to advocate for their rights. The findings presented here which reflect the opinion of key stakeholders in the field of refugee issues in Southeast Asia may serve as a useful reference for future studies in this area.

Acknowledgement

We are grateful to our institution, Asia School of Business for their support. All mistakes are our own.

References


Appendix

Table 1: Most pressing issues facing the refugee community in Southeast Asia

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Subcategories</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>No legal protection or recognition</td>
<td>unsafe living conditions, constant fear of immigration and police, arrests and detentions, no freedom of movement within the host country, lack of clarity and understanding surrounding resettlement process, difficulty obtaining UN documentation</td>
<td>difficult to access legal representation, children are detained by immigration authorities, cannot access social protection, face both societal and economic integration issues</td>
</tr>
<tr>
<td>No legal right to work</td>
<td>poverty, labor exploitation and forced labor, lack of financial freedom, need for support for entrepreneurship ventures</td>
<td>Homelessness as a result of having no income, child beggars, lack of financial freedom</td>
</tr>
<tr>
<td>No access to affordable healthcare</td>
<td>lack of support for physical and mental health needs</td>
<td>Female victims of gender-based violence cannot access public healthcare safely and affordably, workers cannot seek medical care for workplace injuries</td>
</tr>
<tr>
<td>No access to formal education</td>
<td>low levels of host country language skills and literacy amongst certain refugee groups, perpetuation of the cycle of poverty through the systematic exclusion of children from formal schooling</td>
<td>High dropout rates from community-based schools, untrained or poorly trained teachers</td>
</tr>
<tr>
<td>Frictions with members of host country</td>
<td>lack of cultural and social integration, lack of public awareness and empathy for refugees, trade-off between own cultural retention and host country’s culture</td>
<td>Refugee voices are not heard or considered in public discourse, no cultural orientation to situate refugees within the host country once they first arrive</td>
</tr>
</tbody>
</table>
Table 2: Important but understudied or ignored issues facing the refugee community in Southeast Asia

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Subcategories</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mechanisms to improve public cognizance and social integration of refugees into their host countries</td>
<td>• The need to expose host country citizens to the refugee community and its plights to eliminate ignorance-based discrimination</td>
<td>• Educate the public highlighting similarities between disadvantaged host country groups and refugees</td>
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<tr>
<td></td>
<td>• Encouraging refugee empowerment and public depictions of personhood</td>
<td>• Engage refugees as partners</td>
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<td></td>
<td></td>
<td>• Create public platforms for refugees to tell their stories</td>
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<td></td>
<td></td>
<td>• Conduct cultural orientations for newly arrived refugees</td>
</tr>
<tr>
<td>• The costs of economic disenfranchisement and legal exclusion</td>
<td>• Difficulties in obtaining lawful and safe employment</td>
<td>• Refugees not matched to jobs that are appropriate to their skills</td>
</tr>
<tr>
<td></td>
<td>• Insufficient household income causing perpetual cycles of poverty</td>
<td>• Homelessness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Labor exploitation and forced labor</td>
</tr>
<tr>
<td>• Issues faced by vulnerable subgroups of the refugee population</td>
<td>• Urgent need to implement early interventions in the refugee community to address issues surrounding women, children, LGBTQ individuals, and the disabled</td>
<td>• Child marriages, workers, and begging</td>
</tr>
<tr>
<td></td>
<td>• Create sustainable income streams for females</td>
<td>• Child abuse in the home</td>
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<tr>
<td></td>
<td></td>
<td>• Sexual violence</td>
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<tr>
<td></td>
<td></td>
<td>• Gender-based violence</td>
</tr>
<tr>
<td>• Preventative healthcare measures</td>
<td>• The importance of mental health interventions</td>
<td>• Coping mechanisms for stress and trauma</td>
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<tr>
<td></td>
<td>• Need for health insurance to improve access to healthcare</td>
<td>• Education on nutrition</td>
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<tr>
<td></td>
<td>• Family planning consultations and sex education for teenagers and adults</td>
<td></td>
</tr>
<tr>
<td>• Support for refugee education</td>
<td>• Improve access and quality of education for refugees</td>
<td>• Develop the skills of teachers at refugee learning centres</td>
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</tbody>
</table>

| 146 |