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Security of the premises of Laurea University of applied sciences in the Metropolitan area in Finland - RAVET project

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2016 Leppävaara

Laurea University of Applied Sciences
Leppävaara

Security of the premises of Laurea University of applied sciences in the Metropolitan area in Finland - RAVET project

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Degree Programme in Security
Management
Bachelor's Thesis
November, 2016

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Year	2016	Pages	37
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This thesis was written as part of the studies in the Degree Programme in Security management in Laurea Leppävaara in Espoo. The thesis researched one of the areas in RAVET-project, premises' security. The RAVET-project is funded by the Ministry of Interior. The project concerns several areas of security in Universities and Universities of Applied Sciences. The aim of the project is to create a preventive model for radicalization and violent extremism in universities and universities of applied sciences.

The goal of this thesis was to create a clear overall picture of the current security situation in Laurea. This includes the question of whether the classrooms, cloud service and email provided for the students by Laurea are used following Laurea's values and guidelines. Laurea as an institution wants to ensure that it is not encouraging or supporting radicalization by providing facilities that are used incorrectly.

The research was executed by creating a structured survey for students. The survey reached the students of Leppävaara, Otaniemi and Tikkurila campuses by using email distribution lists. The number of respondents was 343. To approach this issue from a different point of view, one building superintendent from each campus participated in an interview which was conducted individually.

The literature review of this thesis was limited and it indicates the need for future research and the RAVET-project. Radicalization and violent extremism *have* been researched in Finland before but the aspect of school environment has been remote. This research's results showed the importance of preparedness, communication and an appropriate training program. The provides some recommendations for the future research.

Keywords radicalization, violent extremism, school security, physical security, RAVET, preparedness

Muurinen, Nenna

**Toimitilojen turvallisuus Laurea-ammattikorkeakoulun metropolialueen toimipisteissä-
RAVET-projekti**

Vuosi 2016

Sivumäärä 37

Tämä opinnäytetyö kirjoitettiin osana englanninkielistä turvallisuusalan koulutusohjelmaa Laurea Leppävaarassa Espoossa. Tämä opinnäytetyö tutki yhtä RAVET-projektin osa-alueita, toimitilojen turvallisuutta. RAVET-projekti on Sisäministeriön rahoittama. Se käsittelee korkeakoulujen turvallisuuden eri osa-alueita. Projektin tarkoituksena on luoda radikalisaation ja väkivaltaisen ekstremismin torjuntamalli korkeakouluille.

Opinnäytetyön tavoite oli luoda selkeä yleiskuva Laurean tämänhetkisestä turvallisuustilanteesta radikalisaation ja väkivaltaisen ekstremismin näkökulmasta. Tämä sisältää myös kysymyksen siitä, käytetäänkö Laurean tarjoamia luokkahuoneita, pilvipalveluita ja sähköpostia sen arvojen mukaisesti. Laurea haluaa osaltaan varmistaa, ettei se tue tai rohkaise radikalisaatiota tarjoamalla palveluita joita käytetään väärin.

Tutkimus suoritettiin luomalla strukturoitu kysely opiskelijoille. Kysely tavoitti kaikki Leppävaaran, Otaniemen ja Tikkurilan toimipisteiden opiskelijat sähköpostin jakelulistojen avulla. Kyselyyn vastaajien lukumäärä oli 343. Näiden tulosten täydentämiseksi jokaisesta toimipisteestä yksi korkeakouluisäntä osallistui haastatteluun, joka tehtiin yksilöllisesti.

Opinnäytetyöhön liittyvä kirjallisuuskatsaus jäi suppeaksi, joka osaltaan todistaa tulevan tutkimustyön ja RAVET-projektin tärkeyden. Radikalisaatiota ja väkivaltaista ekstremismiä on tutkittu Suomessa, mutta kouluympäristön huomioonottaminen on vähäistä. Tämän tutkimuksen tulokset osoittivat valmiuden, viestinnän ja asianmukaisen koulutuksen tärkeyden. Tutkimus onnistui myös osoittamaan joitakin suosituksia jatkotutkimuksiin.

Keywords radicalization, violent extremism, school security, physical security, RAVET, preparedness

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Abbreviations:

RAVET: The model of preventive actions towards radicalization and violent extremism in Universities and Universities of Applied Sciences. In Finnish: RAdikalisaation ja Väkivaltaisen Ekstremismin Torjuntamalli Korkeakouluille.

1 Introduction

This thesis is made as part of the RAVET-project that researches the forms and signs of radicalization and violent extremism in Universities and Universities of Applied Sciences. The Ministry of Interior is in the process of making a draft of the national model of preventive actions against radicalization and extremism and funded the project. The goal of this study is to provide the Ministry of Interior with information about the current situation and threats to use as a baseline for the model.

The aim of this thesis is to find out about the security of the premises of Laurea University of applied sciences from the radicalization and violent extremism point of view. The Federal Bureau of Investigation (2016, 16), defines radicalization “the process by which individuals come to believe that engagement in or facilitation of nonstate violence to achieve social and political change is necessary and justified.” Radicalization in this thesis is means any kind of behavior that’s favoring radical and drastically anarchistic ideals or political, economic or social reforms. As defined by the Australian government (2016), violent extremism means “the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and communal violence.”

The research concerned three campuses in the Metropolitan area of Finland. The Metropolitan area consists of the cities of Helsinki, Espoo, Vantaa and Kauniainen, as stated by BaltCICA (2016). The key interests are the level of security in the school buildings, supervision of classrooms usage and how these might differ in campuses located in Otaniemi, Tikkurila or Leppävaara. The main focus of the usage of school premises is that there wouldn’t be any unwanted use that does not follow Laurea’s values. This research only concerns the security of the premises when the school is open for the public and students who are working at the school. It also focuses on the feeling of safety in Laurea and what can be done to improve it. By focusing on this it is possible to learn about the current state of security, responsibility and safety in Laurea.

To reach the aims of the research, one central research question was formed: “Are the premises of Laurea University of Applied Sciences safe from the radicalization and extremism point of view?” Two sub questions were formed during the research process: “How have radicalization and extremism been taken into account from the security aspect in Laurea?” and “What should be done in the future to raise the level of preparedness?”

School violence has changed over the years, but it has still always existed. Earlier the forms of violence and disruption in schools were not as drastic as nowadays and it was more about challenging the authorities and not behaving appropriately. Then came bullying and vandalism and in today's school world drugs, thefts, fighting and even shootings are adding more to the risk. (Phaneuf, S. W. 2009, 5.) In the U.S schools are using "school-based security guards or police officers, metal detectors, surveillance cameras, locker searches" (Phaneuf, S. W 2009, 65). In Finnish schools people barely see guards or metal detectors, but camera surveillance and access control are widely used measures to increase the level of security.

In January 2016 the U.S based Federal Bureau of Investigation (2016) has published guidelines on how to prevent violent extremism in schools. Violent extremism has many forms such as terrorist groups or domestic extremist groups. With social media sharing extreme ideals is easier than ever before, and getting in touch with other extremists is rather effortless.

During the research process it became clear that the topic of radicalization and violent extremism has not been researched a lot in Finland. Most of the material used in this study was written by American researchers. The problematic part is that Finland and the United States of America are drastically different when it comes to culture, legislation or the country's status regarding economy, influence or participation in wars. The gun laws of the USA are already making it inevitable for the USA to prepare for incidents using means that are not suitable for Finland to use, such as armed guards and metal detector gates in educational institutes.

According to the Ministry of Interior in Finland (2016), threat of a terrorist attack has increased within the past few years. The threat level was officially announced to have increased in 2014, and again in 2015. It has been found that extreme Islamic groups and radicalized individuals are at a higher risk to take action. Attacks without support from any organization or other people are more likely to happen than terrorist attacks that are being planned, supported and supervised from somewhere else.

Concerning violence in schools, there are not a lot of reliable statistics from Finnish schools and educational institutions, as Youth Researcher Tomi Kiilakoski mentions in his interview for Suomen Kuvalehti (2010). Terms such as school violence together with violent extremism and radicalization are rather new and for an unknown reason incidents related to these topics have not been efficiently reported in the past. There is not an official report to be found. What Tomi Kiilakoski states in the interview is that most of the violence young people are experiencing comes either from home or from school.

2 Theoretical framework and key concepts

The purpose of this chapter is to clarify theoretical framework and define key concepts that the project and thesis are based on. There are many various areas in the security of premises but this thesis concentrates on the areas that are valid and related to the times when the school is open and students are in school working on their courses and projects, which leads to the fact that some aspects of physical safety, such as lighting, the school yard and its fences and alarm systems, are not relevant in this thesis.

The threats that an educational institution might be facing can be categorized into two main categories by the person who is causing the threat: is the person, or group of people, an insider or outsider? Outsiders are people who are not involved in the education or the working life in a certain school. They are people from the outside, which are using the school to accomplish their own goals or channel their anger. This research is focused on the insiders, the people who are either studying or working in the school. (Fennelly & Perry 2014, 40.)

2.1 Laurea as an institute and its values

When doing research about the premises' safety, one of the main scales next to the legislation, that is used for judging whether something is appropriate or not are the values and profile of Laurea. In 2015 Laurea had 7800 students from which 7000 were studying in a bachelor's programme. The number of personnel was 550 which means that there are 14 students per one staff member. The facts and figures- brochure does not categorize whether the staff members are teachers, superintendents or chefs so the teacher-student ratio is left unclear. Laurea has seven campuses in Finland and all of them are located in Uusimaa (Southern Finland) and this thesis is focused on three of them - Laurea Leppävaara, Otaniemi and Tikkurila.

The values of Laurea as presented in their brochure from 2015 are sense of community, social responsibility and creativity. These values are guiding Laurea's operation and supporting its brand promise, "Together we are stronger." (Laurea 2015.)

2.2 School as a physical place

School is a public place although it is not as easy to define as a shopping mall or a beach. Schools have been built in a way that teaching big groups of students is possible while a small group of teachers are supervising them. Almost all of the space in schools is public, including the hallways and the classrooms. The teachers' office's access is restricted and students cannot enter the room without a teacher or permission. (Kiilakoski 2012, 37.)

Public order act (Finlex 2003) defines a public place in the following way:

“1) a public place means:

- a) a road, street, pavement, market square, park, beach, sports field, water area, cemetery or similar area that can be used by the public;
 - b) a building, public service vehicle or similar, such as government office or other office, public transport station, shopping centre, business premises, or a restaurant which is in public use either for the duration of a particular event or otherwise;
- 2) a built-up area means a densely built up area as indicated by the relevant traffic sign”

Schools are following the legislation according to the Public order act and all the people entering the building are expected to follow the legislation too.

”The Handbook for School Safety and Security”, written by two American authors (Fennelly & Perry 2014), brings up an interesting question; “Are educational institutions soft targets?” By soft target the book means premises and facilities where the level of security is lower, often because the risk of something happening is smaller and these premises are used for education, entertainment or culture. On the other end of the scale there are “hard targets”, such as military bases that require broad security and surveillance systems. The book states that terrorists are searching for soft targets because that way the likelihood of a successful attack increases.

2.3 Forms of radicalization and violent extremism in educational institutions

Radicalization and violent extremism in schools has different forms and in this chapter those are presented. There are lighter forms but also cases which have led to shootings or otherwise fatal injuries. One of the best known cases happened in 1999 in Colorado in Columbine High School, where two of the school’s students killed 12 other students and a teacher and wounded 24. This started a process that is similar to the RAVET project- how to pay enough attention to the warning signs to prevent violence. In the Columbine High School case one of the attackers was clearly showing warning signs by visiting web pages containing information about bombs and how to make them, and other violent threats, but these signs were left unnoticed. (Fennelly & Perry 2014, 15.)

Violent extremism is divided into different groups. International terrorism is a form of violent extremism where a terrorist organization is trying to plan or conduct violent activities in a certain country or towards a group of people defined by factors such as ethnicity, religion or gender. From the terrorist organizations, ISIS is well known for threatening the safety of youth by recruiting them. Another form is domestic violent extremism “defined as individuals

or groups attempting to advance social or political beliefs through force or violence and in violation of federal law” (Federal Bureau of Investigations 2016, 3-5).

A lighter form of radicalization and extremism can include arranging meetings and gatherings for groups of people outside of the lectures, the problem being if those meetings’ topics are not following Laurea’s values. This research tries to answer the question that: if the building superintendents know what the classrooms are used for, is it their responsibility to supervise that? Nowadays students also gain access to the cloud service of the school and it is theoretically possible to save any kind of files in there making it extremely difficult to supervise how students use the cloud service.

Social media and the internet are complicating the environment as it is relatively easy to access all kind of information in different forums on the internet and also share it with other people with the same interests. For extremist organizations recruiting new people via the internet is an effective channel. They can stay anonymous and target their propaganda to vulnerable young adults, and according to Federal Bureau of Investigation (2016, 11), “the need for connectivity, acceptance, or sense of belonging can drive their overall needs, online activities, and their social sphere of influence.” Internet-based propaganda seems to be more accessible and its purpose is to glorify the extremist lifestyle. Some extremist organizations even have online magazines that aim to motivate the subscribers and encourage them to act. The magazines contain information about the organization, their locations, possible targets or projects and they may even include information about home-made bombs. (Federal Bureau of Investigations 2016, 13-14.)

2.4 Concerning behaviours

One of the purposes of the RAVET-project is to provide teachers with special courses and education about how to prevent radical and extreme actions by students. The key factor in preventive actions is to notice the warning signs that a student is sending (most of the times without knowing). Previous researchers have made some core findings that have applied to many of the radical or extreme actions of students. They noticed that in most of the incidents, the attacker told someone about their plans and they were behaving in a way which, at least later on, concerned the other students. In many cases other students were also involved in or had knowledge about the attack. The following table lists some of the behavioral changes that should cause concern. (Fennelly & Perry 2014, 43-44.)

. Changes in quality of work	. Appears disoriented
. Significant change in mood	. Depressed or lethargic mood

. Inappropriate outbursts	. Hyperactivity or very rapid speech
. Bizarre verbal or written statements	. Verbal or written references to suicide
. Inappropriate use of violent themes	. Isolation from friends, family of classmates
. Persistent unwanted contact	. Prepares for death by making a will or final arrangements
. Feelings of hopelessness or helplessness	. Gives away personal belongings and prized possessions
. Trouble sleeping / eating	

Table 1: Behavioral symptoms (Fennelly & Perry 2014, 45).

2.5 Preventing violent extremism and radicalization

When assessing the risks of violent behavior, the attitudes and beliefs play an important role. Sometimes the probability of violent situations can be overlooked, because many people see them as something that happens very unexpectedly and therefore they believe those situations cannot be prevented. It may seem this way to a person who has not studied the topic, but after an incident teachers and students have sometimes admitted that they were indeed concerned about the behavior of the attacker early on. Some teachers tend to think that if they do their job well, the risk of violent behavior will be non-existent, and on the other hand, if they face a threatening situation they might feel a lot of guilt. The victims of violence might have a long period of time in their lives where they evaluate their own behavior in a violent attack situation and blame themselves for not being able to act differently to prevent the situation from happening.

There are schools and communities where some controversial beliefs are still affecting the violent or threatening situations. Some teachers or schools believe in strict discipline. It has been shown that this method doesn't always work as hoped, as it might provoke the aggressive student. The teacher's behavior might have a great impact on the student's behavior, which is why the teacher should focus on staying functioning and taking care of the other student's safety. (Lindfors 2012, 223-224.)

The Federal Bureau of Investigation (2016) has published a document called "Preventing violent extremism in schools" in January 2016. It's mainly targeted to the teachers and focuses on the importance of their responsibilities to supervise, notice changes and offer help. The document states: "Schools should remain a healthy environment for learning, personal growth, physical and cognitive development, and not be infused with extremist or hateful rhetoric."

As stated by Heljaste, et al. (2008, 24), despite the best risk management and security and safety measures, the risk that something happens will always exist. It's impossible to make the environment completely safe, especially when the biggest factor is people. Human behavior is sometimes unexpected and therefore observing and analyzing possible risk behavior in students is difficult and challenging to foresee. On the other hand the school personnel might be well trained and their level of knowledge and skills might be excellent, but people experiencing a stress reaction due to a threatening situation are still following their instincts to some extent.

3 Research method

This research was conducted using an opinion based research method. In this method the main focus is on surveys or questionnaires and focus groups. The University of Reading (2012) states that opinion based methods enable the gathering of a large volume of information through surveys, which is efficient but problematic in a way that recruiting participants can be difficult. The answers might be affected by the presence of the researcher, which is why an anonymous survey might result in more honest answers. However, as Shuttleworth (2008) wrote in his article for Explorable, it is "an effective way of quantifying data from a sample group, and testing emotions or preferences. This method is very cheap and easy, where budget is a problem, and gives an element of scale to opinion and emotion." In this study the students answered a structured survey of 13 multiple choice questions about school security and safety. The survey was answered by 343 students which is 6,13 % of the students in Laurea Leppävaara, Otaniemi and Tikkurila. The survey was used to ask students of their opinions and experiences.

Focus groups, as discussed by University of Reading (2012), are usually formed by 5-10 people. Focus groups are used to stimulate conversation and gauge views on a particular topic. These discussions are often recorded. The focus group in this thesis was the building superintendents that were interviewed. The interviews with the building superintendents deepened the knowledge and gave a different point of view. The results of the interviews revealed the similarities and differences between the campuses. Altogether three building superintendents participated and shared their knowledge and opinions. They also mentioned areas that they feel should be improved upon.

3.1 Research question

The purpose of the research questions in this case is first to find out what the security of the premises actually contains and what kind of aspects and sectors it has. The central research question is:

“Are the premises of Laurea University of Applied Sciences safe from the radicalization and extremism point of view?”

The sub questions are:

“How have radicalization and extremism been taken into account from the security aspect in Laurea?”

“What should be done in the future to raise the level of preparedness?”

3.2 Data collection methods

To conduct opinion based research, two data collection methods were chosen. These methods are presented in this chapter. In the beginning of May 2016 the survey questions were drafted and the Google Forms survey was created. After this the survey was sent to RAVET-project’s leader and after his approval the author applied for a permission from Laurea to send the survey to students. While waiting for the permission, the interview form was created. The idea was to ask for their opinions and thoughts and focus more on physical security. The idea was to take a different approach to the research questions. On the 25th of May 2016, the survey was sent forward. The interviews were held during May.

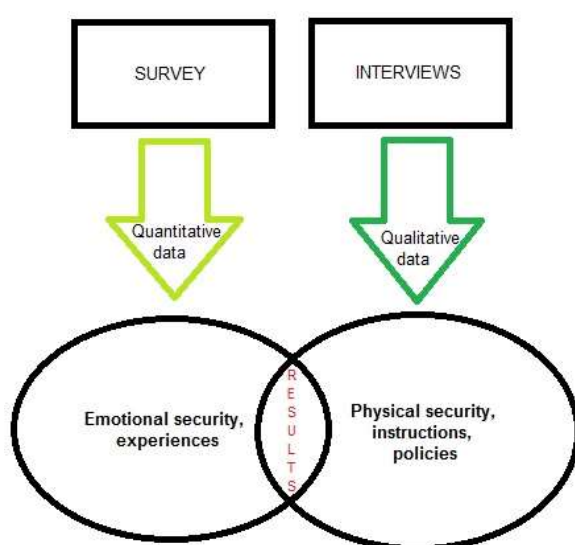


Figure 1: Research process

3.2.1 Structured survey for students

The “schools security survey”, as it was called, was designed for the students. The survey was made using Google Forms. At first the idea was to visit the campuses and print the surveys on paper, separately visit classes and ask them to fill in the survey. It became clear quite soon that this method would take a lot of time and resources and after all it probably wouldn’t reach as many people as an email version would. Therefore a separate role email address was

created and through the email it was possible to send the survey to all of the Laurea students in Tikkurila, Leppävaara and Otaniemi. The total number of students in these three campuses is 5600 and division by each campus is as follows: Leppävaara 2431, Tikkurila 1915 and Otaniemi 1254. These are the current numbers, provided by the Student Affairs Office in Leppävaara in September 2016.

The meaning of the survey was to find out how the students feel about security and safety in Laurea campuses, what are their habits concerning the classroom usage and whether they have experienced any threatening situations. They were also asked if they knew where to find the superintendents and the likelihood of them reporting any concerning issues. All of the original questions are presented in the results as well as in appendix 1.

The first question concerned the feeling of safety in school to give an indication of the overall atmosphere in school. The students were asked to answer the question using a scale of 1 to 5 in order to receive numerical data, 1 being not safe at all and 5 being extremely safe. This question referred to emotional safety, which is a subjective concept and cannot determine whether the reality is fully in line with the answers. However, if students feel safe at school, it likely reflects the atmosphere in the campus area and allows the students to focus on their studies instead of feeling threatened or at risk.

The second and third questions concerned physical security and asked the students their opinion on the level of physical security and areas of improvement. The students spend hours at school every week and they make observations that might otherwise be left unheard, which is why these questions were asked. Question 3 was one of the easiest questions and it was asked in order to know how acute the need of improvements would be in the students' opinion.

Questions 4 and 5 asked the students of their experiences concerning violent behavior and how they would rate the risk of radicalization or violent extremism in Laurea. In the 5th question they were asked to use a scale of 1 to 5 again, meaning 1= non-existent and 5= likely.

Questions 6 to 9 were concerning the facilities and the way facilities are used in Laurea. Laurea offers email and cloud services to students as well as classrooms for meetings and school work. These questions were asked to find out how often the students use said services and for what purposes. One of the interests was to find out if the school's cloud service or email is used for something that is against Laurea's values. This topic was difficult to cover, because there aren't any ways to find out what students are using these tools for. Question six was asked to give an idea of the amounts of students who are using school email or cloud

service for something other than school work, but there's always a possibility that the results are not accurate. From the students who are using it for something else, most of them are very likely still only using it for something that follows Laurea's values, such as work related communication.

Question 10 asked if the students knew where to find the building superintendent. This information is important in order to know how well students know the school building and if they can find their way to the building superintendents' office. This question is in close relation to question 11 which asks if students feel comfortable to inform a teacher or a building superintendent if they have noticed anything that concerns them.

The last questions, 12 and 13, were identifying questions to determine the gender of the participants and the campus they are studying at.

3.2.2 Semi-structured interviews

The second method was to conduct a semi-structured interview for the building superintendents of the different campuses in the Metropolitan area. The building superintendents were asked by email if they were willing to talk about their experiences concerning school security. The email was sent to the common email address of each campus' superintendents, and one superintendent of each campus committed themselves to this project. To ensure anonymity they are not mentioned in this study by name.

The interviews of the building superintendents are an important part of the research, because they often work closely with Laurea's security manager as well as with the students. They have an overall view of the current atmosphere and hear and see a lot of things. They are also responsible of the classroom reservations and access control of the classrooms. They have access to the camera surveillance system.

In the interview the building superintendents were visited at their own campus. They had a meeting room booked for the interview, and the interviews were recorded to ensure the accessibility of the information later and to minimize the risk of misinterpretation. The records are held by the author on a flash drive. The interview included open questions that were created to lead the interview, but to also leave space for conversation. The questions used in the interview are presented in Appendix 2.

4 Results

In this chapter the results of the survey and the interviews will be presented. The survey produced a lot of useful data which can also be found in a table format and can therefore be used later. By using an appropriate program, for example Microsoft Excel, it's possible to use the data for creating different charts and, for example, only view the results of a certain campus or gender. The interviews with the building superintendents provided a good general view of the current situation and a different point of view to the research. With these two methods it was possible to gain information from two varying perspectives which will help to form a solid overall picture.

4.1 School security survey

The survey was answered by 343 students. It was sent to the students on the 25th of May in 2016 by email and there was no said schedule for submitting the answers. As expected, most of the submissions happened during the first two weeks. After that the amount slowly decreased until the end of August, when the gathered data was saved. The number of students in all of the three campuses is 5600. The research population of 343 is then 6,13 % of the total amount of students.

The results are presented using charts formed by Google Forms. The program automatically generates pie charts based on the answers. However the answers can also be viewed in an Excel-sheet. After each chart there's a paragraph which explains why a certain question was asked and another paragraph which discusses the findings of the answers.

Question 1: On a scale of 1 to 5, how safe do you feel at school? (1= not at all, 2= not very safe, 3= manageable, 4= safe, 5= extremely safe)



Figure 2: Results of question no.1

The first question concerned the feeling of safety in school. The majority of students answered either number four or five, which indicates that they feel safe at school. There are still 13 students who feel that the safety environment at school is only manageable, and two students don't feel like the school is a very safe place.

Question 2: Of the following areas of physical security, which one do you think the school has to improve the most?

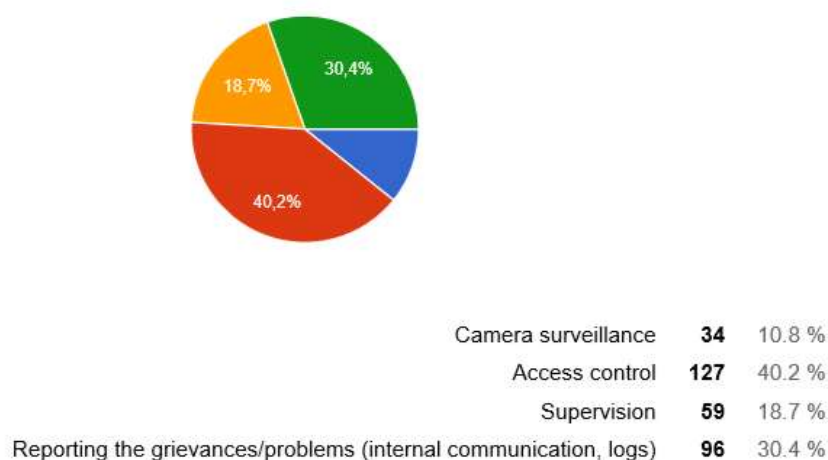


Figure 3: Results of question no. 2

Question number two asked the students' opinion of some of the areas of physical security that are relevant in the school environment. These are camera surveillance, access control, supervision and reporting system. 40,2% of the students thought that the school should improve access control. 30,4 % of the students thought the reporting system should be improved. Supervision was seen as an area of development by 18,7 % of the students.

Question 3: Do you think the level of physical security in Laurea is satisfactory?



Figure 4: Results of question no. 3

The results show that 85,6% of the students are satisfied with the level of physical security in school and 14,4 % think that some improvements could be made.

Question 4: Have you ever seen/experienced a case of violent behavior at school? How many times?



Figure 5: Results of question no. 4

The fourth question concerned violent behavior at school. Most of the students, 94,1 % have never experienced violent behavior at school. This result was expected and in correlation with the first question about feeling safe. The number of students who have experienced one or two cases of violent behavior (17) at school was close to the number of students who are not feeling as safe as the majority (13).

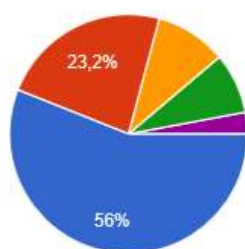
Question 5: On a scale of 1 to 5, how likely do you think the risk of radicalization or violent extremism is in Laurea? (1= non-existent, 2= very unlikely, 3= unlikely, 4= moderate, 5= likely)



Figure 6: Results of question no. 5

This question concerned the risk of radicalization or violent extremism in Laurea. While viewing the results of this question, it should be kept in mind that the answers are subjective and based on students' own experiences and feelings. The results show that most of the students, over 90% or them, feel that the risk is low. Only 17 students think that there is a moderate chance of radicalization or violent extremism. One student thinks it is likely.

Question 6: Are you using school email or cloud service for something else than school work? How often?

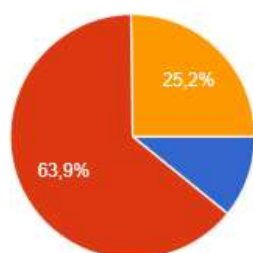


Never	191	56 %
A few times a year	79	23.2 %
Monthly	33	9.7 %
Weekly	28	8.2 %
Daily	10	2.9 %

Figure 7: Results of question no. 6

What is known after this research is that roughly half of the students are using said facilities for things other than school as well, but the regularity changes. 23,2% admit using email and cloud service for something else a few times a year, 9,7% monthly, 8,2% weekly and 2,9% daily. 56% of the participants only use these facilities for school work.

Question 7: Do you use the classrooms that are available for doing school work or for group meetings?

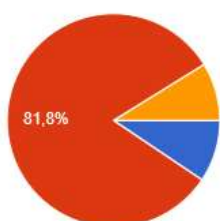


Never	37	10.9 %
I've done it sometimes	218	63.9 %
Often	86	25.2 %

Figure 8: Results of question no. 7

According to the results this practice is very popular amongst students, since only 10,9 % of them told they never use the classrooms. More than one fourth, 25,2%, is using them often.

Question 8: Have you ever used the school premises for something other than school related work or meetings or have you seen someone else doing so?

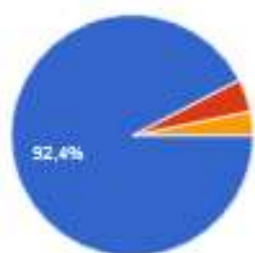


Yes, I've done so	32	9.4 %
No	279	81.8 %
Yes, I've seen someone else doing so	30	8.8 %

Figure 9: Results of question no. 8

To this question 81,8 % of the students have answered that they do not use the school premises for anything else than school work. The number of people who have done so, 9,4%, or seen someone doing so, 8,8%, is quite even.

Question 9: Have you ever seen any kind of material (stickers, posters, flyers) on the school's message boards or attached to the walls, doors or windows, that you think are against Laurea's values or otherwise inappropriate?

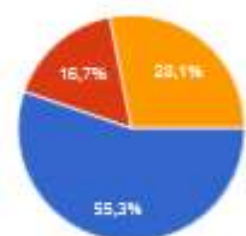


No	315	92.4 %
Yes, once	15	4.4 %
Yes, more than once	11	3.2 %

Figure 10: Results of question no. 9

The results show that 92,4 % of students have never seen any of these in the campus area. Yet altogether 26 students have seen them at some point.

Question 10: Do you know where to find/how to reach your campus' building superintendent?



Yes	189	55.3 %
No	57	16.7 %
I'm not sure	96	28.1 %

Figure 11: Results of question no. 10

The results show that almost one third of the students, 28,1 %, are not sure where to find the superintendents and 16,7 % don't know where to find them. The results are concerning. It means that only about half of the students know where to go if they need help from the superintendents.

Question 11: If you were to notice any kind of concerning behavior (of a student), inappropriate material or activity in your school or something else that concerns you, would you feel comfortable to inform a building superintendent or a teacher?

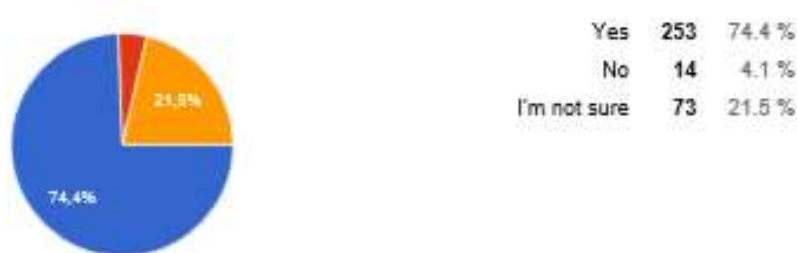


Figure 12: Results of question no. 11

Question 11 asked how comfortable the students would feel about reporting something that concerns them. Most of the students would feel comfortable to discuss these topics with someone, but 21,5 % are not sure. This might be related to question number 10, since the amount of people who did not know where to find the superintendents is quite close to those who answered “I’m not sure” to this question.

Question 12: Which campus are you studying at?



Figure 13: Results of question no. 12

The 12th question was simply for asking which campus the students are studying at. Slightly more than half of the respondents were studying at Leppävaara campus. The reason why the students from Leppävaara seemed to be more interested in this survey is probably the fact that Leppävaara has the most students, 2431, which makes it 43% of the sample group.

Question 13: Gender?



Figure 14: Results of question no. 13

The last question was about the gender of the respondent. The vast majority were women and only 35,7% were men. This could be explained in a few different ways. It's possible that women are more aware of the rather recent discussion about radicalization and violent extremism. They might also feel more vulnerable than men and therefore feel that it's important to discuss the topic. It's also possible that the majority of students in Laurea are women.

4.2 Building superintendent interviews

In this chapter the results of the interviews of the building superintendents will be presented and discussed. The interviews were semi-structured which lead to conversations that covered all of the questions and varying other topics. The interviews gave information that otherwise would not have been reached and provided a deeper understanding of the topics. All of the building superintendents perceived the current security situation in Laurea as good because of the low level of threatening situations. They all agreed that the level of preparedness should be higher. The new risks that radicalization and violent extremism create should be assessed in order to provide the staff members with guidelines for different scenarios. The issues and topics that resulted from the interviews are presented by dividing them into areas by the topic. The interviewees are not mentioned by name to ensure anonymity.

4.2.1 Classroom reservations

All three of the building superintendents expressed the same opinions about classroom reservations. The system works in a similar way in each campus. Students can reserve classrooms through Asio, a reservation program. It can be found from the Laurea webpage after signing in. The student who makes the reservation will do it by their name which will stay in the system. The building superintendents have keys to the classrooms and will open them to the person who reserved the space. In Tikkurila they have guidelines regarding the spaces and timeframes. They are only allowed to let students in certain classrooms at a certain time and for example laboratories are not available for use without supervision of teachers. The building superintendents of Otaniemi and Leppävaara both mentioned that there will be changes in the system within the next year. It might be possible that in Leppävaara the doors of computer classrooms will be open in the future and students can freely use them.

In Leppävaara it is also possible for outside groups to reserve a meeting room after school hours. When making a reservation, the groups are expected to mention the nature of the meeting. Religious and political meetings are generally not approved.

4.2.2 Cloud service and e-mail

The building superintendents all agreed that the cloud service and e-mail are difficult to supervise without violating someone's privacy. It was known that the information technology department of Laurea has given regulations for the staff members and students on how to use the services. The regulations define what they can be used for and what kind of information can be stored there. The IT user rules say the following: "Releasing and sharing of illegitimate material is strictly forbidden" and "Private use is allowed in minor volume. Minor volume private use is for example: email conversations and use of network services. However the private use must not: Hamper the use of the service or conflict with the rules and regulations of the service." (Laurea IT management 2013)

4.2.3 Camera surveillance

All of the campuses have working camera surveillance systems and recorders. According to the building superintendent of Tikkurila, the campus has been provided with more cameras in 2015. In Otaniemi and Leppävaara a better camera surveillance system is underway. A shared recorder might be placed in Tikkurila campus in the future. They all are pleased with the current system and mention the importance of the camera surveillance. The building superintendent in Leppävaara mentioned that the recorder resets approximately once a week, which is a relatively short time if for example an incident has happened several weeks ago.

In Tikkurila a case of spreading inappropriate propaganda has been solved with the help of the camera surveillance system.

4.2.4 Access control

According to the interviewees, access control in the school is very difficult. During the opening times of the school anyone can enter the building and have the right to be there. There is no legitimate way of controlling the people entering the building. This has turned out to be a problem especially in Tikkurila because of the location of the campus. The Tikkurila train station is only a few hundred meters away from the school building. This attracts unwanted movement nearby or inside the school. The problem can be minimized by monitoring the people entering the building. In Tikkurila and Otaniemi the building superintendent's office is located next to the main entrance which allows them to see the people passing by.

4.2.5 Outsiders

In some cases people who are not students of Laurea have caused problems in the campus areas. This problem mostly occurs in Tikkurila, where they have had intoxicated people entering the building. A part of the problem is also people who are leaving their belongings, such as sports bags, in the lobby for the whole day and come back in the evening to retrieve them. These are usually people who are using the train station and do not want to pay wardrobe or storage fees. Once the staff members noticed nationalistic propaganda stickers in the school, and later on the cameras revealed the perpetrator to be an outsider.

In Leppävaara some outsiders have come to the campus to look for someone. In these cases the reason has been a break-up or jealousy. In one case a student of another University of Applied Sciences had entered the school several times and acted in a way that made the female students uncomfortable.

4.2.6 Threatening situations

In none of the campuses have a lot of threatening situations occurred. The building superintendents mentioned only a few each. Most of the situations have been caused by an outsider. The building superintendent of Leppävaara remembers a couple of cases where a student has been permanently expelled, once because the student was showing signs of radicalization. In Otaniemi the building superintendent has once reported a student who was continuously frightening one of the teachers.

4.2.7 Instructions for staff members and students

According to the interviews, all three campuses were lacking proper instructions and guidelines. The classroom reservation procedure was evidently very clear to all of the building superintendents but they were hoping for more information on how to handle threatening situations. In Otaniemi and Leppävaara both of the building superintendents thought that amongst the staff members there is a lot of uncertainty regarding handling situations related to radicalization and violent extremism. All of them said that this matter has not been discussed within the staff yet. They especially asked for clear, step-by-step instructions for all staff members including teachers. Leppävaara's building superintendent has an impression that the teachers feel highly responsible for the students and want to be able to recognize any concerning signs. The teachers have not received any training yet, which makes it problematic for them to objectively evaluate whether something is concerning or not. As the building superintendent mentioned, some of the teachers are suspicious and almost reserved, whereas some other teachers have a high tolerance.

All the interviewees found Laurea's security manager to be the person in charge of the development of the regulations, guidelines and training.

4.2.8 Communication

One of the main topics in all the interviews was communication. Staffs internal communication and communication with the students were both discussed. The general opinion was that the topic is very sensitive and therefore the staff members feel uncomfortable talking about it. Two of the building superintendents mentioned their concerns about open discussion with the students. The main concern was that students would start feeling scared, restless or worried if the conversation about radicalization and violent extremism is very open and transparent. They felt that these issues should be discussed with staff members and let the students focus on their studies.

At the same time all of the building superintendents wished that it would be easy for the students to communicate with them and other staff members. Right now in Tikkurila the communication is on a good level when it comes to reporting problems, but in Otaniemi it's the opposite. The building superintendent feels like it's maybe difficult for the students to come and talk. They expressed their ideas of possible improvements that could be done. It became clear that it would be to everyone's advantage to be able to communicate effectively both ways.

The building superintendents also mentioned the reporting form on the Laurea Link page for any observations and problems that should be taken into consideration. They told that the staff uses it often for quick reporting. The link to the students' reporting form does not work.

5 Discussion

The results from the first question in the survey one were expected and in line with building superintendents' interview results. According to the result of this question we can assume that students feel safe while they are at school. With some improvements the amount of students who did not feel very safe at school can very likely be decreased.

From the physical security point of view, the survey results suggest which areas need the most improvement. As discussed in chapter 4.2 (School as a physical place), school buildings are public areas during the daytime. This means that the school is open to the public during the daytime and access in and out of the building can't be restricted. It can only be supervised, for example, by using camera surveillance and building superintendents with their offices close to the main entrance. The access to classrooms can still be controlled by locking the doors. Supervision was thought to be lacking by approximately 18% of survey participants. The reason for this could be lack of visible supervision, such as teachers or building superintendents walking around the building and monitoring the activities. There might be a

system which determines how the building is supervised, but the result of this question suggests that it is not visible enough. If the results of question two and three are compared and viewed together, it is possible to see the areas of physical security that students think should be taken care of.

The reporting system was seen as an area of improvement by almost one third of the students. This might be a result of the poor advertisement of Laurea's internet reporting system and the fact that one fourth of the students said that they are not sure where to find the building superintendent (Question 10 results). Students might feel unsure about whom to go to if they have faced problems concerning the safety or security of the school. The building superintendent interviews also showed that the level of face-to-face reporting varied between campuses. The reporting form for students is currently not working and it is likely that many students are not even aware of the reporting form. Some of the building superintendents felt that the bar is too high for the students to communicate with them in person.

Violent behavior had been experienced by a few of the students. The concerning part is that three students have experienced or seen violent behavior more than four times. In this case it has to be taken into account that these particular students might have been studying for a longer time and therefore seen more than the other students. To some extent this result might be explained by cultural differences or one's previous experiences, but it is to be taken seriously. Answers concerning the fourth question about experiencing violent behavior are not in line with what building superintendents have seen. During the interviews only a few cases were mentioned, and most of the said cases were threatening but not necessarily violent.

The classroom usage was one of the main topics discussed with the building superintendents and within the RAVET-project group. The classrooms in the school buildings are available during the daytime and can be reserved through the Asio-booking system or directly from the building superintendents. When a certain classroom is reserved, the name of the person who booked it stays in the system log. The building superintendents have the keys and open the classrooms for the students. Whether the classroom is used by an individual or a group of students, only the name of the person who booked it remains in the log. According to the survey results, around 90% of participants use classrooms in their free time. The idea was to first find out how many people use the classrooms and then find out what for. This question was asking about it on a general level, including the other school premises. The free use of the classrooms is an advantage for the students and it most likely supports learning and studying and interacting with other students. The problem with the system is that, in reality, the building superintendents are not fully aware of what the students are doing in the classroom.

Nowadays the extremists have many different channels to advertise their operations and the organizations behind them. Social media and the internet have made it easy to reach out to a lot of people, but printed propaganda, advertisements and recruitment letters still exist, especially propaganda stickers can still be found in bigger cities and buildings. The research shows that this has occurred in Laurea as well. It seems that the materials have been removed quickly after they have been put up, since only 26 students have noticed them.

The greatest threat for Laurea's safety and security from the radicalization and violent extremism point of view is currently formed by outsiders and having a low level of preparedness. The supervision of classroom usage is not on a high level, but the research suggests that it is good enough. The results also showed that the classrooms are mostly used for school work and if not, the nature of the meetings is still within Laurea's values and guidelines. The camera surveillance turned out to be one of the most important tools to supervise and monitor the school buildings. With the camera system the school has been able to rapidly respond to any harmful or concerning activity.

To criticize Laurea's current situation, the research shows that the level of preparedness is too low. The regulations and guidelines regarding radicalization and violent extremism are almost non-existent. There are no instructions for the staff that would help them to notice the signs of radicalization or to take measures if something happened. Because of the sensitivity of the topic, it cannot be assumed that all of the staff members could handle the situations by using their common sense. This result was expected and the reason to start the RAVET-project. The problem has already been acknowledged and the RAVET-project is one of the measures taken to improve preparedness and training.

To be able to tackle possible threats and problems, the school needs an effective communications plan. This was one of the most important topics, because the building superintendents are responsible for the classroom reservations, as well as receiving feedback and taking measures to fix reported problems. If the students notice anything of concern in the campus area, the building superintendents are working together with the security manager to come up with a solution to this problem. There has to be an easy way for the students to share their experiences and grievances with the staff members. The staff has to know who to turn to when facing a problem. The research showed that the students felt insecure communicating with the school. Many students did not know how to find the people responsible for security and safety issues. Some of them were not sure how to contact them. Communication-wise it is important for Laurea to arrange more efficient ways for the students to share information. The level of the staff's internal communication was seen as

satisfactory. The staff members were discovered to share information to each other and report abnormalities. To be able to successfully prevent radicalization and violent extremism, the communication between students, teachers, building superintendents and other staff members has to be fluent. It's unnecessary to create a culture of fear and overreacting, but it's vital to create an environment where everyone feels confident and calm and prepared. With open conversation everyone knows when to be concerned and what to do when that happens. Results also show that some improvements have to be made to the "safety walk" procedure, which is a tour around the school where for example the location of the building superintendents' office is shown. It's possible that the safety walk is gone through too quickly. Second conclusion is that the internal communications can't work properly if half of the students do not know how to reach the superintendents in a functional way.

The research showed that, currently, the staff is not trained to detect concerning behavior or signs. They have no guidelines of what to do if certain types of behavior are noticed. In the future the staff has to be trained to objectively view the behavior of students. The staff members' attitude towards the topic or their knowledge about it is not coherent. This is a result of the lack of training, when personal beliefs and prejudices outweigh the objective coherent point of view. This is a normal occurrence when people do not know what is expected of them or what their responsibilities in a certain role are.

5.1 Scientific validity

The structured survey resulted in data that was relevant to the research. The data can be used in the RAVET-project later on in order to find out more detailed information. This is possible by using cross tabulation. In the research process, it was noticed that the survey could have included more identifying questions, such as "How many years have you studied in Laurea?" or "How old are you?" This would have probably made it easier for the other researchers to use the data and generally made it more accessible and informative. Another problem presented itself concerning the structure and terminology. There is a possibility that all the participants did not know what "building superintendent" meant. To people whose native language is not English, some terms might have been unclear. Some of the terms used in the survey, such as "physical security", are mostly used by professionals or people who have studied security, and therefore it was inconsiderate to use that term.

The time of the year when the survey was conducted was in the end of May, which ensures that all of the participants had studied in Laurea at least for one semester. This way they have all participated in the safety walk and have a general knowledge about the school and premises.

The number of students in all of the three campuses is 5600. The research population of 343 is then 6,13 % of the entire amount of students. The reasons for not participating are open to interpretation. Possible reasons for not answering the survey could be the end of the school year and lack of personal interest or time. In the end of May most of the students have already finished their courses for the semester and do not read school emails anymore. The topic might not interest everyone and therefore they do not feel interested in answering.

It can also be questioned whether the respondents were answering the questions truthfully. According to University of Reading (2012), surveys are problematic because the honesty of participants cannot be proven, although it seems to increase when using anonymous surveys. As an example question number eight "Have you ever used school premises for something else than school related work or meetings or have you ever seen someone else doing so?" can be answered "no" by someone who has done that but is afraid of the possible consequences.

The interviews of the building superintendents gave information that could be used for complementing the results of the survey. The interviews cover each of the three campuses, since one building superintendent of each campus participated. The interview results seemed parallel which indicates that not a lot of new information would have been gained by interviewing more building superintendents. All of the interviewees had worked in Laurea for 5-15 years so it is likely that they are familiar with the values, procedures and existing guidelines.

6 Conclusions

This chapter will discuss the aims of the research and to what extent the research questions were answered.

The research questions were the following:

"Are the premises of Laurea University of Applied Sciences safe from the radicalization and extremism point of view?"

Sub questions:

"How has radicalization and violent extremism been taken into account in Laurea?"

"What should be done in the future to raise the level of preparedness?"

To answer the central research question, the results show that Laurea's premises in the Metropolitan area are considered safe from the radicalization and violent extremism point of view. Laurea as an institution has been able to prevent radicalization and violent extremism. It has been able to work with the current threat level, which so far has been low and manageable. With one exception, there have not been serious threatening situations. The

school's response to concerning situations or findings has been satisfactory. The vast majority of the students feel safe at school and have not experienced threatening situations.

The first sub question was: "How has radicalization and violent extremism been taken into account in Laurea?" Since the topic itself has only recently been discussed by the general public, it is clear that Laurea has not taken drastic measures to respond to this threat. The main reason for this is that so far the risk of radicalization and violent extremism in universities in Finland remained low. Recently the topic has been internationally noticed and discussed and this has likely affected the way the risk is perceived in Finland. The refugee wave over the past few years has caused a rise in extreme right movements as well as an increased fear of terrorist organizations, such as ISIS.

The second sub question was: "What should be done in the future to raise the level of preparedness?" The research revealed two of the main faults: Communication and training. Communication is vital for preparedness, because through successful communication everyone in Laurea can have the relevant knowledge of the current situation, information is easy to access and everyone feels that their opinion matters. It is important that the communication is transparent. It does not mean that students have to have the same knowledge as the staff, but the more information the students have, the less the school environment is disrupted by rumors or false information. This can also work as a preventive action: if the community relies on trust and effective communication, there is less space for radicalization. The building superintendents found that understanding and inclusive environment is a good way to prevent radicalization.

The RAVET-project will continue the work to provide Laurea with the materials to train and educate the staff. This research was made in order to find out the flaws and the current safety and security situation in Laurea and the findings can be used as a baseline for the learning materials. More information is still needed about the teachers' current knowledge and willingness to commit to this project. This research does not comment the topic from the teachers' point of view. More information is also needed from an international perspective, especially from other European countries. This data can be assumed to be available within a few years, when more countries have started a preventive program related to radicalization and violent extremism in the school environment.

This research's literature review suffered from the lack of source material. In Finland, the topic has not been extensively researched from the same perspective. Some general research about radicalization and violent extremism has been performed but, most of the time, it is lacking the school aspect. The source material written by American authors was useful to some extent but is not comparable due to differences in legislation, gun laws and the school

system. This endorses the need of future research. Any new information about radicalization and violent extremism in Finland is undoubtedly needed, but especially research concerning school environment is valuable because the current knowledge is limited. To learn how the recommended measures would affect Laurea's environment, the school security survey or something similar could be activated after a year.

7 Recommendations

This chapter will present suggested measures that could be taken in the near future. These are some practical examples of how the staff members and students can be guided in order to reach a good level of preparedness and how to reduce the problems caused by outsiders. During the research process the areas of development were defined, and in the following steps there will be some very practical guidelines on how to improve certain areas.

1. Clear instructions for the students: Preparing a presentation, lecture or a brochure for the students, which should include the following topics: How to reach the building superintendents by phone and the location of their office in the campus area, how to report possible abnormalities or concerns using the online reporting form and include the contact persons for the students. If this information is shared by giving a lecture or a presentation, it is too much for the students in one day.
2. Start a process to prepare a training/education material for the teachers. This could be an e-learning environment with videos and questionnaires or a set of lectures. The material should include guidelines regarding concerning behavior, how to detect the risk of radicalization and what to do if any of these are noticed. The instructions should be presented one step at a time and very precisely.
3. Education material for the building superintendents. Some of the building superintendents asked for material that is easy to access and is entertaining. A good solution for this would be a series of short videos with different topics related to radicalization and violent extremism. The videos would give them the basic knowledge. On top of this they would receive short and clear instructions on paper.
4. Presentations/reminders on the screens in the main halls. This idea came from the building superintendents. The baseline would be to have short presentations with different topics presented on the screens near the entrances. These slide shows or videos would have a different theme each week, for example preventing isolation of a student, counselor services in Laurea, the classroom booking procedure or Laurea's values. The themes could be tailored to fit the current discussion, season, starting of the school year or approaching holiday. The visibility of the screen slide shows would send out a message that the school is aware of the radicalization and violent extremism issue and is taking actions to prevent it. At the same time the students

would get information, as well as any outsiders entering the building. The screen slide shows are not meant to give an offensive or aggressive impression.

5. In Tikkurila the lockers should be relocated further away from the main entrance. This could potentially decrease the number of outsiders who leave their belongings there for the day. Another solution could be signs that state the lockers are only meant for students and school visitors.
6. Monitoring incoming people. Because access to the buildings cannot be denied, supervision is important. All the campuses have faces minor problems with outsiders. By conducting efficient supervision either by physically walking around regularly or by camera surveillance, the building superintendents would have a better idea of what kind of people are entering the building. With some training and education they could also learn to notice if someone is showing concerning behavior.

These suggestions are seen as measures that could improve the level of preparedness and have a positive effect on the safety culture in Laurea. The main objective is to raise awareness and create a safety culture which is welcoming and including and make it easier for the students, teachers and staff to work together in schools.

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Appendix 1: Original survey questions

1. On a scale of 1 to 5, how safe do you feel at school? (1= not at all, 2= not very safe, 3= manageable, 4= safe, 5= extremely safe)
2. Of the following areas of physical security which one do you think the school has to improve the most? (Camera surveillance, access control, supervision, reporting the grievances/problems)
3. Do you think the level of physical security in Laurea is satisfactory? (yes or no)
4. Have you ever seen/experienced a case of violent behavior at school? How many times? (0, 1-2, 3-4, more)
5. On a scale of 1 to 5, how likely do you think the risk of radicalization or violent extremism is in Laurea? (1= nonexistent, 2= very unlikely, 3= unlikely, 4= moderate, 5=likely)
6. Are you using school email or cloud service for something else than school work? How often? (Never, a few times a year, monthly, weekly, daily)
7. Do you use the classrooms that are available for doing school work or for group meetings? (Never, I've done it sometimes, often)
8. Have you ever used school premises for something else than school related work or meetings or have you seen someone else doing so? (Yes I've done so, No, Yes I have seen someone else doing so)
9. Have you ever seen any kind of material (stickers, posters, flyers) in school's message boards or attached to the walls, doors or windows, that you think are against Laurea's values or otherwise inappropriate? (no, once, more than once)
10. Do you know where to find/how to reach your campus' building superintendent? (yes, no, I'm not sure)
11. If you were to notice any kind of concerning behavior (of a student), inappropriate material or activity in your school or something else that concerns you, would you feel comfortable to inform a building superintendent or a teacher? (Yes, no, I'm not sure)
12. Which campus are you studying at? (Tikkurila, Otaniemi, Leppävaara)
13. Gender? (Male, Female)

Appendix 2: Original interview questions

1. How do you view the overall security of Laurea?
2. What improvements do you think could be made?
3. Has there been discussion about how radicalization and violent extremism might affect school security?
4. Have you ever faced threatening situations?
5. How do you supervise what the classrooms are used for?
6. Has Laurea provided the building superintendents with guidelines on how to supervise and report the classroom reservations?
7. Does the school have any sort of record presenting who has been using the classrooms? Do you think it would be necessary?
8. Who is responsible for supervising the information technology or is it supervised at all?
9. Do you think the supervision system is working?
10. Do you feel like the students actively report if they notice any threatening or risky behavior/material at school?