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Ellen Koskinen and Ida Härmä-Ortio

HATE SPEECH AND DISCRIMINATION TOWARDS DISABILITY, CHRONIC ILLNESS AND MENTAL HEALTH STATUS IN HIGHER EDUCATION

– CHECKIT HE research and development project



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Bachelor's Thesis | Abstract

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Ida Härmä-Ortio ja Ellen Koskinen

Hate speech and discrimination towards disability, chronic illness and mental health status in higher education

- CHECKIT HE- research and development project

This thesis was made as a research and development project and was executed together with the CHECKIT HE- Countering, Hate and Extremism on Campus- Knowledge Innovation and Training in Higher Education project. Themes addressed in this thesis are hate speech and discrimination against people with disabilities, chronic illness and mental health status in higher education institutions. Hate speech is viewed to be any kind of communication that attacks, discriminates or uses pejorative language against another.

The thesis aims to present information of the said matter to the project. A content analysis was made from the material gathered from the CHECKIT HE-project workshops. These workshops gather information from the countries involved countries current status of the situation on their campuses. In addition to this a literature review (N=6) was also made covering the same themes to support the analyzed data from the development project.

Material gathered from both the project and the review unveiled similar issues. These were the need for more research, to pay attention to accessibility, prevention and inclusion and overall need to change the way we as society view disabilities. In overall four countries from the CHECKIT HE-project gave their insights on the matter.

Keywords:

discrimination, hate speech, disability, chronic illness, mental health, higher education

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Vihapuhe ja syrjintä vammaisuutta, pitkäaikaissairauksia ja mielenterveys statusta kohtaan korkeakouluissa

- CHEKIT HE- tutkimus ja kehittämistyö

Tämä opinnäytetyö toteutettiin kehittämistyönä yhteistyössä CHECKIT HE- Countering, Hate and Extremism on Campus- Knowledge Innovation and Training in Higher Education projektin kanssa. Opinnäytetyössä käsitellään teemoja vihapuhe sekä syrjintä vammaisuutta, pitkäaikaissairauksia ja mielenterveys statusta kohtaan korkeakouluissa. Vihapuhe nähdään kaikenlaisena kommunikaationa, joka hyökkää, syrjii tai käyttää alentavaa tai halventavaa kieltä toista kohtaan.

Opinnäytetyön tavoitteena on tuottaa tietoa yllä mainituista teemoista projektille. CHECKIT HE-projekti järjesti osallistujamaiden kesken työpajoja, joissa kerättiin tietoa heidän näkemyksensä kautta tämänhetkisestä tilanteesta kampuksella. Neljän osallistujamaan työpajan vastauksista tehtiin sisällönanalyysi, joka on koostettu kehittämistyön tuotokseen. Lisäksi opinnäytetyössä toteutettiin kirjallisuuskatsaus (n=6) samoista teemoista, tukemaan kehittämistyöstä saatua tietoa.

Kirjallisuuskatsauksen tulokset sekä projektiin analysoitu tieto paljastaa samankaltaisia ongelmia vihapuhetta ja syrjintää koskien. Näitä ovat tarve enemmän määrälle tutkimuksia, huomion kiinnittäminen esteettömyydelle, ennaltaehkäisylle ja inklusiivisuuteen sekä tarve kokonaisvaltaiselle muutokselle siinä miten yhteiskunta näkee ja kokee vammaisuuden.

Asiasanat:

Syrjintä, vihapuhe, vammaisuus, pitkäaikaissairaus, mielenterveys, korkeakoulutus

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Abbreviations and terms

HE	Higher education, such as universities.
HEI	Higher education institutes
THL	Finnish Institute for Health and Welfare
UN	United Nations
WHO	World Health Organization
EU	European Union
UK	United Kingdom
NGO	Non-governmental organization
ADA	Americans with disabilities Act
TUAS	Turku University of Applied sciences
LGBTQ+	Lesbian, gay, bisexual, transgender, transsexual, queer, questioning, intersex, intergender, pansexual, asexual, ally
GDP	Gross domestic product
UNESCO	United Nations Educational, Scientific and Cultural Organization

1 Introduction

Hate speech includes all kinds of communication including speech, pictures, symbols, music, writings, drawings and movies that aim to agitate hate towards one person or a specific group of people. The European Committee of Ministers determines hate speech as all means that aim to express intolerance. The Minister's Committee has nominated antisemitism, ethnic hate, xenophobia, hate speech against religion, sexual orientation, disability and beliefs as examples of intolerance. (Non-discrimination ombudsman, n.d.)

Discrimination is forbidden in the Finnish constitutional law, EU legislations, and in many international agreements (THL 2022). Discrimination means that people are placed in an unequal status due to reasons regarding the person's state of health or disability. Mental health is part of every human's comprehensive welfare. It can also be referred to as mental wellbeing and it is more than just the absence of mental illness. Mental health Act has been legislated in Finland to ensure the safety of the people's mental wellbeing. (Mental health Act 14.12.1990/1116; WHO 2022.) In the Act of Disability Services and Assistance 3.4.1987/380, disabled people are referred to as people who have challenges to survive and complete their day-to-day activities with chronic illness or long-term disability (Act on Disability Services and Assistance 3.4.1987/380).

The thesis covers themes such as hate speech, discrimination, disability, chronic illness and mental health on campus. It is a part of Turku university of applied science's CHECKIT HE- Countering, Hate and Extremism on Campus- Knowledge Innovation and Training in Higher Education. The project collects toolkits to prevent hate speech and discrimination. It aims to find reasons behind it and its manifestation. As well as finding ways to support students who have experienced it through workshops. The thesis composes data collected from the affiliate countries workshops. These will give information regarding to hate speech, discrimination towards disabled, physically and mentally ill people as well as people with long term illnesses in higher education and how it is addressed in HEIs.

2 Development projects' purpose and objective

The purpose of this bachelor thesis was to find out how higher educational institutes react to hate speech and discrimination as well as what its impact is and what are the consequences within the groups that are more vulnerable. The goal was also to find protective ways to pre-empt and develop faults that may occur within the research.

On the background of this project is the CHECKIT HE-project that the Turku University of Applied Sciences is involved with. A part of the project focuses on hate speech, discrimination and extremist thinking on campuses. Their goal is to find good working practices to promote mental wellbeing and root out hate speech. The project makes so called "toolkits" in which they find ways to better take into account mental health, disabilities and chronic illnesses on campus.

This is a research and development project that combines a concrete development action with an exploratory approach. A development project moves slowly towards a noncritical development action. Often the base for the research development project can be hands on matters and questions that guide the information collected to tackle the issues on hand. Usually, the goal is to tackle a bigger issue and not only find solutions to one question. Research principles will be used to help even though the main objective is on development work. Development work consists of different phases. The main 5 are reasoning, organization, execution, distribution and evaluation. (Jamk, 2022.)

Precise research questions for the literature review were molded based on the workshop material collected from the CHECKIT HE- project. These answers gave the basis for the precise questions to be answered through the literature review.

1. *How are disabled and disabilities, chronic illnesses and mental health status and possible discrimination on campus seen in literature?*
2. *Are there any changes that could be implemented on HEIs to better the environment for disabled, chronically ill and mental health status students and employees, if yes what kind of changes?*

3. *How does society view disabilities and the disabled?*
4. *How is equality and inclusivity seen on campus in correlation with disabilities, chronic illnesses and mental health status students and employees compared to non-disabled?*

The purpose of this thesis is to compile an analysis from the materials collected from the attending countries workshops regarding hate speech on campus. These will give us information about the occurrence of hate speech and discrimination against disabled individuals, chronically ill and physically or mentally ill people. The answers will also shed light on the school's way of dealing with these kinds of problems on campuses. The objective of the thesis is with the literature review and the workshop analysis to manufacture information to the project about the subject on hand.

3 Literature review

The United Nations portray hate speech as such:

“Any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor.” (United Nations n.d.)

Finnish legislation does not have a legal definition for hate speech, but in many statues of the Criminal Code of Finland 39/1889 you can find sections that are possible to interpret as such. Tampere University's COMET-research centers study of hate speech determines that defamatory and stigmatizing talk towards minorities can be determined as hate speech according to Finnish law. (Neuvonen 2015.) Freedom of speech and hate speech are not the same. Freedom of speech belongs to everyone but does not give the right to offend another person's rights. (Yhdenvertaisuus.fi: Ministry of justice n.d.)

“Section 6 of the Constitution states that no one shall, without an acceptable reason, be treated differently from other persons on the grounds of sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns their person.” (THL, 2022.)

All kinds of discrimination are forbidden as well in Finland, but also in the legislation of the European Union. Discrimination has also been legislated in many international human rights agreements. The only acceptable reason for discrimination is so-called positive discrimination. The so-called positive discrimination aims to support and secure groups that are in a compromised position and who are in danger of being left behind in an unequal state in our society. (Non-discrimination Act 1325/2014)

The Non-discrimination Act came into effect in 2015. This law aims to support the due process of a person suffering discrimination as well as prevent discrimination and improve equality. The law also states what covers

discrimination, who you should inform in case it happens, what kind of compensation or other actions you could pursue, what is positive discrimination, and it acknowledges which parties should endorse equality. (Yhdenvertaisuus.fi: Ministry of justice n.d.)

The World Health Organization (WHO) states that mental health is a state of mental wellbeing. This state of mental health helps to protect and support the human mind in its everyday life. Mental wellbeing is more than an absence of mental illness. (WHO, 2022.) Central factors for mental health are self-esteem, independence, adaptability and problem-solving skills. Part of mental wellbeing is also the capability to be able to form meaningful relations and to have mental stimulus. (Duodecim, 2022.)

In the first chapter of section one in the Finnish Mental Health Act it is stated that: "Mental health work means the promotion of the mental wellbeing, ability to cope and personal growth of the individual, and the prevention, curing and alleviation of mental illness and other mental disorders." (Mental Health Act 14.12.1990/1116). Mental health can be protected and further enhanced with certain factors. These factors appear on the individual, group and on society level. Factors that promote and protect a person's mental wellbeing are the resilience of the individual and the community, supporting flexibility, improving coping mechanisms, improving quality of life and contentment, supporting self-esteem, the state of wellbeing, healthy lifestyle, adding social support, supporting economical safety and trustworthy living arrangements as well as habitat and strengthening individuals' all-encompassing health. (THL, 2021.)

The European Commission determines disability as a long-term physical, psychological, mental and sensory disorder within correlation with other contributors may restrict the individual's full capability to attend in the community as an equal. (European Commission n.d). International classification of functioning, disability and health portrays the effects of disability and illness in the life of the individual. This is an international scale of functioning, disability and health. The scale makes a scientific ground to evaluate and assess these disabilities. (THL, 2022.)

In the Convention of the United Nations (UN) in 2006, it was discussed and determined what are the human rights of disabled people. The UN Convention on the Rights of Persons with Disabilities (UNCRPD) is the first internationally legally binding motion of the rights of disabled people. The edict states how a person's disability should not impact their rights in any way compared to other people. The edict also guides countries on ways they can defend the rights of their disabled people. The European union (EU) agreement came into effect in 2011. Every EU country has signed and ratified its voluntary protocol. (European commission, n.d.)

When talked about cyberbullying, it means bullying that happens through digital devices and can happen on platforms like social media, messaging and gaming platforms and on mobile phones. Cyberbullying is behavior that happens repeatedly, and it is meant to scare, anger or shame the person it is towards. This behavior can include posting compromised pictures or videos online or spreading lies about a person. It can be sending shameful and hurtful messages to a person, or it can also be someone impersonating another in the means of causing hurt to another, for example messaging in their name. Compared to offline bullying, online bullying leaves a sign, a digital footprint of sorts, that can be a very useful piece of evidence in the future to help stop the violence. (UNICEF, n.d.)

Cyberbullying can be defined and categorized into different forms depending on the different character of the said bullying behavior happening online. These are flaming, harassment, denigration, impersonation, outing and trickery, exclusion and cyberstalking. Because cyberbullying happens mainly online, it is also very important to note that due to this it can happen 24/7. Flaming is usually a short-term heated argument and the language used is very insulting, rude, vulgar and the perpetrator can sometimes threaten the victim as well. Harassment is a recurrent event that involves repeated sending of hurtful messages. Harassing takes place usually on personal social platforms but can also happen in public settings. Compared to flaming, harassment is usually one sided. (Willard, 2007.)

Denigration is talking about the target in a deceiving, cruel and untrue way with the intent on being harmful. The content can be sent to various receivers, or it can be posted online for everyone to see. Usually, denigrations intention is to damage one's reputation or cause shifts in friendships. Impersonation is when another person pretends to be another one and posts false information or material that reflects badly on the victim of impersonating. Outing is when the cyberbully publicly posts or sends the victims personal information such as messages or images that are highly personal and can be embarrassing. (Willard, 2007.)

Trickery is something that can be a part of an outing. This is when a person is fooled to believe the correspondence is kept private, but the cyberbully is planning on sharing the information in hopes of it being something embarrassing. The information covered can also be used by the perpetrator to threaten the person. Exclusion linked to cyberbullying means when an online group or messaging group that is password protected excludes and leaves or removes someone from said group. Exclusion can give the victim a strong emotional feeling in addition to being treated like an outcast. (Willard, 2007.)

Cyberstalking includes repeated messages that are harmful and highly intimidating and contain threats of harm. The messages can be extremely offensive and may involve extortion. Cyberstalks may also try to hurt one's reputation and destroy the victims' friendships. The line between cyber harassment and cyberstalking is somewhat vague, but it is often thought when the target of the stalking starts to fear for their safety and wellbeing the line has been crossed from harassment to stalking. (Willard, 2007.)

A study made in Finland shows that cyberbullying has affected 7 % of all respondents. The idea is that the Internet's negative sides affect young people more likely, since using the internet is a large part of their everyday lives with communicating, playing games as well as studying. In the 1990s the term Net etiquette was widely used; the idea was that working communication online

needs a lot of focus on terms the language being used. The responsibility of battling harassment online and hostile messages is a task for the whole community as well as the accountability of media and social media workers. (Kohvakka, 2021.)

The Cambridge dictionary describes inclusion as: “The fact of including all types of people, things or ideas and treating them all fairly and equally” (Cambridge dictionary, 2022). The reason behind inclusion is to create a developing and welcoming atmosphere of diverse mix of individuals. Every person should feel valued and appreciated. Inclusive environment works on changing practices that are unfair towards everyone and only serve one specific group. In an inclusive group the goal is for everyone to have the same possibilities and opportunities. (Taaffe, 2019.)

Inclusive education is not a clearly defined notion. UNESCO already stated in 2000 that every single child should be included in regular schools, since this would be the most effective way to battle discrimination and built towards a more inclusive education. With the ratifying of the UN-CRPD in the year 2006 by over 175 countries, the idea of an inclusive education has become a global norm in education. Inclusiveness is not an easy subject and as a subject needs more research to be done to better understand it in an in-depth way. There are still a lot of different opinions about what the definition of inclusion is, which widely affects widely into to handling of the subject and the context of educational systems. In conclusion, inclusion as a definition needs more overall conceptual clarity. (Krischeler, 2019.)

Ableism can be viewed as not only a matter of ignorance or harmful thoughts and attitudes against disabled, but a thorough thought as well as a deep way of thinking of bodies and wholeness. Ableism is a vast combination of beliefs a person has that includes different kinds of processes and practices and all this combined produces an idea of selfness and body. All of these are projected to people, and they form a so thought species typical human that is thought of being full and perfect. This kind of thinking increases the idea of the fact that

being disabled means you are not good enough compared non-disabled people. Ableism can be divided into different kinds of subcategories. Some forms of ableism, people with disabilities may experience, are hostile, benevolent and ambivalent. Hostile ableism can be hurtful and shameful behavior and words towards disabled people. Benevolent form, which can look like sympathy, over-protection or overflowing compliments to the disabled. This kind of behavior strengthens the society's behavior to treat disabled people as society's dependents. There are also different forms of prejudice such as overprotecting, patronizing and infantilization that are a part of benevolent forms of ableism. When talked about ambivalent ableism, people often understand the fact that people with disabilities need to be treated justly, but at the same time non-disabled people feel highly uncomfortable when around them. This kind of behavior tends to lead for people not knowing how to act around disabled people. They might act nervous and have problems knowing what to say. It is also important to notice regarding to ableism that often-non-disabled people think whether disabled people fit into their narrative of life. They have a picture of the fact how disabled people should behave, should they be happy or angry and if they fit into the stereotypes built by non-disabled people. (Joice, 2022.)

4 Execution of the analysis

4.1 Research methods

This thesis was produced as a part of the CHECKIT HE-project as a development work. The work began by getting introduced to the CHECKIT HE-project itself and its themes. A literature review was also produced as a part of this execution. Literature review is a kind of an independent developing method. The most used form of it is a descriptive literature review. In a review you can have a very wide range of material since the methodical rules won't define the choices. Literature reviews can also be divided into two separate orientations, integrating and narrative. This thesis reflects the latter one. (Salminen 2011, 6.)

In the literature review we reflect the data collected earlier from the themes mentioned above. Literature review acts as the theoretical frame of reference. That determines crucial definitions regarding the project such as hate speech, discrimination, mental health and disability. The literature review is an exploratory part of this development project. CHECKIT HE-project collects data from the countries involved in it, which are England, Turkey, Portugal, Cyprus, Finland and Serbia. This data contains information on the occurrence, overall situation and means of hate speech on campus directed at special groups, such as disabled and chronically and mentally ill. Next part of the thesis was to write out the data collected from the workshops. The answers were dealt with content analysis. The product of the thesis will be the results from the literature review with a detailed search and the content analysis made from the CHECKIT HE-projects workshops. The detailed search molded based on the answers we discovered from the workshops. The output of the developing work was the information and data collected from the literature overview and the data collected from the projects workshops and the comparison made between these two.

Material collected from the workshops from the CHECKIT HE-project was analyzed with content analysis and an analysis chart was made. (Attachment 2.) Analyzing the material collected for the thesis is one of the key points of the work.

While working on the analysis we can see what kind of answers we will get to our questions. The material will be looked over for possible falsity and to notice missing information. After this, the material can be augmented and lastly the collected material will be put into order for analysis. Sorting the material is guided by the chosen research strategy. Collecting, analyzing and acquiring the material happens all at the same time. (Hirsijärvi ym. 2007, 216–219.)

4.2 Literature searches, inclusion and exclusion criteria

Content for the literature review was collected from different databases such as PubMed, Academic search elite and Cochrane library and Taylor and Francis. Keywords used were disability, hate speech, chronic illness, mental health, mental wellbeing, discrimination, syrjintä, vihapuhe, vamma, pitkäaikaissairaus. A table was made from the preliminary search, that shows the used databases, search phrases and other information. (Table 1.) Search was limited to disregard articles that were not available in either Finnish or English. Texts that were not fully available were also not selected. Search was programmed to mainly choose articles between the years of 2012–2022, as well as some older literature that is considered scientifically to have stayed constant. One article that was published in the year 2010 was also chosen. Additionally, manual search was used. To support the researched data, a table was made to show the intake and exclusion criteria. (Table 2.) In preliminary research Google Scholar was used, going through the first 100 articles chosen by the heading and summary. Material for the literature review was assembled as widely as possible by using different scientific articles, publications and literature. Four articles were chosen for the literature review (n=4) as well as two research (n=2).

Table 1. Research table.

Database	Search phrase	Exclusion	Results	Preliminary chosen	Definitively chosen
Academic search elite	Disability on campus AND discrimination	Published between 2010-2022, full text, in English or Finnish	10	2	1
Cinahl complete	Discrimination AND higher education AND disability	Published between 2012-2022, full text, in English or Finnish	6	1	0
Taylor & Francis online	Higher education AND disability	Published between 2016-2022, full text for free, in English, search phrases in the title	73	4	1
Academic search elite	disabled students AND higher education AND discrimination	Published between 2012-2022, full text, in English	3	1	1
Pubmed	Goering AND disability	Published between 2012-2022, full text, in english	6	1	1
Cochrane library	Discrimination AND mental health	none	3	2	0
Google Scholar	discrimination AND disabled AND prevetion AND higher education	Published between 2012-2022, from all databases	approx. 17 400	2	0
Manual	vammaisten kokema syrjintä			2	2

Table 2. Intake- and exclusion criteria with material collection.

Intake criteria	Exclusion criteria
Mainly articles published after 2012.	Articles that are mainly older than 2012.
Full text available.	Fulltext not available.
Articles in either Finnish or English.	In another language than Finnish or English.
Focused on HE environment.	Didn't address HE environment.
Addressed hate speech or discrimination.	Articles didn't address hate speech or discrimination.
Articles that were about HE students or HE employees.	Articles that were not about HEI employees or students.
Articles that were peer reviewed.	Articles were not peer reviewed.
Articles included mental health, chronic illness or disability.	Articles did not include mental health, chronic illness or disability.

4.3 Timetable

The thesis was carried out during the autumn of 2022. An online meeting with the project's co-operating countries was held on 18th of October in 2022. In this meeting, the countries involved talked about the progress of the project and the data they had already collected. This was a quick review of the country's overall thoughts of the situation as well as their overall progress with the toolkit. The thesis planning seminar was held on the 28th of October 2022. Information from different countries workshops was received from Cyprus, Portugal and Serbia by the end of October. A meeting was held on the 21st of October with the CHECKIT HE- projects Finland's team to view their toolkit as well as to talk about the progress, both thesis and the projects. Finland's full toolkit was recovered later the same day. Countries who didn't return their toolkits by 21st of November were not included in this thesis. The finished thesis will be returned by the end of 25th

of November of 2022 and will be handed over to the project in December 2022. The article about the result will be published in Turku University of Applied Sciences' magazine as well as it will be presented on mental health and substance abuse work theme day on the 14th of December of 2022. The finished thesis will be published on the Theseus -database.

5 The results of the literature review

5.1 How is the situation regarding to hate speech and discrimination towards disabled and chronically ill and mental health on campus

It is a known fact that disabled students have been under presented in higher educational institutes throughout history. It is not that long ago, when it was possible for United Kingdom's (UK) higher educational institutes to discriminate their disabled students for example offering them minimal to non-supportive measures on campuses. All of this changed after the Disability Discrimination Act in 2002. (Kendall, 2016.)

A small qualitative study with 13 participants consisting of students from Northern English University with disabilities, revealed that some students were afraid to disclose their disabilities in fear of getting stigmatized on campus. This study included students with autoimmune diseases, mental health issues as well as learning deficiencies. The study also outlines the fact that the disabled students found their schools learning support plans to be very generic and not at all individualized to their issues. 38,5 % of the participants said they felt being at a disadvantage compared to their non-disabled student peers when they weren't allowed to receive the study material beforehand and could not familiarize themselves with it beforehand. (Kendall, 2016.)

A survey conducted to employees of a Midwestern University received answers from over 1000 respondents of which 84 % informed of feeling generally accepted at their place of work, whereas 13 % said they did not feel accepted. Of the respondents, as many as 26 % said they had experienced discrimination at work due to their disability and 20 % felt they had experienced some sort of harassment or otherwise unfair treatment. 20 % of the ones who answered have a disability felt the University had done a positive job of effectively answering and handling complaints and job-related concerns. This 20 % also found that discrimination cases based on disability were also handled properly. 15 % of the respondents were unhappy with the way the University was dealing

with these matters, whereas as high as 65% of the people felt they did not have enough information to form an opinion. (Shikagi, 2010.)

Participants of the study made in the Northern English University, found it very frustrating having to repeat themselves to every lecturer and individually inform them of their disability. These same participants also pondered the lack of knowledge the lecturers had about their disabilities, for instance about dyslexia and how they could accommodate them. (Kendall, 2016.)

The article written by Goering highlights that people with impairments need a more inclusive framework to participate, since now they must make all kinds of adaptations. Instead of making structural changes to be more inclusive, the social model of disability highlights attitudinal obstacles. For example, the expectations of others about disabled people's ability to work does not only have an impact on what kind of physical structures or norms exists. This can also affect how individuals feel about themselves and add to the disability by making it harder to feel good about themselves. (Goering, 2015.)

5.2 What changes could be made in HEI environment

“Ableism needs the cure, not our bodies” (Goering, 2015). Challenging those ableist biases needs commitment and awareness in order to reframe how disability is viewed in higher education. Not only access to the same education, campus area and so on but equity and inclusion for disabled students is also needed. (Kraus, 2021.)

Using the word 'disability' is important. When evading the word by using euphemisms such as handi-capable or special needs, it strengthens the idea of disability being something bad. Language reflects values. (Kraus, 2021.)

Universities should take more preemptive measures to help their students to be more open with their disabilities before studies properly begin. There is a need for a cultural change in higher educational institutes in this sense. A way to start the transparency could be university recruitment fairs and open-door days. Training people in working with disabilities could add to inclusivity. University

policy makers, faculty, disability advisors and especially students with disabilities should together consider joining their forces to change the policies. (Kendall, 2016.)

The study states that there would be room to improve and have additional training to better accommodate disabilities. Students also stated that they understand that their lecturers are busy and accommodating all their needs could be very challenging. While bringing up ways to make studying easier for disabled, few topics arose regarding to lectures (Kendall, 2016.)

Representation is one way to create equity in the classroom. Images of diverse disabled people as well as readings from disabled authors and scholars should be included in the course materials. Inclusion should also be maximized as a practical solution. Captioning all videos or providing transcripts, making sure slideshows are clear by using sufficient color contrast and large font and describing all images in presentation are ways to improve inclusion within the students. Together with these, checking one's biases is also needed inside the classroom. Modifying courses in order to help, can undermine the capabilities and successes of disabled students. All this should be done beforehand when planning the course itinerary and not when the course is already in action. (Kraus, 2021) The qualitative study participants also brought up that reading material at their own pace makes it easier for them to internalize the content. Participants also found it challenging making notes during lectures when the lecturer would be speaking quickly or moved on rapidly with their presentation. They also mentioned some personal help aids such as a dictaphone could be helpful. 69,3 % of the same participants said that it would be beneficial to their studying if lecturers would view assignments through their strengths, for example oral rather than written assignments or performing their presentation to only the lecturer and not the whole course. For some reason it was found that not every faculty member was willing to take this into consideration. Some other ways listed in the study that disabled students might view helpful are allowed to have extra time, tutoring, a scribe, a reader, computer, colored writing paper or a private room for exams. Individual room allocation might raise questions,

since some find it a good and a positive tool to help, while some can find it stigmatizing and the feeling of being segregated from others. (Kendall, 2016.)

Universities also need to promote disability awareness and acceptance at workplaces. Recommendations to make the situation better could include a comprehensive data collecting plan covering the overall atmosphere of the campus and university for people with disabilities. It is also important as higher education institutes may suffer from the lack of proper communication possibilities for disabled employees to talk to each other and address problems and find solutions. Training considering disabilities about workplace issues as well as other aspects are an important way to set workplace values. Basic information about disabilities should be available starting from faculty orientation and should consist of things like support, barriers, departmental in-service training and short web courses. Information about disability on the University and its campus and their policies and such should be centralized into one place on the website and not scattered into multiple different places. Lack of data creates a lack of understanding. (Shigaki, 2010.)

5.3 How does the society view disabilities and the disabled

"As a disabled person, I am second-class citizen" research from 2017, reveals that more than half of disabled people consider attitudes and ambience towards them in their workplace to be bad or very bad. Only a few percent of them consider the ambience to be good or very good. 70% of the respondents who have applied for a job, said they have faced discrimination due to their disability. This research also revealed that disabled people do not take advantage of legal protection actively. Only approximately every fifth person reports discrimination. Many feel like even if they have reported it, that it leads to nowhere. Together with lack of confidence, many also report that discrimination they have faced is not severe enough. This can infer many disabled people to get used to discrimination, so it feels "normal" to them. As a conclusion, it can be said that *"disabled people's rights are formally good in Finland, but the problem is if these*

rights are really actualized in everyday life due to attitudes towards disability and the disabled are originally from the past decades". (Equality.fi)

Fundamental rights barometer is a research project of Finland's ministry of justice and human rights center. The aim of the project was to find out what the whole population, including disabled people think of their fundamental rights and experiences on how those are actualized. It was based on an online survey made by the European Union. In a working environment or when applying for a job, 39% of people with disabilities said they have experienced discrimination within the past 5 years. Comparably, 25 % of the whole population has experienced discrimination when it comes to jobs. For what reasons disabled people have faced discrimination, they most often answered disability, high age, being overweight as well as some other reasons. In figure number 1 seen below, can be seen how discrimination at work or in the hiring process towards disabled people is divided by age. (Fundamental rights barometer, 2021.)

Percentages of respondents who have experienced discrimination at work or in the hiring process - by age

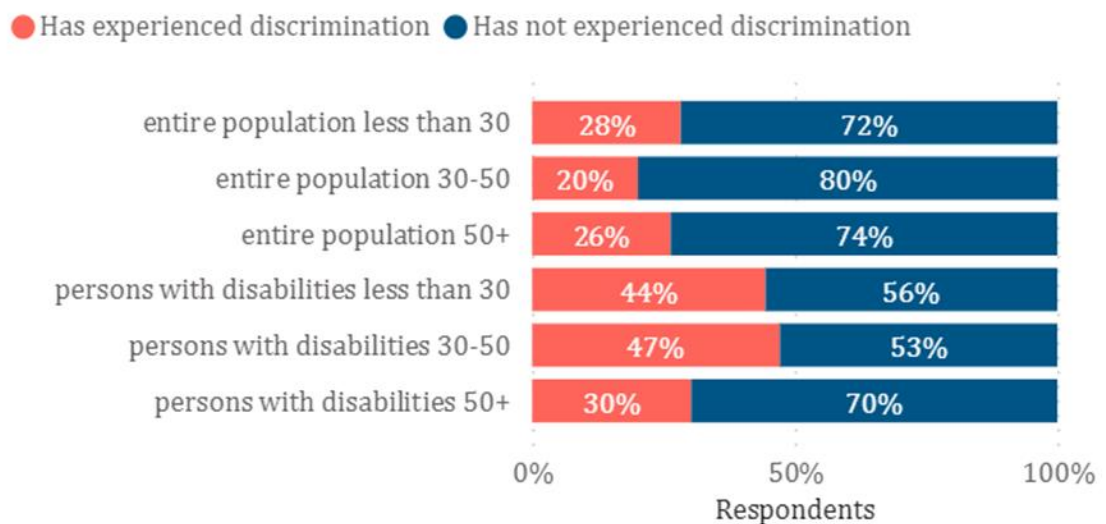


Figure 1. Fundamental rights barometer on discrimination towards disabled people (Equality.fi, Finland).

Disability is commonly viewed as a problem. It is seen as something that should be fixed, due to the idea of what is considered normal functioning. Normal functioning is kind of an absolute value and something that people should pursue. Disabled people are expected to adapt to the “normal” despite their disability and try to function like a non-disabled person as well as they could. This leads to the idea that disadvantaged experiences are caused by a person’s impairments, in other words functional limitations which would mean that the person’s body is the problem. This view is a standard medical approach described in the article *“Rethinking disability: the social model of disability and chronic disease”*. The medical understanding of disability makes disabled people prone to feel excluded and undervalued. They might also have stress from the pressure to fit in due to this way of thinking. People with disabilities have faced incredulity when they have talked about the good things that their condition have brought to their life. Pitying attitudes towards them have also been reported. For many disabled people the real disadvantage is to live in a world which is not designed for them. Physical structures often exclude them. In addition, they must face preconceptions and misconceptions. This means their bodies are not the main disadvantage they have to deal with. (Goering, 2015.)

Instead of the traditional medical model, disability activists and scholars have a social model of disability to offer. The idea of the social model is a distinction between impairment and disability. Impairment refers to non-standardized body. The definition for impairment is a lack of a body part or all your limbs or having a defective limb, organ or other mechanism of the body. Whether it is good or bad, it is up to its possessor. Disability is described as having disadvantages by the social organization which does not notice impairments and for that reason excludes those people from social activities. (Goering, 2015.)

The article represents also the new distinctions between healthy and unhealthy disabilities by Wendell. Healthy disabled people have conditions that are stable and in general corresponds to typical medical needs for their age. As examples we were given deaf- and paraplegic people. The unhealthy disabled people

need medical treatment, without which they would feel ill. This gives way to rethink chronic illnesses. Healthy disabilities are seen as different but not necessarily lessening their value as people making it easier for them to feel disability pride. Wendell points out in the article that chronic illness or unhealthy disabilities should also be seen that way. Both promote understanding and appreciating the world from a different point of view and modify what is the definition of normal. (Goering, 2015.)

5.4 Equality and inclusivity on campus

Study by Kendall revealed that disabled students do not want to be viewed as a problem and often feel a sense of detachment of the social norm. The same research also pointed out that the students were afraid to use helping devices they felt would best accommodate their disability during their lectures. They have a fear of being made fun of due to their disability and a fear of being treated differently and discriminated against due to their different needs. (Kendall, 2016.)

Recognizing one's personal and professional ableist biases and practices is fundamental for creating equality for disabled students. Thinking that students with disabilities would need facilitation, can be an unconscious bias of disability that is seen as a burden or something to be pitied. This is something society just goes with it without questioning it, without at plausible cause meaning that the whole subject is very socialized. (Kraus, 2021.)

The Article by Shigaki summaries that having a disability is not often viewed as a positive trait that a person has. The survey that employees of an American midwestern University answered, showed how often people without disabilities are more likely to rate campus accessibility as excellent or good, think that there are no discrimination of disabled employees and think their supervisors are well read about disability issues. When again people with disabilities are more likely to share information and knowledge about disabilities on their workplace, are

aware of ADA employment provisions and have at some point observed someone disabled being harassed at work. (Shigaki, 2010.)

The study by Kendall included students with autoimmune diseases, mental health issues as well as learning deficiencies. In the study the student support services offered by the university were viewed as a positive addition and it gave a good foundation to start their studies in the university. However, students are not forced to disclose any information about their disabilities and often tend to keep it a secret. Students think it could influence them in a negative way, in the worst cases affecting their application process in an unwanted way. Students of this study also had very mixed feelings regarding support with their assignments. For instance, not all of them were given extra time and extension to make them. In conclusion it is highly important for the higher educational institutes to offer appropriate support to the disabled students as well as encourage the students to share their disabilities and not be afraid of them. (Kendall, 2016.)

Disabled and nondisabled people have common needs. Basic needs, for example using restrooms or classrooms in school, are suitable for the nondisabled students and faculty. Due to that, disabled people's basic needs are seen as special. Using disability-related accommodations instead of special accommodations reflects those accommodations being normal needs and not something special that needs to be done. When creating equity, all students should be held to the same expectations as well as having equal access to courses. Holding different kinds of expectations or adjusting due to those expectations, do not make courses equity. Matters such as lack of accessibility for students with physical disabilities should be considered while planning the course, instead of trying to adjust while already ongoing. (Kraus, 2021.)

A survey made to the employees of an American Midwestern University tells us what the state of disabled workers on campuses is. Some universities have their students and employee disability services centralized into one location. In other universities such as the University of Michigan, Iowa and Indiana have these services under the human resource services. Universities also have an

Equite office to help with intermediate issues if needed. Having these service structures spread out in different locations makes it a lot harder, if not impossible, to gather data systematically on disability related issues on campus. (Shigaki, 2010.)

The study also shows how employees with disabilities compared to non-disabled employees viewed themselves on the matters of disabilities and accessibility for instance. The people having disabilities ranked themselves higher on the scale of being more informed about disabilities, as well as having more perspective on the matter through their own experiences. Sometimes a disabled person who has experienced harassment or unjust treatment may recognize this behavior quicker than someone who has not experienced it at work. Results of this research tell us that employees feel they would perform better at work if their place of work was modified. The study also showed how many workers felt their work environment was very unwelcoming, or even hostile. These kinds of answers and results show us that work needs to be done to develop University policies to be more inclusive. (Shigaki, 2010.)

6 Result of the CHECKIT HE development project

In its entirety, six countries including Finland, Serbia, Portugal, United Kingdom, Cyprus and Turkey are involved in the CHECKIT HE-developing projects. Out of which, four of the countries gave their outlooks on the situation with students suffering from mental or chronic illness and disabilities afflicted by hate speech and/or discrimination in their country. The participating countries gave their answers to the CHECKIT HE-developing project through workshops. These countries reflected on their views and practices on campus referring to hate speech and discrimination. The people involved in these workshops mostly work as researchers, having long-term expertise on the subject.

They all reflected over the same open questions and researched data from their own viewpoint of their country on the subject. Questions answered included headings 1. *Identification of hate speech in relation to disability, chronic illness and mental health on campus*, 2. *Identification of cyber bullying in relation to disability, chronic illness and mental health*, 3. *What kind of case studies (national programs, guidelines, research work etc.) of hate speech and cyber bullying in relation to disability, chronic illness and mental health do exist?* And 4. *Best practices and examples on how to deal with hate speech and cyber bullying in relation to disability, chronic illness, and mental health.*

Under the first heading the countries have collected information of the current situation as well as the most prominent problems regarding hate speech and discrimination on their campus and country. It also inspects the impact of socioeconomical, political, and cultural as well as religious aspects to hate speech and discrimination. The second heading addresses the subject of cyberbullying. Main points under this chapter are to give an overview of the link between cyber bullying and students with disability, chronic illness and mental health. The aim is also to give an idea in what ways the countries are battling against cyberhate and does their country has a clear policy on how to handle cyber bullying. The third theme was to share possible case studies and research made about the subjects at hand which would combine higher educational

students suffering from mental health issues, disability, chronic illness and the occurrence of hate speech and discrimination. Under the fourth heading every country contemplates the best ways to promote and bring awareness to their students and faculty. This part also ponders the possible ways to make a positive change.

6.1 Identifying the problem of hate speech and discrimination towards the disabled, chronically and mentally ill on campus

First the countries were asked to provide an overview of the situation of disability, chronic illness and mental health status hate on campuses in their national context. During the workshop, participants were asked to consider the following questions:

What are the most prominent issues on disability, chronic illness and mental health status hate on campuses?

How is disability, chronic illness and mental health status hate addressed as a topic at universities?

What is the impact of political, economic, religious, and socio-cultural aspects on disability, chronic illness and mental health status hate on campus?

6.1.1 Overview

Cyprus has described the main cause of hate speech to be the false sense of superiority. Hate speech can sometimes also happen due to insecurities and disappointments in life. When asked, individuals who have used hate speech often say they were merely expressing and voicing their own opinions, or they did not know what they said was illegal.

Portugal has one of the highest prevalence in psychiatric disorders in all of Europe, indicated by their national council for health. They also reported about high consumption of anxiolytics and antidepressants. They continued to write

that the biggest mental health problems on campuses are reported to be panic attacks, suicidal behavior, psychotic crises, and violence. Serbia referred to data that showed that in universities 30 % of all its students have chronic illnesses and 30 % have a sort of psychological distress and mental health issues according to the most recent information.

There can be detected an upward trend in students with disabilities starting higher education, despite all the obstacles, reported both Portugal and Serbia. However, Portugal wrote that discrimination is still happening and that chronic illnesses are not being spoken of frequently among HEI students.

Finland conducted a study by Parikka, which examined 6258 students studying in higher education about their general health. The study was about the general health of the students in higher education. 28% of these students between the ages of 18 and 34 years old suffer from long-term illnesses or some other health issues. 56.2% reported psychological distress. More specifically 13% suffer from depression, 13% from anxiety disorders and 17,4% have a risk of developing an eating disorder. 20,9% said that their problems with health weaken their lives and abilities to function.

Portuguese law defines equality, however, hate speech is not determined by law nor is hate crime. The most offensive crimes against people with disabilities they mentioned were rape, sexual abuse, kidnapping and homicide. They also noted women to be subjected to these more often than men. The definition and classification of the term disability in Serbian law and their public policy is vague and all-encompassing. The term disability is usually used when describing people with reduced physical or mental abilities and at the same time putting them to subordinate position. It is speculated that the data received about students with chronic illnesses and mental health issues in Serbia, are most likely categorized as disabled they speculate

Serbia reported that there are not many higher education students with disabilities in their country. Cyprus adduced there is no data available on hate speech towards people with disabilities, chronic illness and mental health

issues. There is no evidence on highly violent hate crimes towards disabled students on campus, but these kind of hate crimes can be veiled and classified as other types of crimes, reported Portugal. They also mentioned chronic illnesses not being spoken among HE students and that is why the true number of hate speech and hate crimes towards those students are unclear. There is no regular information gathered of hate crimes towards disabled after 2001.

Cyprus wrote that no statistical data regarding to complaints submitted to their Anti-discrimination body is available. Serbia also pointed out that when it comes to hate speech, there is no data of that against people with disabilities. Though students with disabilities face discrimination, it is not certain if this is in relation to hate speech due to the lack of records. Prejudices regarding their physical or mental state is what they face in everyday life according to Serbia. Statistics on how many students use mental health services on campus are not available either.

The Finnish non-discrimination ombudsman has been contacted due to disability the most, by it covering one fifth of all the contacts, highlighted Finland. Portugal pointed out that existing studies show there are different types of prejudice happening against people with chronic illness, mental health issues and disability despite the very specific regulations about the matter. Studies show disability is a severe social problem. Finland as well pointed out that the statistics regarding how many cases there are of people being bullied because of their disability, illness or mental health status is not available. When it comes to bullying in general, 7% of higher education students have experienced it from other students and 5,1% from the school staff. Teittinen & Vesala's (2021) study's conclusion was that half of the disabled students who attended to study have experienced discrimination and that educational world is built for able-bodied and not to their needs.

Cyprus reported that the Anti-discrimination body is understaffed and incapable of monitoring and prosecuting hate crimes due to lack of resources. They have brought up the inadequacy of the police to identify hate crimes, lack of expertise due to lack of training as well as personal prejudices. All this leads to offenders

not being punished, sending a message of impunity. As a result, criminal law provisions against hate speech incidents are not being applied. On many occasions, this results in victims failing to report said crimes due to the lack of confidence in the impact of what reporting would do as well as lack of awareness of their own rights.

Portugal pointed out that not only is there vague legal framework that is a stumbling block when it comes to hate speech and discrimination towards disabilities, there are also only a few studies about the matter in Portugal HE. They also added that there is a high social unawareness of the problem, meaning discrimination and hate speech. The state of Portugal has difficulties on dealing with the disabled within social spheres, such as schools. Despite the fact on receiving the same help as other students, this might prove to be more demanding in practice while trying to meet the academic demands for chronically ill while all depending on the fact what kind of disabilities the illness causes them.

According to study that Finland mentioned, discrimination was experienced the most in situations when adjustments to education were needed. Discrimination in gaining access to education, communication aids and accessibility was mentioned as well. Serbia reported that since people with disabilities often encounter prejudices and are often subjected to stereotypical behavior, they are also more prone to discrimination due to this behavior.

6.1.2 The most prominent issues

Cyprus pointed out the current education policies violates the rights of disabled students and there is little evidence that it would change. Access to quality, non-discriminatory and equitable forms of education provision do not actualize.

Finland referred to the Teittinen & Vesala (2021) study which discovered that over 60% of disabled people feel discriminated within an educational aspect.

In Cyprus, the investigation of the ombudsperson also shows that students with disabilities are excluded from basic rights such as access to qualified personal

assistants who can support the process of their learning and socialization. Finland wrote that disability-based discrimination to be the most prominent structural problem in the Finnish HE. On the contrary, when it comes to hate towards disability, chronic illness or mental health, studies on this topic cannot be found.

Serbia reported higher educational institutions not being suitable for students with disabilities. Portugal referred to their former student with disabilities, Vanessa Pinto, who described how more infrastructure is needed in order to meet the needs of the disabled. Serbia mentioned the lack of technical and/or financial resources, inaccessibility of educational institutions and a lack of learning tools, for example there are no sign language interpreters or accessibility to facilities with wheelchairs. Due to these aforesaid reasons, the number of disabled students attending higher education is low. Finland reported that 34% of young people with disabilities have faced difficulties with accessibility in their school environment.

When asked, Serbian people with disabilities consider the lack of understanding to be the main problem. They highlighted the role or presence of authorities in this situation, and not only physical barriers. Not being able to attend school is a form of discrimination. Portugal pointed out that shame is a major issue for students with disabilities, chronic illness or mental health status. Portuguese feel ashamed for having a disabled family member. Due to this, children with disabilities are more prone to feel neglected by their families compared to others. Serbia also mentioned that in some parts of the country, going to therapy still carries a stigma. Cuprys referred to some studies that show how young disabled people tend to leave school more likely than others and that people with disabilities are less likely to complete their tertiary education. Portugal also reported that the chronically ill students tend to give up studying more easily due to problems with HE schedules.

When asked about the most prominent issues on disability, chronic illness and mental health status hate on campus in their society, Cyprus referred psychological distress. These students indicate higher distress levels than the

general population. This means that a significant percentage of students consider psychological distress being a part of being a student and do not seek professional support for it. Among other things, distress causes depression and anxiety among other things which reduces capacity for social, work or study activities. Academic pressure, workload, financial concerns, sleep deprivation, transition from home, body image for example all contribute to higher levels of distress. Body dissatisfaction can urge a person to start dieting and weight controlling which together with psychological distress are risks for developing eating disorders. Cyprus indicated self-harm to be a major mental health issue among HE students. It is used as a coping strategy and a way to manage pain and stress. Approximately one out of every six student has self-harmed themselves.

Portugal also brought attention to the expenses. The National Health Council says that the costs of mental illnesses in Portugal are estimated to be around €6.6 billion per year, or 3.7% of GDP, with depression affecting 10% of the Portuguese population and psychiatric disorders affecting 23% of the population, putting the country in second place in Europe in costs.

6.1.3 How is the topic of hate speech and discrimination addressed at universities

Cyprus has an independent institution called The Anti-Discrimination Body. This body examines complaints made about discrimination and does interventions when needed. The nature of the complaints they investigate can be made against any public service for actions that violate human rights. The ombudsperson makes suggestions to correct improper actions but cannot enforce them. The Anti-Discrimination Body is the one who has authority to apply sanctions. It co-operates with law enforcement and governmental institutions.

In Portugal different HE's had different practices for disabled. Most often social inclusion offices take care of the matter and help students to apply for financial

aid if needed. Portugal also highlighted that mental health services for HE students have not changed in 20 years. Usually, a psychologist takes care of the students with mental health issues, but access to a psychologist to help students deal with mental health issues can be a lengthy process and not all HE's have the same access. The universities inclusion and social support services are offered to any students with chronic illnesses and students with chronic illnesses are covered by the same law as students with disabilities. However, there are no special services for the chronically ill. Practices vary between different schools, but most likely they use social inclusion offices to deal with chronic illnesses in Portugal. Portugal also added that according to psychologists, mental health issues in HE are not addressed properly and often, just superficially. Cyprus pointed out disability, chronic illness and mental health status have to be poorly addressed topics in universities. The ministry of education and culture of Finland revealed in one project called KOTAMO that equality programs by HEIs do not pay attention to disability. The ministry of education and culture of Finland has an accessibility plan which includes disability, chronic illness as well as mental health. The Finnish government is aiming at being the leading country when it comes to accessibility.

Serbia has the following laws that protect students with disabilities: The Law against Discrimination, the law against Discrimination of Persons with Disabilities, the law on Protection of Persons with Mental Disorders, and the law on Higher Education. The law on higher education demands physical adjustments to be made such as entrance ramps. Even with the laws in place, it does not reflect the reality in all higher educational institutions. There is an Equality and Anti-discrimination policy in HE in Cyprus. Formal complaints can be addressed to the ombudsperson, the equality and anti-discrimination body, the labor department inspectors, the ministry of labor, welfare and social insurance as well as the police.

In Cyprus, the Agency of quality assurance and accreditation encourages HEIs to develop policies for promoting equality. This is to enhance understanding and respect towards diversity. Therefore, there is a range of mechanisms to

notice students with disabilities and for them to have the same basis as the other students. Finland gave an example from Turku. There is an accessibility planner in the University of Turku who is accountable for accessibility in the University. The planner is there to help students but also to help staff by giving advice and sharing information about the topic. Finland also mentioned early support for student programs of the University of Turku. This should help students on the onset of their concerns appear and not when the situation has already escalated. The idea is that Study and Work Well-being coordinators, study psychologists, accessibility planning officer, Student Union support or Finnish Student Health Services are contacted immediately in order for situations to be handled right away.

In Serbia, The Association of Students with disabilities have established offices and improved the overall situation for these students slightly in the past years. On some campuses there are special assistants, devices and practices to help disabled students to manage attending school. They have also created a strategic plan for the years beginning from 2016 and continuing to the year of 2024.

In its entirety 2 % of the enrollment quotas are reserved for minorities including students with disabilities together with the Roma people. Considering the fact how large minor groups it covers, the quota should be more than 2 % students say. In Cyprus, when starting higher education, students who document disability, chronic health problems or learning difficulties are advised to request an intake meeting with staff members of the university. They offer services such as special assistance in class, individual counseling, referrals to other university support services and external community resources, specialized group workshops for academic and study skills enhancement as well as financial assistance. The counselling center informs faculty members about granted accommodation. There is also a social support office in place for the students to use.

Cyprus also mentioned some organizations in their answers. One of which was a working Group for the Support of Students with Disabilities in Higher

Education which brings together the support offices at the national level and Partner Bodies such as: General Directorate of Higher Education (DGES); Foundation for Science and Technology (FCT); Agency for Administrative Modernization (AMA); National Institute for Rehabilitation (INR). In Portugal there are some public policies, of which they mentioned the following ones: The "Balcão incluiES" (Desk for Inclusion in Higher Education is a branch of the Directorate General for Higher Education) that brings together content as support for students with disabilities attending or wishing to enter Higher Education. GT-NECTES is the Working Group on Special Needs in Science, Technology and Higher Education. It is a knowledge program that offers 67 recommendations aimed at improving access to higher education for students with disabilities.

6.1.4 Impact of political, economic, religious and socio-cultural aspects

Greek-Cypriot culture includes the principle of charity which is highly linked to the construction of the church's society triad within the state. Segregation and medicalization of the disabled were imported from the western culture. Portugal reported about a study that covers disability and the cultural perspective of it. This study discovers and points out how people with disabilities experience indirect discrimination as well. It also points out other problems such as difficulties for families in obtaining skilled help from the public services, difficulty and prejudice in access to the labor market along with low level of education of people with disabilities.

It is also a known fact that mental disorders can perpetuate a cycle of poverty. Impact of political, religious and other socio-cultural aspects affect hate speech more than health status. Being a part of a minority group such as Roma, LGBTQ+ or migrants, makes the person exposed to hate speech more likely than having disabilities inferred Serbia. Finland highlighted the political aspect, by mentioning their government program. The national mental health strategy and suicide prevention agenda 2020-2030 is based on this program. Guidelines of this strategy request new programs for discrimination prevention due to

mental illness. Prevention and effectively treating mental health issues are what this strategy is aiming to do.

6.2 Cyberbullying within higher education institutes

The second question asked from the participating countries was: *Identification of cyberbullying regarding disability, chronic illness and mental health?*

A Finnish study made by the Turku University and UNESCO have found that there is a relatively low occurrence of cyberbullying compared to offline bullying and victimization in Finland. The study also states that often when a person is cyberbullied, they are in fact being bullied in other ways as well. Portugal points out that cyberbullying is a worldwide issue and agrees that it does also occur in their country, and it is an increasing problem as studies show. Portugal gives an example of a research made by Francisco, Veiga Simão, Ferreira and Dores Martins (2014), that up to 27,94 % of students have been exposed to online bullying at some point of their educational career. Finland states that bystanders hold a crucial role in cyberbullying. Bystanders as well as regulations, media education and support and prevention programs can help fight against cyberbullying. Bystanders can be categorized into supportive, passive or reinforcers. Strengthening empathy is the right way to work against cyberbullying, since empathy increases the support, the victim is given and decreases the acceptance of cyberbullying. Often the norms set by a group are the biggest influence on how bystanders will behave. Cyprus has a “SafeNet Cy” hotline where the person suffering from online bullying can reach out and make a complaint. The hotline promotes internet safety. Cypriots can also for example make a complaint directly to their internet provider.

Finland also writes how psychological disorders can be an exposing factor for cyberbullying. Portuguese Educação, Sociedad e Cultura from the Faculty of Psychology and Education Sciences from the University of Coimbra, states that victims suffered from online bullying are prone to suffer from a variety of mental

health issues including anxiety, depression, sleeping and eating disorders, loss of motivation to study as well as a decrease in their physical health. Victims of online bullying are also in a greater risk to commit suicide as Portugal states. Portugal also highlights that in addition to mental health issues they have also some cases which show that people suffering from chronic illnesses or disability are also at a bigger risk to be cyber bullied and/or suffer from such things as anxiety and stress due to being bullied.

Finland, Cyprus and Serbia all state that they do not have any up-to-date studies or have a lack of research on cyber bullying targeted towards higher education students with disabilities in general. The legislation about internet bullying and hate speech is still a very new dilemma in all three countries, and there is not any clear legal basis to fight against it at this moment.

Portugal brings up the fact that they have no specific programs about cyber bullying in higher education surroundings. During discussions about the subject, students and teachers are usually the most present and vocal. Listed strategies are mainly from upper secondary and primary school in the answers given by Portugal. The list includes teachers to learn more about cyber bullying and to educate students about it as well as creating a mutually tolerant atmosphere at school. How students on the other hand could advocate against cyber bullying, Portugal lists ways like being aware of what they are posting online, learn what is cyber bullying and what kind of behavior is involved in it and to treat everyone with respect.

Serbia reminds us that for the society to condemn hate speech and cyberbullying and to be able to fight against it, we first need to understand it. Finland wrote it is highly important to approach bullying and cyberbullying holistically, rather than trying to prevent or possibly intervene a specific occasion, since the biggest exposing factor to cyberbullying is bullying itself.

6.3 Researched knowledge about discrimination and hate speech on campus in relation to disability, chronic illness and mental health status on campus

Third question asked in the workshop was: *What kind of case studies (national programs, guidelines, research work etc.) of hate speech and cyber bullying in relation to disability, chronic illness and mental health do exist?* Cyprus, Portugal, Finland and Serbia included 18 different research and programs in their answers altogether in addition to contributing their countries legal point of view on the matter.

Serbia stated that battling against hate speech and cyber bullying in general are main topics for them. They also stated on having multiple studies and guidebooks in order to prevent these actions from happening. Cyprus on the other hand, is more focused on raising awareness and focuses more on inclusion of people with disabilities, mental health issues and chronic illnesses. Cyprus, as well as Finland, also points out the lack of sufficient research material of matter.

Finland's Ministry of the interior published a report in 2019 with 13 different changes that could be made to tackle cyberbullying and hate speech in Finland. This was a government lead project, and the report was called "Words Are Actions. More Efficient Measures against Hate Speech and Cyberbullying.". Finland also has some different national programs, one of them is a survey called The Finnish Student Health and Wellbeing Survey (KOTT). The survey collects data widely from HEI students regarding their wellbeing, ability to study and experiences of being bullied. The study helps to assess needed actions.

The university of Belgrade in Serbia have prepared a guidebook (A Guidebook – University for All – a Chance for All – A Guidebook for the future students at the University of Belgrade with guidelines for students with disability (Univerzitet za sve šansa za sve – Priručnik za buduće studente Univerziteta u Beogradu uz

smernice za candidate sa hendikepom) which contains information for the students and more specifically for the students with disabilities. The information listed in the guidebook contains things such as what services are at their disposal and how to obtain more support during their studies if needed. Cyprus mentions an organization called KESY (The Centre for therapy, training and research). This is a nonprofit non-governmental organization which is affiliated with the University of Nicosia. They have a program, and its goal is to promote mental wellbeing and mental health within university students. They aim to shed light on these issues and raise awareness. Based on the equality law in Finland Turku university of applied sciences has made a survey to measure equality at school. They aim to promote both equality and non-discrimination on their campuses.

Portugal wrote about a research and analysis made by one of their universities. The work was made by the University of Lisbon and is called "Cyberbullying and the School: an analysis of the situation in Portugal". Several Universities have been brought together due to a joint digital platform they have, called "Terms against bullying". The platforms' goal is to fight against cyberbullying together so they can report the crime. Portugals governmental education area also has a project called "School without bullying, a school without violence". The project aims to prevent and combat all forms of bullying, including cyberbullying as well as other forms of violence.

6.4 Prevention and means that could be implied on campuses to better facilitate disabled, chronically ill and mental health status students

All four countries (Serbia, Finland, Portugal and Cyprus) agree that there are measures the Universities and countries in general can take to help students with chronic and mental illnesses as well as disabilities. There is a report made in relations of Finnish higher education institutes, concerning equality and discrimination. To be able to promote these values, actions are needed as well as support and more research made about this topic. Cyprus reminds us how

awareness and prevention are the key components when trying to root out hate speech and discrimination aimed at the chronically and mentally ill as well as disabled students.

Serbia mentions Belgrade faculty of Law which is held in high regard within students and faculty alike on their exemplary way on how to treat students with disabilities, mental and chronic illnesses. There is an Association of Students with Disabilities in Novi Sad and they aim to help disabled students with their studies as well as employment after graduating. Number one goal the association has is to improve the status of a disabled student. The association has helped shape the educational system to be more aware of the needs of the disabled students. They also organize multiple webinars, training sessions and conferences in addition to having their own website and educational YouTube videos.

Finland says when promoting positive change on campuses, a concept of inclusive higher education is essential. Studies have shown that this more focused concept resonates better with people with disabilities and other needs people may have. When looked at inclusive higher education on a wider spectrum, policy level decisions could have more potential to elevate the idea of a positive change towards disabilities, chronic illness and mental health issues on campus. For inclusivity to happen, diversity must be acknowledged and paid attention to as well as to the learning environment and the impact it has in different groups in HE.

Cyprus lists different actions Universities can do to promote a positive change concerning disability, mental health and chronic illness. These actions include campaigns organized by the university, trainings and peer-to-peer training as a goal to change peoples' attitudes towards disabled, mentally and chronically ill. Finland also separates the learning environment at campus into three different entities. These are physical environment, social environment and psychological environment. Every aspect needs different measures that specialize in that part of a person's life. The physical environment can be study materials, teaching

methods and equipment. Social environment consists of knowledge, skills and for example attitudes and psychological environments about emotional and cognitive skills.

Serbia also wrote that for any changes to happen the problem must be identified and recognized by the educational institutes. Portugal has listed different measures they are already doing to support students with disability, mental health issues and who are chronically ill whom encounter hate speech or discrimination. Portugal also addresses ways that could be further improved. These include deepening the expertise of the staff in the psychology offices about hate speech and discrimination that is targeted and suffered by disabled, mental health and chronically ill students. Serbia adds that also other staffers such as teachers and professors who come across students affected by hate speech and discrimination or encountering students that are the ones spreading it should also be trained and guided on how to work in situations like that.

Both, Portugal and Cyprus, also outline the importance of continuing to share information and to build tools that shed light on the matter on campuses. Both students and personnel should be raising awareness as well as deepening their own knowledge about the matter at hand. Portugal also hopes for a deeper cooperation between the universities and the governments ministry of education. With the mutual help of both parties, they hope to promote equal opportunities and equal rights between every student. They also hope to create different alternatives for students with life challenges and supporting them to graduate. By involving stakeholders, schools and countries could design working policies such as material support and literacy. Cyprus hopes for an effective way to collect overall data of occurred hate speech and Serbia adds the need to promote the established complaint mechanisms as well as an adequate way of monitoring reported cases occurred on campus.

The Finnish Ministry of Education and Culture (OKM) advises that more attention needs to be put towards all minority groups inside the campus faculty.

Employees are seen as a resource and the cause of this can help the campus with both high quality and scientific research about the subject.

To raise public awareness on the matter in campuses, Cyprus brings up bespoke training programs that address hate crimes towards mental health, chronic illness and disability. They also want to make training and services accessible to everyone. Cyprus also adds the importance to work with different organizations to help bring awareness to the matter as widely as possible. They would also want to bring on board people with disabilities, mental health issues and chronic illnesses to voice their concerns, experiences and perspective on the matter. This would be for us to learn and understand the matter better from their viewpoint. Serbia notes the importance of condemning all hate speech and or crime as well as discrimination by public and political figures alike against disabled, chronically ill and people suffering from mental health issues. They also remind us of possible sanctioning that should be made when actions like these arise. Portugal also wrote that projects should be founded for diagnosing the situation and problem and they could then be compared between different HEI's in the country. Higher education students should also be encouraged to socialize, for this could lead to students knowing each other better as well as their needs, thus regaining an important ally if any hate speech or discrimination occurs.

One concrete way to help students suffering from mental health issues, chronic illnesses and/or disability is written by Portugal. They call out the Universities to rethink their students' schedules and calendars to make them more suitable for students with possible challenges. This could help the students to cooperate better with the school's evaluation demands. Developing projects made in Finland noticed the need to focus on accessible education in HEIs. ESOK – Project focused on giving universities of applied sciences support for promoting accessibility, this project went on during the years 2007 to 2009. The group consisted of 20 people of associations and HEI members as their goal to promote people with disabilities in addition to that mental health issues were present as well. They gave their views and used the point of view of the groups

with disabilities. The implements that were given were divided into four groups. 1. Study matters, 2. status questions, 3. personnel training and 4. planning activities and communication. Due to the ESOK projects recommendations, changes were made as follows: Accessibility surveys, action plans, inclusion of accessibility in personnel training as well as the pedagogical further educating and training teachers, managing responsible officials, uniform instructions for entrance exams, instructions for teaching situations and accessible communication and multi- channel information.

Serbia adds that disabled and chronically ill as well as people suffering from mental health issues should be guided towards the right mechanisms to aid them with studies. These means can involve legal, inclusion and social action mechanisms as well as creating better study surroundings to bring forth their true study potential. Experiences like these, could also be an empowering feeling for the disabled. What comes to the means, Serbia lists ways to create better surroundings at campus. These would include things like gaining access to proper services, assistance and easy access to different services such as traffic vehicles, public services, utilities, shops, rehabilitation, assistive devices and technology as well as therapy. Counseling and guidance should also be available at Universities for people being affected by these issues, Serbia wrote. It is also very important as all the countries point out how to address and treat a fellow student or co-worker who has a disability, chronic illness or mental health issues. This is something people can also be educated about.

Finland recognizes the need of online services to shed information as well as the need of diagnostic and monitoring services. In addition to these self-help tools to help study, monitor and look for the right help in taking care of a person's mental health issues. Programs like these have already launched, one of them being a website called mentahub.fi. The website is open to everyone for everyone to find information and look up symptoms. It also includes self-help programs, internet delivered therapies and other mental health related services. TUAS has study counselling psychologist services for its students. These services might give ease and a wider scope of the services for people in need

of them. There is a figure of the study counselling psychologist services that shows for whom the services are, when they can be used, what they hold, how you can get them and where they take place. (Figure 1.) Finland has also other services and programs that promote wellbeing within both employees and students. One of these programs is a model conducted by the Turku university of applied sciences as their goal to strengthen the services that are already available. Turku university of applied sciences also has a clear action plan on how to perform in worrying situations. (Figure 2.) The figure works as a tool to give early intervention and broaching as well as limiting the task of a tutor teacher. The figure compiles together all the sources of support and the operational instructions for one to see.

Finland has also been a part of EU founded projects that aim to promote the accessibility of disabled people in HEI's. EVIAL – AL – project gave a list of actions higher education institutes could take to improve their virtual programs to meet the needs of the disabled. The list goes as follows: taking part in educational workshops on accessibility, creating pedagogical innovations in high-quality, accessible virtual education, creating accessible digital educational material and evaluating technologies web accessibility and web design, finding out solutions based on the technical reports developed in this project, sharing curriculum programs that aim to improve the labor market integration of people with disabilities, joining cooperation network and accessibility observatory in virtual education and society.

What comes to the biggest and most important stakeholders in the matter, Portugal and Cyprus lists the staff of the Universities (HEI rectors, lecturers, tutors, university managers, policymakers, student support service providers, student unions and student organization representatives.) both academical and non academical staff, their students and their families as well. Finland reminds that stakeholders from various levels should be included in decision making to make a change happen. The earlier mentioned ESOK project also stated how stakeholders can be an enormous strength to promote an inclusive HEI's and are included in several parts of the project.

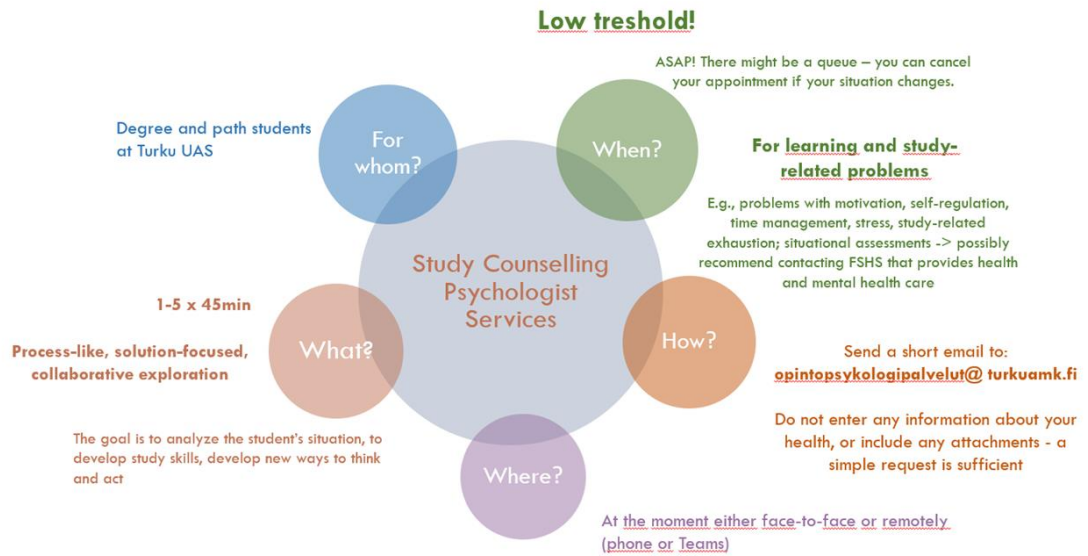


Figure 2. Study Counselling Psychologist Services (TUAS, Finland).

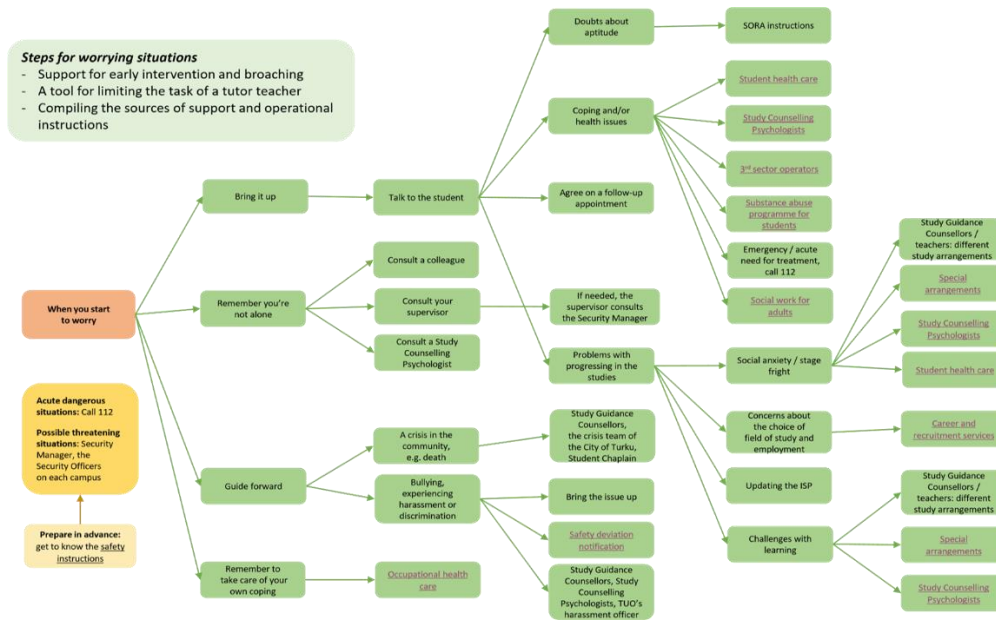


Figure 3. A model for the steps for worrying situations (TUAS, Finland).

7 Ethical viewpoints

Thesis was carried out respecting all ethical guidelines. During the development work, research ethics was considered. Ethical viewpoints and evaluation were done the whole continuum of the work. Planning, execution and reportage was made in good scientific convention. For example, this covers detailed reportage and the correct way to handle scientific information. (Kuula 2011, 34–35.)

Sources and references are documented correctly as well as handled in the correct manner. References are kept versatile, both international as well as Finnish sources are used. One evaluation criteria was source criticism, this includes the authors recognizability and respect, age of the source, origin, creditability, publishers' prestige and responsibility, truthfulness as well as impartiality. Thesis has been manufactured impartially in an objective way examining the theme in a versatile manner. (Hirsijärvi ym. 2007, 109–110.)

Fraud and fabrication are taken seriously such as distortion, plagiarism and stealing. Fully comprehending the harmful consequences and severity of committing fraud to the scientific community and the work that is done. (TENK 2002.)

8 Reflections

8.1 Reflection of the literary overview results

It is a known fact that disabled students have been underrepresented in higher educational institutes throughout history. Studies have revealed that students were afraid to disclose their disabilities on campus in fear of getting stigmatized. (Kendall, 2016.) Not only access to the same education and campus areas, but equity and inclusion for disabled students is also needed. (Krauss, 2021.)

Disabled people do not take advantage of legal protection actively due to the lack of confidence in that it would lead anywhere. Disabled people are also too used to discrimination and often feel it is not severe enough to have reported it. (Equality.fi, n.d) Disability is commonly viewed as a problem. For many disabled people the real disadvantage in life is to live in a world which is not designed for them and not the disability they have. (Goering, 2015.)

There is a need for a cultural change in higher educational institutes to take more preemptive measures to help their students to be more open with their disabilities. (Kendall, 2016) Universities also need to promote disability awareness and acceptance at workplaces. Lack of data creates a lack of understanding. (Shigaki, 2010.)

Disabled students don't want to be viewed as a problem and often feel a sense of detachment from the social norm. They are afraid to use different learning mechanisms and aid devices in fear of being made fun of or being treated differently and discriminated against. (Kendall, 2016.) Recognizing one's personal and professional ableist biases and practices is fundamental in creating equality for disabled students. (Kraus, 2021.)

Considering how widely discussed hate speech as a topic is, there is not a lot of researched knowledge to be found, especially when you specify it to cover students and employees of HEIs. Disability as a definition is a hypernym that covers a lot of different types of conditions, both mental and physical. More information was found under discrimination and hate speech can be linked partly to it as well. It was difficult to

assemble the theoretical framework, since the definitions do not have an ambiguous answer behind them. It arose from the articles that there are clear signs of discrimination on campuses, although the clear margins behind it are unclear. One important theme was the importance of equality and inclusion in changing the environment to be more friendly and acceptable towards disabled, chronically ill and mental health status students and employees. Structural changes should be made to ensure the equality between the disabled and non-disabled students and employees. There are also a lot of work that is needed to change the individuals' and society's ways of seeing disabled and other groups outside the society's norm. The work that needs to be done with the biases and changing people's opinions on the matter would also lead to concrete changes towards an environment that is equally suitable for everyone. One main theme that was seen in a lot of the literature of the subject was accessibility of the campus. Hands on changes would also be needed in both physical accessibility and as learning environment to support the disabled, chronically ill and people with a mental health status.

8.2 Reflection of the development project

Cyprus stated that some of the main causes behind hate speech are false sense of superiority, insecurities and hardships in life. When asked from the individuals who have used hate speech, Cyprus wrote that they often said they were merely expressing and voicing their own opinions. Another reason for their hate speech was that they said they did not know what they were saying was illegal. In Portugal's workshop, one of the themes that came up was a high social unawareness of the problem around hate speech and discrimination towards the disabled, chronically ill and mental health status students. Studies that Portugal examined also showed there are different types of prejudices towards to disabled, chronically and mentally ill. When asked Serbian people about disability they told lack of understanding to be major problem.

Finland wrote about Teittinen & Vesala's study (2021), and its conclusion was that half of the disabled students who studied had experienced discrimination and that the educational world is built for the abled-bodied.

Portugal wrote that shame is a major issue for students with disabilities, chronic illness and mental health status. They continue to say that chronic illness is something that is not spoken frequently among HE students. Chronically ill students tend to give up studying more easily than non-chronically ill students due to the HE schedules.

Serbia reported HEI not being suitable for students with disabilities and highlighted physical barriers what comes to school buildings, while Portugal agreed and added that infrastructure changes are needed to meet the needs of the disabled. Finland's workshops wrote that its students have voiced that they have had issues with accessibility in their school environment.

Serbia wrote that to be able to condemn and fight against hate speech and cyberbullying, we first must understand it. A study made in collaboration with TUAS and UNESCO brought up that often the victims of cyberbullying also suffer from other forms of bullying. Portugal stated that cyberbullying is an increasing problem in their country. Finland wrote how psychological disorders can be an exposing factor for cyberbullying. Portugal adds that victims who suffer from online bullying are also more prone to suffer from variety of mental health issues. Portugal also brought up some means to advocate cyberbullying, these were being aware of what to post online, learn what is cyberbullying, what kind of behavior is linked to cyberbullying and how to treat everyone with respect.

There are no statistics available of the number of students that use mental health services on campus in Serbia. In addition, Serbia continues to tell there is still a stigma attached to seeing a therapist in some parts of the country. Not all Portuguese HEIs have their own psychologist which complicates for students to get help. On occasion, the process to get help might also take too long.

All countries agreed that measures can be taken to help students with chronic and mental illnesses as well as disabilities. Serbia notes the importance of condemning all hate speech and or crime as well as discrimination. In the workshop gathered by Finland, mentioned that most of the discrimination they had endured was when adjustments to education were needed. Serbia mentioned lack of technical and or financial resources in accessibility of the educational institutes and a lack of learning

tools as some of the concrete issues. Cyprus wrote that awareness and prevention are some of the key components when trying to root out hate speech and discrimination aimed at disability, chronic illness and mental health status.

Finland says when promoting positive changes on campuses the concept of inclusive higher education is essential. For inclusivity to happen, diversity must be acknowledged and paid attention to, as well as towards the learning environment and the impact it has to different groups in HE. Cyprus had listed different actions universities can do to promote positive change concerning to disability, chronic illness and mental health status. These are organizing campaigns, training and peer-to-peer training. Finland separates the campus learning environment into three different entities. These are physical, social and psychological environments. Every aspect of these entities needs their own measures to be taken to better the practices on their campus. As Serbia noted in their workshop materials, it is important to guide the students with disabilities towards the correct mechanisms if they need help.

Portugal and Cyprus both outline the importance of sharing information and build tools to shed light on the matter on campuses about hate speech and discrimination against disabled, chronically ill and mental health status. Portugal also hopes for a deeper cooperation between universities and the Government's Ministry of Education. They also hope to create different alternatives for students with life challenges that would support them to graduate. Cyprus hopes for effective way to collect overall data of occurred hate speech and Serbia adds the need to promote the established complaint mechanisms as well as an adequate way of monitoring reported cases occurred on campus. Finland recognizes that online services to shed information as well of diagnostic and monitoring services are needed. Portugal wrote it would be important for universities to rethink their students with disabilities, chronic or mental illness calendars and schedules to make them more suitable for them. This could help the students to cooperate better with the school's evaluation demands.

Cyprus would also want to bring on board people with disabilities, mental health issues and chronic illnesses to voice their concerns and experiences as well as perspectives on the matter. This would be for us to learn and understand the matter better when

heard from their viewpoint. All countries agreed that more resources about the matter at hand are needed.

While working on the development project the importance of the topic presented itself. It was interesting to see how other European countries in addition to Finland viewed the issue based on their universities and countries policies. Even though discrimination is a real problem, the lack of data was surprisingly extensive. In the future collecting data about hate speech and discrimination together with disabilities, chronic illness and mental health status on campus would be very much needed. Overall awareness of the topic should be shared more for both employees and students no matter if disabled or non-disabled.

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Table 3. Main answers gathered from the workshops. Attachment 1.

Country:	Question one:	Question two:	Question three:	Question four:
FINLAND	<p><i>Identification of hate speech in relation to disability, chronic illness and mental health on campus</i></p> <p>Overview: - 28 percents of students have long-term illnesses and 56,2 percents psychological distress. (study by Parikka) - Non-discrimination ombudsman is contacted due to disability the most. - Statistics how many is being bullied due to disability not available. The most prominent issues: - Over half of disabled people feel discriminated at schools. (Teittinen&Vesal a study) - Disability based discrimination is structural problem. At HEIs: - Equality programs by</p>	<p><i>Identification of cyber bullying in relation to disability, chronic illness and mental health</i></p> <p>- Victims of cyberbullying are often bullied in other ways too. - Bystander hold a crucial role in cyberbullying. - Psychological problems are an exposing factor. - Not enough up to date data. - Hollistical approach.</p>	<p><i>What kind of case studies (national programs, guidelines, research work etc.) of hate speech and cyber bullying in relation to disability, chronic illness and mental health do exist?</i></p> <p>- Lack of research material. - Ministry of the interiors report included 13 points to tackle online bullying and hate speech. - Finnish Student health and Wellbeing Survey (KOTT). - TUAS survey of equality in shcool.</p>	<p><i>Best practices and examples on how to deal with hate speech and cyber bullying in relation to disability, chronic illness, and mental health.</i></p> <p>- Actions are needed to support the work against equality and discrimination. - Studies have shown a concept of inclusive higher education is effective. - Diversity needs to acknowledged. - Finland separates the learning environment into three entities: physical environment, social environment and psychological environment - Some changes has made based on recommendations such as accessibility surveys, action plans and training teachers. - Need of online services to shed information and diagnostic and</p>

	<p>HEIs do not pay attention to disability.</p> <ul style="list-style-type: none"> - An accessibility plan. (The ministry of education and culture) - Accessibility planner and early support program. (The University of Turku) <p>Impact of culture/politics:</p> <ul style="list-style-type: none"> - The national mental health strategy and suicide prevention. 			<p>monitoring services.</p> <ul style="list-style-type: none"> - Having already study counselling psychologist services and programs that promote wellbeing. (TUAS) - Stakeholder should be included in decision making to make a change.
SERBIA	<p>Overview:</p> <ul style="list-style-type: none"> - 30 percents of students have chronic illness and 30 percents mental health issues. - Not many disabled HE students but the amount is increasing. - Classification of the term disability is vague. - No data about hate speech. <p>The most prominent issues:</p> <ul style="list-style-type: none"> - HEIs not suitable for disabled. - Lack of technical and financial resources. 	<ul style="list-style-type: none"> - Not enough up to date data. - Understanding the root causes of hate speech and cyberbullying to be able to prevent it. 	<ul style="list-style-type: none"> - Multiple guidebooks of the topic, considered highly important theme for Serbia. - Guidebook for future students with disabilities. 	<ul style="list-style-type: none"> - Faculty in Belgrade gets a lot of praise of their way in treating the disabled students. - Novi Sad's Association of Students with Disabilities as their number one goal in improving disabled students status's. - For changes to be made the problem needs to be identified and recognized. - Need to promote the established complaint mechanism. - Monitoring mechanism needed to follow

	<ul style="list-style-type: none"> - Lack of understanding. - Stigma of mental health problems. <p>At HEIs:</p> <ul style="list-style-type: none"> - Several laws that is suppose to protect disabled students. - The Association of Students with disabilities. 			<p>occurring cases on campus.</p> <ul style="list-style-type: none"> - Condemn hate speech and discrimination publicly and sanction it if needed. - Guidance towards right mechanism to aid with studies is needed. - Better surroundings at campus would include easy access to different services such as traffic vehicles, utilities and assistive devices. - Available counseling and guidance. - Educate people about disability.
CYPRUS	<p>Overview:</p> <ul style="list-style-type: none"> - False sense of superiority, expressing opinions or not knowing what is illegal are main causes of hate speech. - No data available on hate speech or discrimination. - Incapability of monitoring hate crimes. <p>The most prominent issues:</p> <ul style="list-style-type: none"> - Education policies discriminate disabled. 	<ul style="list-style-type: none"> - Not enough up to date data. - Hotline for victims of cyberbullying. 	<ul style="list-style-type: none"> - Focused to raise awareness and inclusion. - Lack of research material. - KESY (The Centre for therapy, training and research), promotes students mental wellbeing. 	<ul style="list-style-type: none"> - Awareness and prevention are key in preventing an rooting out hate speech and discrimination. - Actions listed were: campaigns organized by the university, trainings and peer-to-peer training as a goal to change peoples' attitudes towards disabled, mentally and chronically ill. - Importance of sharing information.

	<ul style="list-style-type: none"> - Higher distress levels than general population. At HEIs: - The Anti-Discrimination Body. - Poorly addressed topic at universities. - Several organizations. Impact of culture/politics: - Principle of charity. 			<ul style="list-style-type: none"> - Effective data collecting plan is needed. - Training and services made accessible for everyone. - Important to bring awareness on the matter as widely as possible. - Consult experts by experience. - Most important stakeholders in the matter are the staff.
PORTUGAL	<p>Overview:</p> <ul style="list-style-type: none"> - High prevalence in psychiatric disorders. - Chronic illnesses not spoken frequently. - Hate speech not determined by law. - No data about hate crimes. - High social unawareness of discrimination. <p>The most prominent issues:</p> <ul style="list-style-type: none"> - More infrastructure is needed. - Shame. - Expenses of mental illnesses. <p>At HEIs:</p> <ul style="list-style-type: none"> - Different practices in different HEIs. - Social inclusion offices. - Some public policies. 	<ul style="list-style-type: none"> - Increasing problem. - Online bullying increases the risk of suicide of the victims. - Chronically ill and disabled people are also in a bigger risk in addition to mentally ill of cyberbullying. - No specific programs of cyberbullying in HEI environment. 	<ul style="list-style-type: none"> - University of Lisbon made a research and brought several universities together with a digital platform as a goal to work against cyberbullying. - Governmental educational project "School without bullying, a school without violence" as a goal to combat all forms of bullying. 	<ul style="list-style-type: none"> - Things that need improving are: deepening the expertise of the staff in the psychology offices as well as other staffers about hate speech and discrimination that is targeted and suffered by disabled, mental health and chronically ill students. - Hopes for a deeper co-operation between universities and the Government. - Hoping to create different alternatives for students in need. - Founded projects for diagnosing the problem are needed. - Making schedules more

	Impact of culture/politics: <ul style="list-style-type: none">- Difficulties getting help from public services in families.- Prejudice in access to the labor market.			suitable for students with possible challenges one concrete way. <ul style="list-style-type: none">- Staff are the most important stakeholders in the matter.
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Table 4. Content analysis. Attachment 2.

Original phrase	Reduced phrase	Subclass	Super class
<ul style="list-style-type: none"> - All citizens shall have the same social dignity and be equal before the law - There is no evidence of highly violent hate crimes involving students with disability on campus, but this kind of hate crime can be veiled and classified as other types of crimes - Besides the yet vague legal framework concerning hate crimes involving these groups (portugal) - Disability, chronic illness and mental health status are addressed at the HEIs in the RoC as a matter of social inclusion - Higher Education Institutions are encouraged by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education to develop policies for promoting equality to enhance understanding and respect towards diversity (cyprus) - Therefore, one can assert that there are not many higher education students with disability in Serbia - However, according to persons with disabilities, one of the major problems remains the lack of understanding in one's environment. 	<ul style="list-style-type: none"> - Everyone has the same rights. - No evidence of violent hate crimes with disabled students, but said crime can be veiled into something else. - Vague legal framework around hate crimes in Portugal. - discriminating disabled, mental and chrinically ill HE students is viewed as an inclusion matter. - HE institutes are couraged to promote, develop and enhance diversity. - Not many HE students with disabilities in Serbia. - Disabled people feel one big problem is people not understanding their enviroment. - Availability is a big issue for 	<ul style="list-style-type: none"> - Equality and rights - Lack of evidence and research - Legal ground -Discrimination and Inclusion - Lack of availability - Not being understood - Statistics about health issues -Accesibility 	<p>Identifying the problem</p>

<p>- the availability of higher education for students with different kinds of disability, students themselves draw the attention of authorities not merely to architectural barriers, but also to necessary tools and books, the possibility of moving through the campus for people who have visual or hearing impairment, etc (Serbia)</p> <p>- Disabilities, chronic illnesses and mental health issues are widespread in the Finnish higher education context.</p> <p>- In total, 6258 students participated. Among the studied 18–34-year-old higher education students, 28 % reported having some kind of a long-term illness or a health issue. 20.9 % reported having health issues that limited their lives and functionality one way or another. Mental health issues were also widely reported. 56.2 % of higher education students were under mental strain, 13 % were diagnosed with depression, 13 % with anxiety disorders and 17.4 % were at risk of developing eating disorders. (Parikka et al. 2021.)</p> <p>- I has shown that 7 % of higher education students reported experiencing</p>	<p>students with disabilities.</p> <p>-Disabilities, chronic illnesses and mental health issues are known topic (Finland).</p> <p>- 28 % have some kind of long term illness, 20,9 % has health issues that limit their ability in life, 56,2 % having mental health problems, 13 % depressed, 13 % anxiety disorder, 17,4 % at risk of eating disorders. (Parikka et al. 2021, Finland)</p> <p>- 7 % being bullied by other students and 5,1 % being bullied by staff. However it is not known how many being bullied due to disability (Parikka et al. 2021)</p> <p>- Accesibility problems in to school buildings (Vajakka ym.).</p> <p>-Disability covers fifth of all.</p>		
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<p>bullying from their fellow students, 5.1 % reported being bullied by the school staff (Parikka et al. 2021). It is not known what percentage of those being bullied are bullied because of their disability- illness- or mental health status</p>	<p>-contacts to non-discrimination ombudsman.</p>		
<p>- Cyberbullying is a problem that occurs worldwide, and Portugal is no exception. - the prevalence of cyberbullying was 10 %, higher than the results in another project carried out in 2010, - There are not specific integrated programs at HEI about cyberbullying. - However, people with chronic illness and disability have a higher risk of being cyberbullied, and depression, or suffering stress and anxiety as consequences of cyberbullying (Portugal) - Victims of cyber-bullying in Cyprus can register a complaint to their internet service providers or to the relevant service in websites / social networks. Furthermore, victims can complaint to the Cyprus safer internet helpline or to report the bully to “SafenetCY” - a hotline focused on promoting safe use of the internet - Although cyberbullying has received extensive</p>	<p>- Cyberbullying happens also in Portugal. - Cyberbullying has been increasing since 2010 in Portugal. - No specific research about cyberbullying in HEI’s. - People with disabilities and mental and chronic illnesses are in a greater risk to be cyberbullied and suffer mental health issues after. - In Cyprus victims can register a complaint or for example reach out to a hotline that promotes internets safe use. - Cyberbullying is talked widely but no prominent research is found</p>	<p>- Extent of cyberbullying - Increasing issue - Lack of research among HEI’s - Risk groups - Reaching out. - Legal framework</p>	<p>Cyberbullying in HEIs</p>

<p>attention all over the world, there is no available study on cyberbullying concerning HEIs in Cyprus. (Cyprus)</p> <ul style="list-style-type: none"> - As it appears, Serbia still does not have a law regulating digital violence, or any kind of violence committed in the virtual environment. (Serbia) -Turku University & UNESCO research shows that there is a relatively low prevalence of cyberbullying compared to offline bullying and victimization in Finland. 'General' antibullying programs prevent online bullying and being bullied online seems to be a reliable sign that the person is also bullied in other ways. - According to associations for disabled people many disabled have experienced hate speech and have been victims of structural discrimination. Unfortunately it is often difficult to help these people because only 20 % incidents are reported to authorities. (Purhonen 2020.) This has been noticed in Ministry of Justice project Facts against Hate. One objective of this project is monitor hate crime reporting and make it more effective (Ministry of Justice 2019.) 	<p>concerning HEI's in Cyprus.</p> <ul style="list-style-type: none"> - Serbia does not yet have a long regulating cyberbullying. - Online bullying and offline bullying correlate. - Low report percentage. - Goal is to make hate crime reporting more effective. - Society affects cyperbullying and not only the one who bullies. - The problem is not hadled a lot in higher education. - Prevention programme. 		
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<p>- The bystanders can be supportive to the victim, passive, or reinforce the cyberbullying. Social norms that are accepted by a group influence how bystanders behave, and bystanders who perceive their friends support cyberbullying are likely to join in and reinforce it, while prosocial peer norms lead to less cyberbullying behaviors.</p> <p>-Most anti-bullying programs (Kiva koulu project etc.) concentrate on preventing bullying in comprehensive school and high school rather than higher education environment. Cyber bullying is also more rarely reported in universities. That doesn't mean that it is unknown in higher education: according to research 5 % students have experienced bullying. (Lappalainen et. al. 2011.)</p> <p>- Ministry of the Interior has published 2019 a report called "Words Are Actions. More Efficient Measures against Hate Speech and Cyberbullying.</p>			
<p>- Studies are very scarce concerning the topic. - Digital platform "Terms Against Bullying" brings together several Portuguese universities in</p>	<p>- No studies available in Portugal. - Digital platform to bring together Portuguese</p>	<p>- Lack of data - Digital platforms - Lack of guidance</p>	<p>Researched knowledge</p>

<p>the fight against cyberbullying to report this crime. (Portugal)</p> <ul style="list-style-type: none"> - hate speech and cyberbullying against persons with mental health, disabilities or chronic illness in Serbia have not been a topic of purpose-made national programmes, guidelines or research work. - hate speech and cyberbullying in general have been discussed as priority topics in general. (Serbia) - The Centre for Therapy, Training and Research (KESY) which is a non-profit, non-governmental organization that is affiliated with the University of Nicosia has presented a programme which aims to promote emotional and mental health wellness among University students (Cyprus) -In a study by Teittinen & Vesala (2021) over 60 % of the disabled people in education felt they have been discriminated during their studies. As mentioned above, making adjustments to the education was found to be the biggest discriminating factor. (Teittinen & Vesala, 2021.) -It is hard to find case studies from Finnish context that directly look at hate speech or 	<p>Universities to fight against cyberbullying.</p> <ul style="list-style-type: none"> - No national made programs, guidelines or research work from the subject in Serbia. - Hate speech and cyberbullying is widely spoken in Serbia. - University of Nicosia has a program wich aims to promote mental wellbeing for HE students. -60 % disabled students have been discriminated with biggest reason as not being able to get adjustments (Teittinen & Vesala 2021). - No studies available. 	<ul style="list-style-type: none"> - Important theme - Development programs 	
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<p>cyberbullying targeted towards persons with disability, chronic illness or mental health.</p>			
<ul style="list-style-type: none"> - Boosting the knowledge of professionals about disability and communication, for example, would be fundamental for students with hearing and oral disabilities (Portugal) - Diversifying alternatives for students with any kind of disability be able to succeed and obtain the degree (Portugal) - Fund and support projects for diagnosing the situation and comparing it between HEI in the country (Portugal) - Awareness and prevention play a crucial role in attempts to eliminate and remove the root causes of disability, chronic illness, and mental health based violence in campuses. (Cyprus) - Provide Universities, schools, communities, and businesses with bespoke training programmes that raise awareness and understanding on disability, chronic illness and mental health Hate Crimes. (Cyprus) - Ensuring training and services are accessible to everybody. (Cyprus) - In that respect, one often encounters the Faculty of 	<ul style="list-style-type: none"> - Share information about different disabilities and conditions. - Individualized methods and support for students with disabilities. - More funds for project that address these issues. - Awareness and prevention help remove the root causes of acts of violence on campus. - Bespoke training courses to raise awareness on disability and other health issues to be available on universities, schools and communities. - Training and services for everyone. - Belgrades faculty of law is a great example on how to treat the disabled. 	<ul style="list-style-type: none"> - Ways to make structural changes - Awareness and promotion - Training options - Changes 	<p>Prevention and means</p>

<p>Law in Belgrade as a shining example of how students with different kinds of disabilities should be treated by the staff and the institution in general. The Faculty of Economy in Belgrade is the second higher education institution which often appears as an example of good practice pointed out by students with disabilities. (Serbia)</p> <ul style="list-style-type: none"> - They all aim towards a society without discrimination because only a society in which everyone feels accepted can move forward (Serbia) <p>Studies have showed that traditional interpretation of the concept of “inclusive education” highly relates to disabilities and special needs of people, rather than broader definition of the concept. As in comparison, Wolff et al., 2021 suggest that a holistic view that sees inclusive education as broader definition that includes i.e., gender, ethnicity and social emotions is needed in research. By seeing the inclusive education from the wider point of view, policy level decision making may have more potential to promote positive change in concerning disability, chronic illness and mental health on campus</p>	<ul style="list-style-type: none"> - For a society to go forwards, everyone needs to be accepted and it needs to be without discrimination. - Inclusive education should be seen also from a wider point of view to make a positive impact. - Different aspects need attention. - Physical, social and psychological environment. - Equality plans. - Accessibility planner in Turku University. - Gives information and helps students as well as staff. - Finnish government aims to be leading country when it comes to accesibility. - Early support for students. - National mental health strategy (Finland). 		
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<p>- Physical environment may consist of buildings, learning materials, teaching methods and equipment that meet the diverse needs of students</p> <p>- Social environment for instance relates to knowledge, skills and attitudes of the learning community as whole. Active participation including provided equal study opportunity is encouraged.</p> <p>- Psychological environment refers to set of emotional and cognitive skills, and may be seen in action as safely expressed thoughts and ideas (OPH, 2022)</p> <p>- Ministry of Education and Culture (OKM) states that in the equality plans of higher education institutions, more attention should be paid to the minority groups of the faculty.</p> <p>- University of Turku employs an accessibility planner, who's responsible for planning accessibility in the university (University of Turku, 2022a). The Finnish government has a goal of making Finland the leading country in accessibility. Disability, chronic illness and mental health are some of the aspects mentioned in the ministry of</p>			
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<p>education and culture accessibility plan for the future. (Kosunen)</p> <p>-University of Turku accessibility planner gives advice for both students and staff on topics of accessibility. To help students and other users of university spaces, the accessibility planner has also gathered lots of information that can be found from the University intranet.</p> <p>-Early Support for Students is a University of Turku program that's aimed at helping students when there's concerns about inappropriate behavior, harassment or bullying.</p> <p>-The national mental health strategy and suicide prevention agenda 2020-2030 is based on the PM Sanna Marin's government programme. Main goal of the strategy is that mental health issues are prevented and treated effectively while decreasing discrimination and stigmatization.</p>			
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