

## A systematic literature review of service-related research on refugees

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## **A systematic literature review of service-related research on refugees**

### **Structured Abstract**

**Purpose:** This study systematically reviews and conceptualises service-related research on refugees to identify gaps in the literature, derive future research avenues and stimulate interdisciplinary research and practice to improve wellbeing of refugees.

**Design/methodology/approach:** The study employs a systematic literature review (SLR) of 102 journal articles published or available online from 2000 to 2020.

**Findings:** Ten themes are identified across the three phases of the refugees' service journey (entry, transition and exit). Most of the articles focus on the exit phase. One-third of the literature analyse refugees' access and adaptation to healthcare services. The dearth of research on other refugee services reflects the failure to attend to all aspects of service provision across all phases of the refugee service journey.

**Research limitations/implications:** While the ten themes across the three phases require scholars' and practitioners' attention, different aspects of the SLR's findings necessitate further investigation. To reinvigorate research and practice, and stimulate interdisciplinary collaboration, a novel Communities of Practice approach is suggested.

**Practical implications:** Practitioners and policymakers should place more focus on the entry and transition phases of the refugee service journey.

**Social implications:** Lack of research and engagement with the first two phases of the refugee journey might come at the expense of refugees. More service support is needed to buffer the journey from homeland to host country.

**Originality/value:** This SLR on refugee-related services is the first of its kind from a service research perspective.

**Keywords:** refugees, refugee journey, service research, systematic literature review, communities of practice, transformative service research

## Introduction

The world is witnessing the largest refugee crisis on record. As of December 2020, nearly 26.4 million refugees are exiled from their home countries due to conflict, environmental change and persecution. Over half are under 18 years of age (UNHCR, 2021a). The refugee crisis is one of the most pressing issues for developed and developing countries alike (UNHCR, 2021b) and has recently worsened by more conflict and people becoming refugees, such as through the war in Ukraine (Beaumont, 2022). Countries hosting refugees are often unprepared and overburdened (UN, 2021). Despite these challenges, many countries, especially “those in low- and middle-income countries where nearly 90 percent of the world’s refugees live – have continued to demonstrate a remarkable welcome” (UNHCR, 2021c). Finding a permanent and durable solution for the refugee crisis is a major global challenge (Esses *et al.*, 2017). Possible solutions include voluntary repatriation, integration into the country of first asylum, or resettlement in a third country (Brown and Scribner, 2014).

A refugee is defined as “someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion” (UNHCR, 2021d). Most refugees undertake long, difficult and/or dangerous journeys (BenEzer and Zetter, 2015). This paper employs the concept of the *refugee service journey*, as suggested by Boenigk *et al.* (2020), which consists of three phases.

The first service phase, the *entry phase*, is when an individual decides to migrate or make plans to seek refuge in another country. While some refugees might have the chance to plan their departure, others are forced to flee suddenly (Boenigk *et al.*, 2020). In both cases

resources are required which involve services, such as food, water, shelter, and medical care, and these might be hard to find depending on the circumstances (Finsterwalder *et al.*, 2020).

The second service phase, *transition*, refers to the process of physically moving from one place to another. However, these transitions are far from linear (Boenigk *et al.*, 2020) and different situations might require different and dynamic survival strategies (BenEzer and Zetter, 2015) and corresponding service provision which might be sparse or non-existent. The first stop for most refugees is neighbouring countries. Most refugees stay in temporary shelters and camps, often serviced by the UNHCR (Nasr and Fisk, 2018). Refugee camps are often located in low-income countries near border conflict zones (Alloush *et al.*, 2017) and are almost always overcrowded, food is often rationed and there is only limited access to medical services (Chan *et al.*, 2016).

In the last service phase, *exit*, refugees resettle in a new destination country eventually exiting the refugee service journey (Desjarlais *et al.*, 1995). Host countries may provide a range of services via government agencies, non-government organisations (NGOs), for-profit organisations, quasi government agencies, religious bodies, and formal and informal volunteer groups (Fozdar and Banki, 2017).

As visible from the above, service provision plays a key role (Boenigk *et al.*, 2020; Finsterwalder, 2017) in helping refugees return to normal life (Colic-Peisker and Tilbury, 2003) and integrate them into the host society (McIntosh and Cockburn-Wootten, 2019). In the service literature, despite some recent initiatives (Boenigk *et al.*, 2020; 2021; Finsterwalder *et al.*, 2020; Kabadayi, 2019; Shneikat and Ryan, 2018) and it being seen as a global service system crisis (Nasr and Fisk, 2019), there is still a dearth of research on refugee related service provision. Therefore, this study employs a systematic literature review (SLR) of service-related research on refugees published or available online from 2000 to 2020, to identify research gaps, contextualise existing studies and to outline avenues for future research in Transformative

Service Research (Nasr and Fisk, 2019). Both, for the analysis of literature as well as for future research and practice, this article looks beyond the service discipline to invigorate refugee-related transdisciplinary collaboration and application of approaches.

This article is structured as follows. The next section outlines the methodology employed for conducting the SLR. The subsequent section describes and discusses the findings organised by themes identified throughout the coding of the literature. Implications, limitations, and future research endeavours section follows which also highlights the significance of a Communities of Practice approach to broaden perspectives and approaches among refugee-related service providers and scholars.

## **Methodology**

Literature reviews play an important role in every field of study as they provide a summary of the existing evidence that is needed to inform new research projects (Snyder, 2019). *Narrative literature reviews* provide a synthesis or description of the existing literature without employing any quantitative measures (Allen, 2017). By contrast, *systematic literature reviews* (SLR) offer a replicable, transparent and comprehensive means of identifying relevant material (Snyder, 2019). Pickering and Byrne (2014, p. 538) call an SLR a “systematic quantitative approach”. The review process is *systematic* because the methods employed to first survey the literature and then choose which sources to include are explicit and reproducible. It is also a *quantitative* review because it puts a figure on existing research and identifies gaps in the literature. The process is *comprehensive* because it employs various source locations (databases / journals), subjects (e.g., refugees, service providers) and response variables (e.g., country context of studies, differentiation by refugee service journey phase) (Pickering and Byrne, 2014). It is a *structured* and replicable process as it follows a series of clear steps (Moher *et al.*, 2009) (see Figure 1). A key benefit of using such a method is that it highlights the diversity, spread and gaps in existing literature. As this study’s aim is to

systematically review and contextualise existing service-related research on refugees and indicate gaps for service scholars and practitioners, this article employs the SLR method.

As employed by other service researchers (e.g., Elg *et al.*, 2020), the study follows PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines and steps (Moher *et al.*, 2009) for SLRs with its key elements outlined in Figure 1. The PRISMA flowchart indicates the search, selection and elimination process for relevant literature. The keywords “service” and “refugee” were used to search journal articles’ titles, abstracts and keywords. The search was conducted in the databases EBSCOhost and Scopus, and only peer-reviewed journal articles published or available online first in English from 2000 to 2020 were selected to capture the timeframe when the refugee crisis became more pertinent (UNHCR, 2021e). Scopus was chosen because it is regarded as one of the most reliable and suitable database for locating interdisciplinary peer-reviewed literature (Falagas *et al.*, 2008). EBSCOhost was included because it is an efficient database to undertake a targeted and combined keyword search of journal articles in Economics and Business and Management compared to databases such as ProQuest, Science Direct and Emerald, which lack a filtering option for these disciplines. The results were filtered using the above mentioned database filters. This resulted in 511 search results from EBSCOhost and 131 search results in the Scopus database. To these 642 journal articles identified, an additional 116 articles were added from manually screening the reference lists of those 642 articles, as recommended in the PRISMA guidelines (Moher *et al.*, 2009). From these two sets with a combined total of 758 articles, 17 duplicate papers were removed. Of the remaining 741 articles, 446 papers were excluded after a screening of the abstracts as the keyword “service” could not be located. These articles on refugees focused on areas not relevant for this study. Of the residual 295 articles a full text examination was undertaken. However, despite these articles employing variations of the word “service” in the abstract, no further service context could be identified within 193 of

these papers and these were excluded. Thus, 102 journal articles remained and are included in this study.

--- Figure 1 about here ---

## **Findings and Discussion**

### ***Descriptive Statistics***

In terms of the *method* used, of the 102 articles screened, 70 (68.6%) were qualitative, 16 (15.7%) quantitative, 11 (10.8%) conceptual and five (4.9%) were mixed-method studies. Just under 20 percent of the journal articles included in this study focus on Australia. The remainder of the distribution with five or more studies per country included the USA (12.6%), Canada (8.1%), UK (6.3%), New Zealand (4.5%), Sweden (4.5%), Germany (4.5%) and Turkey (4.5%). Countries with less than five studies account for 23.4 percent of the identified literature and 11.7 percent do not contain any specific country or region context. Table 1 shows the distribution of studies according to study context by country/region. For example, investigating Syrian refugees in Turkey was counted as country context “Turkey”. Table 1 also maps the number of studies with the total number of people that have UNHCR refugee status in each of the host countries for the latest obtainable year (2019) (UNHCR, 2021e). Most developed countries, such as Australia (22 studies / 19.8% with 58,529 refugees in 2019), host comparatively fewer refugees than developing countries, such as Uganda (one study / 0.9% with 1.6m refugees in 2019). However, the majority of studies in English were conducted in developed countries. Developing countries Colombia (1.8m refugees in 2019) and Pakistan (1.4m), countries that host the second and third highest number of refugees after Turkey (3.6m) (UNHCR, 2021e), had no studies published in an English speaking journal from 2000 to 2020 and hence do not feature on the list (Table 1).



---Insert Table 1 about here---

Studies were published in a wide range of journals, ranging from refugee specific journals (e.g., *The Journal of Refugee Studies*), to health and wellbeing related publications (e.g., *European Journal of Public Health*), to more management and operations related journals (e.g., *Human Relations*, *Journal of Operations Management*). Few designated service and/or marketing research related journals were identified. Amongst these were *BMC Health Services Research* (two articles), *Journal of Retailing and Consumer Services* (one article), *Journal of Service Research* (one article), *Journal of Services Marketing* (two articles), *Journal of Service Theory and Practice* (one article), *Journal of Public Policy & Marketing* (two articles), *Journal of Macromarketing* (one article) and the *Service Industries Journal* (seven articles, most of which were part of a special issue).

To permit a structured presentation the findings are organised according to the three refugee service journey phases of entry (phase 1), transit (phase 2) and exit (phase 3) outlined above. To thematically group the findings, all 102 articles were listed in a computable table in Excel with the details of author/s and year of publication (descending by year), country/region context of study, journal published in, main goals/objectives of the study, and key findings. Articles with a similar service focus were coded using 24 different codes and then these codes were grouped employing the Excel data filter function to identify different themes. Ten themes were identified from these codes and organised employing the phases of the refugee service journey. Table 2 provides a summary of the themes identified and cross-tabulated with the three phases. Appendices 1 and 2 provide a detailed overview of the articles per phase and the reoccurring themes 1 to 9. Theme 10 is discussed separately below (see Appendix 5). Appendix 6 provides the bibliography of the 102 articles analysed and cited in the next sections. The next

sections provide definitions of the service themes pertaining to refugees before outlining the findings and service-related issues (SRIs) identified and highlighting the service-related tasks (SRTs) suggested for scholars and practitioners.

---Insert Table 2 about here---

### ***Theme 1: Refugee access and adaptation to healthcare services (Phases 1-3)***

This theme focuses on fair and safe access (Fisk *et al.*, 2018) and cultural adaptation (Polonsky *et al.*, 2018) to (and of) healthcare service provision in order to meet refugees' complex healthcare needs. Access to healthcare services cannot be generalised for all refugees due to their heterogeneity and thus has to be adapted for the various (ethnic) groups (Szajna and Ward, 2015) to improve underutilisation of these services. Healthcare services received the most scholarly attention with 31 articles identified with the majority centring on the exit phase. There was only one article on the entry phase and two on the transition phase.

*Phase 1: SRIs:* In the entry phase, refugees often experience traumatic events which may physically and psychologically affect them and their wellbeing (Mangrio *et al.*, 2018).

*SRTs:* Proper service journey mapping of the different escape pathways, health related issues encountered and resulting gaps in healthcare service provision are vital for this phase and beyond to ensure that refugees are provided with appropriate medical care.

*Phase 2: SRIs:* The four studies that cover phase 2 mainly focus on barriers which restrict refugees' access to healthcare services. Such barriers are hardships in navigating healthcare systems (Bilecen and Yurtseven, 2018), lack of health literacy and awareness (Chuah *et al.*, 2018), cost (Doocy *et al.*, 2016) and institutional and socio-cultural challenges in camp settings (Mwenyango, 2020).

*SRTs*: Due to the fact that for all of these four studies comprehension, communication and cultural issues were the common problems encountered by refugees, both service researchers and practitioners are required to identify the options to better visualise and tangibilise available service provision and processes.

*Phase 3: SRIs*: Post-migration studies for the exit phase argue that good health is a key factor for active engagement in a host society (Ager and Strang, 2008). Integration relies on refugees having access to effective healthcare services with these needing to be available, approachable, acceptable, accommodative, affordable, and appropriate (Levesque *et al.*, 2013). However, Au *et al.*'s (2019) literature review showed that refugees face significant barriers in accessing and engaging with healthcare services with over half (17 of 26) of the articles listed under theme 1 for phase 3 confirming a focus on healthcare service barriers. Of the 17 articles (see Appendix 3), 15 found that language and interpretation difficulties were dominant.

The second most common problem identified in these articles was cultural differences and relates to how healthcare services are delivered. As shown in Appendix 3, other key issues and challenges include transportation, an unfamiliar healthcare system, a lack of trust in the services and a limited understanding of how the system works, healthcare coverage and cost, time pressures associated with visiting healthcare centres, a lack of social support, employment obligations, and no continuity of care. Anxiety relating to medical treatment and particular health beliefs can also become problematic (Paisi *et al.*, 2020).

Furthermore, healthcare service frameworks for “good practice” are important to improve refugee access, equity and the quality of care (Woodland *et al.*, 2010) as well as planning and evaluating services (Feldman, 2006).

*SRTs*: Service scholars and providers should focus on easy to understand and culturally appropriate and adapted service provision (Riggs *et al.*, 2012; McKeary and Newbold, 2010; Lawrence and Kearns, 2005; Polonsky *et al.* 2018; Szajna and Ward, 2015; Taylor and Haintz,

2018), the design of relevant programmes, and health promotion and education campaigns (Drummond *et al.*, 2011). Service providers' use of video conference technology to bridge communication and cultural gaps between refugee patients and healthcare providers (Morris *et al.*, 2009) requires further emphasis but thus far has largely been neglected (Müller *et al.*, 2020). Service approaches that are refugee specific also require comparison with those for the general public.

Moreover, when dealing with the barriers preventing appropriate and tailored care (Manchikanti *et al.*, 2017), healthcare and resettlement service providers require more collaboration and culturally adapted and integrated services (Woodgate *et al.*, 2017). For example, integrated care offering counselling, medical care, community development and advocacy should all be in a single location, but such an approach is not the norm (Phillips *et al.*, 2017; Robertshaw *et al.*, 2017) and this is particularly apparent for regional and rural health services (Lloyd, 2014) which are often not prepared for refugees' arrival (Sypek *et al.*, 2008) and are also understudied (Lloyd, 2014).

Overall, the gaps identified in theme 1 show a lack of both an integrated and a systems thinking approach to wellbeing service provision (Finsterwalder and Kuppelwieser, 2020). Connecting fragmented services and leveraging the power of refugee communities or peers to reach individual refugees are roads to gaining access to refugees' uptake of healthcare services along the refugee service journey. Moreover, making healthcare access easier is important as can be seen by European Union (EU) member states approving to activate the Temporary Protection Directive for Ukrainian refugees, giving them access to healthcare across the EU (Holt, 2022).

### ***Theme 2: Refugee child and youth service provision (Phases 1 and 3)***

This theme entails service provision for young refugees with or without parents or guardians. These refugees encounter traumatic experiences, have to adjust to an unfamiliar

culture and are at risk of developing physical and psychological health issues (Ahsan Ullah, 2018). Services for this group include culturally responsive services (Francis and Yan, 2016), childcare support (Dolan and Sherlock, 2010) and special needs services (Szente *et al.*, 2006). One article was found for the entry phase and three for the exit phase.

*Phase 1: SRIs:* In 2019 alone 33,000 refugee children arrived in the EU. Of these, 9,000 were unaccompanied (UNICEF, 2021). As children are more vulnerable and face greater dangers to their safety and wellbeing, they need special attention and dedicated services catering to their needs.

*SRTs:* This issue has been ignored for the entry phase except for a single study (Ahsan Ullah, 2018). Service provision for minors needs to reach into phase 1 with international NGOs providing buddying services to accompany children from their homeland.

*Phase 3: SRIs:* Host countries' limited cultural understanding of childcare service providers as well as lack of policy provisions can create challenges for refugee families (Dolan and Sherlock, 2010). Despite the many educational and childcare services acknowledging cultural differences (Dolan and Sherlock, 2010; Szente *et al.*, 2006), there are no recent service studies on services for young refugees (Francis and Yan, 2016).

*SRTs:* To address the special needs of refugee youth across the phases, scholars and practitioners require information which could be obtained from settlement agencies and relate to refugee youth's specific needs, cultural backgrounds and family (Szente *et al.*, 2006).

In summary of theme 2, services for young refugees have to be properly linked across the three phases. Other than providing on-site support, for example, psychologists and health practitioners can connect virtually (see also themes 3 and 8) with these young refugees along their refugee service journey. To illustrate this, psychologists from the US connect with Ukrainian children via video to help them cope with war (Stead Sellers, 2022).

### ***Theme 3: Public and private refugee support services (Phases 1-3)***

This theme focuses on the role of refugee support services to meet the diverse needs across the phases provided by both public or government agencies and private organisations and groups. Such support services are emergency response, case management (Shaw and Funk, 2019), repatriation (Steimel, 2015), transport and assistance upon arrival (Dubus, 2020), information and referrals to key government service agencies (Fozdar and Banki, 2017), orientation services, community connection programmes (Nakhaie, 2017) and family reunion services (Makwarimba *et al.*, 2013). Twenty-two articles were identified under this theme: 18 for the exit phase, three for the transition phase and one for the entry phase.

*Phase 1: SRIs:* Skálén *et al.* (2015) reveal how activists establish informal service networks to transform media, social movement, health care, and financial service systems using ICT and to assist with supplying the increasing number of refugees with humanitarian aid.

*SRTs:* However, there is a research gap relating to the role of such informal and ad-hoc support services for refugees in escaping danger and reaching a safe destination. These ad-hoc services might play a vital role for the survival and wellbeing of refugees and require more attention (Finsterwalder, 2017).

*Phase 2: SRIs:* Not only might a simple lack of formal and informal services eventuate, but employees providing services might expose sabotage behaviour towards refugees (Kabadayi, 2019) and further decrease wellbeing by unfair and unsafe treatment during service co-creation (Fisk *et al.*, 2018).

*SRTs:* Little research has been conducted on the training needs of service staff who are assisting refugees. Equally, taking a bigger picture approach and making sure that the prerequisites for service provision for refugees are in place via supply chain management and humanitarian logistics, needs more attention (Woldt *et al.*, 2019). From a refugee perspective, refugee support services that can alleviate stress and anxiety in the transition phase, such as the

UNHCR cash transfer programmes (Hagen-Zanker *et al.*, 2018), are also vital and require more focus.

*Phase 3:* The 18 articles found in the exit phase were grouped under three broad categories (*SRTs*): refugees' service needs, the role of support agencies, and networking among agencies (Appendix 4).

*Refugees' service needs: SRTs:* Needs vary according to the individual refugee's status and their human and social capital (Makwarimba *et al.*, 2013; Nakhaie, 2017). Refugees not only require resources and formal support services to successfully settle in the host country, but as in phase 1 they benefit from informal assistance from the (host) community. Such host country and community service systems play a key role in meeting refugee needs. At times, actors providing such services for refugees might have to fight a certain level of hostility of the host country's service system (Boenigk *et al.*, 2020).

*SRTs:* More effort is required to explore systems and actors who challenge dominant discourses of hostility by providing services to relieve refugee suffering (Cheung and McColl-Kennedy, 2019).

*Refugee agencies: SRTs:* Agencies occupy a unique position in the refugee's journey because they are a refugee's first point of contact when they arrive in the host country and are to meet their everyday service needs (Baxter, 2018). The knowledge and expertise of these agencies determine how successful refugee resettlement is (Steimel, 2016). However, one of the major problems in the exit phase is a lack of effective and quality services which are appropriate to refugees' cultural backgrounds (Kandasamy and Soldatic, 2018; McIntosh and Cockburn-Wootten, 2019; Phillips, 2009).

*SRTs:* A stronger focus on measuring refugees' service experience and key performance indicators for refugee agencies combined with more advanced training of staff is required.

*Networking among agencies: SRIs:* Resettlement agencies fail to share sufficient information at each step of the integration process (Hancock *et al.*, 2009). Moreover, there is a lack of intra- and inter-organisational collaboration visible (Fehsenfeld and Levinsen, 2019).

*SRTs:* Greater coordination among the agencies would streamline the resettlement process and promote service provision (Brown and Scribner, 2014). Closer coordination in multi-agency networks and the creation of refugee service hubs could alleviate such issues (Hancock *et al.*, 2009; Wren, 2007).

In summary of theme 3, a better use of ICT to connect to refugees, who already utilise social media along their journey (Dekker *et al.*, 2018), with networked agencies and assimilated refugees is a vital step (for more details see implications section).

#### ***Theme 4: Refugee camp services (Phase 2)***

Four articles were identified for this theme which subsumes refugee-related services provided by the host governments and/or humanitarian actors in refugee camps. These include services, such as reception centres, housing, schools, hospitals, security, welfare and integration (Oloruntoba and Banomyong, 2018; Schön *et al.*, 2018). Camps are usually attributed to the transition phase only (Boenigk *et al.*, 2020). While these services are vital, self-reliance is a fundamental human right, i.e., refugees “serving themselves” and other refugees. However, this is hardly attainable in most camps. For example, the level of self-reliance is rather low in the Zaatari refugee camp in Jordan despite it being one of the world’s most modern refugee camps. Out of the 3,000 shops operated there only around three percent are owned by refugees (Schön *et al.*, 2018).

*SRIs:* For such context Schön *et al.* (2018) and Oloruntoba and Banomyong (2018) both investigated the logistics and infrastructure needed for refugee camp service provision. Refugee camps often have to be designed for long-term settlement as refugees can spend a great amount of time in these camps (Jahre *et al.*, 2016).



*SRTs*: Therefore, it is important that more effort is put into refugee logistics and infrastructure research for the improvement of camp services. As refugee camps are frequently overcrowded, diseases like COVID-19 can have a worse effect on those sheltering there than on the general population if service infrastructure is not designed properly (Finsterwalder *et al.*, 2020). Camps must prepare for such events by also expanding their healthcare capacity (Finsterwalder *et al.*, 2020; Truelove *et al.*, 2020).

Hence, in summary of this theme, other than providing the appropriate service infrastructure, refugee camp administration has to ensure that refugees have degrees of freedom including self-governance, such as via a “refugee council” to have a say in camp related services and their own resulting wellbeing.

#### ***Theme 5: Refugee educational services (Phases 2 and 3)***

Six articles were found that focused on educational services, i.e., primary and secondary school, higher education and vocational programs (Streitwieser *et al.*, 2019) for the exit phase, one other related to the transition phase and none to the first phase. Often, only a few formal schools operate in refugee camps (phase 2) to provide education. In the Zaatari refugee camp, home to around 80,000 refugees, only nine out of the 32 schools are formal schools (Schön *et al.*, 2018). The lack of formal education is one of the major barriers for refugees to access further education in phase 3 (Rah *et al.*, 2009).

*Phase 2: SRIs*: In the above mentioned context, ensuring education after fleeing one’s home country is of importance. Education in emergencies (EiE) has become an important topic for research and practice. Of particular relevance is how the right to education translates at a local level of service provision (Russell *et al.*, 2020) wherever such education is needed.

*SRTs*: Thus, more focus is required on the challenges associated with providing services for EiE, such as standards of education highlighted above. Here, research has to identify the access and implementation barriers that such services encounter.

*Phase 3: SRIs:* Most of the six articles relating to the exit phase investigated the challenges associated with refugee service provision and consumption in a host country. Education provides skills, knowledge and competencies which assist individuals become more active members of society (Ager and Strang, 2008). However, educational service providers encounter a lack of refugee parents' involvement due to language barriers, lack of time and deferential attitude towards staff (Rah *et al.*, 2009).

*SRTs:* Needs of refugee children in schools (Pugh *et al.*, 2012) as well as difficulties encountered by refugee students themselves can be resolved through better collaboration between service actors, i.e., the institutions, schools and communities, as schools cannot handle these issues alone (Naidoo, 2012). Due to the fact that refugees come from a variety of cultural backgrounds, studies are needed on educational services for young refugees, gender specific service needs, and how issues encountered compare to refugees accessing higher education as well as on education's function for refugee integration (Marcu, 2018). Furthermore, research is required that addresses the importance of vocational or short-term courses for newly arrived refugees and/or the impact of local qualifications on employment outcomes. While some work exists that investigated refugee study-orientation programmes run by a cross-sector alliance to understand refugee participation in higher education (Kreimer and Boenigk, 2019) and interventions to reduce barriers accessing tertiary education (Streitwieser *et al.*, 2019), further studies should analyse the challenges of continuing and successfully completing education.

Overall, flexible education systems and platforms that reach out to refugees still on the move to facilitate education are vital. Such service provision can include EiE where refugee teachers from the same ethnic background either on site or remotely who can assist in teaching students both in phases 2 and 3 and bridge issues of formal education. For example, Ukrainian refugee children connect with their teachers via online sessions while being in Moldova (phase 2 or 3) (Radio Free Europe/Radio Liberty, 2022).

### ***Theme 6: Refugee employment services and service industries (Phase 3)***

This theme relates to employment services offered to refugees by support agencies. It also captures how service industries create opportunities and support refugee employment (Alrawadieh *et al.*, 2019; Daunfeldt *et al.*, 2019). It includes job counselling, identification of career options, skill assessment and development, and mentoring (Månsson and Delander, 2017; Nardon *et al.*, 2020). This is to reduce high numbers of unemployed refugees despite relevant qualifications and experience (Tomlinson and Egan, 2002). Particularly jobs in service industries are regarded as attractive initial employment by refugees (Farmaki and Christou, 2019).

*SRTs*: Nine articles fall under this theme for the exit phase. Four articles were identified that focused on the role of organisations which support refugee employment. These service agencies assist with developing active and able refugees, who are fluent in the local language, have appropriate job skills, work experience, and up-to-date CVs and references (Tomlinson and Egan, 2002). To support refugees find employment different agencies need to cooperate (Diedrich and Styhre, 2008) to meet each refugee's individual needs. Refugees also need further employment support, such as mentoring programmes, which can have positive and significant impact on refugees' income levels. For example, a Swedish mentoring programme helped to achieve higher annual income for some refugees (Månsson and Delander, 2017). However, support agencies' that provide assistance to highly-skilled refugees to integrate into the workforce often face funding and resource constraints (Nardon *et al.*, 2020).

*SRTs*: Studies focused on the early stages of refugee integration into the workforce, are required to analyse how refugees sustain and/or progress their careers in the host countries, and whether the support they receive from either the resettlement agencies is sufficient.

*SRTs*: Another important issue relating to employment is the role of industries that support refugee employment (three articles). Shneikat and Ryan (2018) investigated how

refugees integrate themselves into a host society and the role of service industries in recruiting refugees (Daunfeldt *et al.*, 2019).

*SRTs*: There is a notable lack of studies on the support of refugees by service industry, the employment of female refugees in the service industry (Senthanar *et al.*, 2020) and there is also a need for more analysis on creating a gender-balanced approach.

*SRTs*: Refugee entrepreneurs face challenges in some service sectors due to regulatory, financial, socio-cultural and market-related obstacles (Alrawadieh *et al.*, 2019) and have to demonstrate survivability, independence, resource access and sufficient starting capital to succeed (Shneikat and Alrawadieh, 2019).

*SRTs*: Service researchers should analyse the existence of different motives and challenges across countries as well as in a range of service industries to increase success of refugee entrepreneurship.

To sum up theme 6, individual mentors from employment agencies with an established network to service industries who can motivate service firm owners to become champions of refugee employment could mentor refugees. This should start when they seek education and go beyond finding first employment by regularly checking in thereafter and having a consultative role when it comes to job changes. For example, champions in businesses and organisations have created free online jobs boards and provided employment and training resources to cater to Ukrainian refugees looking for jobs (Sahadi, 2022).

### ***Theme 7: Refugees housing services (Phase 3)***

Three studies were identified for theme 7 which focuses on housing services for refugees and these include assistance to find safe and suitable long-term housing, rental procedures, secure connection to services like electricity, gas, communication and how to live in host country housing (Fozdar and Hartley, 2014). However, besides support from formal resettlement agencies, the biggest “informal support service” related to housing requirements

derives from refugees' friends and relatives as they have a very good understanding of both the housing market and refugee housing needs (Forrest *et al.*, 2013).

*SRTs*: Refugees struggle to find appropriate housing even in developed host countries due to high cost and limited availability of rental properties, lack of public housing, poor quality houses, real estate agents' negative attitudes towards refugees, lack of access to housing services, and complex tenancy procedures (Fozdar and Hartley, 2014).

*SRTs*: Housing service providers and community development workers need to establish housing integration procedures, such as an orientation process, on-going support, relocation support and how to deal with potential harassment (Phillips, 2006) and take refugees' cultural background into account (Forrest *et al.*, 2013). More focus is also needed on housing service provision for unaccompanied youth and single male or female refugees. Moreover, future studies should focus on the developing host countries' housing situation and housing services for refugees.

All in all for theme 7, apart from improving the formal services, more attention should be paid to better integrating fellow refugees but also citizens in the search for appropriate housing solutions. For example, lacking accommodation options for refugees, locals in Poland have opened their homes to house Ukrainian refugees (Guzik, 2022). However, such ad-hoc solutions require a better formalisation to establish a functioning service network of people willing to open their homes.

### ***Theme 8: Interpretation and communication services for refugees (Phase 3)***

The nine theme 8 articles focused on interpretation and communications services offered by support agencies and informal interpreters (e.g., family, friends, volunteers) to access mainstream services (e.g., healthcare) for refugees who experience communication difficulties (Shrestha-Ranjit *et al.*, 2020). It also includes enabling and usage of ICT services for and by refugees (Andrade and Doolin, 2016). Refugees often feel lost, confused and

frustrated due to language barriers and lack of interpreters which can lead to significant fear and anxiety. Therefore, they might not access certain services at all or only in emergencies (Shrestha-Ranjit *et al.*, 2020).

*SRTs*: In this context, both Shrestha-Ranjit *et al.* (2020) and Jiménez-Ivars and León-Pinilla (2018) investigated the effectiveness of professional interpretation services which are recommended for refugees in the exit phase (MacFarlane *et al.*, 2009) and found that these services have become more institutionalised and equitable over time. However, inadequacies and constraints in socio-cultural and linguistically effective interpretive service provision still exist (Shrestha-Ranjit *et al.*, 2020). Moreover, these constraints lead to dissatisfaction on both the interpreters' side with working conditions and the refugees' side with the quality of interpreting (Jiménez-Ivars and León-Pinilla, 2018).

*SRTs*: Therefore, it is important to understand the challenges associated with interpreting in a refugee context and provide appropriate resources. In particular, the use of ICT tools in interpreting may be one way to achieve greater efficiency and there is a need for greater interpreter awareness of, and competency in, using up-to-date electronic tools (Atabekova *et al.*, 2018). For example, Müller *et al.*'s (2020) digital communication assistance tool (DCAT) to complement live interpretation had a high acceptance and usability and should be capitalised on and customised further for a range of interpreting needs, such as jury services (Smith, 2015) and gender specific interpretation services.

In summary of phase 8, as the use of ICT leads to social inclusion (Andrade and Doolin, 2016) and can reduce language related access barriers, more focus on the integration of such services is required (Turunen and Weinryb, 2019). This might necessitate the development of apps that can be used to translate content for refugees while they are accessing such services. Likewise, service providers should make better use of ICT networks, such as social media, to

interact with refugees but also to make sure that these vulnerable people are protected from online traffickers and trolls trying to take advantage of their situation (Taylor, 2022).

### ***Theme 9: Service provision for special refugee groups (Phase 3)***

This theme focuses on unique service provision for special refugee groups that require assistance different from mainstream refugee services, including women at risk, LGBTIQ+, older refugees and refugees with disabilities (Alessi *et al.*, 2020; Choi *et al.*, 2015; Mirza and Heinemann, 2012; Vromans *et al.*, 2018). Although all refugees have requirements in phase 3, some refugee groups' needs are qualitatively different (Vromans *et al.*, 2018). These refugees have faced more challenges while escaping their home country, experiencing sexual assault, discrimination and exploitation by armed forces, border guards, and refugee camp officials (Deacon and Sullivan, 2009).

*SRTs:* Current refugee resettlement policy frameworks and research are usually evaluated without considering characteristics, such as gender, age, or socioeconomic status (Curry *et al.*, 2018). A one-size-fits-all approach will not be effective in providing services for refugees with specific needs. Only three articles focused on child and family welfare services (Lewig *et al.*, 2010), specific service needs for refugee women (Deacon and Sullivan, 2009) and refugee women at risk (Vromans *et al.*, 2018). Another three articles centred on the needs of refugees with disabilities (Mirza and Heinemann, 2012), older refugees (Choi *et al.*, 2015) and LGBTIQ+ (Alessi *et al.*, 2020).

*SRTs:* As in society in general, services for and service research on these groupings are vital for a harmonious community life and require particular attention to enable a smooth integration of these refugee groups in the resettlement phase.

Summarising theme 9, connecting resident communities with unique needs with alike refugees and conducting research on these communities will benefit smoother refugee transition and integration. Moreover, some of these refugees might also need special assistance

when fleeing their country (phase 1) as they might not be as mobile as others or cannot utilise transport available as easy as others (Demony, 2022).

### ***Theme 10: Refugee service research priorities (Phases 1-3)***

Theme 10 focuses on service research priorities, agendas and frameworks relating to refugees proposed by service scholars guiding future refugee service research directions. The articles were compiled using the same ordering principle of the three phases as the overview in Table 3 shows. Appendix 5 presents a detailed listing of the literature included.

---Insert Table 3 about here---

*Phase 2: SRIs:* No article focused on the entry phase only and one publication related to the transition phase only. Finsterwalder *et al.* (2020) extended the Transformative Refugee Service Experience Framework which was introduced by Boenigk *et al.* (2020) by integrating and conceptualising refugees' resource and service inclusion during a pandemic. Finsterwalder *et al.*'s (2020) study provided advice for researchers and practitioners relating to the impact of the COVID-19 pandemic and how it increased refugee suffering.

*Phase 3: SRIs:* Two articles addressed the exit phase only. Finsterwalder (2017) identified the demands service ecosystems faced following an influx of refugees and outlined challenges refugees encountered when accessing services which are crucial to their resettlement. His research agenda positioned refugees as actors in their own right; as they engage with other actors and new communities, encounter challenges in understanding and adapting to service ecosystems, and experience local services with their own cultural views. The study also considered the other side, i.e., of the hosting service ecosystem and its resident actors. Some scholars, such as Farmaki and Christou (2019), have used this agenda to address



service-related issues for refugees, developed a research agenda on refugee opportunities within the service sector.

*Phases 1, 2 and 3: SRTs:* Four articles addressed all three phases. Boenigk *et al.*'s (2020) paper brought service researchers together (e.g., Finsterwalder, 2017; Kabadayi, 2019; Kreimer and Boenigk, 2019; Nasr and Fisk, 2019) for a combined effort to address the refugee crisis and develop a Transformative Refugee Service Experience Framework to understand the challenges across a refugee's service journey. Their comprehensive research agenda, encapsulates both the refugee service journey phases and service system levels and provides directions for service researchers, practitioners and policymakers. Also taking a systems perspective, Shultz *et al.* (2020) explored the need for a more humanitarian marketing system to help solve refugee problems. While both articles entail a systems approach and the role of services or marketing, Shaw and Funk (2019), with a focus on refugee social services, highlight the difficulty of conducting research in a refugee environment in their SLR.

*SRTs:* While scholars have become alert to the refugee crisis and outlined a range of partially overlapping research agendas and priorities relating to service research, there is a need to review which of these agendas have been implemented and studied across the three phases.

In summary of theme 10, more interdisciplinary research collaborations (Boenigk *et al.*, 2020), service inclusion research (Finsterwalder *et al.*, 2020) and service design research are needed for understanding and solving important service problems in the current refugee crisis (Nasr and Fisk, 2019). More details as well as an overview of future research, building on these agendas and the research gaps identified in the SLR, will be presented in the next section.

## **Implications, limitations, and future research endeavours**

### *Implications for research and practice*

A number of implications can be derived from our SLR. Relating to *geographical study context implications*, close to 65 percent (72/102) of the articles analysed focused on eight countries only, with the Australian context being the most prominent with 22 articles (19.8%), followed by the USA (14; 12.6%), Canada (9; 8.1%), the UK (7; 6.3%), and New Zealand, Sweden, Germany and Turkey which had five articles (4.5%) each. Particularly striking is the fact that countries that historically have had higher numbers of refugees, mostly transitional and developing countries in phase 2, are low in English language studies. While studies in the native languages of these countries might exist, these country/region contexts require more attention. These include Greece, Bangladesh and Uganda. However, they do not feature in this SLR but have some of the highest numbers of refugees (UNHCR, 2021e). There is also a strong focus on studies in developed countries, despite the fact that developing countries host over 85 percent of refugees in 2020 (UNHCR, 2021b).

In terms of *methodological implications*, close to 70 percent of the articles included in this study were qualitative in nature and most of these employed the interview method. However, service researchers are encouraged to employ a wider range of qualitative methods, such as observation and (n)ethnography, also in combination, for richer insight into refugees' service needs and service-related issues. Where feasible, scholars could utilise quantitative methods to achieve a more representative overview of issues to identify potential solutions to the refugee crisis on a broader scale. Mixed methods, i.e. a combination of qualitative and quantitative research, are also underrepresented to study refugees' service experience. For example, studying refugee service providers facilitating the service experience across the phases might lend itself to such an approach. However, receiving feedback from refugees along their refugee (service) journey might necessitate brief online quantitative surveys available in their native language that they can access via their smartphones in the first phase of their journey. Depending on their level of vulnerability, during the transition phase qualitative

research could be added, possibly increasing the comfort levels of refugee respondents by using group interviews (Finsterwalder *et al.*, 2020). For the third phase, after having settled in a host country, a mixed methods approach can be employed, potentially even in the host country's language.

In terms of *theoretical implications*, in contrast to the first two phases (6.4% and 15.5% of studies), the exit phase has received much more scholarly attention (78.2%). No empirical studies focused on issues across phases except for the articles noting the need to do so in theme 10 – research priorities. Only four articles in theme 10 covered several phases, showing the need to address multiple phases and phase transitions, also across the themes, to better understand how each phase and service-related issues impact on another.

In terms of the specific phases, a low number of themes (4/10) and articles (7/102; 6.4%) addressed the *entry phase*. Only three articles addressed important themes for phase 1, i.e. 'refugee access and adaptation to healthcare services', 'refugee child and youth service provision', and 'public and private refugee support services', in contrast to four conceptual research priorities articles focused on this phase (theme 10). This may be due to hardship in accessing data because this phase of the refugee journey is risky and dangerous for refugees and researchers might have no or only very limited access to refugees who are still in their home country. However, as Mangrio *et al.* (2018) noted, service researchers could interview recently arrived refugees in phase 3 to understand their service needs and experiences during phase 1.

More attention is also required for the *transition phase* (UNHCR, 2021b). Five of the ten themes have been addressed here in 17 articles (15.5%) as follows: theme 1 – refugee access and adaptation to healthcare services (four articles), 3 – public and private refugee support services (3), 4 – refugee camp services (4), and 5 – refugee educational services (1) with five articles highlighting research priorities (theme 10). Several studies in this phase focused on

enabling refugee camp services. However, a lack of centring on the refugees *in* the camps is apparent. Moreover, while collecting data in such contexts might even be much more challenging than for phase 1, it has been suggested that online data gathering might be a potential means (Finsterwalder *et al.*, 2020). Closer collaboration with refugee relief agencies and actors in camps who refugees trust might also be a valuable data gathering option in the field. Theme 2 – ‘refugee child and youth service provision’ has no studies which is rather alarming as these young refugees are particularly vulnerable during the transition phase (Ahsan Ullah, 2018). Lastly, no theme 8 – ‘interpretation and communication services for refugees’ research could be found for phase 2.

In the *exit phase*, a wide range of service needs and issues of refugees have been studied covering all but one theme (4 – ‘refugee camp services’) with a total of 86 articles (78.2%) addressing this phase. The relatively high number of studies on the final phase may be due to the level of importance attached to the successful integration of refugees into host societies as well the relative ease of access to data. Theme 1 – ‘refugee access and adaptation to healthcare services’ (26 articles) and theme 3 – ‘public and private refugee support services’ (18), received considerable attention. Other areas however require more analysis, such as theme 2 – ‘refugee child and youth service provision’ (3) and theme 7 – ‘refugee housing services’ (3). All of the remaining themes have had moderate numbers of studies (6–9 articles) undertaken.

Although the 102 papers analysed topics related to service, few articles from within the service research community in service or marketing journals have been found. This study signals that service scholars have only begun to engage with the important topic of refugee-related service research. While the initial 17 studies and calls to action are encouraging, more work is required, especially with researchers and practitioners from different disciplines, backgrounds and regions (Boenigk *et al.*, 2020). Some of the encouraging examples are recent joint efforts (e.g., Boenigk *et al.*, 2020) but also initiatives, such as the ServCollab, a network

that “facilitates and supports service research collaborations that seek to reduce human suffering and improve human well-being” (Fisk *et al.*, 2020). Nevertheless, more effort is needed and a pathway for this will be outlined below.

In terms of *practical implications*, research is only truly impactful when it relates to and translates into practice. Depending on a country’s geographical context, political system, resources, connections to relevant international organisations (Boenigk *et al.*, 2020; Finsterwalder *et al.*, 2020), then translating the identified gaps into practice or implementing better processes to improve wellbeing, might be easier or harder to achieve. For example, while there is ample research for phase 3 relating to theme 3 – ‘public and private refugee support services’, including the knowledge that agencies and government bodies require more intra- and inter-organisational collaboration, implementation falls short on realising better networks and integration (Dubus and LeBoeuf, 2019). This might be a matter of bureaucratic processes, funding mechanisms, lack of interfaces between the organisations or a willingness to collaborate. Examples from other emergencies or disasters have shown that removing red tape and allowing grass roots organisations to spring up and “improvise” can accelerate service provision and collaboration (Nissen *et al.*, 2021).

Improving the *research—practice nexus and broadening and reinvigorating work beyond the service discipline*, is rarely achievable through a single research approach, service or provider. Rather, a collective effort is required which “connects the dots”, identifies gaps as via the 102 studies included in this SLR, and brings together practitioners and scholars from different disciplines and domains. This is also directly backed by a number of studies included in this SLR which echo this view by stressing the significance of collaborative networking approaches (Brown and Scribner, 2014), good practice (Woodland *et al.*, 2010), integrated services (Phillips *et al.*, 2017), intra- and inter-organisational collaboration (McIntosh and

Cockburn-Wootten, 2019), transdisciplinary research (Nasr and Fisk, 2019), and knowledge sharing (Szente *et al.*, 2006).

This paper proposes the initiation of a novel approach to Communities of Practice (CoP) as these “are important for supporting multisectoral engagement to address community issues” (Anderson-Carpenter *et al.*, 2014, p. 176). The concept of CoP has been widely used in education, management and the social sciences as a theory of learning (Barton and Tusting, 2005). A CoP is a “group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger *et al.*, 2002, p. 4). CoP have also been used in refugee contexts. The above mentioned ServCollab (Fisk *et al.*, 2020) with its initial project on refugees is one example. However, ServCollab as a scholarly initiative has a broader and not refugee-only focus. From a practical perspective, for example, Wefugees (2021) is an online question-and-answer community that focuses on a range of topics for refugees arriving to Germany. While this informal CoP is useful for the newly arrived refugees it does not connect to service providers and knowledge sharing.

Therefore, our proposed CoP for refugee-related services could merge these approaches to connect governmental with non-governmental refugee agencies, service providers with scholars but also with the refugees themselves. An e-platform for service provision across the three phases of the refugee service journey could be established. It would enable sharing of information and knowledge, generating ideas and discourse, solving problems, and developing relationships at regional, national and international levels. Moreover, refugees who are entering the refugee service journey could register on the platform using a simple smartphone app as can the service providers. After logging their departure from their home country they can continue to check in on the platform, update their (wellbeing) status, location and needs. Artificial intelligence can match the refugee’s location and needs with the nearest service

provider or volunteer and also link the different service providers needed to cater to the refugee's requirements. The platform would also allow scholars to track different refugee service journeys and inform international NGOs, such as UNHCR about the different pathways, barriers and services provided.

#### *Avenues for future research*

In terms of *future research endeavours*, Appendix 7 outlines a summary of future research avenues compiled across the phases and themes. Service researchers could use this list for cross-sectional studies among themes to understand the impact of one service on another, for example, the importance of obtaining local qualifications by enrolling in educational services on a refugee securing a service job.

The *entry phase* tends to be short and episodic or infrequent (BenEzer and Zetter, 2015), which is why the number of services needed in this phase might be fewer than in the other two phases. Therefore, our research agenda for phase 1 focuses on basic services (temporal and mostly informal in nature) needed to escape from danger, such as refugee access and adaptation to healthcare services (theme 1) (see Appendix 7).

Unlike the first phase, *the transition phase* requires a longer-term focus as refugees can spend a substantial amount of their lifetime in exile. Some journeys end in phase 2 without moving to the next phase or by repatriation. Therefore, research on the transition phase requires long-term and sustainable solutions with respect to camp service design and management, formal educational institutions and employment and entrepreneurship opportunities. A wider range of services for both camp and non-camp settings in this phase could help some refugees move quicker to the next phase independently to settle in a host country, seek (higher) education and employment. However, more service research is needed as to how to shorten the transition phase and reduce the up to 20-year wait in exile. An evaluation of which services are needed is required to assist with moving refugees quicker toward settling in host countries.

The research agenda for the *exit phase* focuses mainly on the gaps in service provision, how to improve the refugee service experience and the challenges and barriers when accessing certain services. Service scholars can analyse these issues from various angles, such as focusing on individual and organisational capabilities, a specific country and/or region context, refugees' ethnic and cultural backgrounds, the level of government support, or resource availability. Moreover, few studies focused on all three phases of, or phase shifts within, the refugee service journey and future studies should be more encompassing by tracking refugee-related service issues along their passage.

#### *Study limitations*

In terms of existing *limitations* of our study, some articles might not have been detected by the search algorithm for this SLR, for example due to inconclusive keyword signposting in the articles themselves, and therefore may not have been included in our study. Significantly, this study has focused on the aspects of service-related refugee research and therefore has largely excluded whether research findings have been implemented in practice. In line with the suggested CoP, future studies could therefore focus on investigating the practical impact of refugee related measures developed in practice and in conjunction with research. This might necessitate an entirely different set of search parameters as well as bibliometric population.

#### **Conclusion**

In employing the refugee journey as an ordering principle this SLR has demonstrated a focus on service-related research for the exit phase with nine of the ten themes identified and 86 (78.2%) articles focusing on this phase. In contrast, the other two phases have insufficient scholarly focus (4/10 themes and seven (6.4%) articles for phase 1 and 5/10 themes and 17 (15.5%) articles for phase 2, respectively. While it is encouraging to see that phase 3 has received attention, more focus needs to be paid to phases 1 (entry) and 2 (transition), a situation



borne by articles highlighting the importance of these two phases for future research (e.g., Boenigk *et al.*, 2002; Nasr and Fisk, 2019).

This SLR has also sought to emphasize the need for greater collaboration beyond the service research domain, thereby helping to close some of the gaps in service-related refugee research as well as building bridges between researchers and practitioners. The refugee crisis is too important a topic to be dealt with by individual entities or scholars. It requires a concerted effort by researcher and practitioner communities as well as government agencies. A novel refugee related CoP outlined in this paper is required to facilitate collaboration and knowledge transfer among refugee service providing practitioners and scholars.

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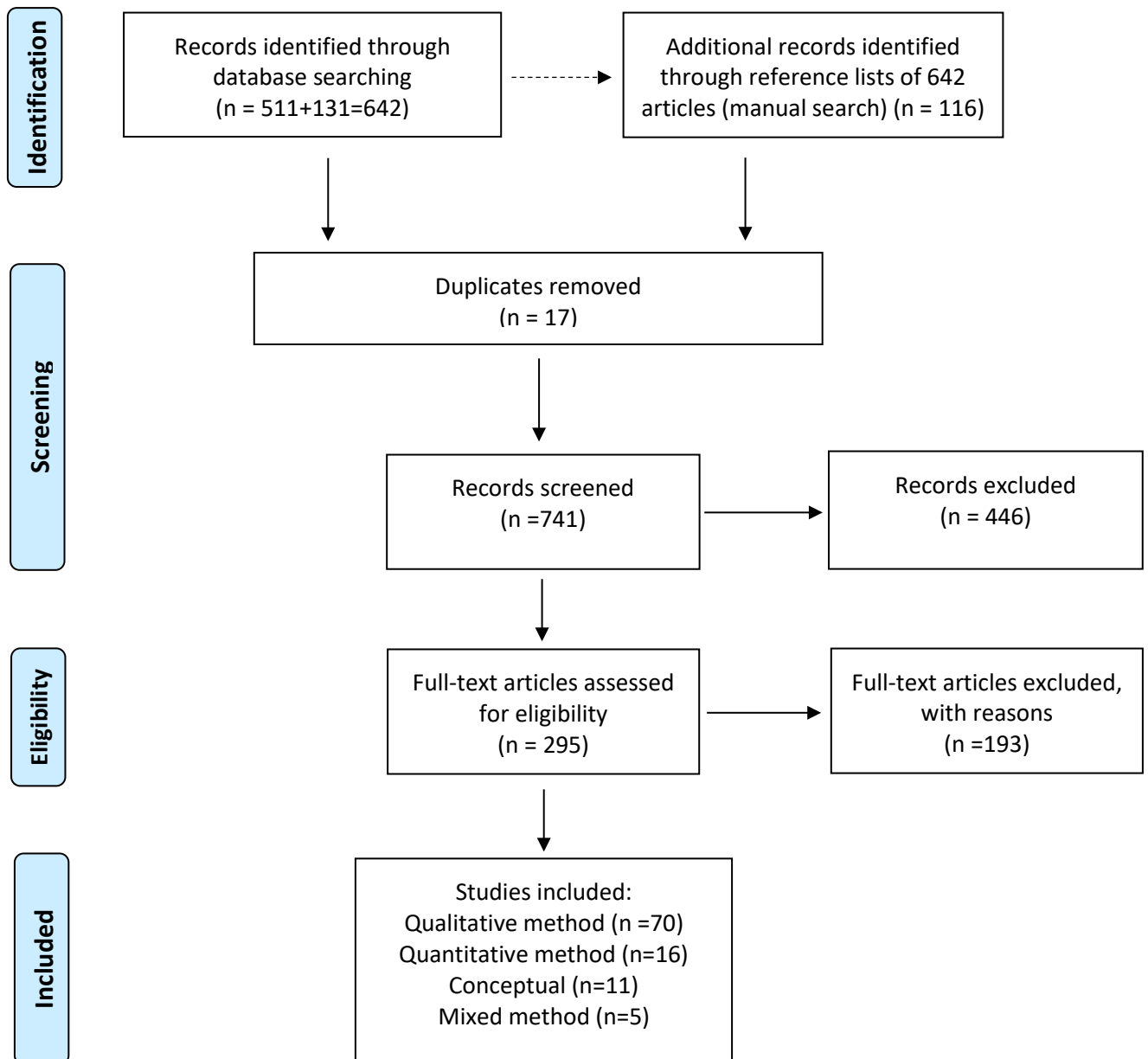
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**Figure 1: PRISMA flow diagram of systematic article search and selection (Moher *et al.*, 2009)**



**Table 1: Distribution of studies by country / region context**

<i>Country/region context</i>	<b>No. of studies</b>	<b>Percentage</b>	<b>No. of refugees as of 2019 (UNHCR, 2021e)</b>
Australia	22	19.8%	58,529
USA	14	12.6%	341,715
<i>No Country Context</i>	13	11.7%	-
Canada	9	8.1%	101,757
UK	7	6.3%	133,083
Germany	5	4.5%	1,146,682
New Zealand	5	4.5%	1,709
Sweden	5	4.5%	253,787
Turkey	5	4.5%	3,579,531
Ireland	3	2.7%	7,795
Jordan	3	2.7%	693,668
Syria	3	2.7%	16,213
EU	2	1.8%	6,570,008
Greece	2	1.8%	80,454
Spain	2	1.8%	57,751
Switzerland	2	1.8%	110,162
Austria	1	0.9%	135,951
Bangladesh	1	0.9%	854,779
Denmark	1	0.9%	37,533
Ethiopia	1	0.9%	733,123
Iceland	1	0.9%	894
Kenya	1	0.9%	438,899
Malaysia	1	0.9%	129,107
The Netherlands	1	0.9%	94,417
Uganda	1	0.9%	1,359,458
<b>Total</b>	<b>111</b>	<b>100%</b>	

**Table 2. Identified themes and related refugee service journey phases**

<b>Theme</b>	<b>Entry</b>	<b>Transition</b>	<b>Exit</b>
1. <b>Refugee Access and Adaptation to Healthcare Services</b>	✓ (1*)	✓ (4)	✓ (26)
2. <b>Refugee Child and Youth Service Provision</b>	✓ (1)		✓ (3)
3. <b>Public and Private Refugee Support Services</b>	✓ (1)	✓ (3)	✓ (18)
4. <b>Refugee Camp Services</b>		✓ (4)	
5. <b>Refugee Educational Services</b>		✓ (1)	✓ (6)
6. <b>Refugee Employment Services and Service Industries</b>			✓ (9)
7. <b>Refugee Housing Services</b>			✓ (3)
8. <b>Interpretation and Communication Services for Refugees</b>			✓ (9)
9. <b>Service Provision for Special Refugee Groups</b>			✓ (6)
10. <b>Refugee Service Research Priorities</b>	✓ (4)	✓ (5)	✓ (6)
<b>Number of themes per phase</b>	<b>4</b>	<b>5</b>	<b>9</b>
<b>Number**/ percentage of articles addressing phase</b>	<b>7 / 6.4%</b>	<b>17 / 15.5%</b>	<b>86 / 78.2%</b>

\* Number of articles in brackets

\*\* Total exceeds 102 articles screened due to some articles addressing multiple phases.

**Table 3: Summary of journal articles focusing on refugee service research priorities and agendas**

<b>Journal articles included in Theme 10</b>	<b>Entry</b>	<b>Transition</b>	<b>Exit</b>
Boenigk <i>et al.</i> (2020)	✓	✓	✓
Finsterwalder <i>et al.</i> (2020)		✓	
Shultz <i>et al.</i> (2020)	✓	✓	✓
Nasr and Fisk (2019)	✓	✓	✓
Shaw and Funk (2019)	✓	✓	✓
Farmaki and Christou (2019)			✓
Finsterwalder (2017)			✓

## Appendix 1: Journal articles reviewed for the entry and transition phases\*

### Entry phase

Author/s (year)	Country context of study	Source	Main goals/objectives of the study	Research method	Key findings
<b>Theme 1: Refugee Access and Adaptation to Healthcare Services</b>					
1. Mangrio <i>et al.</i> (2018)	No country context	BMC Research Notes	To comprehend a refugee's escape from areas of conflict and increase their understanding of the importance of health services.	Qualitative – interviews	During their flight refugees experience traumatic events which affect them later.
<b>Theme 2: Refugee Child and Youth Refugee Service Provision</b>					
2. Ahsan (2018)	Syria	Asian Journal of MEAIS	To explore how unaccompanied refugee children reach destination countries and the availability of services to them available.	Qualitative – interviews	The majority of refugee children become separated from their parents while crossing the border.
<b>Theme 3: Public and Private Refugee Support Services</b>					
3. Skálén <i>et al.</i> (2015)	Syria	<i>Journal of Service Research</i>	To examine the transformation of service systems in contention through actors' resource integration and value co-creation.	Qualitative – Netnography	Activists transform service systems during the Arab Spring utilising a range of ICT tools and to assist with supplying the increasing number of refugees with humanitarian aid.

### Transition phase

Author/s (year)	Country context of study	Source	Main goals/objectives of the study	Research method	Key findings
<b>Theme 1: Refugee Access and Adaptation to Healthcare Services</b>					
4. Mwenyango (2020)	Uganda	International Social Work	To examine the communication, institutional and socio-cultural challenges to access and use of health services.	Mixed method-questionnaires & interviews	The barriers identified are language, lack of information, absence of resources and lack of empathy, coordination and funding.

5. Bilecen and Yurtseven (2018)	Turkey	Migration Letters	To explore access to the healthcare system in Turkey by Syrian refugees	Conceptual – narrative literature review	The key challenges identified are registration procedures, language barriers and navigation of the healthcare system.
6. Chuah <i>et al.</i> (2018)	Malaysia	International Journal for Equity in Health	To examine the key health concerns and barriers for accessing healthcare services among refugees.	Qualitative – interviews	Barriers include lack of awareness and health literacy, cost and language and cultural differences.
7. Doocy <i>et al.</i> (2016)	Jordan	International Journal for Equity in Health	To evaluate access and utilisation of health services for Syrian refugees in Jordan.	Quantitative – survey	Despite high levels of care-seeking cost is a significant barrier to health service access.
<b>Theme 3: Public and Private Refugee Support Services</b>					
8. Kabadayi (2019)	Turkey	<i>Journal of Services Marketing</i>	To understand service employees' motivations to engage in sabotage behaviour when they interact with refugees.	Qualitative – netnography	Service employees use five emerging themes as potential motivations to justify their sabotage behaviour: available resources, fairness, mismatch in identities, role of government, and other nations' role.
9. Woldt <i>et al.</i> (2019)	No country context	Journal of Humanitarian Logistics and SCM	To examine the flow of refugees and the influence of supply chain management the on delivery of services to the refugees	Conceptual – literature review	Four elements are identified that influence integrative and collaborative processes in refugee supply chains: continuing relationships, partnership engagements, communication and network structure.
10. Hagen-Zanker <i>et al.</i> (2018)	Jordan	International Social Security Review	To examine the economic and social effects of a UNHCR cash transfer programme.	Qualitative – interviews	Findings show that most beneficiaries use this service to pay rent which reduces their stress and anxiety.
<b>Theme 4: Refugee Camp Services</b>					
11. Truelove <i>et al.</i> (2020)	Bangladesh	PLoS Med	To understand how COVID-19 impacts refugee camp populations and resulting healthcare service provision requirements.	Quantitative – compartmental study	COVID-19 has profound consequences on refugee camp populations; camps require an increase in healthcare service capacity and infrastructure.
12. Schön <i>et al.</i> (2018)	Jordan	Journal of Humanitarian Logistics and SCM	To illustrate refugee camp dwellers' self-reliance with regard to infrastructure and service investments.	Qualitative – literature review and field study	Findings show a low level of self-reliance despite the fact that the camp is one of the most modern refugee camps in the world.
13. Oloruntoba and Banomyong (2018)	No country context	Journal of Humanitarian Logistics and SCM	To analyse refugee logistics research and the nature and challenges of displacement.	Conceptual – narrative literature review	A more critical appreciation of research in logistics, operations and supply chain

14. Jahre <i>et al.</i> (2016)	Kenya, Ethiopia, Greece, Turkey	Journal of Operations Management	To identify challenges in camp design for long-term resettlement from a logistics perspective.	Qualitative – case study	management is needed in the delivery of services and care for refugees Improved network design for logistics is needed to facilitate better service levels in camps.
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**Theme 5: Refugee Educational Services**

15. Russell <i>et al.</i> (2020)	No country context	British Journal of Sociology of Education	To examine how organisational actors use global legal, humanitarian, and development discourses to support educational services in emergencies.	Quantitative – survey	Different organisations develop discourses based on their level of embeddedness in global society and relationships with UN (United Nations) agencies.
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\* Service or marketing related journals are indicated in bold italics. References relating to this table can be found in Appendix 6.

## Appendix 2: Journal articles reviewed for the exit phase\*

Author/s (year)	Country context of study	Source	Main goals/objectives of the study	Research method	Key findings
<b>Theme 1: Access and Adaptation to Refugee Healthcare Services</b>					
16. Joseph <i>et al.</i> (2020)	Greece	Environmental Research and Public Health	Key stakeholders' view on healthcare provision for refugees in Greece.	Qualitative – interviews	Barriers uncovered are socio-cultural and language differences as well as poor coordination.
17. Paisi <i>et al.</i> (2020)	No country context	BMC Oral Health	To identify the barriers to and enablers of dental care access.	Quantitative –systematic literature review	Barriers identified are affordability, language differences, limited knowledge of healthcare services, and negative encounters with staff.
18. Au <i>et al.</i> (2019)	No country context	<b>BMC Health Services Research</b>	To explore perceptions of refugees in using Australian healthcare services.	Quantitative –systematic literature review	Refugees face significant barriers in accessing and engaging with unfamiliar healthcare services.
19. Kang <i>et al.</i> (2019)	UK	British Journal of General Practice	To examine refugees' experiences when accessing primary healthcare in the UK	Qualitative – interviews	Primary care services are difficult to navigate and negotiate due to cost, language differences, lack of interpretation services, unfamiliar healthcare services, transportation, cost, and perception of discrimination.
20. Polonsky <i>et al.</i> (2018)	Australia	<b>Journal of Public Policy &amp; Marketing</b>	To examine refugees' cultural adaptation to host country services based on refugees' blood donation intentions.	Mixed method – interviews & survey	The key factors that affect donation intention of refugees are perceived discrimination and objective knowledge about blood donation.
21. Taylor and Haintz (2018)	Australia	Australian Journal of Primary Health	To examine the influence of social determinants of health on refugees' access to healthcare services.	Quantitative –systematic literature review	Multiple factors influence refugees' access to healthcare which can be conceptualised within a socio-ecological model of health.
22. Van Loenen <i>et al.</i> (2018)	EU	European Journal of Public Health	To gain insight into refugee health needs and barriers to accessing primary healthcare.	Qualitative – interviews	The barriers identified are time pressure, linguistic and cultural differences and lack of continuity of care.
23. Manchikanti <i>et al.</i> (2017)	Australia	Australian Journal of Primary Health	To investigate the acceptability of general practitioner (GP) services.	Qualitative – interviews	Tailoring healthcare service delivery is important for refugees' evolving needs and healthcare expectations.



24. Phillips et al. (2017)	Australia	Journal of Integrated Care	To examine the approach to integrated care of a refugee primary care service provider.	Qualitative – interviews and social network analysis.	Service resilience of primary care occurs due to a self-organising form of integration via a complex adaptive systems approach.
25. Robertshaw et al. (2017)	No country context	BMJ Open	To explore challenges and facilitators for health professionals providing primary healthcare for refugees.	Quantitative –systematic literature review	Results show 11 descriptive themes of challenges and facilitators within three analytical constructs: healthcare encounters, healthcare system and asylum and resettlement.
26. Woodgate et al. (2017)	Canada	International Journal for Equity in Health	To explore experiences of access to primary healthcare by African refugee families.	Qualitative – interviews	The barriers of unfamiliarity, weather, transportation, employment, language and cultural differences are identified.
27. Bellamy et al. (2015)	Australia	Australian Journal of Primary Health	To explore barriers and/or facilitators of access to medication and pharmacy services for refugees resettled in Australia.	Quantitative –systematic literature review	Barriers identified include language and cultural differences, unfamiliar healthcare system and peer support. There is a need for appropriate interpretation services and staff's effective cross-cultural communication skills.
28. Cheng et al. (2015)	Australia	Australian Family Physician	Factors influencing Afghan refugees' access to general practice.	Qualitative – interviews and field observations.	Barriers identified include language and cultural differences, difficulties with transportations, long wait times and the cost of care.
29. Jewson et al. (2015)	Australia	Australian Journal of Primary Health	To evaluate service providers' perceptions, experiences and needs.	Qualitative – interviews	The existing services for refugees can be improved through coordination among organisations in local regions.
30. Szajna and Ward (2015)	USA	Nursing Forum	To conduct a dimensional analysis of refugees' access to healthcare services	Conceptual – narrative literature review	The dimensions are culture, language discrimination and stigmatisation, and logistical concerns.
31. Clark et al. (2014) Australia	Australia	Australian Journal of Primary Health	To identify the barriers associated with accessing primary healthcare services	Qualitative – focus groups	The main barrier to accessing primary healthcare is a lack of English language skills.
32. Riggs et al. (2012)	Australia	<b>BMC Health Services Research</b>	To explore maternal and child health services from a refugee parents and service provider perspective.	Qualitative – focus groups and interviews	Identified barriers to services are transportation, lack of English language skills and difficulty in making phone bookings.

33. Drummond <i>et al.</i> (2011)	Australia	Health Care for Women International	To understand the barriers that refugee women face in accessing healthcare services.	Quantitative – survey	The main barrier to accessing healthcare services include shame and fear of being judged by staff, fear of hospitalisation, and transportation.
34. McKeary and Newbold (2010)	Canada	Journal of Refugee Studies	To explore the systemic barriers to refugees' healthcare access in Canada.	Qualitative – interviews	The identified issues related to healthcare and availability of services are language, cultural competency, healthcare coverage, isolation, poverty and transportation.
35. Woodland <i>et al.</i> (2010)	Australia	Journal of Paediatrics and Child Health	To propose a framework of good practice to promote improved access, equity and quality of care.	Conceptual – literature review	Findings highlight ten elements of good practice, including health screening, managing initial and ongoing health care, combining physical, developmental and psychological health care, participation; culturally appropriate service provision, inter-sectoral collaboration; services accessibility, evidence-based practice; effective capacity and advocacy.
36. Morris <i>et al.</i> (2009)	USA	Journal of Community Health	To explore refugees' access to healthcare after governmental assistance has ended.	Qualitative – interviews	Identified access barriers include language and communication difficulties, acculturation and cultural beliefs about healthcare.
37. Sypek <i>et al.</i> (2008)	Australia	Australian Journal of Rural Health	To explore the impact of regional refugee resettlement on rural health services, and identify critical health infrastructure.	Qualitative – interviews and situational analysis	Lack of healthcare practitioners and high staff turnover affect health services in regional areas.
38. Bhatia and Wallace (2007)	UK	BMC Family Practice	To determine refugees' overall view of primary care and possible improvements.	Qualitative – interviews	Refugees without formal support may face difficulty to access primary care.
39. Walsh and Krieg (2007)	Canada	Journal of Immigrant and Refugee Studies	To examine health and social welfare delivery services for Roma refugees.	Qualitative – focus groups	Problems accessing healthcare services are a lack of understanding and trust in the healthcare system and language or cultural barriers.
40. Feldman (2006)	UK	Public Health	To provide a framework for primary health care services.	Qualitative – interviews	The suggested framework is designed for service evaluation as well as for education and training, planning and commissioning.
41. Lawrence and Kearns (2005)	New Zealand	Health and Social Care in the Community	To reveal the barriers and challenges in accessing health services.	Qualitative – interviews	Identified barriers are cultural differences, distrust of others, communication difficulties, cost and transportations.

## Theme 2: Refugee Child and Youth Service Provision

42. Francis and Yan (2016)	Canada	Canadian Ethnic Studies	To understand specific barriers and challenges that young African refugees encounter during resettlement.	Qualitative – focus groups and interviews	Young African refugees face more gaps than bridges in accessing services compared to available services to the wider community.
43. Dolan and Sherlock (2010)	Ireland	Child Care in Practice	To provide an insight into refugee parents' experiences and workers providing childcare services.	Qualitative – focus groups and interviews	Current policy provisions have a significant impact on refugees' ability to develop informal support networks.
44. Szente <i>et al.</i> (2006)	USA	Early Childhood Education Journal	To explore the special needs of refugee children in schools and offer practical ideas for teachers.	Qualitative – interviews	Educators should have the access to information about the unique needs of refugee children, cultural backgrounds and their family members to meet the special needs of refugee children.

## Theme 3: Public and Private Refugee Support Services

45. Dubus (2020)	Iceland	Journal of Social Work	To examine service providers' experiences in working with refugee families.	Qualitative – interviews	Support services are offered depending on resources and expectations of the recipients.
46. García Alonso <i>et al.</i> (2020)	Sweden	Digital Policy, Regulation and Governance	To explore the feasibility of using e-government services to support integration processes.	Quantitative – survey	Success can be achieved through collaboration among public, private and academic institutions.
47. Cheung and McColl-Kennedy (2019)	Australia	<i>Journal of Services Marketing</i>	To explore the role marketing plays in Australian government's policy of deterrence on refugees and its impact on service systems.	Qualitative – interviews	Results show service system actors use practices of resistance to challenge dominant discourses to relieve refugee suffering.
48. Dubus and LeBoeuf (2019)	USA	Transcultural Psychiatry	To explore perceptions of accessibility and cultural effectiveness community health and social services for refugees.	Mixed method – interviews and survey	Results show that different services for refugees do not collaborate with each other to enhance service provision.

49. Fehsenfeld and Levinsen (2019)	Denmark	Voluntas	To explore cross-sector collaboration between refugee organisation volunteers and social service professionals.	Qualitative – observations and interviews	Three strategies are identified to balance issues of autonomy in collaborative relationships: a market-based strategy to protect legal rights of refugees, a mediator role and traditional advocacy.
50. Nolte <i>et al.</i> (2019)	Germany	International Journal of Public Admin	To assess the performance of public administration during the refugee crisis.	Qualitative – interviews	Findings show that public administration lacks crisis management strategies and bureaucratic structures may affect the flow of information and lead to a lack of response to refugee crisis.
51. Dubus (2018)	USA, Switzerland, Germany and Iceland.	Journal of Immigrant & Refugee Studies	To understand the goals, outcomes, and measures of success in resettling refugees from a service agency perspective.	Qualitative – interviews	Service providers and administrators vary in what they believe to be resettlement goals and outcomes.
52. Kandasamy and Soldatic (2018)	Australia	Australian Social Work	To examine the influence of new government funding structures on the contracts of refugee resettlement services (RSS).	Qualitative – interviews	Findings show two themes of the impact contracts: ‘gaps in resources’ affect programs of RSS and ‘collaboration’ between RSS and the government.
53. McIntosh and Cockburn-Wootten (2019)	New Zealand	<b><i>The Service Industries Journal</i></b>	To understand how the nature and degree of welcome offered by refugee-focused service providers impacts refugees.	Qualitative – Ketso method (creative, participatory tool)	Findings show that the welcome, advocacy and support for refugees could be better planned when providing resettlement services.
54. Nakhaie (2017)	Canada	Journal of International Migration and Integration	To evaluate the service needs of refugees based on entry status, social and human capital.	Quantitative – survey	Service needs of refugees vary by the entry status as well as do human and social capital.
55. Steimel (2016)	USA	Cogent Social Sciences	To understand how refugee resettlement organisations acquire knowledge(s) and expertise to help refugees.	Qualitative – interviews	Findings show that productive resettlement is possible when refugees are considered a legitimate source of expertise along with agency staff.
56. Makwarimba <i>et al.</i> (2013)	Canada	International Migration	To identify the African refugees’ unique service support needs and preferences.	Qualitative – interviews	Refugees prefer peer and professional support from the same country of origin.

57. McGrath and McGrath (2013)	Canada	Canadian Journal of Urban Research	To examine the federal/provincial funding arrangements for settlement programmes.	Qualitative – interviews	Findings show issues related to intergovernmental engagement, service impact, flexibility of resettlement programme and the emerging role of municipalities.
58. Agbényiga <i>et al.</i> (2012)	USA	Advances in Social Work	To examine the impact of interpersonal relationships on the resettlement process.	Qualitative – interviews	There are gaps in delivery of housing, healthcare and employment services due to lack of support from agencies and refugees' social support networks.
59. Hancock <i>et al.</i> (2009)	Australia	Evaluation and Program Planning	To evaluate Integrated Services Centres (ISC) that provide support to refugees.	Qualitative – focus groups and interviews	ISCs meet refugees' complex needs with service delivery being both timely and holistic.
60. Phillips (2009)	USA	Journal of Ethnographic & Qualitative Research	To examine how social service providers and refugee service recipients describe intercultural knowledge and skills.	Qualitative – observations and interviews	Service providers lack intercultural knowledge and skills.
61. Wren (2007)	UK	Journal of Refugee Studies	To explore the role and experiences of multi-agency networks in supporting refugees.	Qualitative – focus groups	The findings indicate service providers face challenges working with other agencies due to a disjointed policy framework.
62. Colic-Peisker and Tilbury (2003)	Australia	International Migration	To explore the influence of support services and refugees' own resources in resettlement.	Qualitative – observations and interviews	Four refugee resettlement styles are proposed: achievers and consumers (active approach) and endurers and victims (passive approach).

### Theme 5: Refugee Educational Services

63. Kreimer and Boenigk (2019)	Germany	Widening Participation and Lifelong Learning	To understand the key behaviour and outcomes of a refugee study-orientation programme run by a cross-sector alliance to support refugees' access to higher education.	Mixed method – case study and document analysis	Findings show five key behaviours: common agenda, shared measurement, ongoing communication, mutually reinforcing activities and implementing a coordinating backbone organisation.
64. Streitwieser <i>et al.</i> (2019)	USA and EU	Journal of Studies in International Education	To examine existing interventions to reduce access barriers to higher education for refugees.	Conceptual – literature review	Current interventions vary in size, method of delivery, focus and extent of support for a wide range of higher education programmes. Significant problems hamper the efficacy of these interventions.

65. Marcu (2018)	Spain	Sustainability	To examine the role of higher education institutions in refugee integration.	Qualitative – interviews	Findings show the role of universities as sustainable actors play through their programmes to communicate to the rest of Europe about the reality of refugees.
66. Naidoo (2012)	Australia	International Journal of Pedagogies and Learning	To discuss a partnership programme between schools, universities and community to meet refugee students' needs.	Qualitative – interviews	Australian secondary schools need additional assistance from partnership programmes.
67. Pugh <i>et al.</i> (2012)	Australia	The Australian Educational Researcher	To understand the role of a school's approach to providing equity to refugee students.	Qualitative – interviews	Findings show that structural changes enable good practices of inclusive education of refugee students.
68. Rah <i>et al.</i> (2009)	USA	International Journal of Leadership in Education	To study school practitioners' perceptions of barriers to refugee parent involvement.	Qualitative-interviews	The barriers are language proficiency, time constraints and deferential attitudes towards school authority.

#### Theme 6: Refugee Employment Services and Service Industries

69. Senthana <i>et al.</i> (2020)	Canada	Journal of International Migration and Integration	To examine refugee women's employment integration experience with resettlement agencies.	Qualitative – interviews	Findings show that employment is not a priority for settlement agencies.
70. Nardon <i>et al.</i> (2020)	Canada	Human Relations	To explore the role of professional employment support in refugees' identity work and workforce integration.	Qualitative – interviews	Organisations supporting newcomers engage in sense-giving practices, advise career options, undertake assessments of opportunities, and provide professional identity responses.
71. Daunfeldt <i>et al.</i> (2019)	Sweden	<b><i>The Service Industries Journal</i></b>	To investigate which firms are recruiting unemployed non-Western immigrants (i.e., refugees, asylum seekers and their relatives).	Quantitative – secondary data	Firms active in the service sectors are more likely to hire immigrants than firms in high-tech and manufacturing industries.
72. Alrawadieh <i>et al.</i> (2019)	Turkey	<b><i>The Service Industries Journal</i></b>	To explore the characteristics of refugee entrepreneurship and challenges in tourism and hospitality industry.	Qualitative – interviews	The key challenges of refugee entrepreneurship can be grouped under four main issues: legislative and administrative, financial, socio-cultural and market-related obstacles.

73. Shneikat and Alrawadieh (2019)	Turkey	<i>The Service Industries Journal</i>	To provide a holistic view of refugee entrepreneurship in hospitality industry by looking into their motives, the role of social networks and their integration journey.	Qualitative – interviews	The key factors of refugee entrepreneurship are survivability, being independent, access to resources, lack of access to labour market, and sufficient starting costs.
74. Shneikat and Ryan (2018)	UK and Germany	<i>The Service Industries Journal</i>	To examine how Syrian refugees integrate themselves into a host society and find employment in tourism and hospitality industry.	Qualitative – interviews	Service industries are vital in assisting refugees with establishing themselves in a new country.
75. Månsson and Delander (2017)	Sweden	Economic Analysis and Policy	To investigate the impact of a Swedish mentoring programme on newly arrived refugees' labour market status.	Quantitative – survey	Mentoring has a positive and significant impact on male refugees in terms of income but no short-term effects on female refugees.
76. Diedrich and Styhre (2008)	Sweden	Scandinavian Journal of Management	To understand how different agencies jointly support refugees from their arrival in Sweden into employment.	Qualitative – interviews and observations	Refugees are cast in four roles: migrant, needy, student and job seeker. The research reveals how members of organisations enact social realities.
77. Tomlinson and Egan (2002)	UK	Human Relations	To assess the organisations providing employment-related refugee services.	Qualitative – focus groups and interviews	Organisations aim to produce active and able refugees to make them more employable.

#### Theme 7: Refugee Housing Services

78. Fozdar and Hartley (2014)	Australia	Housing, Theory and Society	To provide a deeper understanding into refugees' lived experiences of housing and the (re)creation of home.	Qualitative – focus groups and interviews	Structural issues related to housing are cost, limited choice, real estate agents' poor service and complex tenancy procedures.
79. Forrest <i>et al.</i> (2013)	Australia	Journal of Refugee Studies	To understand refugees' experiences of the services provided by government housing and private rentals.	Quantitative – survey	Findings show that the main reason for a varied housing experience is due to refugees' individual characteristics rather than their cultural backgrounds.

80. Phillips (2006)	UK	Housing Studies	To explore how local housing providers and community development workers feel about successful housing allocations.	Qualitative – interviews	Despite good intentions and success in housing allocations, many obstacles exist, due to numerous gaps in housing provision, choice and support.
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### Theme 8: Interpretation and Communication Services for Refugees

81. Müller <i>et al.</i> (2020)	Germany	Environmental Research and Public Health	To develop a digital communication assistance tool (DCAT) for 19 different languages and dialects.	Qualitative – action research	The DCAT app can be used to complement live interpretation during a clinical visit of refugees.
82. Shrestha-Ranjit <i>et al.</i> (2020)	New Zealand	Qualitative Health Research	To examine the effectiveness of interpreting services for refugee women in New Zealand.	Qualitative – focus groups and interviews	Findings show gaps and constraints in the interpreting service provision due to a lack of socio-culturally and linguistically effective services to refugee women.
83. Bischoff (2020)	Switzerland	Public Health Reviews	To map the evolution of an interpreter service for refugees against the Bilingual Health Communication Model.	Qualitative – case study	Five phases of evolution of the service: service initiation, growth and formalisation, ensuring quality, institutionalisation and equity.
84. Turunen and Weinryb (2019)	Sweden	Public Management Review	To explore the role of loosely organised networks (LONs) in delivering welfare services through social media platforms.	Qualitative – case study	Results show challenges in governing LONs due to the nature of co-optation with the state. Challenges may lead to LONs' demise.
85. Atabekova <i>et al.</i> (2018)	No country context	Journal of Social Studies Education Research	To explore language service provision in industry and academia regarding the use of digital tools to enable interpreting for refugees.	Qualitative – survey	Neither industry nor academia fully respond to refugees' needs in regard to interpreters' use of up-to-date e-tools.
86. Jiménez-Ivars and León-Pinilla (2018)	Spain	Language & Communication	To explore interpreters' perceptions of competences and roles, and refugees' views of quality of interpreting services.	Qualitative – interviews	Findings show that interpreters are dissatisfied with their working conditions and refugees have negative and frustrating experiences.



87. Andrade and Doolin (2016)	New Zealand	MIS Quarterly	To understand how resettled refugees use ICT services to facilitate their social inclusion.	Qualitative – interviews	ICT assists refugees to communicate effectively, understand a new society, make social connections and express a cultural identity.
88. Smith (2015)	New Zealand	New Zealand Journal of Social Sciences Online	To identify issues of jury service used by refugees with a lack of language abilities.	Qualitative – feedback	Refugees have issues understanding the New Zealand legal system and accessing jury services.
89. MacFarlane <i>et al.</i> (2009)	Ireland	Social Science & Medicine	To understand how refugees arrange their own informal interpreters to access healthcare consultations.	Qualitative – storytelling	The use of informal interpreters is inadequate and problematic: Refugees prefer professional and trained interpreters.

### Theme 9: Service Provision for Special Refugee Groups

90. Alessi <i>et al.</i> (2020)	Austria and The Netherlands	Sexuality Research and Social Policy	To understand LGBTQ refugees' integration experiences.	Qualitative – interviews	Due to discrimination, LGBTQ refugees compromise their ability to access services needed to facilitate integration.
91. Vromans <i>et al.</i> (2018)	Australia	Public Health	To explore resettlement experiences of recently arrived refugee women at risk	Qualitative – focus groups	Resettlement initiatives that include a longer period of active service provision are warranted.
92. Choi <i>et al.</i> (2015)	USA	International Social Work	To explore service needs and utilisation among older Kurdish refugees.	Qualitative – interviews	Findings show older Kurdish refugees have multiple service needs, yet they do not actively seek help.
93. Mirza and Heinemann (2012)	USA	Disability and Rehabilitation	To examine the gaps in existing service systems to address the service needs of refugees with disabilities.	Qualitative – interviews and focus groups	Disabled refugees have unmet needs due to a disconnect between refugee and disability service systems.
94. Lewig <i>et al.</i> (2010)	Australia	Evaluation and Program Planning	To explore refugee parents' challenges and identify strategies and resources.	Mixed method – survey, focus groups and interviews	Culturally competent service provision is important for refugee families.
95. Deacon and Sullivan (2009)	USA	Journal of Women	To understand refugee women's complex and gendered needs to enable	Qualitative – interviews	Findings show the impact of refugee women's sociodemographic characteristics on resettlement experiences.

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\* Service or marketing related journals are indicated in bold italics. References relating to this table can be found in Appendix 6

### Appendix 3: Articles focusing on common barriers in accessing and adapting to healthcare services (theme 1) in the exit phase\*

Author/s (year)	Language/ Interpretation	Cultural Differences	Transportation	Unfamiliar system	Lack of trust	Lack of understanding	Healthcare coverage/cost	Time pressure	Lack of social support	Employment	Lack of continuity of care	Other barriers
Joseph <i>et al.</i> (2020)	✓	✓	✓	✓			✓					Gender, lack of access and long wait time
Au <i>et al.</i> (2019)				✓		✓	✓	✓				Lack of access and accommodation
Kang <i>et al.</i> (2019)	✓		✓	✓			✓					Perception of discrimination
Van Loenen <i>et al.</i> (2018)	✓	✓						✓			✓	
Woodgate <i>et al.</i> (2017)	✓	✓	✓	✓			✓	✓	✓	✓		Weather
Szajna and Ward (2015)	✓	✓	✓									Discrimination and stigmatisation
Jewson <i>et al.</i> (2015)	✓	✓	✓		✓	✓	✓		✓			Lack of services
Cheng <i>et al.</i> (2015)	✓	✓	✓				✓	✓				
Bellamy <i>et al.</i> (2015)	✓	✓		✓		✓			✓			Use of traditional medicine
Clark <i>et al.</i> (2014)	✓			✓		✓						Local services
Riggs <i>et al.</i> (2012)	✓		✓		✓							
Drummond <i>et al.</i> (2011)			✓	✓	✓	✓	✓	✓		✓		Shame, reluctance and prior negative experience
McKeary and Newbold (2010)	✓	✓	✓				✓					Isolation and poverty
Morris <i>et al.</i> (2009)	✓	✓		✓		✓						
Walsh and Krieg (2007)	✓	✓			✓	✓	✓			✓		
Bhatia and Wallace (2007)	✓		✓	✓					✓		✓	Discrimination and stigmatisation
Lawrence and Kearns (2005)	✓	✓	✓	✓	✓		✓			✓		Resettlement stress

\* References relating to this table can be found in Appendix 6.

#### Appendix 4: Articles focusing on refugee employment and entrepreneurship (theme 6) in the exit phase

Author/s (year)	Main focus of study	Topics covered
<b>Refugee service needs</b>		
Cheung and McColl-Kennedy (2019)	Role of marketing	The impact of marketing on service systems in meeting the needs of refugees.
McIntosh and Cockburn-Wooten (2019)	Service evaluation	The significance of service providers' degree and effectiveness of welcome during resettlement for social inclusion.
Kandasamy and Soldatic (2018)	Funding challenges	The impact of government funding structures and contracts on service delivery.
Nakhaie (2017)	Service needs	Comparison of immigrants' and refugees' major service needs.
McGrath and McGrath (2013)	Funding challenges	The impact of funding arrangements on service provisions for refugees.
Makwarimba <i>et al.</i> (2013)	Unique support needs	Unique support needs and preferences.
Agbényiga <i>et al.</i> (2012)	Influence of social structures on resettlement	The impact of informal, formal and resource support on resettlement success.
Colic-Peisker and Tilbury (2003)	Service evaluation	The influence of resettlement support services and refugees' own resources.
<b>Role of agencies</b>		
Dubus (2020)	Service experience	Recipient and providers' experiences of resettlement services.
Nolte <i>et al.</i> (2019)	Public administration	The quality of public services provided during the refugee crisis.
Dubus (2018)	Resettlement goals	Goals, outcomes, and measures of success in resettling refugees.
Steimel (2016)	Knowledge and expertise	How knowledge(s) and expertise are crafted, threatened, and understood in refugee organisations.
Phillips (2009)	Intercultural knowledge and skills	How intercultural knowledge and skills assist social service providers with effectively working with refugees.
<b>Networking among agencies</b>		
García Alonso <i>et al.</i> (2020)	Utility and efficacy of e-government services	The use of e-government services to support integration processes.
Dubus and LeBoeuf (2019)	Accessibility and cultural effectiveness	How to create a network of coordinated services to enhance services.
Fehsenfeld and Levinsen (2019)	Advocacy and cross sector collaboration	How refugee organisation volunteers and social service professionals can collaborate.
Hancock <i>et al.</i> (2009)	Evaluation of the Integrated Services Pilot Programme	How an integrated services pilot programme supports refugees in resettlement, physical and mental health, and employment.
Wren (2007)	The role of multi-agency networks	The role and experiences of multi-agency networks in supporting refugees.

\* References relating to this table can be found in Appendix 6.

## Appendix 5: Journal articles reviewed focusing on refugee service research priorities\*

Author/s (year)	Country context of study	Source	Main goals/objectives of the study	Research method	Key findings
<b>Theme 10: Transition phase</b>					
96. Finsterwalder <i>et al.</i> (2020)	No country context	<i>Journal of Service Theory and Practice</i>	To increase awareness among service researchers and practitioners in regard to refugees impacted by COVID-19.	Conceptual – narrative literature review and research agenda	To address the vulnerability of refugees during disasters, a transformative refugee service experience framework is extended. Refugees should be recognised as providing resources rather than just needing or depleting resources to enable more inclusion in society.
<b>Theme 10: Exit phase</b>					
97. Farmaki and Christou (2019)	No country context	<i>The Service Industries Journal</i>	To consider the development of research on refugee migration within the service sector and to explore further research directions.	Quantitative – systematic literature review and research agenda	Future studies can focus on role of service industries on refugees’ social and economic integration and well-being.
98. Finsterwalder (2017)	No country context	<i>Journal of Retailing and Consumer Services</i>	To identify the demands on countries’ service ecosystems after an influx of refugees occurs in a country. Suggests research avenues for scholars.	Conceptual – narrative literature review and research agenda	This study outlines challenges and repercussions for refugees and actors already residing in a service ecosystem. A research agenda for service scholars refers to the various system levels from micro to macro.
<b>Theme 10: All three phases</b>					
99. Boenigk <i>et al.</i> (2020)	No country context	<i>Journal of Public Policy &amp; Marketing</i>	To develop a Transformative Refugee Service Experience Framework to navigate the challenges faced throughout a refugee’s service journey.	Conceptual – narrative literature review and research agenda	This framework portrays the refugee experience as the culmination of the refugee service system and the three service system levels (micro, meso, and macro) along the refugee service journey (entry, transitions, and exit).
100. Shultz <i>et al.</i> (2020)	Syria	<i>Journal of Macromarketing</i>	To raise awareness of and influence policies and practices to solve the global refugee crisis.	Conceptual – narrative literature review and research agenda	To create and enhance connections among people, places, resources and institutions, communication technologies and shared assets are vital to build a humanitarian marketing system.

101. Shaw and Funk (2019)	No country context	Research on Social Work Practice	To examine available research on refugees' social service programmes	Quantitative – systematic literature review	Refugees' social service programmes examined are related to general adaptation, relationships, financial and employment support.
102. Nasr and Fisk (2019)	No country context	<b><i>The Service Industries Journal</i></b>	To explore the breadth and depth of the global refugee crisis from a Transformative Service Research (TSR) perspective.	Conceptual – narrative literature review and research agenda	The study proposes transdisciplinary and service design research for TSR scholars to recognise and solve important service system failures occurring in the global refugee crisis.

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\* Service or marketing related journals are indicated in bold italics. References relating to this table can be found in Appendix 6.

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## Appendix 7: Future service research priorities focusing on the refugee service journey

Phase / Theme	Future service research priorities
<b>Entry phase</b>	
1. Refugee Access and Adaptation to Healthcare Services	<ul style="list-style-type: none"> <li>What are the health and emergency care services required for refugees while fleeing from home?</li> <li>Which services can be used to monitor health and wellbeing of refugees early on in their journey?</li> <li>What role can remote services play in providing easier access to health services?</li> </ul>
2. Refugee Child and Youth Service Provision	<ul style="list-style-type: none"> <li>What are the needs of unaccompanied child and youth refugees and related services to protect them from vulnerability?</li> <li>How can a buddying service be set up to accompany young refugees?</li> </ul>
3. Public and Private Refugee Support Services	<ul style="list-style-type: none"> <li>What is the role of informal service provision while crossing borders?</li> <li>What kind of financial services or apps are available to refugees while fleeing from home?</li> <li>During exiting from danger, how can refugees access basic services for the provision of food, water, shelter, clothing, household and sanitation items?</li> </ul>
4.-6. Themes	<ul style="list-style-type: none"> <li>Not applicable: themes ‘refugee camp services’; ‘refugee educational services’; ‘refugee employment services and service industries’</li> </ul>
7. Refugee Housing Services	<ul style="list-style-type: none"> <li>What are the housing needs of refugees in their home country after having left their residences?</li> <li>How can temporary shelters be provided and serviced?</li> </ul>
8. Interpretation and Communication Services for Refugees	<ul style="list-style-type: none"> <li>How important are language and interpreting services for refugees fleeing from multilingual countries?</li> <li>How can refugees’ access to communication and internet services be ensured while crossing borders and transiting across multiple countries?</li> </ul>
9. Service Provision for Special Refugee Groups	<ul style="list-style-type: none"> <li>What are service needs for differently abled or wounded refugees and women at risk while escaping from danger?</li> <li>How can services help protect these vulnerable groups early on?</li> </ul>
<b>Transition phase</b>	
1. Refugee Access and Adaptation to Healthcare Services	<ul style="list-style-type: none"> <li>What are the challenges and barriers when accessing healthcare services for refugees in both camp and non-camp settings?</li> <li>How can services be augmented to prepare refugees for the next phase of their journey?</li> </ul>
2. Refugee Child and Youth Service Provision	<ul style="list-style-type: none"> <li>What are service needs of child and youth refugees without parental care?</li> <li>Which buddying systems can be implemented?</li> <li>How can services better connect children and youth across the different cultures and communities?</li> </ul>
3. Public and Private Refugee Support Services	<ul style="list-style-type: none"> <li>What are the cultural training needs of service staff dealing with refugees?</li> </ul>
4. Refugee Camp Services	<ul style="list-style-type: none"> <li>How can logistics providers be better integrated to ensure service availability and care for refugees living in camps?</li> </ul>

	<ul style="list-style-type: none"> <li>What is the impact of disasters like COVID-19 when providing camp services and the challenges associated with vaccinating camp dwellers?</li> </ul>
5. Refugee Educational Services	<ul style="list-style-type: none"> <li>What are the challenges and access barriers associated with educational services for both adult and child refugees?</li> <li>How can psychological support be better built into refugee educational services?</li> </ul>
6. Refugee Employment Services and Service Industries	<ul style="list-style-type: none"> <li>What are the challenges to find and provide employment for both refugees and employment service providers in camp and non-camp settings?</li> <li>How can short-term employment be better enabled while being in transition?</li> </ul>
7. Refugees Housing Services	<ul style="list-style-type: none"> <li>What are the problems specific to each host country and region in providing suitable housing services for non-camp dwellers?</li> <li>What are the housing service needs of unaccompanied youth refugees and single male and female refugees living in non-camp settings?</li> </ul>
8. Interpretation and Communication Services for Refugees	<ul style="list-style-type: none"> <li>How can interpretation services provided in the transition phase?</li> <li>What role do remote translator services play?</li> <li>How do gender differences affect the interpretation service experience?</li> </ul>
9. Service Provision for Special Refugee Groups	<ul style="list-style-type: none"> <li>What are service needs of differently abled and LGBTIQ+ refugees and women at risk in both camp and non-camp settings?</li> <li>Which protective services can be established to protect these groups?</li> </ul>
<b>Exit phase</b>	
1. Refugee Access and Adaptation to Healthcare Services	<ul style="list-style-type: none"> <li>What are the similarities and differences across the barriers for different refugee groups when accessing healthcare services?</li> <li>How can resettled refugees be better integrated in designing healthcare services for their fellow refugees?</li> </ul>
2. Refugee Child and Youth Services	<ul style="list-style-type: none"> <li>How can recent developments in culturally inclusive educational services be applied to refugee children and youth?</li> </ul>
3. Public and Private Refugee Support Services	<ul style="list-style-type: none"> <li>What are novel solutions for multi-agency networks that render settlement services?</li> <li>How can the public's negative image regarding these agencies be changed with social service campaigns?</li> </ul>
4. Refugee Camp Services	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
5. Refugee Educational Services	<ul style="list-style-type: none"> <li>What are the educational challenges and complex service needs of refugee children specific to each ethnic refugee group?</li> <li>What are the challenges associated with continuing and successfully completing courses for refugee students and how can these services be improved?</li> <li>What are the unique educational service needs and support needs of female refugees to gain employment opportunities?</li> </ul>
6. Refugee Employment Services and Service Industries	<ul style="list-style-type: none"> <li>How important are the vocational or short-term courses for newly arrived refugees and what is the impact of local qualifications on securing a service job?</li> <li>How do refugees sustain and progress in their career in service industry and what is the support needed to perform well?</li> <li>What are the challenges faced by settlement agencies to prioritise finding employment for newly arrived refugees?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How can success in refugee entrepreneurship be achieved in a wide range of service businesses?</li> </ul>
7. Refugee Housing Services	<ul style="list-style-type: none"> <li>▪ What are the problems specific to each host country and region in finding suitable housing for refugees?</li> <li>▪ What are the housing service needs of unaccompanied youth refugees and single male and female refugees?</li> </ul>
8. Interpretation and Communication Services for Refugees	<ul style="list-style-type: none"> <li>▪ What are the root causes of bad experiences in interpreting services for both service providers and refugees?</li> <li>▪ How do gender differences affect the interpreting service experience?</li> <li>▪ How effective are digital interpretation tools and what is the possibility of using such tools in a wide range of refugee-related service contexts?</li> <li>▪ How can ICT, in particular social media be better used to integrate refugees?</li> </ul>
9. Service Provision for Special Refugee Groups	<ul style="list-style-type: none"> <li>▪ What are service-related issues and problems for each specific refugee group after initial resettlement?</li> </ul>
<b>Across the three phases</b>	
1. Refugee Access and Adaptation to Healthcare Services	<ul style="list-style-type: none"> <li>▪ How can refugees' health and wellbeing be measured and maintained across the refugee service journey?</li> <li>▪ How can seamless healthcare services be provided across phases and frontiers?</li> <li>▪ How can health and medical records across the refugee service journey be managed?</li> </ul>
2. Refugee Child and Youth Services	<ul style="list-style-type: none"> <li>▪ Which services can be established for child and youth refugees to cater to their special needs along the refugee service journey? Which international organisation could house such services?</li> <li>▪ Which continuous service can accompany / monitor minors along their refugee journey?</li> <li>▪ What are the training needs for staff providing services to child, youth and unaccompanied minor refugees across all three phases?</li> </ul>
3. Public and Private Refugee Support Services	<ul style="list-style-type: none"> <li>▪ What is the role of informal and private support services to access information and guidance for a wide range refugee needs across the refugee journey?</li> <li>▪ Which online services are available to refugees for document storage?</li> <li>▪ How can refugee websites and mobile apps best be updated and serviced by both public and private service providers?</li> <li>▪ How can refugees be made aware of public and private services that are available to them?</li> </ul>
4. Refugee Camp Services	<ul style="list-style-type: none"> <li>▪ How can refugees best provide input into camp and camp service design?</li> <li>▪ How can transitional servicescapes be used in refugee camps?</li> <li>▪ Which routing services are available to direct refugees to camps?</li> <li>▪ Which camp services have proven to be suitable and reliable across countries?</li> </ul>
5. Refugee Educational Services	<ul style="list-style-type: none"> <li>▪ How can families be educated about the host country along the refugee journey?</li> <li>▪ How effective is online distance higher education service offered to refugees?</li> </ul>

6. Refugee Employment Services and Service Industries	<ul style="list-style-type: none"> <li>▪ How can refugees remotely access freelance work opportunities?</li> <li>▪ How can service industry make available more refugee employment resources?</li> <li>▪ What are the training and support services needed for refugee entrepreneurs?</li> </ul>
7. Refugees Housing Services	<ul style="list-style-type: none"> <li>▪ What is the impact of poor housing conditions and services on refugee health and wellbeing across the refugee journey?</li> <li>▪ How can rural area housing services be improved?</li> </ul>
8. Interpretation and Communication Services for Refugees	<ul style="list-style-type: none"> <li>▪ How important are online distance interpretation services for refugees?</li> <li>▪ Which role do fellow refugees play in informal interpretation services across the refugee journey?</li> </ul>
9. Service Provision for Special Refugee Groups	<ul style="list-style-type: none"> <li>▪ How can women at risk, unaccompanied minors and LGBTIQ+ refugees be protected from vulnerability across the refugee journey?</li> <li>▪ Which services can best trace lost family members along the refugee journey?</li> </ul>
10. Future and Implementation of Research Priorities	<ul style="list-style-type: none"> <li>▪ What is the progress on refugee service research priorities and agendas proposed by service scholars?</li> <li>▪ How do academics' research agendas correlate with practitioners' or policymakers' refugee priorities?</li> <li>▪ Which (research) priorities and agendas require practitioners' urgent attention for implementation?</li> <li>▪ How can the academics-practitioner divide be better bridged?</li> <li>▪ Which service-related refugee research has been implemented in practice?</li> </ul>