



**LAUREA**  
UNIVERSITY OF APPLIED SCIENCES  
*Together we are stronger*

# Risk-based assessment of radicalisation and violent extremism - Case University X

Saros, Miina

2017 Laurea





**LAUREA**  
UNIVERSITY OF APPLIED SCIENCES  
*Together we are stronger*

Laurea University of Applied Sciences

## Risk-based assessment of radicalisation and violent extremism - Case University X

Saros, Miina  
Degree Programme in Security  
Management  
Bachelor's Thesis  
January, 2017

Saros, Miina

**Risk-based assessment of radicalisation and violent extremism - Case University X**

Year	2017	Pages	39
------	------	-------	----

---

This thesis was written as part of RAVET project, which aims to develop a model to help prevent radicalisation and violent extremism in university environments. The thesis researched the case university's risk-based assessment model and how it takes into consideration the possibility of radicalisation and violent extremism. The purpose was to find out what kind of model the case university has in place and how it takes radicalisation and violent extremism into consideration.

Literature review, which was conducted to gain knowledge on previous researches done on the subject, showed that not too many researches have been conducted in Finland concerning the topic. Researches and publications on prevention of radicalisation and violent extremism, also in school and university environment have been done abroad. The previous studies indicated that especially the importance of education in prevention of radicalisation and violent extremism should not be overlooked.

The research was conducted as a case study as the focus was kept on the case university and its risk-based assessment model. To research the university's model, two semi-structured interviews were conducted to interview the case university's Head of Security and Senior Lecturer. The interview results were reflected and supplemented with information gotten from the university's internal and public websites, and publications by the university.

The research showed that the case university's operations are meant to be risk-based to begin with. The university has been developing its risk-based assessment model to follow the ISO 31000 risk management standard. The model is being developed to be more comprehensive than previously. The case university uses collective concern as a term to describe behaviour and actions that raise concern in more than one person in the university community. The university's personnel have lately been made more aware of the concepts of radicalisation and violent extremism, but the terms have not been wanted to emphasise too much.

This thesis' results focus on the importance of preventative measures in risk-based assessment and how those measures should take radicalisation and violent extremism into account. Recommendations were made for both the case university and RAVET project to focus on educational measures and cooperation between universities, and universities and authorities, as a way to increase knowledge on risk-based assessment in universities and how radicalisation and violent extremism should be included in it.

Keywords: Radicalisation, Violent extremism, Risk-based assessment, University, RAVET

Saros, Miina

**Radikalisoitumisen ja väkivaltaisen ekstremismin riskiperusteinen arviointi - Case korkeakoulu X**

Vuosi 2017 Sivumäärä 39

---

Tämä opinnäytetyö tehtiin osana RAVET-projektia, jonka tarkoituksena on kehittää toimintamalli radikalisoitumisen ja väkivaltaisen ekstremismin ehkäisemiseksi korkeakouluissa. Opinnäytetyö tutki korkeakoulu X:n riskiperusteisen arvioinnin mallia ja sitä, miten se ottaa huomioon radikalisoitumisen ja väkivaltaisen ekstremismin mahdollisuuden. Tutkimuksen tarkoituksena oli selvittää minkälainen riskiperusteisen arvioinnin malli kohdekorkeakoululla on käytössä ja miten siinä näyttäytyy mahdollinen radikalisoitumisen ja väkivaltaisen ekstremismin uhka.

Kirjallisuuskatsauksessa kävi ilmi, että aiheesta ei ole Suomessa tehty vielä montaakaan tutkimusta. Sen sijaan muualla maailmassa on tehty tutkimuksia radikalisoitumisesta ja väkivaltaisen ekstremismin, joista osa käsittelee aihetta myös kouluympäristössä. Aiemmat tutkimukset korostivat koulutuksen merkitystä radikalisoitumisen ja riskiperusteisen arvioinnin ehkäisyssä.

Tutkimus tehtiin tapaustutkimuksena, sillä se käsittelee nimenomaan korkeakoulu X:ää ja sen riskiperusteisen arvioinnin mallia. Puolistrukturoitujen haastattelujen avulla haastateltiin korkeakoulu X:n turvallisuusjohtajaa sekä lehtoria. Haastatteluista saatuja vastauksia täsmennettiin kohdekorkeakoulun julkisilta ja sisäisiltä verkkosivuilta sekä korkeakoulun tuottamista julkaisuista saaduilla tiedoilla.

Tutkimus osoitti, että korkeakoulu X:n toiminta on lähtökohtaisesti riskiperusteista. Korkeakoulu on viime aikoina kehittänyt riskiperusteisen arvioinnin malliaan vastaamaan ISO 31000 standardia. Malli, jota nyt kehitetään tulee olemaan aiempaa kokonaisvaltaisempi ja ulottumaan laajemmin kaikkiin korkeakoulu X:n toiminnan osa-alueisiin. Kohdekorkeakoulu käyttää kollektiivista huolta herättävä käyttäytyminen -termiä kaikesta toiminnasta, joka herättää huolen enemmän kuin yhdessä korkeakouluyhteisön jäsenenä. Tähän termiin sisältyy myös radikalisoitumiseen ja väkivaltaiseen ekstremismiin liittyvät piirteet. Radikalisoituminen ja väkivaltaisen ekstremismin ovatkin termejä, joita on pyritty viime aikoina tuomaan enemmän esille etenkin henkilökunnalle, mutta yleisesti niitä ei haluta liikaa korostaa.

Opinnäytetyön tulokset korostavat riskiperusteisen arvioinnin ennaltaehkäiseviä toimia ja miten nämä toimet voivat ottaa huomioon radikalisoitumisen ja väkivaltaisen ekstremismin. Korkeakoulu X:lle ja RAVET-projektille annettiin omat suositukset, jotka keskittyvät koulutuksen merkitykseen ja korkeakoulujen sekä korkeakoulujen ja viranomaisten yhteistyöhön. Suositusten tarkoituksena on lisätä korkeakoulujen tietoisuutta riskiperusteisesta arvioinnista ja miten siinä voidaan ottaa huomioon radikalisoitumisen ja väkivaltaisen ekstremismin uhka.

## Table of Contents

1	Introduction .....	6
1.1	Operating environment .....	7
1.2	Objectives of study .....	7
1.3	Research questions.....	7
2	Theoretical background .....	8
2.1	Risk .....	8
2.2	Risk-based assessment.....	9
2.3	Radicalisation .....	10
2.4	Violent extremism.....	11
3	Literature review .....	12
3.1	Literature review findings .....	12
4	Methodology.....	19
4.1	Qualitative research .....	20
4.2	Case study research.....	20
4.3	Semi-structured interview .....	23
4.4	Text analysis .....	24
5	Results.....	25
5.1	Semi-structured interviews .....	25
5.2	Reflecting the interview results to information in university X's websites and publications .....	27
6	Conclusions .....	28
6.1	Recommendations for university X .....	31
6.2	Recommendations for RAVET project .....	32
	References .....	34
	Figures .....	37
	Appendices .....	38

## 1 Introduction

This thesis is written as a part of Model for Universities to Tackle Radicalisation and Violent Extremism (RAVET) project. The project focuses on preventing radicalisation and violent extremism from occurring in university learning environments. As a result of the project there will be a model developed to bring the prevention of radicalisation and violent extremism as part of universities safety and security management.

The importance to globally prevent radicalisation and violent extremism from occurring has been said to having increased since the beginning of the 21<sup>st</sup> century. To tackle the issue internationally it is critical that countries have measures to control it on a national level. Controlling the issue starts from the work the police does and continues to the work of teachers, social workers, health care professionals, youth workers, etc. It has been identified that exposing, tackling and solving criminal acts done due to violent extremism also requires preventative methods to tackle the issue. Prevention of all criminal actions is obviously important, but the consequences the acts of violent extremism are said to be more severe and harmful than a single act of violence, as violent extremism tends to target a certain person or group of people. The recent increased number of asylum seekers has been seen to having increased the activity of extremist movements in Finland, but yet it has not had an affect on the number of criminal activities that were identified as extremist actions. The reason why preventing the possibility for violent extremism to grow is that violent extremism agitates itself. This means that people sharing same ideological beliefs taking action can provoke the opposing extremist movements sharing different ideological beliefs, which again can cause a spiral of violent acts, which again can be very hard to stop. (Sisäministeriö 2016a, 8, 11-12; Sisäministeriö 2016b, 8, 20)

An example of violent extremism concerning learning environment is the school shooting in Jokela High School in 2007. The perpetrator named his act as political terrorism, which by the definition of the Finnish Ministry of the Interior (Sisäministeriö 2016a, 11) terrorism always being violent extremism, can be stated to have been an act of violent extremism. (Malkki 2011, 215) To analyse and assess these types of acts in university environment the universities need to have proper risk assessment tools and safety and security management procedures put in place that also takes into consideration the possibility of radicalisation and violent extremism occurring amongst both the staff and the students. This thesis will examine the risk-based assessment of radicalisation and violent extremism in university X to see how these issues are taken into account in the case university's risk-based assessment model. Risk-based approach to safety and security management focuses on the reasons why certain actions and preventative measures are put in place, rather than only seeing certain measures as necessity in order to keep premises and people safe and secure.

## 1.1 Operating environment

The Finnish Polytechnics Act (Finland 2014) section 66 subsection 1 and the Finnish Universities Act (Finland 2009) section 90 subsection 1 require that universities and universities of applied sciences compose a readiness plan based on the risks the institution might face. By utilising the readiness plan and by planning ahead the actions taken in state of emergency, they ensure that work tasks are carried out as well and as trouble-free as possible even in emergency situations.

Guaranteeing safe working and studying environment is one of university X's objectives and it is recognised as part of everyone's responsibilities in the university environment. University X's safety and security management is risk-based and proactive, meaning that the basis is in recognising possible risks, and analysing and managing them. (University X website n.d.a)

University X provides full degree programmes and individual courses in Finnish and in English. Two of the case university's several campuses offer full degree programmes in English whereas the others offer singular courses in English. The degree programmes and courses taught in English bring students from all over to world to study in university X and increase the cultural diversity in the university. (University X website n.d.b)

## 1.2 Objectives of study

The purpose of the thesis was to find out about university X's risk-based assessment model and how the model takes into account the possibility of radicalisation and violent extremism. The thesis was conducted as a case study to study the case university's risk-based assessment model. Interviews were conducted to interview the university's key security personnel about the model. Based on the answers gotten from the interviews a review of university X's safety and security documentation was conducted by utilising the information gotten from the interviews.

## 1.3 Research questions

The research questions of this thesis were meant to support the scope of the RAVET project and aim to examine how university X takes into account the possibility of radicalisation and violent extremism occurring in the university environment. The research questions were:

- What kind of a risk-based assessment model university X has in place?

- How the risk-based assessment model takes into account the possibility of radicalisation and violent extremism occurring in the university environment of university X?

The presumption of the results of the research questions was that university X has implemented a risk-based assessment model, which is combined from several different models. Another presumption was that the method has not taken into account the possibility of radicalisation or violent extremism as such. The model does undoubtedly include the possibility of mental and physical violence and other possible physical threats to the university, but the hypothesis was that there is no mention about radicalisation and violent extremism in university X's risk-based assessment model. The earlier mentioned increased activity of extremist movements in Finland makes it important that these issues are taken into account in the risk assessment and risk prevention in university X.

## 2 Theoretical background

In the following section will be described the main concepts of this thesis. The key terms for this thesis are risk, risk-based assessment, radicalisation and violent extremism, which are all defined in their own subsections.

### 2.1 Risk

ISO/Guide 73:2009 (ISO 2009a) defines risk as an occurrence, which creates uncertainty to organisation or company's operations or environment. The occurrence can have either positive or negative outcomes, but the main point is that it differs from the normal state. It can threaten a small or larger part of an organisation or a company. Risk is often assessed based on the possibility (likelihood) of it occurring, and in case of occurrence, how harmful will the impact be. The higher the likelihood and the impact are the more severe the consequences of the risk are. Figure 1, by Davies (2015), describes a risk matrix assessing the harmfulness of the consequences of a risk. The reason why a risk causes uncertainty is that it does not occur on a regular basis, which means that it is something new and forces people to function differently from their normal behaviour.



		Impact →				
		Negligible	Minor	Moderate	Significant	Severe
Likelihood ↑	Very Likely	Low Med	Medium	Med Hi	High	High
	Likely	Low	Low Med	Medium	Med Hi	High
	Possible	Low	Low Med	Medium	Med Hi	Med Hi
	Unlikely	Low	Low Med	Low Med	Medium	Med Hi
	Very Unlikely	Low	Low	Low Med	Medium	Medium

Figure 1: Risk matrix (Davies 2015)

## 2.2 Risk-based assessment

ISO/Guide 73:2009 (ISO 2009a) describes risk assessment as a process, which includes risk identification, risk analysis and risk evaluation, which is visualised in figure 2 (adapted from Purdy 2010) as part of a risk management process. Risk identification consists first of all of realising that a chance of risks occurring exists and then finding out what those risks are. Part of identifying possible risks is recognising what are the factors creating those risks. For example what exactly are the sources of a risk, whether it is a person or electronic device, etc., and what are the events in which the risk can occur, a stressful situation for someone might trigger a harmful reaction of some sort, a company computer is used for unlawful actions, or any other situation alike. Finding out the possible consequences of the risks is also part of risk identification as the identification process should be comprehensive. It should be noted that the risks might not only have to do with the company or organisation itself. Identifying the stakeholders as part of the company and organisation's assets and as part of the risk identification process is important because any risk threatening a stakeholder can harm the operations and operating environment of the company or organisation. Following the risk identification is risk analysis, which is about identifying the nature of a risk and how harmful it can be. The harmfulness of a risk determines the actions taken to prevent the risk. Risk analysis is what creates the basis for risk evaluation. Risk evaluation is about assessing how severe a risk is for a company or an organisation. The purpose is to assess whether a risk is acceptable, meaning it does not affect the company or organisation's operations, or if it is tolerable, meaning there is a greater risk of affecting the operations so that they might even stop for undetermined time period.

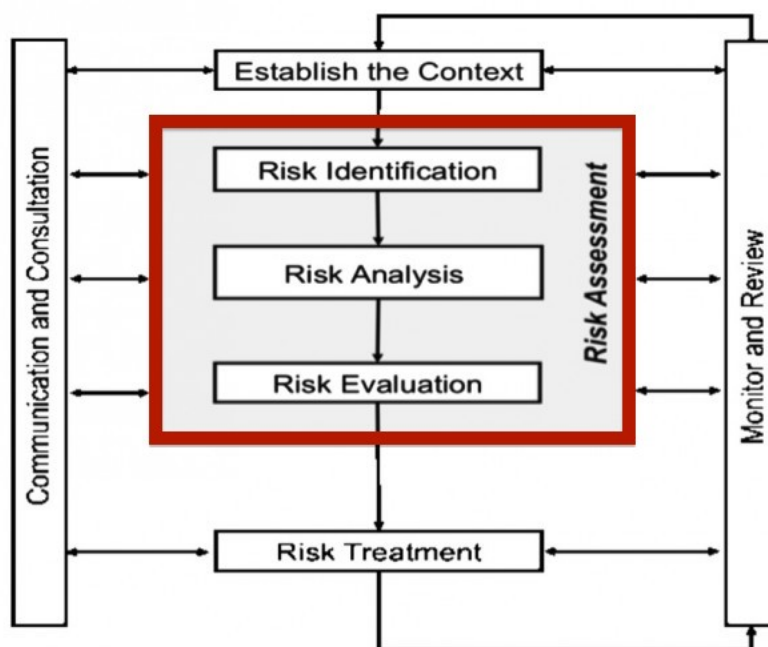


Figure 2: Risk assessment (adapted from Purdy 2010)

Above mentioned actions and identifying the ways of preventing risks are part of risk-based assessment. Risk-based assessment is defined in the Act on Preventing Money Laundering and Terrorist Financing (Finland 2008) section 6 subsection 3 as a company or other actor having sufficient ways and means to tackle risks concerning its industry, products, processes, services, technological development, customers, etc. This means that the company or other actor has identified the risks threatening its operations and environment, and base on the risks has developed an action plan to prevent the risks from occurring, and if despite all this a risk still occurs it has implemented necessary precautions to tackle it. Universities of applied sciences' and universities in Finland are required by law to follow this type of operating model.

### 2.3 Radicalisation

Radicalisation means that a person adopts a certain ideology as the foundation of his or her thoughts. Radicalisation is a process that has several different reasons and each individual has his or her own reasons and affecting factors to get radicalised. This also means that there is no specific profile of how to describe a radicalised person. The Finnish Ministry of the Interior names as the most common reasons for radicalisation a person's feeling of being left outside of the society, racism and discrimination. Also a specific life situation in which a person has problems in for example livelihood or feelings of not being accepted can lead to radicalisation. (Sisäministeriö 2016a, 11)

Kullberg (2011, 13) describes radicalisation as potential for terrorist actions, which is unused. Radicalised people see radicalisation as a good thing rather than bad. Radicalism wants to question, put to test and change the prevalent conditions, power relations and values. It needs to be noted that the conditions, power relations and values that radicalised people see as prevalent are not always prevalent for the mainstream. Kullberg (2011, 14) argues that radicalism is necessary for the society to reform. Terrorism aims at changing things, but unlike terrorism radicalised people do not necessarily get violent, but rather seek for ways to change the society in other ways.

#### 2.4 Violent extremism

Violent extremism means using violence, threatening with it, encouraging the use of it or justifying violence in the name of an ideology. An ideology means adopting interpretations about groups of people, world, religion, relations of people and the state, human dignity, what is sacred and what not, and similar beliefs guiding human actions. (Sisäministeriö 2016b, 11) By the definition of the Finnish Ministry of the Interior criminal acts counted as acts of violent extremism are all violent crimes, crimes that relate to agitating someone to commit violent acts and threatening with violence, when the motive behind the acts has to do with the offender's ideology. Violent extremism is not always terrorism, but terrorism is always violent extremism. The biggest differences between violent extremism and terrorism are that violent extremism is not defined by the criminal law, it is aimed at a certain person or group of people who the extremists see as enemies, it is not necessarily subversive, whereas terrorism is defined by the criminal law, is aimed at the state and international organisations and it is always subversive. (Sisäministeriö 2016a, 11) The Finnish Ministry of the Interior lists the different forms of violent extremism in Finland as follows: the violent far right, the violent far left, violence used by radicalised alternative social movements, religiously motivated extremist violence and individual actors. (Sisäministeriö 2016a, 13)

According to Jokinen (2011, 248-249) the reason why so far the Finnish extremist organizations have not usually chosen violence as their way of bringing up their beliefs is that in Finland the extremist organizations can get their voices heard through political discussions and that way have their impact on the society. Jokinen argues (2011, 249) that if this possibility is taken away from the organisations, by for example setting up new laws that forbid founding an extremist organization or being a part of one, the situation can turn upside down of what the laws aim for and actually only increase the number of violent acts done in the name of an ideology.

### 3 Literature review

A literature review is composed from relevant literature concerning the research questions. The purpose of a literature review is to make the reader understand from which point of views and how the issue has previously been researched, by whom, and how this current research relates to the earlier ones. To make a point of why a certain earlier research is relevant to the current research the focus should be on the comparison of current and earlier researches' research methods, analysis, results and conclusions. It is important to recognise the earlier researches' main standpoints, methodological solutions and each of their main research results, since at the end this information should be compared to the same information of the current research. The differences in standpoints, contradictions and deficiencies of the researches that are used as basis should be pointed out objectively in the current research. The researcher should not consider all earlier researches as equally important, but it should be kept in mind what is the goal of the current research and which of the earlier ones are relevant for this purpose. Structuring a literature review's findings should be done properly to clarify the identified differences between earlier researches' standpoints and interpretations that relate to the current research subject. (Hirsjärvi, Remes and Sajavaara 1997, 114-116)

#### 3.1 Literature review findings

In this thesis literature review is used as building knowledge base on possible earlier researches on the subject of radicalisation and violent extremism and its risk-based assessment especially in educational institutions. In the following sections the findings of different sources of literature and studies found to cover radicalisation and violent extremism and their assessment, prevention and identification in educational institutions are represented.

The national action plan for the prevention of violent radicalisation and extremism by the Finnish Ministry of the Interior describes the process of radicalisation as an individual process, which means that there is not one clear path that each radicalised person goes through. Due to this it is very hard to predict who radicalises and at what stage of life. The unpredictability of the radicalisation process makes it critical to prevent radicalisation from turning violent. The Ministry of the Interior identifies teachers and the youth being in key position in the prevention process. (Sisäministeriö 2016a, 8) Changes in an individual's behaviour, life situation and view on the changing society are important to recognise as they can be early signs of one starting to radicalise. These signs can be cause of one feeling isolated, not belonging anywhere and being left out of the society or possibly being a victim of racism. Financial issues and social exclusion can further the process of radicalisation, but according to the Ministry of the Interior not alone lead to it. The reason why feelings of being left outside, facing racism

and social exclusion can lead to radicalisation is due to the possible hatred built against a certain group of people. The group of people is usually the one that the radicalised person sees as the root cause for all the negative issues in one's life. According to the Finnish Ministry of the Interior the reason why some of the people coming from same living conditions and same background radicalise and some do not is due to situational factors. The basis for radicalisation is built when a person lacks parenting, education, the feeling of equality, wellbeing and wealth. The unpredictability of radicalisation makes it hard to recognise and specify all the risks relating to it, which is also the reason why the possibility of radicalisation should be taken into consideration in risk-based assessment. The difficulty in recognising all the risks related to radicalisation and violent extremism has to do with the fact that the actions tend to have more wide spread affect than just that specific action of radicalisation or violent extremism. The actions can inspire people sharing the same ideology to act similarly, but it can also urge people fighting for the opposite ideologies to fight back and take actions. Socially it is important to spread the knowledge of violent extremism and what are the factors identified affecting it. Educational institutions and student health care play part in de-radicalisation as mental health problems can be a partial cause of radicalisation and violent extremism, and due to that preventing those problems can help prevent someone from radicalising. (Sisäministeriö 2016a, 11, 13, 16)

According to the Ministry of the Interior (Sisäministeriö 2016a, 16) teachers in educational institutions do identify the changes in student's behaviour, but do not know how to react or how the symptoms can lead or relate to radicalisation. The national action plan suggests that by involving students more in the educational institution's activities they can help prevent students from radicalising. By doing so the students can feel more as being part of something bigger, which diminishes the possible feelings of being left outside. This way the school can also make their preventative work more meaningful and effective and need less remedial work. To increase the educational institution staff's ability to recognise and prevent radical or extremist behaviour one of the goals of the national action plan is to increase the knowledge and preventative tools to recognise and deal with radicalisation and violent extremism (Sisäministeriö 2016a, 24). As prejudice creates fear towards unknown and can cause radicalisation when growing it is important to educate people to understand different cultures and cultural backgrounds, in educational institutions this means educating both the staff and the students (Sisäministeriö 2016a, 27).

Van San, Sieckelink and de Winter (2013, 281) took a different approach to research the radicalised youth. Instead of focusing on how teachers or other adults see or take actions against youth radicalisation, they interviewed 16 young individuals aged 16-25 who had been identified with extreme ideals. According to these young interviewees their educational institutions did not seem to have ways to handle radical ideas or to perhaps even identify them.

Important notifications that van San et al. (2013, 284-285) made during their research were that first of all there were different ways and reasons why some individuals did and some did not bring out their ideology in school environment. There were two different scenarios identified that had an impact whether one made their ideologies known to others or not: school was eager to take action to avoid harm caused by radical ideologies or the school was not at all responsive to different thoughts and behaviour. When the school was responsive one was either making clear statements verbally out loud or by for example dressing in a certain way to stand out from others. On the other hand in this case some were very cautious not to break the school rules to avoid trouble, as they did not want people to take notice of their ideology. In cases where the school was not responsive at all the individuals tended to show signs of radicalisation, but the school seemed unable to take actions and even the parents were not informed about their child's distracting behaviour. The second notification van San et al. made were the situations in which the students would have troubles in school due to their ideology. They recognised that actions such as sending one out of the classroom, dropping out of school and becoming an outsider could be root causes for radicalisation. These possible root causes to increase the possibility of one radicalising were also noted by the Finnish Ministry of the Interior in the national action plan (Sisäministeriö 2016a, 11). As a conclusion van San et al. (2013, 288) state that the focus should be more on the prevention of radicalisation of young people rather than in intervention when one is already radicalised. The educational institution should pay more attention in discussion rather than trying to shut down the youngsters struggling with their thoughts. Through the discussion one can learn how to think critically and how to be politically aware rather than holding everything inside and not understanding the meaning and differences of for example different medias.

Korkeakivi (2015) writes in her article that according to Tarja Mankkinen teachers are in key situation in recognising hate speech and radical behaviour. However, Mankkinen also says that teachers and principles in high schools and universities who have noticed this type of behaviour do not necessarily know how to react and would need more training and education on identification of extremist movements and how the cooperation between different authorities should work in case such behaviour occurs. Mankkinen also states that it is important to prevent students from radicalising and to provide help to those in threat of adopting extreme ideology. In her article Tikkanen (2016) brings forth the possibilities to prevent radicalisation in educational institutions. First of all she notes that teachers in Finnish schools have noticed some signs of involvement in extremist movements by their students, but violent ideologies as such have seemed to be a minority. Tikkanen writes that the wide range of educational opportunities in Finland has been seen as a benefit in prevention of one adopting violent ideology. She reminds that as radicalisation can happen during a longer period of time or even in just a couple of weeks it is important to intervene without delay. Fast reaction to suspicious behaviour is key in prevention as is also identifying the individuals who have the greatest

chance of adopting violent or self-destructive behaviour. As a way to prevent this is to get the students involved in school activities and to educate them to recognise the difference between truth and what is meant to be provocative information. The Finnish Ministry of the Interior also suggested this type of activity in the national action plan (Sisäministeriö 2016a, 16).

Not long after the national action plan (Sisäministeriö 2016a), Korkeakivi's (2015) and Tikkanen's (2016) articles saying that teachers need more education on identifying and reacting to radical behaviour Pölkki (2016) and Teider (2016) published their articles stating that Finnish police will start to educate and train the teaching staff on these matters. Through training the staff in educational institutions will gain more knowledge of how to recognise students in risk of being radicalised. The aim of the training is to improve teachers' knowledge and ability to recognise radical thoughts and behaviour, such as idolising violence and extremist movements and being fanatical for religious and ideological reasons.

Federal Bureau of Investigation (FBI) has published a document on how to prevent violent extremism in schools (Federal Bureau of Investigation 2016). FBI's notions on how to prevent violent extremism in schools are very much the same as the earlier mentioned researches and articles. They suggest that schools should strengthen the health care they provide and the well-being of students, educate the students and the staff to improve knowledge and understanding of, for example, cultural differences to decrease the occurrence of exclusion and intolerance amongst students, and provide information on the forms, causes and risks of violent extremism and how it could be prevented. It points out that schools should create an action plan on how to intervene in case signs of violent extremism does occur. For this FBI has its own Counter Violent Extremism (CVE) program, which aims to identify the root causes, which trigger violent extremist actions and the issue that a person experiences as injustice against oneself. (Federal Bureau of Investigation 2016, 3-5) The action plan for schools should include threat assessment, safety plans, progress updates, and re-assessments on the students in threat of radicalising and executing their ideology and beliefs as acts of violent extremism. (Federal Bureau of Investigation, 23) In addition to the action plan FBI has conducted a list of recommendations, which schools should include in their activities. Schools should form threat assessment teams that intervene when a student is identified with concerning behaviour relating to personal or ideological reasons. The authorities should educate school staff on how to intervene and what the school's role is in preventing acts of violent extremism. As Pölkki (2016) and Teider (2016) wrote in their articles trainings on these matters are now in progress in Finland as well. These type of actions are an important part of preventing radical actions, since before a violent act is conducted there is often a so called "leakage", which means that there can be warning signs seen of an act occurring or being planned. It is critical to recognise and inform the necessary parties about the leakage and

intervene as quickly as possible in order to prevent the act. (Federal Bureau of Investigation, 17-18) A larger entity of the recommendation list is about making the school environment as solid as possible by taking everybody into consideration in terms of organising joint activities and information sessions on the subject of radicalisation and violent extremism, and also by encouraging students to report about any suspicious or concerning behaviour. Improving the school community's solidarity is also important in order for the school to be able to get help for a student indicating signs of radicalisation. If the gap between students, teachers and other staff is lowered, the reluctance to report of worrying behaviour amongst fellow students can decrease. (Federal Bureau of Investigation, 21-22, 25-27) According to FBI more important than to trying to create profiles of what a typical radicalised person looks or acts like, is to recognise the individuals in danger of radicalising. This can be done for example by recognising changes in a students behaviour towards supporting radical ideologies or a student being in contact with people who have adopted radical ideologies. The reason why creating a profile is not effective is that there are several ways one can radicalise. FBI identifies three things that can increase one's risk of getting involved in violent extremism: a person has indeterminate amount of time and access to a space that is unmonitored, the person experiences violent extremism as socially acceptable, and the person can be contacted by violent extremists. (Federal Bureau of Investigation, 9, 15)

FBI's view on the difficulty of profiling a radicalised person is backed up by the Youth Justice Board for England and Wales' (YJB) (2012, 31) review on the prevention of religious radicalisation and violent extremism. The review states that the identification of a radicalised person can be hard to do since there is no typical profile for a radicalised person. The people committing terrorist attacks often reflect the communities they live in and do not stand out from the mainstream population of their community. Neither the British MI5 nor the New York Police Department in the United States has been able to identify a certain pattern that a radicalisation process follows or the types of people who are more prone to get radicalised compared to people who do not radicalise. However, like the earlier studies and articles in this literature review have shown, there seem to be some similarities amongst the people who radicalise, that are also identified in the review by YJB. (Youth Justice Board for England and Wales 2012,33-34) These similarities can be the feeling of being left outside for, for example, having differing ideas compared to the mainstream society and seeing a political or social protest as a way to achieve political change, seeing oneself as a victim, seeing violence against the state is justified, being rewarded for radical or extremist actions by a group that one belongs to, and having a close relationship with people who share same kind of ideology and is dealing with same issues. All these are risk factors, that can lead to radicalisation and they should not be considered only separately, but rather as one larger root cause for radicalisation and why it could turn into violent extremism. The risk for that is even larger in case one identifies these factors in oneself and finds a group of people that approves the ideology.



As an addition to these risk factors could be mentioned the risk factors that Hyttinen and Hyvönen (2015, 24) identify in their master's thesis to be possible root causes for social exclusion, radicalisation and criminal activities in general, and factors that should be taken notice of in an early age. These risk factors are such as poor living conditions at home, alcoholism in family, conflicting upbringing habits, being victim of child abuse and having trouble in concentration. These factors are why Hyttinen and Hyvönen (2015, 24) see prevention of social exclusion as key to prevent radicalisation. The review by YJB (2012, 35-38) found two tools that have been developed to measure radicalisation: The Revised Religious Fundamentalism Scale and Violent Extremism Risk Assessment (VERA). The Revised Religious Fundamentalism Scale's aim is to find out how a person sees or experiences his or her own religious beliefs. VERA is meant for identifying if a person with earlier background with violent extremism still has a specific target group or person, whether the violence is due to ideological, religious or political reasons and whether the person is a so called "lone wolf" or if he or she is part of a larger group. VERA identifies five risk factors that affect a person whether he or she turns to violent extremism. These are:

- Attitude: The reason why a person commits extremist actions and has extremist thoughts
- Contextual: How the person contacts other people sharing the same ideology and how the extremist actions are justified
- Historical: The person's own background and events in the past that affects his or her ideas and beliefs
- Protective: The things that can help the person to think critically and not turn to violent extremism, such as the support of their family and community they live in
- Demographic: The person's sex, age and marital status can all have affect on whether a person turns to violent extremism or not

The review by YJB (2012, 39-41) found a study by the Department for Communities and Local Government (DCLG) on how intervention can help to prevent violent extremism from occurring. The study states that educating people on the subject of radicalisation and violent extremism, and to teach people be critical on what they hear and read is an effective way to intervene and prevent extremism. To be able to successfully intervene on someone's radicalisation process or when someone is turning to violent extremism a certain amount of trust amongst the parties is required. This means that not just anybody can try to affect and help a radicalised or extremist person, but the person has to feel trusted and supported by the helper. This can be compared to the FBI's (The Federal Bureau of Investigation 2016, 21-22) analysis on how a reduced gap between students and school staff can make it easier to prevent radical actions. The helper should still, however, have authority on the radicalised or extremist person and have knowledgebase on the ideology of the radicalised to avoid further conflict.

Australian Government published a document in 2015 on how to prevent radicalisation and violent extremism in Australia. As many of the previous sources has stated, also the Australian government's publication (2015, 21-22) indicates that a very important part in preventing radicalisation is communication between different parties. The publication explains that listening to a radicalised person and understanding where he or she comes from with his or her ideology is key. The person needs to feel accepted and know that support is available and no one is there to judge him or her. As said before it is important to understand the background and reasons for one to radicalise in the first place.

A teacher's guide on the prevention of violent extremism by UNESCO (2016, 9, 12-15) suggests that violent extremism is not tied to a person's age, sex or their surroundings, such as other people or living area. However, it does suggest that younger people tend to be more vulnerable to the effects of violent extremism and terrorism, which is why also UNESCO emphasises the importance of education. Educating these young people can help them express their feelings and point of views, and develop skills to cope with uncertainty without using violence. Like FBI, MI5, New York Police Department or YJB, neither has UNESCO been able to identify a certain pattern for radicalisation or been able to profile a typical radicalised person. However, much like the VERA assessment tool, UNESCO has identified factors that do tend to guide people towards radicalisation and violent extremism. These are as follows:

- "Push" factors, which drive individuals towards violent extremism. These can be such as inequality, discrimination, poor education, etc.
- "Pull" factors, which make a person be fascinated about violent extremism. These can be for example belonging in a group and being able to relieve the feelings of injustice.
- "Contextual" factors, which provide the surroundings and opportunity for violent extremism. These can be lack of rule of law, corruption and criminality.

UNESCO identifies a slightly different, but yet very similar setting of signs of radicalisation to take notice of in case occurring simultaneously. These signs can be distancing oneself from family and old friends, suddenly dropping out of school or suddenly having troubles with school, changes in eating, clothing, language and financial habits, having a sudden attitude change towards certain people or groups of people, visiting radical or extremist websites or social media networks, and building a great interest on apocalypse and conspiracy theories.

In his Master's thesis, Sund (2009) developed a contemporary threat assessment and management model for Finnish educational institutions. He states that a proper threat management process has a specified method that is used consistently to assess threats and risks, and to have processes planned before hand to prevent and handle the threats and risks from occurring and in case of occurrence. The model has six parts, which should be part of threat assessment and management. The first part is to assess the concerns raised by student, the

educational institution's staff or a third party. The assessment should be to assess the need of possible cooperation with authorities or whether the educational institution's own policies and staff can handle the concerning issue. As has been brought up many times before, also Sund brings up the importance of communication between young people and adults they trust in these types of situations. The problem with communication and informing about a "leakage", as FBI calls it (Federal Bureau of Investigation 2016, 17-18), has often seemed to be that a person getting information about a possible attack has not informed an adult or authority about the threat. This is due to the person not taking the threatening seriously, which could be fixed with proper communication, and education, between young people and adults on how important it is to bring up any concerns. After the assessment of a concern there should be an intervention and mitigation strategy in place, which emphasizes the need of providing help and support for the student who's threat or actions possess an increased amount of concern. The type of intervention should be carefully thought out to avoid further conflict with the person. In the intervention phase the educational institution should have a process to utilise all possible actors that could help the person posing a threat. These actors can be such as health and mental health care professionals, and security and law enforcement professionals. The fourth part of the model is that the educational institution has a student welfare team and crisis management team. The student welfare team's tasks are for example ensuring students' welfare in educational institution, deciding what are the proper and required actions taken in problem situations, and informing parents about their child's concerning behaviour. Crisis management team's, which can be the same as the student welfare team, tasks on the other hand are to create a written crisis plan, which is introduced to the educational institution's staff, students and possibly their parents, and cooperating actors, leading the actions taken in a crisis situation, and to continue updating the crisis plan and keeping the staff familiar with the plan. In addition to planning the usage of other professional in the intervention process there should be a plan conducted in cooperation with public authorities, to agree on the situations when the authorities should be informed of a threat. The police should always be informed, if a risk of violence occurs. The final part of Sund's model takes into account the importance of the student's family in the process of intervention. The educational institution and students' parents should work in cooperation to make the prevention of threat situations as effective as possible. However, cooperation with parents might be challenging, if the parents refuse to admit or see that anything could be wrong with their child or that he or she could pose any kind of risk to anyone, including him or herself. (Sund 2009, 58, 60-61, 63, 66, 68-69, 72)

#### 4 Methodology

This chapter will introduce the methodology used to conduct this research. This research was a qualitative case study research as there was a specific target, university X, which was researched by the means of qualitative rather than quantitative methods.

#### 4.1 Qualitative research

Qualitative research is a method in which data gathering and its analysis go hand-in-hand (Hakala 2015, 20). This means that while the data for a research is gathered it should be analysed right away so that there will not be great amounts of data to be analysed at once when all the materials are gathered. The quality of the research has a lot to do with the quality of the analysis and not so much with the amount of data (Hakala 2015, 20). Despite this as qualitative research is a process the analysis and interpretation of the data might change along the whole research process. This is why the different phases of the process might not be possible to define beforehand. (Kiviniemi 2015, 74) In this research, for example, whether to conduct a text analysis as part of the research was decided after the interviews were conducted to see whether the text analysis would bring more value to the research or not.

Hakala (2015, 22) suggests that qualitative research might be a good choice when a research is conducted as part of a project or other bigger whole. This is a reason why this thesis is a qualitative research as it is written as part of the RAVET project and the research on risk-based assessment of radicalisation and violent extremism in educational institutions can possibly be developed further based on the findings of this thesis and the end product of RAVET.

The reliability of a qualitative research is as well reliable on the quality and reliability of the gathered data (Hakala 2015, 23) as it is on the description of the research process This means that it is important to explain how and what kind of data is gathered in the different phases of the research process. (Kiviniemi 2015, 85-86)

By qualitative material or data Rantala (2015, 109) means data in written form that cannot be changed into numerical form. These types of materials are for example archives, annual reports, other documented materials, material gathered by observing or by interviewing which are first saved into digital form and then transcribed into text. This research utilised different types of qualitative materials and data, as the knowledge base on the thesis subject was built by conducting a literature review on previous cases similar to this, by interviewing university X's key personnel regarding the topic and by reflecting the university's websites and publications to the results gotten from the interviews.

#### 4.2 Case study research

Case study research is a method, which aims to research one specific case (Saarela-Kinnunen & Eskola 2015, 181). The case can be a person, city, or, as in this case, university X and to be

specific its risk-based assessment model. Case study research seeks for answers to questions how and/or why (Yin 2015, 2), which suits the purpose of this research seeking the answer for the question how university X's risk-based assessment takes into account the possibility of students or staff getting radicalised or possibly turning to violent extremism. This case study was a single-case study, as its purpose is to describe and analyse a single case, described above. (Yin 2015, 183-184)

Yin (2015, 16-17) divides the definition of a case study into two sections. The first section is called "Scope of a case study". This means the actual focus of the case study and what it examines. It includes the close, nearly inseparable relationship of the matter examined and the context. In this research this means the relationship between risk-based assessment of radicalisation and violent extremism (the matter examined) and university X (the context). The relationship of these two factors is so important also due to the willingness to understand a real-life case. The second section of the definition is called "Features of a case study" standing for the ways of how the focus of the research is examined. These are the different data collection methods, previous researches and studies guiding the current research and other materials supporting the research.

According to Yin (2015, 45) there are four types of tests that can assure a researcher and the readers of the reliability, credibility, confirmability and data dependability of the research. These tests help and guide the researcher to do a trustworthy research with proper sources of information. The four types of tests are called construct validity, internal validity, external validity and reliability.

The different tactics of how to do a construct validity -test can, according to Yin (2015, 45), be for example using several different types of sources of evidence, making a chain of evidence and having for example key interviewees of the research review a draft of the research. In this case research on risk-based assessment of radicalisation and violent extremism in university X the used sources of evidence are articles and books about risk-based assessment, radicalisation and violent extremism and researches concerning the relationship of these. University X's perspective on risk-based assessment of radicalisation and violent extremism was examined by conducting an interview to key personnel. As it became necessary after the interviews also the websites of university X were utilised to get more depth to the interview materials. The interviewees were also given a chance to review a draft of the research and make notifications for improvement. This helped to make sure that the information used is correct and valid.

Internal validity's tactics can include doing pattern matching, doing explanation building, addressing rival explanations and using logic models. All these are ways of data analysis. (Yin

2015, 45) Pattern matching means that the researcher makes prediction on or has a presumption about the results of the case study. The results of the case research are then compared to the predictions made when starting the data analysis of the research. (Yin 2015, 143) In this case the prediction, or hypothesis, of university X not having taken into consideration the possibility of radicalisation and violent extremism in their risk-based assessment was in the end compared to the results gotten from the interviews and university X's websites and publications.

The tactics of external validity have to do with the research design. The tactics can be using theory in a single-case studies or using replication logic in multiple-case studies. (Yin 2015, 45) A research design of a case study has five components:

1. a case study's questions
2. its propositions
3. its unit of analysis
4. the logic linking the data to the propositions
5. the criteria for interpreting the findings.

The first part, case study's questions, means the form of the question(s), in a case study being "how" or "why" question(s). Study propositions will guide the researcher to a certain direction to look for information and evidence for the research on the chosen research question(s). Propositions, however, are not required in a case study, but they are recommended to use. The third part, unit of analysis, has to do with the actual subject of the research, the case. The purpose of the question(s) and the propositions are to help the researcher to find and recognise the relevant information for the case. Fourth component, linking the data to the proposition, means that all the data gathered for the case study are compared to the possible propositions made. The fifth and final part, criteria for interpreting the findings, is about enhancing the research findings with rival explanations. (Yin 2015, 29-36)

The final test, reliability, is about data collection. These can be using case study protocol and developing case study database. (Yin 2015, 45) Yin (2015, 82-94) talks about getting to know the research subject and collecting relevant data by following a case study protocol, which includes four sections:

- Section A: overview of the case study
- Section B: data collection procedures
- Section C: data collection questions
- Section D: guide for the case study report.

Overview of the case study means describing the basic information of the research, in this case this thesis. Basic information includes the purpose and client of the thesis, what the subject that is examined is, the main sources of the thesis, possible interviewees, etc. Data collection in a case study is very much defined by the environment in which the research is car-

ried out. In case of this thesis the resources possible to use were for example text analysis of the university X's websites, interviewing the key personnel and finding out about previous researches similar to the subject of this thesis. Data collection methods of a case study are such questions that guide the researcher when reading through source materials. The questions help to keep the focus on relevant points and issues, so that the research material used is not too wide spread and the focus of the research subject does not get lost in the process. Guidance for the report means finding previous studies on the subject or in the field and see how those case study reports are formed, because case study reports do not have general outline to follow.

#### 4.3 Semi-structured interview

Interview is the most efficient and the easiest way to figure out how one sees a certain thing and what the interviewee thinks about it. (Eskola and Vastamäki 2015, 27) Hirsjärvi and Hurme (2004, 34-35) describe an interview as an adaptive method and as one of its benefits deepening the gathered and available information due to getting another, possibly not yet expressed, and why not a personal perspective to the matter that is researched. As a basis for an interview should be that there is a predetermined subject that is researched and the interviewer wants more information on it. To get the most out of an interview the interviewee has to be able to trust the interviewer. This means that the interviewer recognises the personal value of the answers and handles the information with confidentiality and ensures that the interviewee approves the information published. This is also very important from the point of view of the whole research being reliable. (Hirsjärvi and Hurme 2004, 42-43)

According to Hirsjärvi and Hurme (2004, 43-44) there are three different categories of interviews, structured, unstructured, and semi-structured interview, which is utilised in this thesis. Semi-structured interview is divided into themes that are covered during the interview. The questions for the interview are predetermined, but the order of them can change. The interviewee answers the questions with his or her own words and there are no predetermined answer choices. The main difference between unstructured and semi-structured interviews is that unlike in unstructured interview the questions are the same for all interviewees. (Hirsjärvi and Hurme 2004, 47-48) Semi-structured interview suits this thesis well because there are certain questions, which were asked from the professionals chosen and who agreed to be interviewed. To get the best possible results from the interviews the semi-structured interview was the best for this purpose, since the answers could have remained very general and lack great amount of specific information if the interviews were conducted as a structured interview. On the other hand, the answers and discussion could have strayed away from the actual research subject, if the interviews were conducted as unstructured interviews.

The questions were determined based on the background information gathered about risk-based assessment of radicalisation and violent extremism and especially based on information gathered about university X's risk-based operating model. The purpose was to receive more information concerning the data already gathered and to deepen the understanding of university X's operating model of risk-based assessment. The purpose was to see if the professionals share the same ideas about the case university's risk-based assessment of radicalisation and violent extremism, or whether they can maybe supplement each other's answers. In this thesis semi-structured interview was used to interview two professionals in university X. The first interviewee was with the case university's Head of Security. The answers were originally recorded with a recorder on the author's phone and later transcribed and saved on a laptop and on a flash drive. The second interview was conducted by email with the case university's senior lecturer. The interview answers were received on the 16th of December and held in the author's email and saved on laptop and a flash drive. Both of the interviewees are professionals in safety and security management and have worked in university X for several years. They are both familiar with the case university's safety, security and risk management, which are the reasons why they were interviewed for this thesis. All the interview answers gotten from both of the interviewees were destroyed as this thesis was published, as the answers were no longer needed for the purpose they were gathered. It was decided that the interviewees' names are not published in the thesis.

#### 4.4 Text analysis

Analysing qualitative material requires first of all reading the material several times and reflecting what the material says and tells about the researched subject. The results of the reflecting are compared to the other research material and finally the different standpoints to the subject are interpreted to be able to bring up all aspects how the subject can be looked at. The classification, comparing and interpreting of the material can be simplified to coding and writing memos. Coding means parsing, or analysing, the gathered data and material to smaller pieces and memos include ideas, thoughts, questions and other notifications made during the research and coding. (Rantala 2015, 108, 110)

In this thesis the role of text analysis was not clear until conducting the interviews. The need for text analysis was evaluated based on the information received about university X's risk-based assessment and its relationship with radicalisation and violent extremism from the interviewees. After the interviews were done it was decided that rather than making a text analysis the information received from the interviews were reflected to the information on risk assessment and safety and security management found from both internal and public websites of university X and publications published by the university. This was done to specify the answers gotten from the interviews about university X's risk-based assessment.



## 5 Results

In this chapter the results of the semi-structured interviews will be presented and specified with the information found from university X's websites and publications.

### 5.1 Semi-structured interviews

Both of the interviewees emphasised that all actions and procedures, and especially safety and security work, in university X are fundamentally risk-based. Risk-based thinking is kept in mind from planning to implementation and all the way through to evaluating how the actions taken fulfilled their purpose. University X's Head of Security said that the risk management of the university has been under great improvement of late, and during the year 2017 the university's risk management and risk-based assessment is meant to operate based on the ISO 31000 Risk management standard. By doing so university X's risk management and assessment will reach all the operations and sectors of the university. According to the Head of Security university X has already a risk-based assessment model in place, but by utilising the ISO 31000 standard the model will be more comprehensive. The university's senior lecturer added that risk management is in great role in university X's safety and security management system and that university X has a safety and security plan, which includes crucial risks and how to prevent and prepare for them. Risk-based assessment model in university X is in such state at the moment, as the new comprehensive model is being built, that the model's operability is being evaluated in practice basically on a daily basis. The safety and security management of university X is assessed with TUTOR assessment model on a yearly basis and this is also done from risk-based standpoint. The results received from the TUTOR assessment are used for the development of university X's safety and security procedures. The risk management and assessment in the university consists of identifying threats that can be harmful for the safety and security of the university, analysing the risks they pose, prioritising the risks and based on that deciding what measures are taken to prevent and prepare for them, and assigning owners for each risk. For assigning owners for risks, the case university completed a risk map in June 2016, and the results of the usage of the map were evaluated at the end of 2016. When asked, both of the interviewees said that from the case university's internal websites there can be found instructions on how to act in order to keep the university safe and secure for both the staff and the students, and what are the basis for risk-based operations. However, the Head of Security added that from the beginning of 2017 the intention is to bring more detailed information to the internal websites on how the risk-based activities are working and how they are evaluated.

University X's websites have instructions and a channel, the Health Safety and Environment (HSE) system, to inform the safety and security management about any concerns. Both of the

interviewees said that these communication channels are well used by both the staff and the students of university X. The Head of Security of university X said that informing of any concerns concerning the university is one of the university's strengths and one of the most developed areas lately. A risk assessment model for actions raising collective concern was developed in 2009-2010, which has been further developed in the university's safety and security management, and it can be utilised to any kind of actions raising concern, also radicalisation and violent extremism. As a consequence the willingness to inform the security management of any concerns has seemed to increase lately. The Head of Security said that students have become more conscious about different risks concerning a fellow student's changed behaviour, and she also brought up the matter of trust, which is required to make a notification of a raised concern. All the notifications made of actions creating collective concern are taken very seriously in university X and they are always highly prioritised.

What comes to radicalisation and violent extremism as being part of the cause of actions or behaviour causing collective concern, the Head of Security of university X said that it might be hard to specify which notifications relate strictly to radicalisation or violent extremism. This is because the actions taken by university X's security management in these cases are taken with such a low threshold. The Head of Security admitted that the concerns pointed out in the notifications do sometimes have signs of radical or extremist behaviour, but mainly if there is a threat of radical actions or violent extremism against the university, it comes from external threats rather than internal. The Head of Security did emphasize that even though the starting point in investigating the actions causing concern is not in assuming that there is a radical or extremist ideology behind it, the possibility has to be taken into consideration and kept in mind. Possibility of radicalisation and violent extremism occurring has been identified by the security management of university X and informing about it and educating staff about the identification of them has been done actively. The Head of Security of university X is in close cooperation with the police and other professionals concerning these issues. Still, as a possible problem with these issues the Head of Security pointed out that it can be possible that despite educating the staff on the identification of radicalisation and violent extremism, there is still someone who does not identify the signs or does not understand that a cause of collective concern can relate to these issues. The senior lecturer of university X specified that staff is trained based on the findings of the RAVET project. What comes to the education of students on the subject a safety walk is organised at the beginning of studies and that includes introducing new students to channels through which they can inform university X's management of any concerns. To this the Head of Security added that the safety walk does not necessarily include the subjects of radicalisation and violent extremism, but it does point out the collective concern and the importance of informing of any concerning behaviour or such.

When asked about the interviewees opinion on how they see the threat of radicalisation or violent extremism in university X, they both said that it is a threat that definitely needs to be taken into account in risk assessment and planning of counter measures, but that the risk is not seen as bigger than other risks concerning the university and its operating environment. The Head of Security specified that intervening in actions and behaviour causing collective concern, such as signs of radicalisation and violent extremism is in good grounds and that is something that the case university has clear guidelines on how to react and what actions to take. The interviewed senior lecturer added that the RAVET project eventually offers practical tools for universities in Finland to prevent and reduce the threat of radicalisation and violent extremism. Operating models and processes in risk-based assessment and risk prevention are implemented and they are developed all the time in university X. The Head of Security saw the consciousness of the case university's management and safety and security management as sufficient when it comes to radicalisation and violent extremism, and the awareness level is being spread to reach the university's community more widely. As a good preventative factor of radicalisation and violent extremism in university X, the Head of Security identified a clear intervention model and strong cooperation network with authorities. The Head of Security saw the preventative work, cooperation with authorities and identification of the issue's appearances as the key to effective reaction and intervention in case occurrence of radicalisation or violent extremism. However, both of the interviewees recognised that there is no guarantee that university X's risk management procedures are perfect, but they rather thought that the procedures can and should be analysed and developed all the time.

## 5.2 Reflecting the interview results to information in university X's websites and publications

Risk-based approach to safety and security in university X, which was emphasised by the interviewees, can be clearly seen in university X's websites as well, both internal and public websites. (University X 2016; University X 2015a; University X n.d.c) University X's safety and security work is proactive and risk-based, which are the grounds for safe and secure university environment. Risk-based work is improved by providing safety and security trainings for everyone in the university based on their duties and needs. The need for providing security and safety training comes also from the case university's security policy, which defines it as a goal that should be stretched to reach the whole university community. The training is planned so that it is risk based, and the aim of such training is, in addition to increase the safety and security of university X, to add the cohesion in the university environment and to improve sense of everybody being responsible for the university's safety and security. (University X Publication 2016) According to the websites university X's working environment is proved to be safe and secure. University X invests in its risk-based and proactive safety and security work and aims at the whole university to work towards the goal of a safe and secure

university environment. A clear risk-based assessment model can be seen in the preventative work that is described to being done in university X towards having a university environment free from the consequences of risks. Threatening situations and the risks they cause are identified and their impacts are evaluated and prevented beforehand, and actions to be taken in a threat situation are pre-planned as part of the risk-based assessment process.

The interviewed senior lecturer brought up the TUTOR assessment method, which is a method that was developed by Central Uusimaa Rescue Department to evaluate a target's management, functional risks, fulfilling of requirements, documentation, premises and safety engineering, expenditure, communication, and results and their impact. Part of the TUTOR evaluating process the evaluation target's management conducts a self-evaluation of the present state of safety and security and then sets a three-year goal for the future (University X Publication 2015). The usage of TUTOR assessment method in university X tells about the university's management's willingness to improve the university's safety and security. This emphasises the point the case university's Head of Security made about university X's management being very supporting towards highlighting the joint responsibility the whole university community has in making the university a safe environment for everybody.

The interviews brought up that the safety and security management of university X does see the whole community having adopted the proactive way of improving safety and security. The HSE system, which was brought up in the interviews, to inform any concerns can be found from the internal websites, which based on the interview answers, has been found and utilised well by students (University X website 2016). In the interviews there was a lot of talk about behaviour and actions that causes collective concern in the university community, which many of the notifications made via the HSE system, email or otherwise, are about. The websites of university X do not mention by name the threat or risks of radicalisation or violent extremism. Instead of those terms there is talked about violent or threatening behaviour, and behaviour and actions causing collective concern. According to the interviews and university X's websites notifications causing collective concern are taken very seriously and prioritised very highly. Intervening when a threat is possessed is extremely important, as sometimes the threats have included several people, or even groups of people, which could easily escalate into a bigger incident. The Head of Security's tasks in such situations are described in the websites as to carry out all necessary steps to evaluate what are the required actions to normalise the threatening situation as fast as possible. (University X website 2015b)

## 6 Conclusions

This chapter will answer the research questions set at the beginning of this thesis process and how the presumptions made about the questions turned out. This chapter will also discuss

what elements could possibly be developed by university X and in the scope of the RAVET project. The research questions were:

- “What kind of risk-based assessment model university X has in place?” and
- “How the risk-based assessment model takes into account the possibility of radicalisation and violent extremism occurring in the university environment of university X?”

In the past few years university X has made plans to improve and further develop their risk-based operating model. A risk-based assessment model has been in place in university X, but recently plans and preparations have been made to develop and implement a model based on the ISO 31000 risk management standard (ISO 2009b), see figure 3 by Purdy (2010). As came up in the interviews this new model being developed will be more comprehensive than the previous one. Starting from identifying all the different areas of university X's operating environment that require risk-based approach to be managed, which in university X's case seems to be desirable in all areas. For each of the identified areas, a risk assessment process is conducted to identify all possible risks, their causes and consequences, to analyse how harmful the risks can be and what should be done at the moment of occurrence, and to evaluate how badly the risk could affect for example teaching in university X. After assessing all the risks in a specific area of operations the risks shall be gone through one by one to assess how the risk should be handled. In risk-based assessment model this step equals developing an action plan to prevent the risks from occurring and, in this case, ensuring that university X has sufficient ways to resist the consequences of the risk. This means that in any case university X should have the ability to keep all necessary activities running in order for the university to fulfil its primary purpose of educating its students, but to also keep them and the university's personnel safe. Risk-based assessment is a continuous process, which means that the model should be monitored and updated regularly. In the interviews it was brought up that university X developed a risk map in 2016, which identified primary owners for risks, who are responsible for prioritising and managing certain risks with pre-planned actions. The results of the functionality of the risk map were said to being revised at the turn of the year 2016-2017. The risks university X has identified are mainly assessed on quarterly basis to see if anything new has come up and the list needs updating. Otherwise the risk-based operations of university X were said to be under constant evaluation in the every day work due to the future implementation of operations based on the ISO 31000 standard. This an important part in developing new model, since there is basically no other way to recognise all possible risk factors, or other factors affecting the operations than to do a daily base follow up on current operations and recognise the areas that need improvement. Communication in all phases of the development, implementation and maintaining of risk-based assessment model is important, as operations cannot run properly unless all parties in the operating environment are aware of their responsibilities in the improvement and creation of safe and secure university environment. What comes to the presumption of university X's risk-based assessment model being a mix of

different models, it could be stated that the presumption was not exactly on point. Now that university X is developing a new model it is clearly based on a certain standard and guidance of the ISO 31000 risk management standard. However, the case university does utilise the TUTOR assessment method to recognise areas in safety and security management that require further improvement or should be developed. So it could be said that as a supporting method, if not directly as part of the risk-based assessment, university X does have two methods to use in their risk-based assessment model.

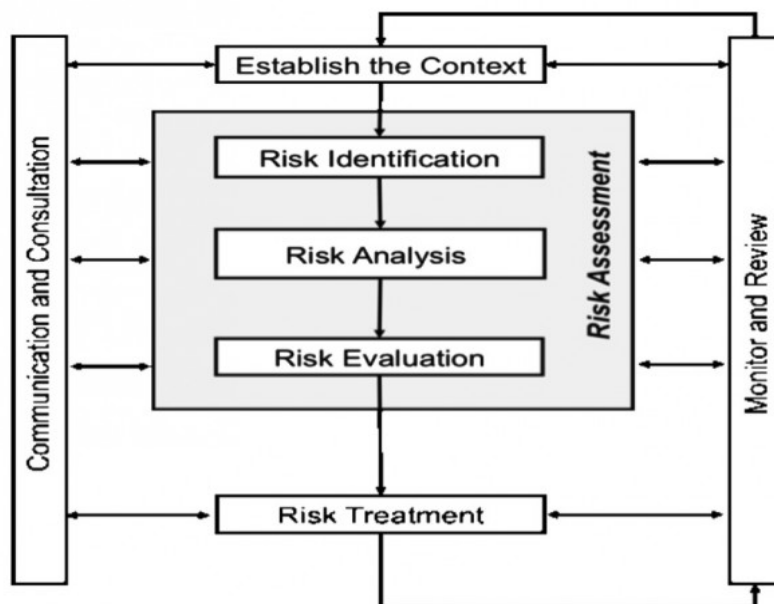


Figure 3: Risk management process according to ISO 31000 standard (Purdy 2010)

The presumption of university X's risk-based assessment model not having a mention about radicalisation or violent extremism as such can be said to be on point. However, the safety and security management of university X has identified radicalisation and violent extremism as a threat, which means that it is part of the risk-based assessment, yet they are not mentioned by their own names in the assessment model. The interviewees and university X's websites and publications use a term collective concern to also include the signs of radical or extremist actions or behaviour. However, it is understandable, as also the interviews brought up that using the terms radicalised or violent extremist can lead to wrong and risky assumptions. Using these terms or somehow emphasising only them to being a possible cause of something can lead to bigger problems. Generalising anything really can be harmful, if done too much. Generalising all certain type of actions or behaviour, such as notable changes in attitude, being socially excluded, etc., as signs of radical or extremist can complicate finding the real root cause, or can for example end up stigmatising a person as radical, which is not desirable. The possibility of radicalisation and violent extremism is recognised in university X. According to the interviews the concepts of the terms have lately been brought up more especially for the staff. Subjects are brought up in different training sessions, but there might not yet be a

certainty that the staff recognises signs of radicalisation or extremism from other type of behavioural changes or violent actions. One reason why radicalisation and violent extremism are not emphasised above something else is that university X's safety and security management does not necessarily want to define actions taken in a threat situation based on possible signs of radical or extremist behaviour. This can be a good thing as again it can be harmful to stigmatise certain factors to only relate to one risk factor.

#### 6.1 Recommendations for university X

Arranging preventative measures are a great part of risk-based assessment and prevention is highly brought up in the earlier literature written on the subject of radicalisation and violent extremism. As radicalisation and violent extremism are already being recognised as possible threats towards the university environment, there are some things that could be taken into further consideration in university X. Most literature, that was reviewed to gain knowledge base on the researched topic, brought up the importance of training and education in preventing radicalisation and violent extremism. It seems that university X has aimed to improve the knowledge and understanding of the subjects amongst their personnel. This is of course an important part of safety and security management, since the personnel is trained and responsible of the university's safety in first hand. However, training and educating students on the subjects of radicalisation and violent extremism should not be overlooked either. University X's students come from all over the world and from different backgrounds, which is most certainly taken into consideration in all university X's risk-based operations. Yet, it should be noted that educational backgrounds might vary amongst both Finnish students and the students coming from abroad. By this is meant that as the previous literature suggests, for example understanding different medias and understanding what is meant to be provocative can be hard to recognise, unless education on different types of media and on critical thinking is received. A good thing is that university X has recognised the need for tailoring educational sessions and trainings to be most suitable for the audience and not so that everyone is given the same information. This gives university X a great chance to plan training sessions also on the subject of radicalisation and extremism. As said before, it is understandable that the terms radicalisation and extremism might not be terms university X prefers to only focus on a training session, but it could be considered that to improve their risk-based assessment the students should also be familiarised with the terms.

The earlier literature has found it difficult to profile a typical radicalised person, so that is not suggested to do in university X either. The students, and if not yet done then also the personnel, could rather be introduced with the identified causes and signs of possible radicalisation. The thing that should also be kept in mind in all risk prevention, but especially when the risks have to do with personal issues, such as mental health problems, social exclusion, or

other problems in personal life, is that these types of issues require trust in order for them to be solved. It was clearly brought up in several of the earlier publications studied that helping someone with radical ideas does not make a difference. The best way to intervene when someone is identified with radical ideas is for the intervention to be done by someone whom the radicalised person has built a trust-based relationship with but who also has authority. In university X's case such person could be a student's tutor teacher. The basis for trust can be built on the very first weeks of a student's study path, which is why it would be a good thing, that in universities new students spend their first days and weeks mainly with their tutor teacher. This kind of activity can also improve risk-based assessment as teachers get to know their students and how they work, so that in addition to fellow students also teachers can identify if there are dramatic changes in one's behaviour, attitude or actions.

## 6.2 Recommendations for RAVET project

A couple of recommendations for the RAVET project stood up during the research process regarding risk-based assessment in universities in Finland. The recommendations include matters concerning universities managerial level, as well as the whole university community, and communication between universities, and universities and authorities.

University X is a university, which seems to be well aware of the risks surrounding it, including possible threat of radicalisation and violent extremism, or at least it recognises the importance of identifying and assessing them, and developing their safety and security management. However this might, and most likely is not the case in all of the universities in Finland. It might be a good idea to produce an informative risk-based assessment documentation, which could be utilised on the managerial level in all Finnish universities. The documentation could have information on what it means that operations are risk-based and how to take into account the threats and risks, possible root causes, consequences, and prevention and intervention of radicalisation and violent extremism in it. This might help universities to recognise the possible threats radicalisation and violent extremism can pose if occurring, and that the threats can come from both inside and outside of the university.

Universities should share information on threat situations, which have included radical or extremist features. This could improve the overall safety and security of universities in Finland as information is shared across the country and risk-based assessment models could be developed with more material on radical and extremist actions and behaviour. This could also help to see possible changes in trends how radicalisation and violent extremism appears. This kind of information sharing might even benefit the cooperation between educational institutions and the Finnish police, especially now as the Finnish police has started to train personnel in educational institutions on identifying and preventing radicalisation.



RAVET should produce a joint guide aimed for the whole university community about radicalisation and violent extremism. The guide should include information on what radicalisation and violent extremism means in university environment. It should have information on what the consequences of radicalisation and violent extremism might be, what might the triggers be, how to prevent and reduce the triggers and someone from radicalising, and how to intervene. Providing help for someone who is struggling, no matter what the reason is, is important. That is why the guide should also include instructions on how to look for help. Obviously this information is always dependant on where the university, that the guide is utilised in, is located which is why each university should be able to modify the guide, or create specific instructions based on it to best suit them and their operations. The guide could be an e-service, which would be easily reached by all the universities in Finland. Universities should make sure that the guide is available for everyone in the community and everyone in the community should be made aware of it to assure, that also this subject of risk-based operations is taken into consideration by the whole university.

## References

- Australian Government. 2015. Preventing violent extremism and radicalisation in Australia. Accessed 22 December 2016. <https://www.livingsafetogether.gov.au/informationadvice/Documents/preventing-violent-extremism-and-radicalisation-in-australia.pdf>
- Davies, M. 2015. Making a risk matrix useful. Posted 22 August. Accessed 11 January 2017. <http://causalcapital.blogspot.fi/2015/08/making-risk-matrix-useful.html>
- Eskola, J. and Vastamäki, J. 2015. Teemahaastattelu: Opit ja opetukset. In: Ikkunoita tutkimusmetodeihin 1, Metodien valinta ja aineistonkeruu: virikkeitä aloittelevalle tutkijalle. 4th edition. Jyväskylä: PS-kustannus, 27-44.
- Federal Bureau of Investigation. 2016. Preventing Violent Extremism in Schools. Accessed 20 December 2016. <https://info.publicintelligence.net/FBI-PreventingExtremismSchools.pdf>
- Finland. 2008. Laki rahanpesun ja terrorismin rahoittamisen estämisestä ja selvittämisestä 18.7.2008/503. Accessed 30 August 2016. <http://www.finlex.fi/fi/laki/ajantasa/2008/20080503>
- Finland. 2009. Yliopistolaki 24.7.2009/558. Accessed 1 September 2016. <http://www.finlex.fi/fi/laki/ajantasa/2009/20090558>
- Finland. 2014. Ammattikorkeakoululaki 14.11.2014/932. Accessed 1 September 2016. <http://www.finlex.fi/fi/laki/ajantasa/2014/20140932>
- Hakala, J.T. 2015. Toimivan tutkimusmenetelmän löytäminen. In: Ikkunoita tutkimusmetodeihin 1, Metodien valinta ja aineistonkeruu: virikkeitä aloittelevalle tutkijalle. 4th edition. Jyväskylä: PS-kustannus, 14-26.
- Hirsjärvi, S. and Hurme, H. 2004. Tutkimushaastattelu: Teemahaastattelun teoria ja käytäntö. Helsinki: Yliopistopaino.
- Hirsjärvi, S., Remes, P. and Sajavaara, P. 1997. Tutki ja kirjoita. Tampere: Tampere-Paino Oy.
- Hyttinen, S. & Hyvönen, M. 2015. "Mikä on tavallista pikkukiusaa tänä päivänä ja milloin täytyy puhua suuremman mittakaavan ekstremismistä?" - Poliisin ja sosiaalialan yhteistyön kehittäminen nuorten väkivaltaisen ekstremismin tunnistamisessa ja ennaltaehkäisyssä Vantaalla. MSc. Social services and Security Management. Laurea University of Applied Sciences. Accessed 22 December 2016. <http://www.theseus.fi/handle/10024/91714>
- ISO. 2009a. ISO/Guide 73:2009(en): Risk management - Vocabulary. Accessed 19 October 2016. <https://www.iso.org/obp/ui/#iso:std:iso:guide:73:ed-1:v1:en>
- ISO. 2009b. ISO 31000:2009(en): Risk management - Principles and guidelines. Accessed 19 October 2016. <https://www.iso.org/obp/ui/#iso:std:iso:31000:ed-1:v1:en>
- Jokinen, T. 2011. Ääriliikkeet Suomessa 1990- ja 2000-luvuilla. In: Suomi, terrorismi, Supo: Koira, joka ei haukkunut: Miksi ja miten Suomi on välttynyt terroristien toiminnan leviämiseltä?. Helsinki: WSOY, 225-249.
- Kiviniemi, K. 2015. Laadullinen tutkimus prosessina. In: Ikkunoita tutkimusmetodeihin 2, Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. 4th edition. Jyväskylä: PS-kustannus, 74-88.
- Korkeakivi, R. 2015. Koulusurmien uhka on yhä olemassa. Opettaja 28/2015, 27 November 2015.

Kullberg, A. 2011. Terrorismi ja Suomi. In: Suomi, terrorismi, Supo: Koira, joka ei haukkunut: Miksi ja miten Suomi on välttynyt terroristien toiminnan leviämiseltä?. Helsinki: WSOY, 10-44.

Malkki, L. 2011. Suomessa ei ole terrorismia, koska "Suomessa ei ole terrorismia"?: 2000-luvun väkivallanteot ja tulkintojen merkitys. In: Suomi, terrorismi, Supo: Koira, joka ei haukkunut: Miksi ja miten Suomi on välttynyt terroristien toiminnan leviämiseltä?. Helsinki: WSOY, 204-224.

Purdy, G. 2010. ISO 31000:2009 - setting a new standard for risk management. Accessed 11 January 2017. <http://broadleaf.com.au/resource-material/iso-31000-2009-setting-a-new-standard-for-risk-management/>

Pölkki, M. 2016. Opettajia koulutetaan puuttumaan koululaisten radikalisoitumiseen - "Nuoren elämäntavat ja ystäväpiiri voivat muuttua yhdessä yössä". Helsingin Sanomat, 9 September 2016.

Rantala, I. 2015. Laadullisen aineiston analyysi tietokoneella. In: Ikkunoita tutkimusmetodeihin 2, Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. 4th edition. Jyväskylä: PS-kustannus, 108-133.

Saarela-Kinnunen, M. & Eskola, J. 2015. Tapaus ja tutkimus = tapaustutkimus?. In: Ikkunoita tutkimusmetodeihin 1, Metodien valinta ja aineistonkeruu: virikkeitä aloittelevalle tutkijalle. 4th edition. Jyväskylä: PS-kustannus, 180-190.

van San, M., Sieckelinck, S. & de Winter, M. 2013. Ideals adrift: an educational approach to radicalization. Ethics and Education, 8 (3), 276-289. Article from Taylor & Francis Online. Accessed 10 November 2016. <http://www.tandfonline.com>

Sisäministeriö. 2016a. Kansallinen väkivaltaisen radikalisoitumisen ja ekstremismin ennalta ehkäisyn toimenpideohjelma. Helsinki: Sisäministeriö. Accessed 26 September 2016. [https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/74921/Toimenpideohjelma\\_final.pdf?sequence=1](https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/74921/Toimenpideohjelma_final.pdf?sequence=1)

Sisäministeriö. 2016b. Väkivaltaisen ekstremismin tilannekatsaus 1/2016: Teematilannekatsaus: Väkivaltaiseen ekstremismiin liittyvät rikokset 2015. Helsinki: Sisäministeriö. <http://www.intermin.fi/julkaisu/232016?docID=69180>

Sund, P. 2009. Behavioral Threat Management: Prevention of Severe Targeted Violence in Educational Institutions. MSc. Security Competence. Laurea University of Applied Sciences. Accessed 7 January 2017. <http://www.theseus.fi/handle/10024/5925>

Teider, H. 2016. KSML: Poliisi alkaa kouluttaa opettajia tunnistamaan radikalisoituneita nuoria. Accessed 20 December 2016. <http://yle.fi/uutiset/3-9304008>

Tikkanen, T. 2016. Stoppi väkivaltaisille teoille ja sanoille. Opettaja 4/2016, 26 February 2016.

UNESCO. 2016. A teacher's guide on the prevention of violent extremism. Accessed 22 December 2016. <http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>

University X Publication. 2015. Accessed 11 January 2017.

University X Publication. 2016. Accessed 11 January 2017.

University X website. 2015a. Accessed 11 January 2017.

University X website. 2015b. Accessed 11 January 2017.

University X website. 2016. Turvallisuus. Accessed 11 January 2017.

University X website. No date.a. Accessed 22 September 2016.

University X website. No date.b. Accessed 22 September 2016.

University X website. No date.c. Accessed 22 September 2016.

Yin, R.K. 2015. Case Study Research: Design and Methods. 5th edition. Los Angeles: SAGE Publications, Inc.

Youth Justice Board for England and Wales. 2012. Preventing religious radicalisation and violent extremism: A systematic review of the research evidence. Accessed 21 December 2016. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/396030/preventing-violent-extremism-systematic-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396030/preventing-violent-extremism-systematic-review.pdf)

## Figures

Figure 1: Risk matrix (Davies 2015) .....	9
Figure 2: Risk assessment (adapted from Purdy 2010) .....	10
Figure 3: Risk management process according to ISO 31000 standard (Purdy 2010) .....	30

## Appendices

Appendix 1: Semi-structured interview questions .....	39
---	----

## Appendix 1: Semi-structured interview questions

1. Can you describe your educational background, position and career in university X?
2. According to university X's websites the university's operations are risk-based. Can you describe what that means?
3. Does university X have a defined operating model for risk-based operations and risk-based assessment?
4. How is risk-based assessment carried out in university X?
5. How often is the risk-based operating model reviewed or updated?
6. Are university X's personnel provided with instructions on how risk-based operations and assessment are carried out? How about students?
7. University X's websites have instructions on observing violent and threatening behaviour as well as how to inform about these threats. Are the channels created for informing about these threats used effectively?
8. Have the notifications included concerns of signs related to radicalisation, such as sudden adoption of a new ideology, social exclusion, or threatening thoughts or actions towards a certain group of people?
9. Has there been discussion on the possible threat of radicalisation and violent extremism occurring in university X?
10. Has there been educational sessions organised for teachers, other staff or students on how to identify signs of radicalisation and violent extremism?
11. How do you see the threat of radicalisation and violent extremism in university X?
12. Do you see that university X has sufficient ways and means to prevent these threats, or do you think that for example risk-based operations and assessment could be steered more towards prevention of these threats also?