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АКТУАЛЬНАЯ ПСИХОЛОГИЯ
НАУЧНЫЙ ВЕСТНИК

DEVELOPING THE THEORETICAL RESOURCE MODEL FOR REFUGEE STUDENT INTEGRATION

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In 2023, more than 100,000 Artsakh residents were forced to leave their homes and were forcibly displaced to the Republic of Armenia. Adaptation of forcibly displaced people to a new environment and integration into society is one of the primary research issues facing us today. The process of adaptation and integration of Artsakh residents is endowed with a number of features, which are determined by a number of objective and subjective factors.

Several conceptual models of refugee integration have been developed in science and practice. In this article, we discuss some key models. Taking into account that the forcibly displacement of Artsakh residents, unlike many existing examples, has some peculiarities, and also there are no universal models of integration of forced displaced students, we developed and proposed a resource-based model of integration of forcibly displacement students. In this model, we have identified personal and environmental factors that, breaking into the resource base of the forced displaced person, condition the efficiency of integration.

Among personal factors, we consider two groups of factors. The first is the group of socio-economic and demographic factors. The second group of personal factors is psychological, in which we consider personal perceptions

and evaluation of possible risks and dangers. Environmental factors include refugees' participation and citizenship and rights of a person. According to our proposed approach, these factors are reflected in the resource environment of the refugee personality. According to our approach, the core of a student's resource environment is a person's time perspective and also we emphasize being in the educational process as the most important resource in the integration process. The next resource is a person's perception and assessment of their own level of well-being.

Keywords: *refugee integration, integration models, forcedness, subjective well-being, youth refugees, rights and citizenship, time perspective.*

Introduction

In 2023, more than 100,000 Artsakh residents were forced to leave their homes and were forcibly displaced to the Republic of Armenia. Adaptation of forcibly displaced people to a new environment and integration into society is one of the primary research issues facing us today. The process of adaptation and integration of Artsakh residents is endowed with a number of features, which are determined by a number of objective and subjective factors.

To understand the adaptation and integration characteristics of students (as a separate group), we first need to answer the following research questions.

• Analyze the existing strategies, mechanisms, actions for the socio-psychological adaptation of forcibly displaced persons and refugees.

• Study the existing integration models of refugees, build a viable model of adaptation and integration of forced displaced residents of Artsakh.

Theoretical bases

Scientific approach shows 4 ways of interaction between refugees and the host country culture.

Assimilation occurs when individuals adopt the cultural norms of a dominant or host culture, over their original culture.

Separation occurs when individuals reject the dominant or host culture in favor of preserving their culture of origin. Separation is often facilitated by immigration to ethnic enclaves.

Integration occurs when individuals are able to adopt the cultural norms of the dominant or host culture while maintaining their culture of origin. Integration leads to, and is often synonymous with biculturalism.

Marginalization occurs when individuals reject both their culture of origin and the dominant host culture. Studies suggest that the acculturation strategy people use can differ between their private and public areas of life (Arends-Tóth, & van de Vijver, 2004).

Fig. 1 *– Berry's model of refugees interaction with the host country culture*

J. W. Berry write that their understanding of integration differs from a common view in acculturation research, which considers integration primarily as immigrants' orientation towards both maintenances of their heritage culture and engagement with the host culture (Berry, 1980).

According to the Berry's approach, the integration of Artsakh residents should not face significant problems, because of the ethnic cultural commonalities. However, in order to understand the essence of the problem more completely, we must address all the factors affecting the effective integration process.

One most common understanding of integration highlights the importance of participation. According to that, integration is "a process through which newcomers become capable of participating in the economic, social, and civic/political life of the receiving country" (Seidle & Joppke, 2012, p. 9). Thus understood, the main criteria of integration concern refugees' participation and inclusion in the receiving society in the domains of occupational work, economy, education, and health (Ager & Strang, 2008).

Current UNHCR definition of a refugeeis "a person forced [emphasis added] to flee their country because of violence or persecution" (UNHCR, 2019). We start to this point that forcedness as the central defining feature of refugee migration. In a general sense, forcedness means that a person's behavior is driven or coerced by external factors. There are various external factors (e.g., persecution, violence, or economic crises) that force people to emigrate. For instance, politically rooted violence (genocide or civil war) and ethnic rebellions have been found to predict forced migration (Schmeidl, 1997). To be more exact for the Artsakh resident's migration we can use this definition "To stay is equivalent to suicide (Bleiben bedeutet Selbstmord)." (Amjahid, 2015, p. 100).

In the system of integration process, we can confirm that pre-migration perils are an essential part of the refugee experience and residents' views of refugees, and are much more likely to emerge for forced (vs. voluntary) migrants. Integration-relevant processes include coping with stressors and threats to basic needs (meaning, belonging, control), evaluations of the receiving society and its residents, goal setting

(getting education or employment, staying or leaving the receiving society), motivation for cultural learning, anticipations and expectations of critical future events (success of goal attainment), and related behavioral intentions.

Becoming established can be facilitated or hindered by a range of structural and individual factors in relation to both past experiences and present circumstances. Important structural factors include: the social climate of the host community (Ager & Strang, 2008); resources for achieving cultural and linguistic competency of the host country (Ager & Strang, 2008); opportunities to study (Valtonen, 2004) and a supportive school environment (Bond, Giddens, Cosentino, Cook, Hoban, Haynes et al., 2007); being settled with other family members (Bean et al., 2007; Valtonen, 1994); choice and security of housing (Ager & Strang, 2008; Porter & Haslam, 2005); living near to members of one's ethnic community (Ager & Strang, 2008); peace and security of the local area (Ager & Strang, 2008); and income from employment (Valtonen, 2004).

Ager and Strang it their study (Ager & Strang, 2008) built a conceptual framework of integration factors and adopted an inductive approach to develop a framework summarizing perceptions of what constitutes 'successful' integration.
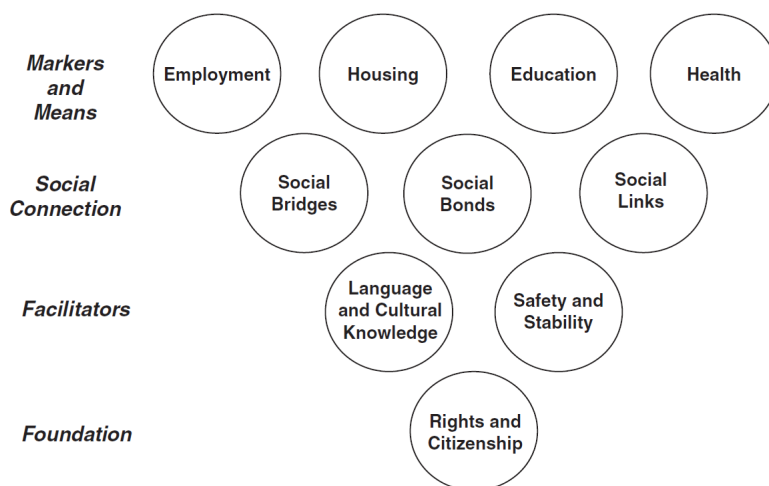

Fig. 2 - *Ager & Strang's Conceptual framework of integration factors*

Themes initially identified through documentary and conceptual analysis were explored and developed in fieldwork in settings of refugee settlement, and through secondary analysis of survey data. Key themes emerging through this process were

used to specify 'domains' of the proposed framework, which was then reviewed through a period of stakeholder verification.

We can highlight that they consider as a foundation of integration the main Rights and Citizenship of refugees. And only on this foundation can be lean main facilitators, built social connections and Markers and Means.

Another model, Berry's model of integration, identifies group level (situational) variables and individual level variables, such as age and gender as well as moderating factors that exist prior to the process and those that arise during it. (Berry 1997, pp. 14-15).
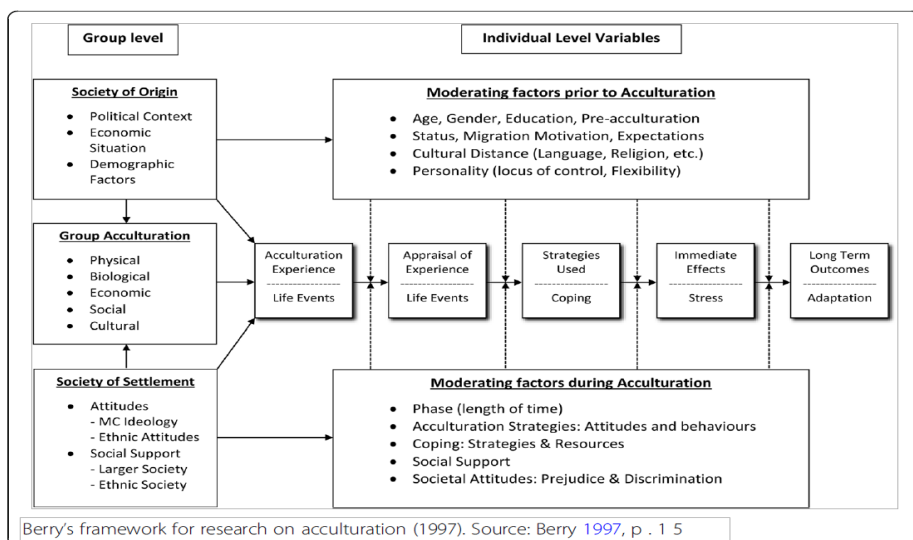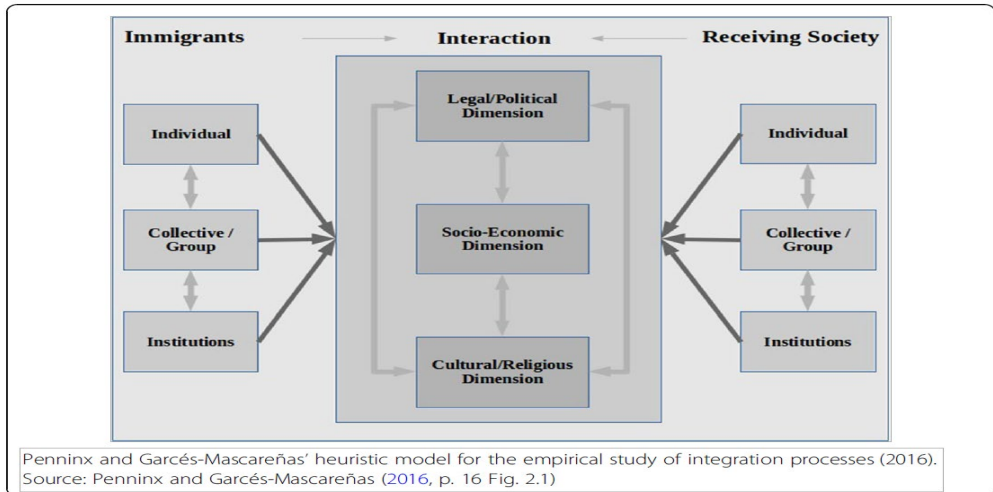

Fig. 3 - *Berry's model of integration (Berry 1997, pp. 14-15)*

As we can see on figure 3, during acculturation in the individual level of variables the main moderating factors are the length of process, attitudes and behaviors, strategies and resources, social support and prejudice and discrimination. These factors are interacting with the Group level factors which are attitudes of society of settlement and their social support.

Another Penninx and Garcés-Mascareñas' model highlight the differing pace of integration processes within as well as between diemnsions; and spell out the role of policy as seeking to change those processes hence 'the study of policies is fundamentally different from the study of integration processes' (Penninx and Garcés-Mascareñas 2016, p. 19).

In the interaction phase there are clearly defined 3 dimensions – Legal/Political, Socio-Economic and Cultural/Religious.

Penninx and Garcés-Mascareñas' heuristic model for the empirical study of integration processes (2016).
Source: Penninx and Garcés-Mascareñas (2016, p. 16 Fig. 2.1)

Fig. 4 - *Penninx and Garcés-Mascareñas' heuristic model of integration*

Spenser and Charsley's model of integration groups the domains in which integration processes take place within five dimensions: Structural - as in participation in the labor and housing market, education and health systems; Social – as in social interaction, relationships and networks; Cultural - changing values, attitudes, behavior and lifestyle (of all residents in this two way process); Civic and political participation - in community life and the democratic process; and Identity - the processes through which individuals of differing back-grounds may develop a shared identity and sense of belonging with the place, nation, communities and people among whom they live.

Heuristic model of integration processes and effectors. Source: Spencer and Charsley 2016 (revised)
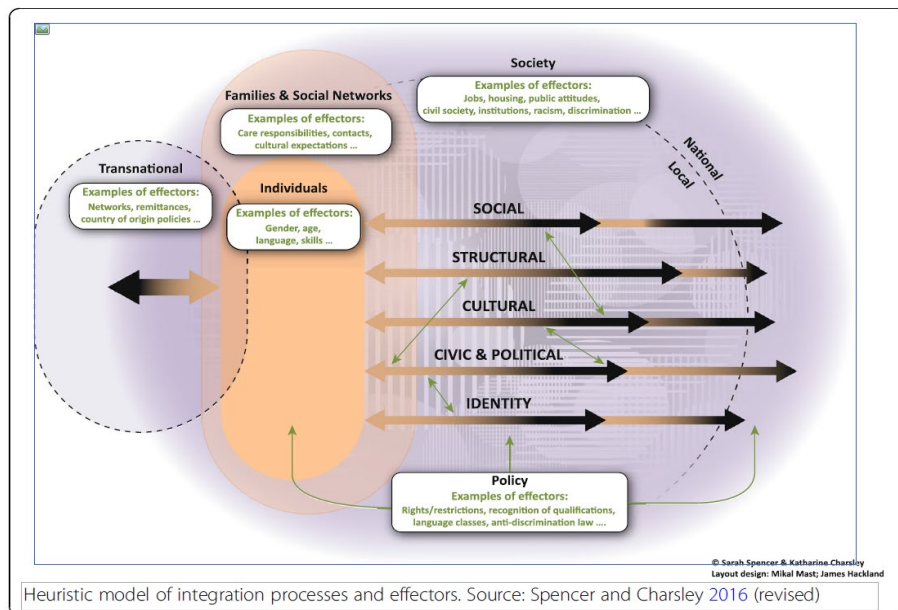
**Fig. 5** - *Spenser and Charsley's model of integration groups*

The diagram shows (in its textured background) that society is not homogenous, is structured and has porous borders; and those processes can take place at the micro-level of family and networks, at the wider level of local neighborhood, at the national and the transnational level.

Considering these factors, Echterhoff et al. (2020) proposed a theoretical framework that focuses on the psychological processes that underpin refugees' integration, called the Psychological Antecedents of Refugee Integration or the PARI model.

Importantly, the model recognizes the value of change over time – a key feature of the refugee experience and one which does not stop with resettlement. Second, the model includes both individual and demographic factors alongside key social contexts of family, school, ethnic community and the host community. We have then included in the model the specific psychosocial factors known to impact on the wellbeing of young people in general (Dumont & Provost, 1999).

The PARI model also accommodates context and person factors. Context factors include the salience of refugee-related information in the media and public discourse, socioeconomic, cultural, and political conditions as well as more specific, local social environments refugees and residents are situated in.
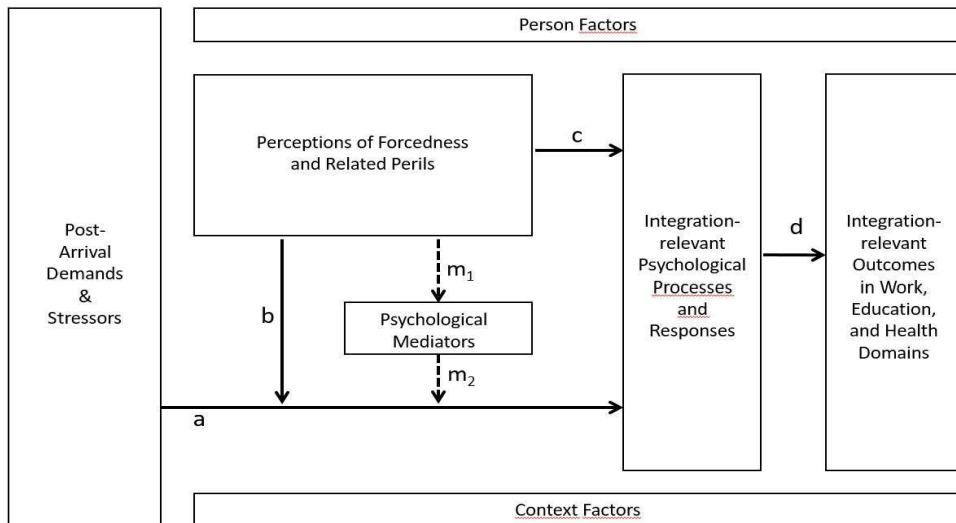
Fig. 6 - *Psychological Antecedents of Refugee Integration or the PARI model*

The comparative and critical analysis of the five above listed models allow us to distinguish some important psychological factors which affect the integration process. We can discuss two important and most common in brief.

Forcedness and Sense of Control

The main line of understanding of the refugee integration problem is the perception of forcedness and related perils, which are the psychological processes experienced by refugees but not by other migrants. Perceptions of forcedness refer to the subjective experiences of forcibly displacement and its associated dangers in the country of origin and during migration. Perceptions of forcedness can affect the psychological processes of refugees' integration and adaptation, including motivation for cultural learning, coping with stress, goal setting, and evaluating residents' attitudes.

Sense of control plays a key role in the rebuilding of a meaningful life among those who have survived forced displacement, torture and trauma (VFST, 1996) as the refugee experience is fundamentally one of a loss of control over most aspects of individual and social life. Psychologically, we assume that perceived forcedness of migration triggers experiences of loss of control over one's past, current, and future outcomes, lack of choice, external attribution of events, cognitions related to inevitability and low personal responsibility (Castles, 2003). Thus, attempts of need restoration should decrease migrants' resources to actively pursue their integration in the receiving society, and distract from adjustment to the new living conditions in the receiving society. These effects should emerge particularly in the initial post-arrival period.

Subjective Well-Being

In general, migrants' wellbeing within the receiving country as well as their inclusion and participation in the receiving society depend on their own and the residents' psychological responses to the demands, stressors, and challenges of migration. However, how does being forced to migrate add to or qualify such demands, stressors, and challenges? In this paper, we introduce a theoretical model for analyzing the ways in which key features of refugee migration, that is, forcedness of migration and associated perils, affect these responses. We argue that being coerced to leave the home country is the core characteristic of refugees' experiences as compared to other forms of migration (Ager, 1999; Arnetz, Rofa, Arnetz, Ventimiglia, & Jamil, 2013; Aron, 1992; Brannan et al., 2016).

Ager & Strang focus on wellbeing outcomes as being both a resource for and an outcome of successful settlement among refugee youth (Ager & Strang, 2008). As a resource for successful settlement, subjective wellbeing aids youth to be better equipped for the challenges of settling well in their new country.

The most important and common non-psychological and basic factor is Citizenship and Rights. There is probably no theme that creates more confusion and disagreement regarding understandings of integration than that of citizenship, and the rights and responsibilities associated with it. This partly reflects the widely different understandings of citizenship but, more funda-mentally, of nationhood across societies. It is clear from the above analysis that to develop an effective policy on integration, governments need to clearly articulate policy on nationhood and citizenship, and thus the rights accorded to refugees. Such considerations are fundamental to the normative framework that determines refugee policy and understanding of 'successful' outcomes. In the UK, for instance, policy now reflects an understanding of integration. Articulating refugee rights thus defines the foundation of integration policy, to which governments are accountable. Some integration policies explicitly acknowledge responsibilities on the part of refugees. For example, (Muller 1998) points out that the USA now requires immigrants to take up citizenship in order to be eligible for certain benefits. In France full citizenship has been seen as an essential prerequisite to integration, along with the rights and responsibilities thereby implied (Favell 1998), although recent ethnic tensions highlight the importance of the economic opportunities required to support this model (Bordonaro 2005). Recent trends in the UK have been noted above.

In Armenian some researches in 2018, the main issues related to Syrian refugees integration were uncovered. It was found that there are high levels of social isolation and language barriers. Additionally, there was no organization promoting an increase in the level of integration. In other words, several obstacles were identified that are naturally present in countries with a large influx of refugees.

Several factors contributing to integration also emerged, among which childcare and financial support were particularly emphasized (Abgaryan, 2018).

If we focus our attention to youth refugees' problems, we can highlight some main particularities. For refugee youth, key individual factors include: the rapidity with which they can become competent in the language of the host country (Chapman & Calder, 2002); experiencing educational success in school (O'Sullivan & Olliff, 2006); living with supportive family members (Chapman & Calder, 2002); feelings of belonging to one's ethnic community (Brough et al., 2003), and being able to develop positive relationships with the broader host community (Beirens et al., 2007). Social capital is a key factor for young refugees becoming established in the new country (Beirens et al., 2007). Thus, resettlement for refugee youth is underpinned by opportunities to participate and to belong to their family, their ethnic community and to the broader host community.

Youth with a better sense of control were significantly more likely to report higher levels of wellbeing in the physical and psychological domains, and also better subjective health status. Among the familial factors, living with parents at home was significantly associated with greater wellbeing in the social relationships domain, while those youths who reported positive feelings about home were significantly happier.

Young people with greater perceived school performance scored significantly higher in the physical domain, psychological domain, and in their subjective health status. A stronger peer attachment was significantly associated with greater levels of wellbeing in the psychological, social relationships and environment domains. Being bullied was negatively associated with happiness.

Cognitive and metacognitive strategies are used to process information and manage human perceptions, while resource management strategies are used to create optimal learning conditions. Resource management strategies refer to the management of external resources (seeking help or organizing the workplace) as well as the management and regulation of internal resources (work regulation, time management, attention regulation, and motivation) (Dresel et al., 2015).

Various studies prove that the adaptation period depends on a large number of different factors, including insufficient knowledge, unpreparedness for new ways of learning, inconsistency between the external world and the internal world, the presence of a sense of pressure and tension in the university, anxiety, irritability, decreased immunity, poor sleep and etc. According to various students facing adaptation, cultural activities, mutual assistance in the course, various classes, games and artistic activities aimed at increasing the level of adaptation can speed up the adaptation process. However, the help of mentors and other professors is unfortunately undervalued by students. Basically, the main condition for the

effectiveness of students' adaptation is the "formative management" of the process, in which all links of the educational process should participate (Kurtz, 2010).

Research results conclusions and developed theoretical model

Based on existent models and research data we developed resource based theoretical model of students' integration (See figure 7).

Among personal factors, we consider two groups of factors. The first is the group of socio-economic and demographic factors, in which we consider forcibly displaced people's gender and age, family composition and income, education and employment, living conditions. The second group of personal factors is psychological, in which we consider personal perceptions and evaluation of possible risks and dangers.

Environmental factors include forcibly displaced people's participation (civil, social, political, etc.), which is manifested by their inclusion in various programs. Another group of environmental factors is the scope of citizenship and rights of a person, which is emphasized more than once in many sources of theoretical analysis.
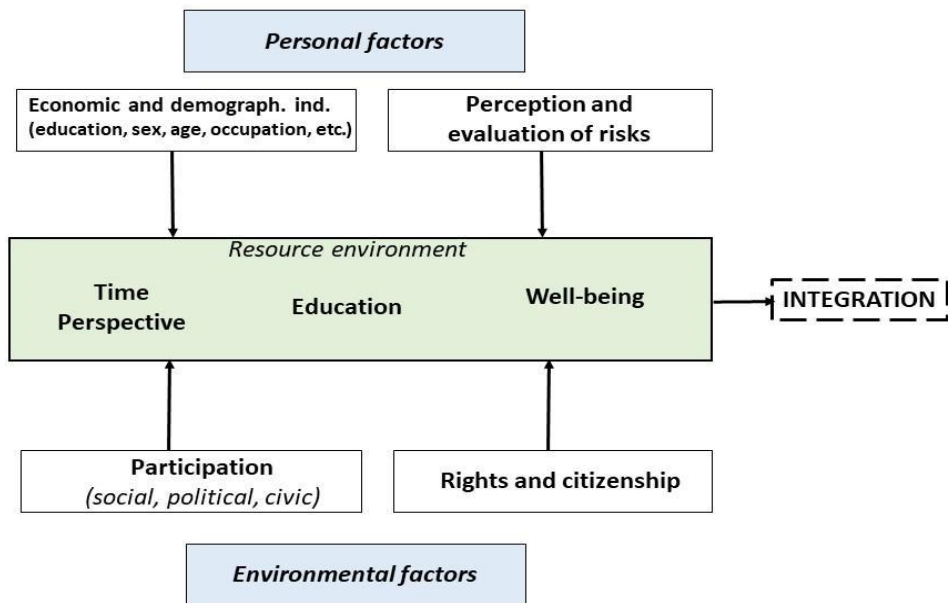
Fig. 7 - *Students' integration resource based theoretical model*

The combination of the mentioned four main factors ensures the effectiveness of the integration of the forcibly displaced people in the host society. According to our proposed approach, these factors are reflected in the resource environment of the refugee personality. A person's resource environment is a unique lens that can increase the efficiency of integration under the conditions of the mentioned factors,

or, on the contrary, reduce the efficiency as a result of a breakthrough, leading to ineffective integration.

According to our approach, the core of a resource environment is a person's time perspective. In our previous researches, we have been repeatedly convinced that time perspective is an essential factor in the system of human perceptions and decision-making (Hayrapetyan, 2011; Hayrapetyan, Amiraghyan, 2019). In this model, we emphasize being in the educational process as the most important resource in the integration process. According to our hypothesis, students have this important resource, which ensures the effectiveness of integration processes. The next resource is a person's perception and assessment of their own level of well-being.

Limitations

We consider it important to note that the resource model presented by us is theoretical at this stage, based on the critical analysis of existing approaches and researches, and will be subject to experimental verification and adjustment among the Artsakh refugees in the near future.

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Աննա Հակոբջանյան (Երևանի պետական համալսարան, Երևան, Հայաստան)

Նարինե Միրզոյան (Երևանի պետական համալսարան, Երևան, Հայաստան)

2023 թվականին ավելի քան 100.000 արցախցիներ ստիպված եղան լքել իրենց տները և բռնի տեղահանվել Հայաստանի Հանրապետություն։ Բռնի տեղահանվածների հարմարումը նոր միջավայրին և հասարակության մեջ ինտեգրումը այսօր մեր առջև ծառացած առաջնային հետազոտական խնդիրներից է։ Արցախցիների հարմարվողականության և ինտեգրման գործընթացն օժտված է առանձնահատկություններով, որոնք պայմանավորված են մի շարք օբյեկտիվ և սուբյեկտիվ գործոններով Գիտության մեջ և պրակտիկայում մշակվել են փախստականների ինտեգրման մի քանի հայեցակարգային մոդելներ։ Հոդվածում մենք ներկայացրել և քննարկել ենք դրանցից մի քանի առանցքային մոդելներ։ Հաշվի առնելով, որ Արցախցիների բռնի տեղահանությունը, ի տարբերություն առկա շատ օրինակների, այնուամենայնիվ կրում է որոշ յուրահատկություններ, ինչպես նաև չկան փախստական ուսանողների ինտեգրման ունիվերսալ մոդելներ, մենք մշակել և առաջադրել ենք փախստական ուսանողների ինտեգրման ռեսուրսային տեսական մոդել։ Սույն մոդելում մենք առանձնացրել ենք անձնային և միջավայրային գործոններ, որոնք բեկվելով փախստականի անձի ռեսուրսային հիմքի մեջ, պայմանավորում են ինտեգրման արդյունավետությունը։

Անձնային գործոնների շարքում մենք դիտարկում ենք գործոնների երկու խումբ. Առաջինը սոցիալ-տնտեսական և ժողովրդագրական գործոնների խումբն է։ Անձնային գործոնների երկրորդ խումբը հոգեբանականն է, որտեղ դիտարկում ենք ընկալումները և հնարավոր ռիսկերի և վտանգների ընկալումն ու գնահատումը։ Միջավայրային գործոնները ներառում են փախստականների մասնակցությունը և քաղաքացիությունն ու անձի իրավունքները։ Մեր առաջարկած մոտեցման համաձայն՝ այս գործոններն բեկվում են են փախստականի անձի ռեսուրսային միջավայրում։ Ըստ մեր մոտեցման՝ ուսանողների ռեսուրսային միջավայրի առանցքը մարդու ժամանակային հեռանկարն է, ինչպես նաև կարևորում ենք կրթական գործընթացում լինելը որպես ինտեգրման գործընթացի կարևորագույն ռեսուրս։ Հաջորդ ռեսուրսը մարդու սեփական բարեկեցության մակարդակի ընկալումն ու գնահատումն է։

Հանգուցային բառեր՝ *փախստականների ինտեգրում, ինտեգրման մոդելներ, պարտադրանք, սուբյեկտիվ բարեկեցություն, երիտասարդ փախստականներ, իրավունքներ և քաղաքացիություն, ժամանակի հեռանկար։*

РАЗРАБОТКА ТЕОРЕТИЧЕСКОЙ РЕСУРСНОЙ МОДЕЛИ ДЛЯ ИНТЕГРАЦИИ СТУДЕНТОВ-БЕЖЕНЦЕВ

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В 2023 году более 100 тысяч жителей Арцаха были вынуждены покинуть свои дома и были насильственно переселены в Республику Армения. Адаптация вынужденных переселенцев к новой среде обитания и интеграция в общество – одна из первоочередных исследовательских задач, стоящих перед нами сегодня. Процесс адаптации и интеграции жителей Арцаха наделен особенностими, которые определяются рядом объективных и субъективных факторов.

В науке и практике разработано несколько концептуальных моделей интеграции беженцев. В этой статье мы обсудим некоторые ключевые модели. Принимая во внимание, что принудительное перемещение жителей Арцаха, в отличие от многих существующих примеров, имеет некоторые особенности, а также не существует универсальных моделей интеграции студентов-беженцев, мы разработали и предложили ресурсную модель интеграции студентов-беженцев. В этой модели мы выделили личностные и средовые факторы, которые, отражаясь в ресурсной базе личности, обуславливают эффективность интеграции.

Среди личностных факторов мы рассматриваем две группы факторов. Первая – это группа социально-экономических и демографических факторов. Вторая группа личностных факторов – психологические, в которых мы рассматриваем личностное восприятие и оценку возможных рисков и опасностей. Факторы окружающей среды включают участие беженцев, а также гражданство и права человека. Согласно предложенному нами подходу, эти факторы отражаются на ресурсной среде личности беженца. Согласно нашему подходу, ядром ресурсной среды студента является временная перспектива человека, а также мы подчеркиваем участие в образовательном процессе как наиболее важный ресурс в процессе интеграции. Следующий ресурс – это восприятие и оценка человеком собственного уровня благосостояния.

Ключевые слова: *интеграция беженцев, модели интеграции, принуждение, субъективное благополучие, молодые беженцы, права и гражданство, временная перспектива.*

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