

Media production as a tool for inclusion

A new practice and innovation for (re)habilitation

Oksanen Elina

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JYVÄSKYLÄN AMMATTIKORKEAKOULU
JAMK UNIVERSITY OF APPLIED SCIENCES



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Tiivistelmä <p>Tämän toiminnallisen opinnäytteen tavoitteena oli kehittää tuotantokäsikirja kehitysvammaisten henkilöiden kanssa tehtävään mediatuotantoon kansainvälisessä Satakieli Academic -radioprojektissa. Projektin toimeksiantajana toimi Lyhty ry:n Radio Valo -työpaja, joka tarjoaa työ- ja päivätoimintaa kehitysvammaisille aikuisille media- ja radio toiminnan parissa. Tuotantokäsikirja, jonka avulla ohjelmat voidaan jatkossa toteuttaa joustavasti missä tahansa, perustuu tässä opinnäytetyössä esiteltyyn kirjalliseen aineistoon sekä huhtikuussa 2015 tehtyihin demonauhoituksiin.</p> <p>Satakieli Academic -radioprojektin tavoitteena on luoda uusia työskentely- ja oppimisympäristöjä kehitysvammaisille henkilöille, ja samalla luoda heille uusia väyliä osallisuuteen ja inklusioon. The Satakieli Academic projekti tarjoaa uuden ja innovatiivisen menetelmän sosiaaliseen kuntoutukseen, kuten myös laajemmalle sosiaali- ja terveysalan työskentelyyn.</p> <p>Kirjallisen lähdeaineiston perusteella voidaan todeta, että tarve uusille innovaatioille on olemassa. Varmojen tulosten esittäminen menetelmän toimivuudesta on tämän opinnäytetyön puitteissa kuitenkin mahdotonta. Projektissa luotiin kuitenkin uusia oppimismahdollisuuksia, sekä mahdollisuuksia osallisuuteen ja kansainväliseen vuoropuheluun. Näin ollen projektin voidaan katsoa edistäneen osallisuutta ja inklusiota sekä toimineen sosiaalisen kuntoutuksen keinona. Projektista saatu palaute oli positiivista, mikä myös kannustaa projektin jatkamiseen. Satakieli Academic -konseptia sekä tämän opinnäytteen puitteissa luotua työkirjaa tullaan kehittämään projektin seuraavassa vaiheessa syksyllä 2015.</p>		
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Abstract <p>The aim of this functional Bachelor's thesis was to develop a production handbook for a media production conducted with people with intellectual disabilities (ID) in the context of an international radio project called Satakieli Academic. The assignor of the project was Lyhty ry and its workshop Radio Valo that provides work and daily activities for intellectually disabled adults within media and radio productions. The production handbook, with the help of which media productions can flexibly be carried out anywhere, is based on the background literature presented in this thesis and on the demo recordings made in April 2015.</p> <p>The aim of Satakieli Academic is to create new working and learning environments for people with ID and, moreover, create new ways to participation and inclusion. Satakieli Academic offers a new innovational method for social rehabilitation as well as for sector of social and health care in general.</p> <p>According to the literature findings, there is a need for new innovations. Definitive results are, however, impossible to prove within the framework of this thesis. Nevertheless, the project succeeded in creating new learning opportunities and opportunities to participation and international discussion. Thereby, it can be considered that the project has promoted participation, inclusion and, moreover, Satakieli Academic has been a tool for social rehabilitation. Also, the feedback was positive which encourage to continue the project. The concept of Satakieli Academic as well as the handbook created will be developed in the next stage of the project in autumn 2015.</p>		
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1 INTRODUCTION

1.1 Background and objectives of the thesis

Disabilities have always been faced with suspicion. However, over the past decades there has been a change in public opinions, practices and attitudes towards disabilities as the consciousness of the human rights have changed the way people with disabilities are seen today. The rights of people with disabilities are based on national and international legislation which have enhanced participation, accessibility and, moreover, the status of people with disabilities. However, great improvements are still needed in society in order to gain equal rights and full participation for all. (Rytsy 2014; Haiden & McCarthy 2014, 3.) However, the societal level and general attitudes are not the only things which are problematic and should be changed. As for the current academic approach towards disabilities, improvements and new approaches are needed, too. People with disabilities have traditionally been seen as subjects of research and, therefore, they have not been considered as active participants in the academic world. (Vehmas 2005, 136-137.) On this account, new practices and approaches towards people with disabilities are needed and, thus, the researchers must harness their knowledge for people with disabilities.

The aim of this functional Bachelor's thesis on Rehabilitation counselling is to provide knowledge basis on people with intellectual disabilities (ID) in the context of an international radio project called Satakieli Academic organized by this thesis' assignor Lyhty ry and its workshop Radio Valo. The main objective is to present a production handbook for a media production conducted with people with ID in the context of Satakieli Academic. Satakieli Academic is developed for radio work made by people with ID and its objectives are to promote equal rights and equal opportunities and, more importantly, inclusion into society. Lyhty ry and its principles, Radio Valo workshop as well as Satakieli Academic radio project will be presented in chapter 2.

The terms on intellectual disabilities and the means of (re)habilitation among this group will be presented in the theoretical background of this thesis. The significance

of self-advocacy and the equal rights of people with ID will also be discussed. Moreover, the importance of inclusion among this group and the current employment opportunities as a way to inclusion will be reviewed. Furthermore, the importance of new innovations will be revealed and new approaches for social and health care sector are provided as a new innovation of Satakieli Academic and its production will be presented in the light of the literature findings. The production handbook is based on the demo recordings made in April 2015 and on the background literature presented in this thesis.

This functional Bachelor's thesis on Rehabilitation counselling combats exclusion and promotes inclusion by offering a new working method and an innovative way to inclusion for people with ID. In addition, this thesis provides a new method for disability sector as new ways for employment for people with ID are developed. Even though the focus of this thesis is on people with ID and their abilities to be active participants in media production and in society, the thesis, however, offers a new method for (re)habilitation and social services in general. Practices developed in Satakieli Academic can be used in (re)habilitation and social services and, furthermore, the practices developed can be used in the future not only with people with ID, but with other client groups, too.

1.2 Contents of the thesis

In this section, the content of the thesis will be clarified to the reader. In chapter 2, the reader will be presented the working life partners Lyhty ry, Radio Valo workshop as well as Satakieli Academic project. Theoretical considerations and background literature of this thesis will be presented in chapters 3-5. In chapter 3, the terms on intellectual disabilities will be clarified to the reader. Also, legislation and ethical considerations aiming to improve the status of people with ID are reviewed in chapter 3. In chapter 4, the importance of social innovations and the meaning of inclusion for people with ID will be discussed. Also, the current employment opportunities for people with disabilities are reviewed and, moreover, the possibilities to improvements are discussed. In chapter 5 the terms on (re)habilitation of people with ID will be clarified to the reader.

In chapter 6, the functional part of this thesis will be described as the production of Satakieli Academic will be presented from the beginning to the end. Also, background of the concept and, more importantly, the production handbook made for the production will be presented to the reader. As for the last part of the thesis, chapters 7 and 8, the conclusions will be summarized and discussion as well as further suggestions will be presented.

2 LYHTY RY AS A FORERUNNER IN DISABILITY SECTOR

2.1 Lyhty ry's objectives and principles

The assignor my thesis was a non-profit organization called Helsingin lyhytaikaiskoti ja työpaja Lyhty ry. Lyhty ry was founded in 1993 aimed at improving well-being of people with intellectual disabilities and also the well-being of their families. Lyhty ry provides supported housing services, a learning unit for young adults and work activities in a workshop model. Lyhty ry has different workshops in which people with intellectual disabilities have the opportunity to improve their skills in culture, media, textile, outdoor maintenance and independent workshops. Furthermore, Lyhty ry works to improve the status and equality of intellectually disabled people in the society. (Lyhty ry 2012.)

Work and day activities provided by Lyhty ry are based on the Disability Act, the Special Care Act and Decree, as well as the Social Welfare Act. The services provided are purchased by municipalities. According to the 27th article of the Social Welfare Act (L 17.9.1982/710), work activities should be arranged for people with ID as well as the special support measures to enhance the opportunities to work and function. The support measures for employment are arranged to those who have difficulties to perform the functions of normal life due to injury, disease or other reason. Based on the 8th article of the Disability Act (L 3.4.1987/380), municipality is also obligated to arrange day activities for people with serious intellectual disabilities who need personal assistance and severe support measures in order to manage and function on

daily basis. The aim of day activities is to support the independence by strengthening the skills needed in everyday life. In contrast to the municipalities and other organizations arranging disability services, the approach of Lyhty ry is unique in disability sector. According to Vähälä (2015), Lyhty ry has a different approach towards nursing and towards their intellectually disabled customers and, moreover, Lyhty ry focuses on the strengths and possibilities the people with ID have.

The methodologic background of Lyhty ry is founded on primary nursing, Jaana Venkula's theories and different professional theories. Primary nursing is a customer oriented approach towards nursing and it emphasizes the client's rights to determine the guidelines of care. According to Munnukka (1993, 8), primary nursing is based on individual rights and responsibilities, the independence and continuity of the care. Furthermore, the comprehensiveness of the nursing is a key factor to appropriate implementation of primary nursing. According to the theory of primary nursing, the relationship between the nurse and the client is based on the respectful treatment and ethical guidelines which define the contents of the care. (Munnukka 1993, 8.)

Another theory behind Lyhty ry's values and ethical guidelines is the theory invented by Jaana Venkula. According to Venkula (2008, 62) learning can be described as a life-long process. Skills need to be practiced and knowledge is formed as the result of training skills. Skills learned in one situation and used in managing in another forms, in turn, customs. The circle of practice and formation of new theories and skills strengthen one's abilities to learn new skills and improve the skills already achieved. (Venkula 2008, 36, 58–62.)

2.2 Media production with people with ID in the context of Radio Valo

This functional Bachelor's thesis on Rehabilitation counselling was carried out in Lyhty ry's media workshop called Radio Valo. Radio Valo was established in 2007 and it is also the place in which the Radio Valo project, financed by RAY (*Finland's Slot Machine Association*), was implemented in 2010-2014. The project was aimed to form new ways for people with ID to journalism and media work. The website www.radiovalo.fi was established hand-in-hand with the project and its objective was to create

a channel for persons with ID to publish programs produced in cooperation with the journalists and other media work professionals. (Lyhty ry. 2012.)

Radio Valo provides work and day activities for 6 adults with an intellectual disability interested in radio and media work. The aim of Radio Valo workshop is to improve the persons' skills and abilities to work and produce radio content, journalism and also both video and digital content with help of the professionals of media and radio work. With the skills achieved in the workshop, the persons with ID have better opportunities to function and, in addition, to work on equal basis with others. (Vähälä 2015.)

Radio Valo is one of a kind in Finland and there are only two organizations alike in Europe and both in Scandinavian region. TV Glad is a Danish organization and a workshop in which persons with ID can produce TV, media and radio content. (Glad Fonden 2015.) The Norwegian Empo TV offers an opportunity for persons with ID to produce TV and media content and, moreover, it aims to offer a working place for people who cannot find a proper employment from the open market. (Empo 2015.) Both TV Glad and Empo TV have same kind of objectives as Lyhty ry's Radio Valo workshop and they all strive for equality and inclusion.

2.3 Satakieli Academic

2.3.1 Defining Satakieli Academic

In this chapter, the idea of Satakieli Academic and its objectives are presented to the reader. Radio Valo offered the working environment and stated the subject for this functional Bachelor's thesis on Rehabilitation counselling. The thesis was carried out in Satakieli Academic radio project which is a new innovation in disability sector. Satakieli Academic is based on Satakieli Radio, produced and hosted by a Taiwan-based reporter Yilin Lee-Setälä, who has been produced her international bilingual radio program for several years. Satakieli Radio program has been published in Finland in cooperation with Radio Valo and it has also been published in Taiwan (The Republic of China). The aim of the original Satakieli Radio was to create a way for people with

disability to discuss about their life and share experiences. The objectives of Satakieli Academic are based on the idea of Satakieli Radio and, thus, Satakieli Academic radio project can be seen as a next level for Satakieli Radio. (Vähälä 2015.)

Satakieli Academic radio project consist of two programs, Learning Radio and Professor Café, which will be presented in chapters 2.3.2 and 2.3.3. According to Vähälä (2015), Satakieli Academic enables people with ID to function and work on equal basis with others and, furthermore, the functional capacity of them can be promoted. In addition, new opportunities and new ways to participate are also created in this project and with help of professionals, students and other participants, the persons with ID can achieve skills and abilities to work in a new environment. Therefore, by the means of Satakieli Academic, new perspectives for both (re)habilitation and inclusion are offered. Both of the demos, recorded in April 2015, can be found from Radio Valo's website www.radiovalo.fi.

2.3.2 Learning radio as a way to inclusion

Learning Radio is an international program aimed to improve the skills of a person with ID needed in international media production. In this program a person with ID is supported by a special education student or a student of some other equivalent higher education program. A person who can enter to Learning Radio functions in day and/or work activity. Learning Radio is aimed to create new practices for disability sector and, in addition, to provide new environments to learn new skills and/or improve the skills already achieved. Furthermore, a new and an innovative way to inclusion for people with ID is offered by the means of Learning Radio. (Vähälä 2015.)

According to the idea of Learning Radio, there was a need for intellectually disabled hosts and support persons from both participant countries. Also, the professors were needed for mentoring the support persons in order to develop the best possible support measures for the host. Therefore, there were several participants in Learning Radio demo recordings. The participant are presented in Table 1.

Learning Radio						
Lyhty ry	Satakieli Radio	Private Taipei Senior High School	The University of Helsinki	JAMK University of Applied Sciences	National Taiwan Normal University	University of Trento
Markus Vähälä Producer	Yilin Lee-Setälä Producer	Wen Min Yuan, Host Expert on Disability	Markku Jahnukainen Professor of Special Education (the mentor for Iris)	Elina Oksanen Student of Rehabilitation Counselling (support person / producer)	Liuy Hung Professor of Special Education (the mentor for the students)	Jacqueline Brugnara Student of Social Services
Jussi Ratia Host Expert on Disability	-	-	Iris Vainio Student of Special Education (support person)	-	MinHsin Wu, ChenYung Liu, YiShuan Lo & YunShuan Wu Students & support persons	-

Table 1. Organizations and participants in the Learning Radio demo.

2.3.3 Professor Café – a new way to academic discussion

The second program of Satakieli Academic, Professor Café, is aimed to create a new way for international cooperation between two nations and its objective is to produce high quality academic discussion between the professionals of special education or some other disciplines in different faculties. Also, in the future, the participants can be the students of different disciplines in faculties, who can compare notes and practices from their own perspectives and, in addition, wide the understanding of both participants. What is unique in Professor Café, there is an intellectually disabled host in this program. Therefore, a unique opportunity is offered for a person with ID to take part into high quality academic discussion, even though the host itself cannot take part in the actual conversation. Nevertheless, the host can be a part of a new innovation and follow high academic discussion up close. (Vähälä 2015.)

Since the aim of Professor Café was to produce high academic discussion between two different nations and cultures, it was important to find a professional who knows the status of the people with ID in Finland and who can also make arguments about the things which should be improved. Moreover, a professional on Finnish educational system was needed since we needed a person who can tell about the system and its strengths also in the international context. Additionally, it was crucial to find a

professional from another participant country too, since the objective of the show was to produce academic discussion in an international context and make comparisons between the participant countries. The participants in Professor Café will be presented in Table 2.

Professor Café				
Lyhty ry	Satakieli Radio	The University of Helsinki	National Taiwan Normal University	JAMK University of Applied Sciences
Markus Vähälä Producer	Yilin Lee-Setälä Producer	Markku Jahnukainen Professor of Special Education	Liuy Hung Professor of Special Education	Elina Oksanen Student of Rehabilitation Counselling (support person)
Jussi Ratia Host	-	Simo Vehmas Professor of Disability Studies	-	-
-	-	Iris Vainio Student of Special Education (support person)	-	-

Table 2. Organizations and participants in the Professor Café demo.

2.3.4 My role as a rehabilitation counsellor in the production

Satakieli Academic offers a new approach towards habilitation and, moreover, a new method for a rehabilitation counsellor to work with people with ID. Rehabilitation counsellor must be aware of the skills and abilities of a host working in the production and, additionally, try to find new ways to improve the skills already achieved in order to gain the best possible level of functioning. The terms on habilitation, rehabilitation and rehabilitation counselling will be clarified to the reader in chapter 5.

When it comes to Satakieli Academic, rehabilitation counsellor can play an essential part in the production. Rehabilitation counsellor can work as a producer and/or as a support person for the host during the production by supporting the strengths and abilities the host has. In addition, rehabilitation counsellor needs to have understanding of the limitations and challenges people with ID face in everyday life and,

therefore, needs to seek for new ways and solutions to overcome the challenges during the production.

3 DIFFERENT ASPECTS OF INTELLECTUAL DISABILITIES

3.1 Defining intellectual disabilities

In order to understand the terms used in this thesis, the terms intellectual disabilities (ID), developmental disabilities (DD) and learning disabilities (LD) need to be clarified to the reader. The term developmental disability can be used as an umbrella term for both intellectual disabilities and all other disabilities appeared before the age of 22. The term developmental disability covers a wide range of chronic disabilities (physical, cognitive or a combination of both) when the term intellectual disability refers only to the cognitive part. (Definition of Intellectual Disability 2013.) Intellectual disability is based on three characteristics and it refers to significant limitations and reduced abilities in both intellectual functioning and adaptive behavior and, moreover, the onset during the developmental period. (Definition of Intellectual Disability 2013; Factsheet on Learning Disabilities 2012.) Therefore, it covers a wide range of intellectual and cognitive disabilities and it also represent the reduced ability to cope independently. (Harris 2005, 3, 12.) Intellectual functioning covers mental capacity for learning, reasoning and problem solving. As for, adaptive behavior comprise conceptual skills (such as language, money, time and number concepts), social skills (e.g. ability to follow rules and obey laws, to have social responsibility and to avoid being victimized) and practical skills related to everyday life and personal maintenance. (Definition of Intellectual Disability 2013.)

Usually both physical disabilities and intellectual disabilities have been defined from the perspective of the World Health Organization's International Classification of Functioning, Disability and Health (ICF). ICF is the international framework aiming to define physical, psychological and social aspects of well-being. It aims to define body functions and structures, activities, participation, functional capacity and performance and, also, both environmental and personal factors. The framework of ICF is widely used in the field of social and health care and also in the field of rehabilitation.

(Toimintakyvyn, toimintarajoitteiden ja terveyden kansainvälinen luokitus ICF [The International Classification of Functioning, Disability and Health ICF] 2013, 3.)

However, the framework of ICF has also been criticized. E. g. Vehmas (2005, 114) argues, that the framework of ICF tends to be too disability-oriented and it also objectifies the people with disabilities. Where ICF concentrates on the individual aspects of disability, disability studies are focused on the social factors which are argued to be more defining than any physical or intellectual impairment. (ibid. 115-116.) Therefore, the focus and theoretical framework in this thesis is more on disability studies than on ICF, since the aim of the thesis is to improve the current practices and show the possibilities for new innovations. Also, the strengths and possibilities of people with ID are promoted and cherished as new ways to (re)habilitation and employment are offered. The thesis is also aimed to show the potential among this group and how this potential could be brought out.

Even though disability can be seen as an umbrella term for different kinds of impairments, limitations of activity and restrictions of participation, it is, above all, a social issue. As it is stated in The United Nations' Convention on the Rights of Persons with Disabilities (2007, 2), "disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others". Thereby, disability is not only a mental or a physical impairment, but it refers to the interpretation for an impairment by other people and surrounding society and, therefore, disability is usually socially defined. (Braddock & Parish 2002; in Harris 2005, 12.)

The social aspects of disability and the socially constructed barriers are causing exclusion from society and surrounding community. According to Callus (2013, 7), also organizations such as the American Association for Intellectual and Developmental Disability and the British Institute for Learning Disability emphasize the importance of environmental factors affecting the abilities for people with ID to develop. Moreover, these organizations highlight the importance of adequate support measures which may be necessary for a person with ID to function, participate and to achieve independence and self-determination. (Callus 2013, 136.)

According to the definitions made by Harris (2005, 3, 12) and the American Association on Intellectual and Developmental Disabilities (Definition of Intellectual Disability 2013), I prefer to use the term intellectual disabilities in this thesis. Developmental disabilities encompasses a wide range of intellectual, developmental and many other disabilities and, therefore, the term developmental disability might be misleading in the context of Satakieli Academic. The definition of intellectual disability is also the most representative term for the clients of Lyhty ry and the employees of Radio Valo.

3.2 Ethics and legislation

The rights of people with ID are based on national and international legislation. The most important international laws and agreements aiming to guarantee the equal rights for people with disabilities are the United Nations' Convention on the Rights of Persons with Disabilities, European Convention on Human Rights, The European Social Charter and the Conventions by the United Nations concerning civil and political rights as well as economic, social and educational rights. The United Nations Convention on the Rights of Persons with Disabilities has not been ratified in Finland. (Tärkeimmät lait [The most important laws].)

The 3rd Article of The United Nations' Convention on the Rights of Persons with Disabilities (2007, 5) addresses the principles for the present Convention. The principles underline the importance of respect for dignity, individual autonomy and independence of persons with disabilities. It emphasize equality, accessibility, full participation, inclusion into society, appreciation of difference and acceptance as part of humanity. Also the 15th Article of The European Social Charter (1996, 11) underlines the importance of independence, social integration and participation in society. It emphasizes the measures aimed to overcome barriers to communication and mobility, and highlights the meaning of education and vocational training alongside adequate support measures.

On national level, the rights of disabled people are based on the Constitution of Finland. According to the 6th article (the Constitution of Finland, 1999) all the citizens must be treated equally and cannot be discriminated on the grounds of health, disability or any other reason either. The 19th article secures the right to indispensable subsistence and care and, moreover, the right to adequate social, health and medical services. As for the 22nd article of the Constitution of Finland, the public authorities must guarantee the observance of human rights, basic rights and liberties. (Vammaispalvelujen käsikirja [Handbook of disability services] 2015.) In addition to the Constitution of Finland, many social services, social benefits, rehabilitation services and support measures for people with disabilities are arranged by virtue of special enactments such as laws aimed only for people with disabilities (*vammaispalvelulaki* and *kehitysvammalaki*). Tärkeimmät lait [The most important laws]. However, the Finnish legislation aimed to increase the equal rights of people with disabilities will be improved as the special enactment for disability services (*vammaispalveluja koskeva erityislaki*), will be put into practice replacing two currently existing special enactments on disability. (Vammaispalvelujen käsikirja [Handbook of disability services] 2015.)

4 TOWARDS INCLUSION AND SELF-ADVOCACY

4.1 The importance of inclusion

World Health Organization's World Report on Disability (2011, 9) argues that disability is, above all, a human right issue since disabled people experience inequalities in many stages of life such as healthcare, education, employment and political participation. People with disability are tend to be subjected to violence, abuse, prejudice or disrespect and, moreover, for some people with disability autonomy can be denied. Also the United Nations' Convention on the Rights on Persons with Disabilities (2007, 61) emphasizes the civil, social and economic rights for people with disabilities such as the rights to political and cultural participation.

According to the literature findings presented in previous chapters, equal rights and opportunities to live and work in a chosen community regardless of disability must be guaranteed and, therefore, inclusion is the key concept in order to achieve equal

opportunities to all. Since the people with disability face barriers in many stages of life, the support and assistive measures are prerequisites to participation and inclusion. A diversity of support measures is required and they enables social inclusion. (World Report on Disability 2011, 137.) According to the United Nations' Convention on the Rights of People with Disabilities (2007, 19) support measures and services should not be provided in segregated settings, but as a part of community. With adequate support measures the people with disabilities can participate into society on equal basis with others and, moreover, are empowered to live in community.

4.2 The significance of self-advocacy and social innovations

According to Callus (2013, 1), "*self-advocacy strives to create opportunities for people with intellectual disability to speak on their own behalf.*" Therefore, self-advocacy is an important term in the context of this thesis and, most of all, in disability sector since it enables people with ID to have the opportunity to speak for themselves, standing up for their rights and, moreover, making their own decisions. (Callus 2013, 5, 246.) However, Callus (2013, 133) also argues, that people with ID may never be able to achieve certain skills due to lack of opportunities, not because they do not have the capability to do so. Therefore, opportunities to improve and achieve certain skills must be offered since it enables people with ID to become self-advocates. Socially-constructed barriers and limitations need to be removed and, moreover, opportunities to improve skills must be offered. Self-advocacy can be seen as a way of focusing the gaze not on disabilities or limitation of functioning, but on personal abilities and opportunities instead. (ibid. 65, 133-135.)

However, despite all the efforts to improve the current situation of the people with ID, violations of the human rights still continues, as e.g. O'Reilly (2007, 12-13) argues. Even though there are national and international legislations aimed to improve the status and equality of people with disabilities, also other approaches need to be taken into consideration. Therefore, as the Finland's Disability Programme VAMPO 2010-2015 (2012, 50) underlines, there is a great need for new innovations free from preconceptions. Also National Policy on Disabled Persons and Employment (2010, 68)

states, that the idea of work reserved specially for people with disability should be replaced by new policies and all work should be available for disabled people, too.

As presented above, the literature findings underline the importance of new innovations. According to Hämäläinen & Heiskala (2004, 46), innovation can be described as a new idea which can change the current practices aiming to increase technological, economic or social capability and level of functioning. Prevalent system and its operational and behavioral norms, values and practices form the base for generally accepted theoretical and ideological paradigms. The official political, institutional and organizational structures are based on these paradigms. The role of the public sector is an essential for new innovations and the implementation of them, since it govern both public services and the rules services are based on (e.g. legislation, acts, standards and contracts). Additionally, several special groups have an influence on the roles and missions of the public sector and, moreover, there are several organizations offering services for special groups apart from the public sector. (ibid. 46, 48, 51.)

It seems that the Finnish social and health care sector is hospitable for social innovations and there is a wide range of different authorities, operators and organizations to cooperate with. Moreover, there are several sponsors for financing new social innovations enabling the development of new practices. The Finnish organizations operating within the field of social and health care play the essential role when it comes to new innovations. Also, the role of them is significant and highly appreciated in Finland. RAY (*Finland's Slot Machine Association*) enables the organizations to operate independently, since its goal is to raise funds to non-profit organizations to their charity work. (Taipale & Hämäläinen 2007, 49.)

Nevertheless, as technical innovations have been replaced by social innovations, the role of new services and practices has emphasized. However, what is problematic, is that social innovations implemented only temporary in a short period of time, do not change practices permanently or increase the expertise of operators. Also, the social and health care policies are apart from innovation policies. The structure of social

and health care services is established over the past decades and, therefore, the policies cannot be changed easily. Moreover, the resistance to change is hard to overcome since people are used to work in a certain way and it seems that there is neither time nor the will to make changes to current policies and practices. (ibid. 36–39, 42, 27.)

5 (RE)HABILITATION AS A KEY TO INCLUSION

5.1 Rehabilitation and habilitation by the means of rehabilitation counselling

Rehabilitation enables people with limitations of functioning to live independently, remain in community and participate into society. With rehabilitation it is possible to decrease the consequences of disease and injuries and, also, improve the quality of health and life in general. (World Report on Disability 2011, 96.) According to the 26th article of the United Nations' Convention on the Rights of Persons with Disabilities (2007, 19) the aim of rehabilitation is to *“enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life.”* Therefore, there is a need for comprehensive habilitation and rehabilitation services in the areas of social services, health care sector, employment and educational services. Habilitation and rehabilitation should begin at the earliest possible stage and individual needs and strengths should be taken into account. By the means of habilitation and rehabilitation the participation and inclusion into society can be promoted and improved. Also, the aspects of accessibility and availability should be taken into consideration. (Convention on the Rights of People with Disabilities 2007, 19.)

In contrast to the Finnish terminology (in Finland only the term rehabilitation is used), a distinction is made between the terms of habilitation and rehabilitation in terminology written in English. Therefore, I prefer to use the term (re)habilitation in this thesis since there is a difference between the terms and the definitions. According to World Report on Disability (2011, 96), rehabilitation is aimed to restore condition, operation and capacity and, therefore, to regain the maximum functioning after

a loss on function. Thus, it is possible to achieve the same level of functioning a person has had before the injury or disease. As against the term habilitation, which is used to describe actions that enable and help people who acquire disabilities congenitally and early in life. Therefore, habilitation enables the development of new skills and, thereby, achievement of the maximum level of functioning. (ibid. 96.) Both rehabilitation and habilitation are crucial for people with disabilities. Without rehabilitation and/or habilitation the people with disabilities have an enormous risk to be isolated from the society and community. Thus, rehabilitation and habilitation are indispensable since they enable participation and inclusion. (Cementwala 2004, 1.)

Rehabilitation counselling is one approach towards habilitation and rehabilitation. (Re)habilitation counselling is a service aimed to support the customer's activity and functioning on daily basis. It can be implemented in schools, working places, activity centers or in some other environments related to customer's everyday life. By the means of (re)habilitation counselling the everyday life of a (re)habilittee and his/her family can be supported. The contents and support measures are determined by the (re)habilittee's individual needs and they are based on individual plan on rehabilitation. (Re)habilitation counselling's main objective is to improve the quality of life and, moreover, the independency in every stage of life. The counsellor is aware of skills, limitations, challenges of functioning, social skills of a (re)habilittee and, therefore, a (re)habilittee's activity and functioning is supported in the best possible way. (Re)habilitation counselling is aimed to expand the operational environment of a (re)habilittee and, in addition, give rise to social contacts. (Stenroos et al. 2012, 26–27.)

5.2 (Re)habilitation of people with disabilities in Finland

Alike international studies presented in this thesis, the Finland's Disability Programme VAMPO 2012–2015 (A Strong Basis for inclusion and Equality 2012, 48, 50) emphasizes the importance of successful rehabilitation and habilitation. Thereby, by the means of rehabilitation and habilitation the independency and participation can be enhanced and, moreover, sustainable disability policy can be promoted. In Finland, the providers of rehabilitation and habilitation services are integrated into the framework of Finnish healthcare and social welfare. The Finnish legislation gives a

framework for rehabilitation and addresses the tasks for each service provider and, therefore, the service providers have an obligation to follow the legislation at all stages. However, in Finland the field of (re)habilitation services is fragmented, since the service system of (re)habilitation is a combination of services and benefits from different sources and service providers. (ibid. 50.)

There are several international and national laws and acts aimed to guarantee the equal rights and status for people with ID (see chapters 3.2 and 5.1), but laws and acts do not specify the content or the measures of (re)habilitation. The means of (re)habilitation vary from one (re)habilitatee to another since there are immense variations of challenges and limitations among this group. Therefore, the content of the (re)habilitation and the measures for implementation must be customized for each (re)habilitatee according to one's skills and abilities, individual interests and desires and the environmental aspects. Since the measures for each (re)habilitatee are individually planned and there is a need for various (re)habilitation measures, the multi-professional cooperation is a key-factor to a proper implementation of (re)habilitation among the people with ID. (Kivikko & Autti-Rämö 2006.)

5.3 Employment as (re)habilitation

Work is a crucial part of life and several studies indicates that both non-disabled people and disabled people have similar goals when it comes to employment. (Smola & Sutton, 2002 in Lysaght 2010, 233.) When it comes to employment opportunities for people with ID, a satisfying work could offer ongoing development and optimize the productive capacity. Also, several studies reveals that employment contributes to quality of life and the autonomy among the people with ID. (Jahoda, Kemp, Riddell, & Banks, 2008 in Lysaghts 2010, 233.) Furthermore, employment is a way to inclusion and equality. (Kehitysvammaliitto [The Finnish Association on Intellectual and Developmental Disabilities] 2015.)

As presented in previous chapters, disabled people's right to employment on equal basis with others is based on several laws and acts. Despite the legislations aimed to

increase the equal employment opportunities, there is, however, a lack of employment opportunities for people with ID. It seems that those who work are tend to be given repetitive and long-winded tasks without any prospects of changing jobs, and, therefore, they end up doing the same tasks year after year. (Callus 2013, 187-188.) E.g. O'Reilly (2007, 13) claims that the inactivity rate of workers with disability seems to be much higher. The reasons for low employment rates of people with ID are e.g. a low level of education and training, a lack of information on working opportunities, fear of losing benefits, discouragement due to previous experiences of failure, inadequate support measures, a lack of awareness of needs and abilities of persons with disabilities, or prejudice among co-workers, employers and general public. (O'Reilly 2007, 66.)

Supported employment practices in 1980's showed the meaning of community-based employment and revealed the abilities of people with disabilities to work on equal basis with others. (Wehman, Revell, & Brooks, 2003 in Lysaght 2010, 233.) Sheltered workshops are intended to provide work activities and employment opportunities especially for people with ID. Nevertheless, the idea of sheltered workshops has also been criticized. (Sutcliffe and Simons 1993 in Callus 2013, 189.) It is argued that even though the people with disabilities can work in sheltered workshops, their work is not considered valuable in society's point of view. By contrast, however, people with disability may find the work valuable, important and satisfying despite of the non-disabled people's opinions. (Callus 2013, 189.)

Supported employment enables people with ID to succeed in real and sustainable employment. Supported employment concentrates on individual strengths and its objective is to find a paid job that match the skills and abilities of a person with ID. (Leach 2002, 27, 29.) Moreover, it is crucial to find the best possible working conditions and adequate support measures e.g. information, evaluation, training for employment, equipment modifications, supervision and quality improvement, co-worker support, personal assistance, toileting and eating assistance as well as the means of transportation. (Griffin, Hammis & Geary 2011, 36, 103 & O'Reilly 2007, 81.) Also, as it is stated in Finland's Disability Policy Programme VAMPO 2010-2015 (A Strong Basis for Inclusion and Equality 2012, 47-48), vocational guidance, subsidized

employment, active support, personal assistance and cooperation between both employment and education administrative sectors are crucial support measures for employment.

5.4 Towards inclusion by the means of employment?

People with ID have at least some parts of something they can do and, therefore, new strategies and creative options are needed to reinforce new approaches and to promote the skills and opportunities of people with ID to work and function. New approaches and practices can make tremendous improvements to inclusion, too.

(Lysaght 2010, 234; Griffin, Hammis & Geary 2011, 7, 19.) By contrast, exclusion from employment decreases the possibilities to improvement of skills and, moreover, it reduces the abilities to social participation. Therefore, in order to find a proper employment for people with ID, it is crucial to remove barriers and find adequate support measures for employment. (A Strong Basis for Inclusion and Equality 2012, 45-47.)

Even though e.g. Lysaght (2010), Callus (2013) and Griffiin, Hammis & Geary (2011) underline the importance of employment as a way to inclusion, the point of view has also been criticized. Anderson, Park, & Jack (2007 in Lysaght 2010, 233) mention, that it is not clear if inclusion is enhanced by the means of supported employment as the effectiveness is measured by contribution, reciprocity, social connections and voice. Despite the abovementioned criticism, the literature on inclusion of people with ID, however, mainly emphasizes the importance of a proper employment and see it as a way to inclusion.

6 THE PROCESS BEHIND THE PRODUCTION HANDBOOK

In this chapter, the process behind the production handbook will be described to the reader. Background of the production will be presented as well as the objectives of the production handbook. Moreover, the process of development of the handbook will be described in this chapter and, most importantly, the ways to support the host during the production will be presented.

6.1 The background of the production handbook

When I started my thesis in May 2015, Lyhty ry was already a familiar place to me since I did a practical training in Lyhty and in Radio Valo workshop during March-May 2015. During my practical training Radio Valo was already working on Satakieli Academic and I got a chance to become familiar with the concept and the future plans made for it. Since I took part in the demo recordings in April 2015 and worked as the other support person for an intellectually disabled host during the process, the functional Bachelor's thesis was a natural continuum after my internship was finished in May 2015.

Yilin Lee-Setälä, the reporter behind the idea of Satakieli Academic and Satakieli Radio, mapped out the contents of the shows in cooperation with Radio Valo's producer and project manager Markus Vähälä. Taiwan was chosen to be the first cooperation country which was a natural choice since Lee-Setälä is from Taiwan. She had already made all the arrangements with the Taiwanese participants as Vähälä had made the arrangement with the Finnish participants. Therefore, all the arrangements and preparations were made before I took part in the production.

Since all the arrangements concerning the participants were done before I started to work on with the production handbook, I was not able to be a part of the process right from the beginning. We had a few Skype meetings in which we decided the topics and contents of the upcoming shows. These Skype meetings were essential since all the participants were able to discuss about the practicalities and the topics of the upcoming shows with each other. Skype meetings and emails sent by the producer showed the contents and guidelines for the demo recordings. The demo recordings were made in Radio Valo's headquarters in the city of Helsinki in April 2015.

However, it became evident during the process that a handbook for production was needed in order to develop the concept and its practices in the future. Since Satakieli Academic was a new innovation and practices used were new to all participants, it would have been easier to produce the shows and plan the contents and support measures according to thoroughly tested and well-tried guidelines. Therefore, as

Lyhty ry and Satakieli Radio will develop the concept and continue the production of Satakieli Academic in the future, I started to develop the production handbook as my functional Bachelor's thesis on Rehabilitation counselling.

6.2 Objectives of the production handbook

Objective of the production handbook was to create guidelines for the production of Satakieli Academic. The production handbook will be used in the future when new shows will be produced and, on this account, the guidelines created in the first shows will be used in next recordings. When Satakieli Academic will be produced next time, there will be an existing framework for the production as well as the guidelines and instructions for the recordings.

Since Satakieli Academic is a new innovation which the assignor Lyhty ry hopes that anyone could benefit from, the contents were formed according to their expectations. Therefore, the production handbook is aimed to prove that the programs can be produced in any environment, e.g. in homes, rehabilitation institutions, hospitals, group homes or activity centers. Moreover, with the guidelines and instruction presented in the production handbook, anyone can produce the same kind of a program. In addition, the production handbook is aimed to show the possibilities and the additional values that can be achieved with the concept of Satakieli Academic.

6.3 Framework and contents of the production handbook

Framework and sections of the production handbook are based on the demo recordings and all the arrangements made before them. Since the objectives for the production handbook were created by the assignor of this thesis, I designed the contents to meet their needs. The production handbook was created from a producer's and a support person's point of view. Therefore, the support person is needed since the host cannot directly benefit from the handbook created. The point of view was chosen according to my role during the production. Also, the aspects on rehabilita-

tion were taken into account as the production handbook emphasizes the importance of adequate support measure and, most importantly, self-advocacy of the host.

Since the objective was to present Satakieli Academic to the general public through the production handbook and the demos recorded, it was a natural thing to start the production handbook with a foreword. As Lyhty ry emphasizes the meaning of social innovations as a way to new practices and, moreover, because Satakieli Academic can be seen as a new innovation, the meaning of social innovations will be discussed in the first section of the handbook. The essential information about Lyhty ry and Satakieli Academic will be compressed in the second section to familiarize the reader with the concept, its background and the objectives of it.

As for the third section of the handbook, the benefits and additional values of the production will be discussed. Satakieli Academic's objective is to increase inclusion and, on this account, the third section presents the additional values from the perspective of people with ID and how they can benefit from the production. Moreover, the third section includes also the societal point of view, since non-disabled people can benefit from the production, too.

The fourth section presents the checklist for the production which was created to show that anyone can produce the program in any environment. The checklist itemizes technical devices and describes a proper production environment. Also, the fourth section includes the checklists for the production since they point out the things which should be taken into account before, during and after the recordings and the production. In the fifth section of the production handbook, the tables to describe the course of the production will be presented to the reader. With the help of the tables, anyone can produce the same kind of a program as Satakieli Academic as the process is presented step by step.

6.4 Supporting the host during the production

Both American Association on Intellectual and Developmental Disabilities (Definition of Intellectual Disabilities 2013) and the British Institute of Learning Disabilities (Fact-sheet on Learning Disabilities 2012) argue that significant limitations and reduced abilities in intellectual functioning and adaptive behavior are the most defining characteristics of an intellectual disability. Thus, a person with ID has reduced ability and mental capacity for learning, reasoning and problem solving. Therefore, all these aspects were taken into account and the person with ID was offered the adequate support measures when needed.

Since people with ID have significant limitations and reduced abilities in intellectual functioning and adaptive behavior, a support person was considered to be the best support measure for the production. The process of the production was multiphase containing several prongs and, therefore, the host would not be able to manage without support. The host benefit from the support person since the support person enabled the host to express himself during the production and, moreover, to be as an active participant in the production and discussion.

However, the support person was not the only support measure needed since the intention was to enable the host to be an active participant in the production. The host was able to read, speak out and use English during the production and, therefore, the support measures were quite easy to plan. The other support person, Iris Vainio from the University of Helsinki, was in a great help in planning the adequate support measures since she had an extensive knowledge of special education. Her studies on special education has a different methodological background as I have in my studies on rehabilitation counselling and, therefore, she was able to see the needs of the host from a different point of view. This also wider my own understanding and we planned the support measures for the production together according to the professional theories behind both rehabilitation counselling and special education.

Since the host was able to speak English, the support measures were easier to create. The host was supposed to be an active participant and speak for himself, so we

helped him to write the questions and answers according to his own personal opinions and desires. Also, to make discussion and participation as fluent as possible, we decided to write ready-made phrases for the host meant to be used for reacting and responding during the discussion (e.g. "Nice to know", "Thank you for your answer", "That's interesting"). The host was supposed to start the shows with the introduction and finish the shows with the conclusion and, therefore, we helped the host to write both of these according to his opinions and wishes.

The functional capacity of the host can be improved and the capability and sense of relevance can be increased with adequate support measures. Since the programs are aimed to help people with ID to participate and to increase their self-advocacy, the adequate support measures are essential to develop and perform. In addition, the programs developed have a significant impact also on other people with ID since they can achieve the same sense of relevance and participation as the host as they listen to the programs and relate to the topics of discussion.

7 CONCLUSION

The objectives of this functional Bachelor's thesis on Rehabilitation counselling were to provide knowledge basis on people with intellectual disabilities and to define the terms and issues related to their (re)habilitation. Moreover, thesis was aimed to show the potential and abilities of people with ID to work in media production and, more importantly, to introduce a new practice for (re)habilitation of people with ID. Since measurable goals were hard to set for this thesis, the evaluation is based on the personal observations and the results mirrored on the objectives presented in the introduction (see chapter 1.1). In addition, the feedback given by the representative of the working life partner and other persons who read the handbook during the writing process, is taken into account in evaluation discussed in this chapter.

The findings in literature reviewed in previous chapters showed that despite the efforts of disability studies, legislation and acts aimed to combat discrimination against people with disabilities, the exclusion from society has not stopped. Also, in the light

of the literature, the possibilities to take part in academic discussion have been very limited. It was stated e.g. by O'Reilly (2007), Callus (2013) and Finland's Disability Programme VAMPO 2010-2015 (A Strong Basis for Inclusion and Equality 2012) in previous chapters, that new innovations and practices are needed. Satakieli Academic was invented to improve the situation and, more specifically, to enable inclusion into society for people with ID.

The literature presented in this thesis pointed out the need for social innovations, which made Satakieli Academic a fairly topical issue. Even though the results cannot be evaluated in scientific settings, the personal observations and the comparisons between the background literature and the functional part of the thesis, however, showed the relevance of the topic. New practices are needed and new approaches are essential in order to develop the current policies concerning inclusion and equality. The opportunities to work on equal basis with others in the context of media production is, however, just one way to see the purpose of new innovations. New innovations can be invented at all stages of disability services and in the sector of social and health care. An open mind, will to make change and ability to see the opportunities instead of barriers are the key-factors to ongoing development of new practices and approaches. On this account, the topic of this functional Bachelor's thesis on Rehabilitation counselling is unique since people with ID have been seen as active participants in society and the potential of them have been cherished and promoted. Moreover, their abilities to work on equal basis with others were shown as the adequate support measures were offered. Therefore, people with ID can benefit from this thesis and, especially, from Satakieli Academic since their potential have been revealed to the general public. Hopefully, as the potential of people with ID has been presented, the knowledge and will to make changes to the current practices are increased in the pursuance of positive examples.

In the light of the objectives set in the beginning of the thesis, the production handbook succeeded in presenting the production step by step and, in addition, it will help the working life partner to develop the concept in the future. During the development of the production handbook I asked for a feedback for a few times in order to achieve the expected outcomes. Since the production handbook will be used in

the future, it was crucial to ask for a feedback from those who will work in the production and, more importantly, to meet the expectations of the assignor. According to the feedback given by the representative of Lyhty ry, the production handbook proved to be useful and both Lyhty ry and Satakieli Radio can benefit from it in the future as the programs will be developed and the next shows will be recorded.

Since I worked as a participant in the demo recordings, I was not, however, able to remain completely objective. The project, its objectives and the practices used became very familiar to me, which made it hard to stay objective. Therefore, I had to ask for a feedback from external persons who were not familiar with neither the project nor its practices and, on this account, they were able to see the production handbook from a different point of view as I did. It became evident to ask for a feedback for several times during the process since it was the only way to find out if the production handbook was explicit. The persons who read the handbook were able to comment the contents and, above all, they were able to say if they knew how to produce the same kind of a program according to the guidelines presented in the handbook. In this regard, the contents were developed according to the feedback and, therefore, the final version of the production handbook can be considered to be useful from the perspective of the persons not familiar with the concept.

As it was stated in the literature referred in this thesis, the adequate support measures are essential for people with ID. However, it was impossible to take all the existing support measures into account. The production handbook concentrates only on the support measures the host of the demos needed and, therefore, the support measures should be applied in the future depending on the abilities of the host. People with ID may have severe limitations of functioning and, on this account, the support measures must be reassessment each time. This is, however, a possibility to broaden the concept so any other client group can benefit from Satakieli Academic and its practices in the future. With the guidelines presented, the programs can be implemented not only with different clients, but in any environment, too.

However, both Satakieli Academic and the production handbook, will be developed in the future. The objective of this thesis was to offer findings on literature to support the topic and to describe the ideas behind it. Nevertheless, with the help of the production handbook, the next episodes will be easier to implement with different hosts and support persons as the guidelines for the production are made. Also, with the concept of Satakieli Academic, additional values can be offered not only for persons with ID or assistive persons, but to cooperation partners as well. Therefore, the concept of Satakieli Academic can offer added values, new perspectives and knowledge, as well as new experiences for all participants. Moreover, the model of production and the concept of Satakieli Academic will inevitably have positive effects in the field of (re)habilitation since new practices and working methods for (re)habilitation of people with ID are formed.

As for the future development of Satakeli Academic, the practices can be developed depending on the participants and, above all, depending on the functional capacity of the host. The more comprehensive support measures may be needed in the future and, on this account, the production handbook presented offer only one example of the production and the model of support. The production handbook presented in this thesis was, however, aimed only to the producers and support persons as the host's limitations of reading or understanding the complex contents was not taken into account. On this account, there is a need for another production handbook also the people with ID can benefit from. Another handbook should be a simplified version of the handbook presented and, in addition, written in plain language.

Both the evaluation and measuring the validity of the project were hard to make at this point since Satakieli Academic is a new and unexplored innovation. The developing process of the project will continue and the practices used will be developed. Even though the feedback was collected also at this point of the project, the practices for collecting the feedback should be developed in the future. During demo recordings and after them the feedback was asked from all the participants, but the means of collecting the feedback could be improved. One option could be a fill-in form in which all the participants can evaluate the process, the contents and the implementation of the show. Thus, the feedback received could be analyzed, filed away

and the improvements could be made according to the feedback. Also, the future development on the project would be easier if there was an established method for collecting the feedback.

According to the abovementioned proposals for improvement, the project will offer new topics of research for student from several study fields. Satakieli Academic enables various approaches towards intellectual disabilities, (re)habilitation, social services and media production in general and, therefore, it offers a wide range of new opportunities for research.

8 DISCUSSION

The topic of this functional Bachelor's thesis turned out to be very interesting and the process of it was eye-opening in many ways. The topic of this thesis offered me new point of views towards (re)habilitation and social services and, more importantly, it showed the importance of challenge the current practices. The literature presented in previous chapters showed the great need for new practices free from preconceptions and, thereby, the need of new approaches towards people with disabilities. According to the literature, there also seems to be a lack of change readiness and, therefore, the sector of social and health care need innovative persons who are willing to make changes and improvements to current practices.

Even though the topic was an interesting one, it also brought up many challenges along the way. The formation of the theoretical framework was relatively hard since I had to choose the literature which could support the subject in the best possible way. The workable literature was not easy to find, since there was no research on media work made by people with ID. Nevertheless, the background literature for the production handbook was needed in order to picture the contents of the thesis. On this account, I felt that it was vitally important to define intellectual disabilities in order to be aware of the limitations and challenges among this group. Also, it was crucial to understand the meaning of (re)habilitation of people with ID and the princi-

ples of it. The literature findings showed both the characteristics of intellectual disabilities and, moreover, the limitations as well as the barriers people with ID face in everyday life. The findings also reviewed the current employment opportunities and discussed about the issues related. The findings in literature pointed out the need for social innovations such as Satakieli Academic in order to change the current practices and to enable full participation and inclusion into society for people with ID.

As for the production handbook made for Satakieli Academic, I am pleased with the results – even though the formation of it was rather challenging most of the time. The basics and the goals for Satakieli Academic were already invented, but there was neither handbook nor hardly any other information either in written form. Therefore, I had to start the development of the handbook by making an interview with Radio Valo's project manager and, as a result, plan the contents based on this interview. Feedback from the assignor of the thesis made it easier to refine the handbook and develop it to the point where it is today. Despite all the challenges and improvements I had to make along the way, the finished production handbook is ready to face its first productions in fall 2015 in which it will be used for the first time. Also, the feedback from the assignor about the contents and the visual elucidations was positive and, above all, the production handbook was said to be usable in the context of Satakieli Academic. Nevertheless, the usability of the handbook will not be evaluated until the next demo recordings. However, I am satisfied with the handbook at this point and, either way, the development of Satakieli Academic and the practices will continue when the programs are made the next time.

As for my own professional development, the process of this thesis has been a unique opportunity for me. Despite the fact that this has also been the most challenging process and research I've ever done, this thesis has given me knowledge I could not have achieved any other way. Satakieli Academic and the ideas about inclusion and equality have given me new point of views towards (re)habilitation and my future career. In the light of the literature presented in this thesis, there seems to be many established, yet outmoded, practices in disability sector. With new innovations and a new way of thinking many things could be changed and practices could be improved.

The process of researching, reading and writing the thesis has been time consuming and challenging in many ways, but it has taught many things about myself and, most of all, about my strengths and weaknesses. This kind of a research is always a challenge for a student, but I decided to make it even a bit more challenging by writing my thesis in English. The language, eventually, turned out to be the most time-consuming part of my thesis since I was not familiar neither with the terminology nor the academic writing style. However, thought in general, I am pleased with the results and the final form of the thesis. Additionally, I feel that during this process I have become more confident about working in a foreign language and, more importantly, that I've become interested in project work and new innovations in general. This process has challenged my own way of thinking and the way I see my future profession and the field of (re)habilitation in general. Due to this thesis, I've also set new goals for my future career since I've recognized my strengths. The process has showed me that Venkula's (2008; see chapter 2.1) ideas are accurate not only in the context of Lyhty or Satakieli Academic, but with my own professional development too: we all learn by doing and this lifelong learning should be available for all.

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APPENDIX

Appendix 1. The production handbook



SATAKIELI ACADEMIC

**THE PRODUCTION HANDBOOK FOR MEDIA PRODUCTION WITH PEOPLE
WITH INTELLECTUAL DISABILITIES**

FOREWORD

This Production Handbook was made for media production with people with intellectual disabilities in the context of the Satakieli Academic. The Satakieli Academic is an international radio program and a social innovation aiming to create a new way for people with intellectual disabilities to discuss about their life and share experiences. The Satakieli Academic consists of two programs, *Learning Radio* and *Professor Café*, aiming to improve the status of people with intellectual disabilities. Moreover, practices used in these programs can also improve the skills of people with intellectual disabilities to produce radio and media content.

This Production Handbook was made by Elina Oksanen, a student from Jyväskylä University of Applied Sciences, as a part of her Bachelor's Thesis on Rehabilitation Counselling. The Production Handbook, as well as the Satakieli Academic, was made in cooperation with Lyhty ry's media workshop Radio Valo and international Satakieli Radio. The practices presented in this handbook were developed during the demo recordings in April 2015.

Lyhty ry would like to thank the reporter Yilin Lee-Setälä, professors Markku Jahnukainen and Simo Vehmas from University of Helsinki and professor LiYu Hung from National Taiwan Normal University. Lyhty ry would also like to thank the hosts Jussi Ratia and Wen Min Yuan, and the students Iris Vainio, MinHsin Wu, ChenYung Liu, YiShuan Lo, YunShuan Wu and Jacqueline Brugnara for their help in demo recordings.

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WHY SOCIAL INNOVATIONS ARE NEEDED?

There are many national, regional and international laws and acts aimed to improve the status and the equality of people with disabilities. As it is argued in World Health Organization's World Report on Disability, disability is, above all, a human right issue since disabled people experience inequalities in many stages of life such as healthcare, education, employment and political participation. Also, the United Nations' Convention on the Rights on Persons with Disabilities emphasizes the civil, social and economic rights for people with disabilities such as the rights to political and cultural participation.

Work is a human right issue and it is an essential part of life – also for the people with intellectual disabilities. However, there is a lack of employment opportunities, regardless of the legislation aimed to increase the equal employment opportunities for all. Sheltered workshops are intended to provide work activities and employment opportunities especially for people with intellectual disabilities, but the idea of work pointed only for people with intellectual disabilities should be replaced by new policies and the thinking that all work should be available for all.

Since people with intellectual disabilities meet barriers in many stages of life, the adequate support measures are prerequisites to participation and social inclusion. Therefore, there is a great need for new innovations free from preconceptions – innovations which can bring about the change, show the potential that lies in people with intellectual disabilities and, most of all, improve the status of disabled people in general.

LYHTY RY – THE HOME OF EQUALITY

"If there were no intellectually disabled adults, there would not be Radio Valo either." - Markus Vähälä, Lyhty ry

Lyhty ry was founded in 1993 aimed at improving well-being of intellectually disabled people and their families. Lyhty ry provides supported housing services, a learning unit for young adults and work activities in a workshop model. Lyhty ry has different workshops in which people with intellectual disabilities have the opportunity to improve their skills in culture, media, textile, outdoor maintenance and independent workshops. Furthermore, Lyhty ry works to improve the status and equality of people with intellectual disabilities in the society.

Radio Valo is the media workshop organized by Lyhty ry. Radio Valo's objective is to strengthen intellectually disabled persons' abilities to work and produce radio content, journalism and also both video and digital content. In Radio Valo the adults with intellectual disabilities have an opportunity to improve their skills in all stages mentioned with help of the professionals of media and radio work. Radio Valo workshop is also the place in which the project, financed by RAY (*Finland's Slot Machine Association*), was implemented in 2010-2014. The website www.radiovalo.fi was established hand-in-hand with the project and its objective was to create a channel in which people with intellectual disabilities can publish programs produced in cooperation with the

journalists and other media work professionals.

Satakieli Academic is based on Satakieli Radio, produced and hosted by Taiwan-based reporter Yilin Lee-Setälä, who has been produced her international bilingual radio program for several years in cooperation with Radio Valo. Aim of the original Satakieli Radio has been to create a way for disabled people to discuss about their life and share their experiences in two different nations. The next step for the concept is Satakieli Academic - a new practice which can be implemented internationally in any environment within the social and healthcare sector. It consist of two different programs, *Learning Radio* and *Professor Café*, which will take the concept to the next level.

Learning Radio is an international radio show aiming to improve the skills of a person with an intellectual disability to be a part of media production. In Learning Radio, the person with an intellectual disability is supported by a special education student or a student of some other equivalent higher education program. Learning Radio aims to create a new working method for disability sector and for habilitation and, in addition, to provide new environments to learn new skills and/or improve the skills already achieved. Furthermore, Satakieli Academic offers a new and innovative way to inclusion for people with intellectual disabilities.

Professor Café aims to create a new way for international cooperation between two nations and its objective is to produce high quality academic discussion between the professionals of special education, learning or some other specific area. In the future, the participants can be the students of different field, who can compare notes and practices from their own perspective and, in addition, wide the understanding of both participants. What is unique in Professor Café, there is an intellectually disabled host in it. In Professor Café, the host can get a unique opportunity to take part into high quality academic discussion, even though the host itself cannot take part into actual conversation. Nevertheless, the person with an intellectual disability can be a part of a new innovation and high academic discussion and, therefore, get a chance to experience a totally new way of working.

THE BENEFITS OF SATAKIELI ACADEMIC

Satakieli Academic:

- improves the equal status of people with intellectual disabilities
- ensures the possibilities for participation into surrounding community and society
- combats exclusion and promotes inclusion by offering a new method to work
- removes and reduces barriers.

With the help of Satakieli Academic the people with intellectual disabilities:

- can play an active role and they can be a part of a social innovation
- can become self-advocates
- can be seen as active participants in society
- can improve their skills and enhance their functional capacity
- can have new opportunities and environments for (re)habilitation and inclusion
- can gain abilities to work in unique environments
- can be a part of an international academic discussion with universities, professors, professionals and students.

A CHECKLIST FOR THE PRODUCER

What you need is:

- a computer / a tablet / a phone
- a microphone & headphone set (some computers have built-in microphones and speakers)
- an internet connection and the best possible connection available
- Skype software
- a software which can record the show
- a studio or some other quiet place in which the show can be recorded without interruption.

Before the show, remember that:

- the topic must be familiar to each participant. When so, you can get as much information as you need and each participant can share their experiences and knowledge with each other.
- the role of each participant must be clarified. When all the participants are aware of their roles, the production will be fluent.
- all participant must have been given the schedule beforehand.
- all the participants must have the same information and knowledge about the content and the topic of

discussion.

- make sure the internet connection is working with all participants before starting the show.
- warm-up with the technical devices before the recordings to "break the ice" and make the recordings as fluent as possible.
- when the show starts, check that the recording is working.

After the show, remember to:

- make sure everything has been recorded.
- make sure you have all the recordings in the right format.
- make sure you have the software you need for editing (e.g. Garage Band – it is an easy way to do the editing).

A CHECKLIST FOR PROFESSOR CAFÉ

STEP 1 Producer	STEP 2 Support & host	STEP 3 Producer	STEP 4 All	STEP 5 Producer
1. Search for - <i>cooperation partner (universities, professors)</i> - <i>host</i> - <i>support person</i> .	1. Study the topic of discussion and prepare the questions for the professors together with the host. 2. Send the questions to the producer; - <i>study the questions and pronunciation with the host</i> . 3. Write auxiliary phrases for the host. 4. Prepare introduction and conclusion for the show with the host. 5. Practice with the host with the materials made.	1. Send the questions to the professors; - <i>ask for feedback</i> - <i>edit the questions if needed</i> . 2. Send the final questions to the professors; - <i>only if the previous ones have been edited</i> . 3. Schedule the show. 4. Send the same additional information for each participant. 5. Arrange the studio and technical devices needed.	1. Arrange Skype group chat with participants before the show and the recording starts 2. Go through the schedule and content once more. 3. Warm up with the technical devices. 4. Make the radio show and recording. 5. Ask for immediate feedback after the show.	1. Send a thank-you letter for each participant. 2. Collect the feedback and ideas for improvement from the professors. 3. Edit the show. 4. Send the edited version for each participant. -

A CHECKLIST FOR LEARNING RADIO

Step 1 Producer	Step 2 Support & host	Step 3 Producer → All	Step 4 Support & host
1. Search for; - <i>cooperation partner (universities and professors)</i> - <i>producer from the participant country</i> - <i>host</i> - <i>support person for the host.</i>	1. Get to know each other; - <i>find out necessary information about the host</i> - <i>find out the interests of the host.</i>	1. Arrange a Skype meeting in which all participants together can; - <i>select the topic of the discussion for the show</i> - <i>clarify the roles of each participant.</i>	1. Make questions for the show together with the host; - <i>the questions must be based on host's own interests</i> - <i>remember to write host's own answers for the same questions too.</i>
2. Collect contact information of each participant to send to others.	2. Consider the host's level of functioning; - <i>Is there something you need to ask someone else?</i>	2. Determine the timetable of the show together with all participants.	2. Send the questions to the producer.
3. Arrange a meeting between the host and support person.	3. Define the needs and adequate support measures; - <i>By what means the host can participate?</i>	3. Send all participants the same information about the upcoming show and schedule made for it.	- Write host's introduction and conclusion for the show.
4. Inform all participants about the upcoming show and the arrangements for it.	-	-	4. Make useful support materials for the host for the upcoming show.

Step 5 Producer → All	Step 6 Support & host	Step 7 Producer → All	Step 8 Producer
1. Send the host's questions to the host and support person of the other country; <i>- support person help the host to answer the questions from another country's host</i>	1. Write the answers to the questions sent from another country together with the host; <i>- The answers must reflect the hosts own thoughts!</i>	1. Arrange a Skype meeting before the show <i>- go through the practicalities and the schedule once more - make sure everyone knows their role in the show.</i>	1. Send a thank-you letter for each participant, containing; <i>- Inform about the distribution channel and the time for publishing.</i>
2. Arrange a Skype meeting with all participants; <i>- go through the questions from both countries together - clarify the content and the structure of the show.</i>	2. Create a studio folder for the host containing; <i>- introduction & conclusion - Q&A - vocabulary & phrases.</i>	2. The Radio show and recording.	2. Collect feedback from each participant about the edited show and ideas for improvement.
3. Send the additional information to everyone after the meeting; <i>- Remember to tell detailed timetable for the show.</i>	3. Go through the materials for the show with the host; <i>- introduction & conclusion - Q&A - vocabulary & phrases.</i>	3. Ask for immediate feedback.	3. Edit the show once more if needed based on the feedback.
-	4. Practice; <i>- the use of the studio folder - studio circumstances with the equipment.</i>	4. Tell about the process after the show; <i>- timetable for editing and publishing.</i>	4. Publish the show and inform all participants about it.

ADDITIONAL INFORMATION

Markus Vähäjä
markus.vahala@lyhty.net

info@radiovalo.fi

www.lyhty.net

www.radiovalo.fi

www.facebook.com/radiovalo

[twitter@radiovalo](https://twitter.com/radiovalo)

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