

DIAK

Emmi Haapajoki

Degree Programme in Social Services
Diaconia University of Applied Sciences
Thesis, 2025



Empowered Through the Lens: A Photovoice Study on Immigrant Elderly

ABSTRACT

Emmi Haapajoki

Empowered Through the Lens: A Photovoice Study on Immigrant Elderly

53 pages and 4 attachments

Published (Spring, 2025)

Diaconia University of Applied Sciences

Bachelor's Degree Program in Social Services

This development-oriented thesis examines the empowerment of elderly immigrants residing in Finland's capital region through the application of photovoice, an art-based participatory research method. Elderly immigrants can often face barriers such as language, cultural differences, and social isolation, which can contribute to their marginalization and hinder their sense of belonging. By engaging participants in creative workshops and a photo exhibition, the project aimed to elevate their voices, show recognition, and promote a positive understanding within the Finnish society.

The purpose of this thesis is to promote a positive understanding and raise awareness of elderly immigrants within the Finnish society, while the objective is to create opportunities for empowerment among elderly immigrants through photovoice. Four groups, representing different linguistic and cultural backgrounds, participated in workshops where they captured and shared photographs reflecting moments of joy and meaning in their lives. These photographs, along with their stories, were displayed in a public exhibition at Töölö Library, visualizing their voices and providing an opportunity for empowerment.

The project was evaluated using the SMART criteria, ensuring specific, measurable, achievable, relevant, and time-bound goals. Feedback from participants in Groups A and D indicated a strong sense of empowerment and pride, while challenges with engagement from Groups B and C highlighted areas for improvement in outreach and inclusivity.

Overall, the project successfully met its objectives by creating a platform for elderly immigrants to express themselves, highlighting a sense of empowerment, belonging, and raising awareness in the broader community. This thesis contributes to ongoing discussions on inclusion, integration, social justice, and the role of creative methods in empowering marginalized groups.

Keywords: population diversification, population aging, elderly immigrant, photovoice, empowerment

CONTENTS

1 INTRODUCTION	3
2 BACKGROUND AND CONTEXT.....	5
2.1 Population aging in Finland.....	5
2.2 Population diversification in Finland	6
2.3 Social and legal awareness	7
2.4 Comparative studies.....	8
2.5 Jade ry	9
3 KEY CONCEPTS.....	11
3.1 Elderly immigrant.....	11
3.2 Empowerment.....	13
3.3 Photovoice	14
4 PURPOSE AND OBJECTIVE	17
5 PROCESS DESCRIPTION	19
5.1 Before: Risk analysis and planning.....	19
5.2 Planning Workshops I & II	20
5.3 Implementation	22
5.3.1 Workshop 1: Introduction and Exploration	23
5.3.2 Workshop 2: Sharing and Storytelling	24
5.3.3 Photo exhibition.....	26
6 EVALUATION	31
6.1 Participant group reflections.....	31
6.2 Reflection from Jade ry	33
6.3 Evaluation of thesis purpose and objective	34
6.4 SWOT analysis.....	36
6.5 Evaluation of the risk analysis.....	37
7 ETHICAL PERSPECTIVES.....	39
8 PROFESSIONAL DEVELOPMENT	42

9 RECOMMENDATIONS FOR FUTURE STUDIES	44
10 DISCUSSION.....	45
REFERENCES	48
APPENDIX 1. Workshop 1 Plan.....	54
APPENDIX 2. Workshop 2 Plan.....	55
APPENDIX 3: Photo exhibition poster (in English).....	56
APPENDIX 4: Photo exhibition poster (in Finnish).....	57

1 INTRODUCTION

Imagine living in a foreign country later in life, where the language is unfamiliar, and the customs are different. Now, imagine trying to navigate that world when you are in need of support. This is the reality for many elderly immigrants in Finland, who often face the challenge of feeling unseen and unheard in a society that is different from their own. This thesis gives a glimpse into their world, exploring how these individuals experience empowerment, or the lack thereof, within Finland's social services. It seeks to uncover whether elderly immigrants in the capital area feel recognized, valued, and supported, despite some of the cultural and linguistic barriers they might encounter.

As Finland becomes increasingly diverse, the need to address these challenges grows more urgent. Ensuring that individuals from all backgrounds feel empowered and integrated is vital. Not only for their well-being but for creating a more inclusive society. For elderly immigrants, this means creating spaces where they can feel a sense of belonging, dignity, and purpose, even while facing cultural and linguistic differences. This thesis aligns with this broader context, aiming to promote social acceptance and inclusion.

To better understand elderly immigrant experiences, the study done in this development-oriented thesis uses an art-based method of photovoice. This approach allows participants to use photography as a tool to express their thoughts and emotions visually, offering a deeper and more nuanced exploration into their perception. Through their lenses, the concept of 'color', in the context of the theme asked to photograph of 'What brings color to your life?', takes on a symbolic richness, revealing insights into their current lives. The method not only highlights their perspectives but also brings forward their voices, enabling them to share their view and stories on their own terms.

The journey of writing this thesis also reflects the spirit of collaboration and individuality. Originally intended as a joint group work, the decision to transition

to individual authorship was made. It became evident that working separately would allow each author to explore their unique perspective more fully while respecting differences in schedules and approaches. This shift opened the door to two distinct yet interconnected narratives, each contributing valuable insights to the shared project. While the writing process diverged, the underlying commitment to the topic remained and the two theses now stand as complementary reflections of the same project.

2 BACKGROUND AND CONTEXT

To fully grasp the focus of this thesis, it's important to explore the background of the phenomenon being studied. This helps clarify concepts and provides a foundation for the research done. The thesis explores two major societal shifts in Finland: population aging and increasing diversity. As the elderly population increases; social and healthcare services must adapt. At the same time, immigration introduces new challenges in integration and accessibility. The research also emphasizes the role of social and legal awareness, highlighting the rights of elderly immigrants. By addressing these themes, this thesis aims to support the development of more integrative services in a changing society.

2.1 Population aging in Finland

The phenomenon of population aging can be examined by comparing the proportion of people over 65 to the rest of the population. Population aging refers to the change in the age structure of a population, where there is a higher proportion of older and fewer young or working-age individuals (Statistics Finland, 2003). Several factors contribute to population aging, primarily the decline in birth rates and increased life expectancy (Rissanen, 2019).

When examining changes in the age structure, the population can be roughly divided into three groups of children (0-14 years), working age (15-65 years) and elderly (65 years and older). Population aging can be observed by comparing the proportion of people over sixty-five years of age to the rest of the population. When the number of individuals over sixty-five years old increases relatively or percentage wise, this is referred to as population aging. For example, in 2000, 15% of Finland's population was over 65 years old. By 2030, about one in four residents will be elderly. Percentage wise, this represents an increase from the year 2000 to 2030. (Statistics Finland, 2003)

As the population ages, society faces some challenges, especially when it comes to balancing the number of people who are working with those who are not for example children and the elderly. In the future, more elderly people most likely will choose to live at home, which means we will need to increase the capacity for outpatient care. For those living in care facilities, there will also be a greater need for more social care professionals to provide the necessary support. (Schleutker, 2013).

As the population gets older, social service professionals need to rethink how services are provided for the elderly, because they will require both social support and healthcare (Eloranta, 2016). Rethinking these services involves innovative approaches, such as participatory methods that also involve the elderly in shaping the services they use, community-based initiatives that encourage active aging, and collaboration among healthcare providers and social workers.

2.2 Population diversification in Finland

Population diversification refers to the change in a society from being mostly made up of people from one ethnic or cultural background (homogeneous) to including people from many different ethnic and cultural backgrounds (heterogeneous). This shift happens when migration, globalization, or other factors bring people from diverse backgrounds into the same area, creating a more multicultural population. It highlights the growing diversity in society and the need to adapt social services, policies, and community practices to better reflect and meet the needs of all groups. This can be seen in Finland in the relative numbers of different ethnicities and in how diversity is represented in society (Allmark, 2004).

As the population becomes more diverse, the social and healthcare system faces new updates. The sector already deals with a wide range of client needs, and with more immigration, there is a greater need for effective integration services. It is important to quickly integrate newcomers into the workforce for financial reasons (Sarvimäki, 2013). This population shift is also changing the workforce

in social and healthcare, leading to questions about whether social service education is adequately preparing students for these changes (Kaihlanen et al., 2019).

2.3 Social and legal awareness

In the context of social connectedness, it is important to look at the rights of at least two laws in Finland in regarding older immigrants. These are very important for the rights of the immigrant elderly. The following acts are the act of care services for older people (980/2012) and act on the status and rights of patients (785/1992).

The Act on Care Services for Older People (980/2012) enquires policy agendas and integration programs to consider the needs of older immigrants. The Act ensures that the needs of older immigrants are recognized and addressed within the country's elder care system. It emphasizes inclusivity and non-discrimination, requiring that care services be culturally sensitive and accessible to all elderly individuals, regardless of their background. This includes providing services in immigrants' native languages, respecting cultural practices, and offering integration programs to help older immigrants navigate the Finnish healthcare system. The Act also mandates that policy agendas consider the unique challenges faced by older immigrants, such as social isolation and cultural barriers, and encourages collaboration with immigrant organizations to tailor care services accordingly. Additionally, it highlights the importance of training care providers to understand and meet the specific needs of this diverse group, promoting social cohesion and enhancing the quality of life for all elderly people in Finland. (Finlex, 2012)

Furthermore, the Act on the Status and Rights of Patients (785/1992) requires that care and service providers treat clients with immigrant backgrounds in a culturally sensitive and respectful way, taking their individual needs into account. This means that healthcare providers must be attentive to the cultural, linguistic, and religious factors that might affect the care of immigrant patients, ensuring

that these individuals receive personalized and appropriate services. The Act also encourages the involvement of interpreters and cultural mediators when necessary to bridge communication gaps and enhance the quality of care. (Finlex, 1992)

It is crucial to remember that as human beings and members of society, we are responsible for helping our community thrive. The awareness of elderly, especially elderly immigrants need to be brought forward. It is crucial for this minority group to also have a say in their non-native environment. The focus group has travelled from their home country to settle in Finland. They have the right to be integrated to the Finnish society and they should also make the effort to integrate. It is also their right for their voices to be heard.

2.4 Comparative studies

Another thesis titled; "*Sleeping Rough in the Happiest Country*" (Villarente-Forsell & Ungaretti de Campos Velho, 2023), also uses photography as a powerful tool to amplify the voices of those who are often overlooked. That project focuses on homeless migrants, offering them a platform to express their daily realities and challenge the common stereotypes and assumptions surrounding homelessness. Through visual storytelling, the participants can share not only their hardships but also their humanity, resilience, and hope.

While the "*Sleeping Rough in the Happiest Country*" thesis gives visibility to the struggles of homeless individuals, this thesis project focuses on elderly immigrants and their lived experiences of aging, belonging, and adapting to life in a new cultural environment. Photography becomes a bridge for participants to reflect on their memories, identities, and the connections they have built across generations.

This focus is especially relevant in the Finnish context, where broader social attitudes toward migration continue to present challenges. A study done by European Union Agency for Fundamental Rights, released data that migration as phenomenon brings forward a range of prejudice, thoughts, and attitudes in

Finland to different people. Finland has been highlighted as a country where racism remains a serious issue. Many have reported experiencing high levels of racist harassment, such as verbal abuse, threats, and intimidation, with Finland ranking the highest in Europe for these incidents. Discrimination also extends to critical areas like housing, employment, and social services, creating barriers for minority groups to fully participate in society. While Finland has laws and policies to combat racism, there are still significant gaps in their implementation, leaving many feeling unseen, unsupported, and vulnerable. This reality calls for greater effort to address these issues and create a more inclusive and equitable society for everyone. (European Union Agency for Fundamental Rights, 2019).

Furthermore, studies done on network theory come forward, emphasizing the importance of social connections. Migration feels less daunting when people know they will find opportunities and positive experiences not just during their working years, but also outside of work. (Massey et al., 1993) Highlighting positive experiences, particularly for elderly immigrants, sends a message that Finland values all members of its society, making it an attractive and worthwhile destination. By strengthening such networks and providing experiences, Finland can ensure that migration is viewed as more than just an economic necessity. Migration becomes a holistic and enriching exchange for both migrants and the society.

The thesis project shares a deep commitment to creating space for personal narratives that are often silenced in mainstream discourse. It becomes a story of empowerment, self-expression, and finding one's place in a land that may still feel foreign and is not the country of origin. It invites us to listen, to connect, and to better understand what it means to belong when home is somewhere new.

2.5 Jade ry

Jade, a registered association, (Jade ry) plays a vital role in supporting and empowering elderly immigrants in the capital area in Finland. As an activity center based in Töölö, Helsinki, with additional meeting places in Espoo and Vantaa, it

provides a welcoming space where older adults who speak foreign languages can connect, participate in meaningful activities, and access much needed support. The organization, primarily funded by *The Funding Centre for Social Welfare and Health Organisations* and local government grants, offers group activities in languages such as Somali, Arabic, Mandarin Chinese, Vietnamese, Kurdish (Sorani), Farsi, Dari, Thai, and simple Finnish. These groups aim to combat aging-related challenges, increase community involvement, and enhance the overall well-being of participants. Beyond group activities, Jade ry provides individual guidance and advice in native languages, as well as simple Finnish or English, ensuring accessibility for all. (Jade yhteisö ry, 2024)

Jade ry also goes above and beyond by organizing hobby clubs, trips, and volunteer-led activities, creating opportunities for socialization, learning, and fun. Their work is a fantastic example of how tailored support can help elderly immigrants feel empowered and integrated into society. (Jade yhteisö ry, 2024)

For this thesis, Jade ry was a valuable partner, generously providing access to four groups; Farsi, Vietnamese, Kurdish (Sorani), and Chinese, whose insights and participation made the project possible. The groups are kept anonymous, as Group A, B, C, D for the respect of individuals ethnic and identity privacy. Also, Jade ry provided the spaces where the workshops took place as well as translators when needed. With great gratitude, Jade ry was most helpful in the entire process. The collaboration was both professional and deeply enriching, highlighting the significant impact Jade ry has in promoting inclusion and community for elderly immigrants.

3 KEY CONCEPTS

To understand this thesis even more, it is important to define key concepts of the studied phenomena. Elderly immigrants, in particular, face obstacles such as language barriers and social isolation, making it harder to access essential services. A central theme of this study is empowerment that looks at how individuals and communities can gain more control over their lives. In addition, photovoice, a participatory method, is introduced as a tool for capturing experiences through photographs.

3.1 Elderly immigrant

Among the groups requiring focused attention are elderly immigrants, whose experiences and needs often differ to some extent from those of the native-born elderly population. Understanding this group requires not only a clear definition of what constitutes "elderly" but also an awareness of how cultural, social, and environmental factors shape their experiences. The following section will explore the concept of elderly immigrants in Finland, beginning with a definition and moving toward an understanding of their unique challenges and perspectives.

The term 'elderly' is transformatory in terms of time, environment, culture, and individual perception. Everyone has their own view of what age a person becomes an 'elderly person'. The definition that might be preferred by many is 'senior citizen', but in this thesis the debatable term 'elderly' is used to highlight the aging of the population. The age of the elderly for the thesis is taken from Statistics Finland that is also used by the work life partner; an elderly person in this study is 65 years old or older (Statistics Finland, 2003).

Spending one's later years, in an unfamiliar country is rarely what elderly people envision for themselves. This stage of life often brings declining health, reduced

social connections, and a risk of isolation. For elderly immigrants, the challenges are even greater, as immigration often means losing their social environment and daily routines. Even with family or social circles in their new country, many still experience loneliness and struggle to adapt to a new culture, language, and way of life, making this period particularly challenging. (Laurea Showcase, 2022)

Language plays a critical role in addressing societal inequality, as can be closely tied to power structures (Paananen et al., 2023). However, the level of language proficiency needed to adapt often depends on individual circumstances. Social and healthcare services in Finland are still in the early stages of learning how to meet the needs of elderly immigrants from diverse cultural and linguistic backgrounds (Laiho, 2018).

The UN Human Rights Council's report highlights the challenges faced by elderly immigrants in Finland, particularly when it comes to accessing social services. The rapid rise of digital services only makes things harder for them. The report suggests practical solutions, like offering alternative ways to access services and providing guides written in plain, easy-to-understand language. It also stresses the importance of lifelong learning opportunities to help elderly immigrants feel more independent and included in society. In addition, it reminds us not to forget those with dementia, whose illness might prevent them from using the Finnish they once learned. These steps and perspectives for example, the report suggests, could make a real difference in ensuring dignity and inclusion for elderly immigrants. (UN, 2022)

Working in culturally diverse settings brings some new challenges for professionals. It is no longer just about how well non-native speakers learn Finnish, but it is also about how well professionals can adjust their language to meet the needs of the people they are communicating with. This requires being mindful of how language is used in different situations. A language-aware professional pays attention to the context, uses different ways to communicate, and looks for solutions to make interactions smoother and more inclusive. It is about creating understanding and connection, no matter the language barriers. (Huovinen & Lamminmäki, 2022)

Together, these perspectives underline the role of language in inclusion and equality while highlighting the shared responsibility between immigrants and professionals in overcoming linguistic barriers. It is also important to keep a wide perception of what the term elderly immigrant entails, as there is a wide variety of different people associated with the group. The vast cultural backgrounds, socio-economic status, and degree of integration of each individual varies. There are fragile aspects to some members of the group, but they should not be stereotyped into 'helpless immigrant elderly'.

3.2 Empowerment

Empowerment is a multi-faceted term. It is tricky to pin down because it is used in many ways. One might talk about feeling empowered after a personal breakthrough, like finding new confidence or overcoming a challenge. Empowerment is not just about feeling good or strong; it is also tied to thoughts, motivation, and emotions (Järvinen, 2007). It requires skill development, enabling individuals to act actively and independently. An empowering approach is particularly significant in self-management because it emphasizes self-determination and strengthening personal resources. When individuals can influence their own lives and make decisions, they gain greater motivation and confidence to face challenges and pursue their goals. (Diakonia-ammattikorkeakoulu, 2024)

Empowerment is not just an individual journey; it also unfolds within groups and communities. When people come together to support one another, they can collectively feel more empowered, highlighting how social interactions can enhance our sense of control (Kuokkanen, 2003). It involves helping individuals and communities gain the tools and confidence for autonomy, to take charge of their lives. It is a process that builds skills and resources, enabling people to make decisions and shape their surroundings. By emphasizing unique strengths and community roles, empowerment strengthens participation and creates a sense of belonging. At its core, it strengthens self-management and supports individuals

in becoming active, capable contributors to their own lives and society. (Diakonia-ammattikorkeakoulu, 2024)

Key elements of empowerment include experiencing a supportive environment, feeling valued, and having the freedom to make choices. In a social context, empowerment is about gaining and enhancing mutual respect, connection, and collaboration, allowing individuals to support one another in their growth. Ultimately, empowerment is both an internal and external journey that is rooted in self-reflection, resilience, and the ability to act with autonomy in one's own life while contributing to the well-being of the community. (Haapajoki & ammattikorkeakoulu, 2012)

In this thesis, empowerment is seen as relationships that play a key role in both personal growth and collective empowerment, reminding us that we thrive together rather than alone. By encouraging participation, shared experiences, and moments of reflection, the development process creates space for people to grow, connect, and shape their own stories individually and collectively. The goal is not just to make empowerment an idea, but something real that people can feel, experience, and carry forward in their lives.

Empowerment is not only a service offered by a professional. It is an attitude that influences the entire social work process. This approach helps individuals as well as groups discover their strengths and achieve their goals, making it a valuable tool for social work professionals. It is an approachable tool that most likely benefits both the social worker and participant. (Diakonia-ammattikorkeakoulu, 2024)

3.3 Photovoice

Initially, photos were mainly used in fields like ethnography and anthropology to document and record cultural aspects. However, as researchers became more aware of their own biases and their influence in their work, they began to adopt more participatory methods. Due to this transformation, photovoice can also be

seen as an ethnographic approach, to explore the target groups world in the form of photography and dialogue. (Jarldorn, 2018; Fleming et. al., 2009)

Going back in time, Wang and Burris (1997) can be seen as the founders, who introduced the term "photovoice," which had previously been called "photo novella." Photovoice became a popular way to use photos to tell stories and engage audiences meaningfully. According to Wang & Burris, photovoice has three goals; 1) to enable participants to record and reflect community strengths and development, 2) promote critical conversations of important community issues, and 3) reach policymakers. Since 1997, photovoice goals have changed and grown to adapt to different studies that embark social change in various forms.

In many photovoice projects, the projects are more likely to succeed in raising awareness than changing social policy (Prins, 2010; Evans-Agnew, Sanon, & Boutain, 2014; Sanon, Evans-Agnew, & Boutain, 2014). The purpose of using photovoice in this thesis was to raise awareness rather than influence social policy. Given the project's scope and time constraints, the focus was on amplifying the voices of elderly immigrants, making their experiences visible and understood, rather than driving systemic change.

The emphasis on social change on the other hand, is a key aspect of the photovoice method. Social change can take place in various ways, from influencing social policy based on the research findings as well as to raising awareness about important issues. The extent of the change achieved can vary, depending on the impact of the research and the level of engagement from different stakeholders. (Breny & McMorrow, 2021)

Photovoice has been particularly useful in public health research, especially with communities that are often excluded from such discussions, aiming to empower marginalized groups (Jarldorn, 2018). For example, Wang and Burris used photovoice with women in rural China, demonstrating its potential to enable and empower participants (Wang and Burris, 1997).

Counter-narratives are a way to empower elderly immigrants by helping them share their personal stories and challenge stereotypes (KC, 2024). Instead of being defined by others or by structural barriers, participants are given the tools to express their own identities and experiences. Through the photovoice method, elderly immigrants use photographs and reflections to capture moments that highlight their resilience, color, and strength. This helps shift the focus from seeing them as vulnerable or dependent to recognizing their contributions to their communities.

Furthermore, using photovoice in research involves several ethical concerns. Privacy and anonymity are major issues, as identifiable individuals and properties may be exposed to the public. The process of photo selection, presentation, and publication needs transparency, ensuring participants have a say in what is showcased. Researchers must also avoid influencing participants to take photos that reflect what they think the researchers want, rather than their true experiences. Photo ownership is another concern; standard consent forms often give researchers control over the images, which in the worst-case conflict with participants' rights to have their stories told their way. (Evans-Agnew & Rosemberg, 2016)

A crucial yet often overlooked ethical dilemma is the emotional weight that accompanies storytelling through images. When participants document personal or painful experiences, the act of sharing these images can be both liberating and distressing. Researchers have a responsibility to recognize this duality by not only by providing emotional support but also by allowing participants to define the boundaries of their own narratives. Ethics in photovoice is not merely about procedural compliance; it is about honoring the depth, vulnerability, and autonomy of those who choose to share their world through a lens. (Jarldorn, 2018)

4 PURPOSE AND OBJECTIVE

The purpose of this thesis is to promote a positive understanding and raise awareness of elderly immigrants within the Finnish society. Given the context, the photo exhibition's aim is to highlight elderly immigrants view and promote positive awareness. While the focus is overarching, efforts are made to simplify and present its complexity in a clear and accessible way throughout the process.

Focusing more precisely on the process, the objective of this thesis is to create empowerment opportunities to the elderly immigrant participants. This involves creating opportunities for them to share their personal stories, express their cultural identities, highlight their part in the society as well as become an artist through photography. By prioritizing their voices and experiences, the thesis challenges stereotypes and promotes a deeper understanding into their lives. Ultimately, the thesis not only to enhances empowerment opportunities but also influences a broader societal perspective, strengthening a more inclusive environment where elderly immigrants feel recognized, valued, and connected.

Purpose: To promote a positive understanding and raise awareness of elderly immigrants within the Finnish society.

Objective: To create opportunities for empowerment among elderly immigrants through photovoice.

The objective is planned and evaluated using the SMART tool for support: specific, measurable, achievable, relevant, and time-bound criteria (Posner & Applegarth, 2019). The following table (see Table 1) shows the objective to be evaluated as well as the criteria used to evaluate the objective.

Objective: To create opportunities for empowerment among elderly immigrants through photovoice.

Specific:

The objective is to provide elderly immigrants with opportunities for empowerment by engaging them in photovoice. This approach helps in self-expression, strengthens their voices in society, and creates meaningful social connections through artistic and participatory methods.

Measurable:

The impact of the project can be assessed through participant feedback before and after the intervention, measuring their sense of empowerment, confidence in using photovoice as a tool, and engagement in social interactions.

Achievable:

Photovoice provides a structured and accessible artistic method that allows elderly immigrants to share their perspectives and experiences. The project ensures feasibility by providing guidance, workshops, and exhibition opportunity while making the elderly immigrants voices visible in public spaces.

Relevant:

This objective addresses the need for self-representation and empowerment among elderly immigrants, a group often underrepresented in societal narratives. By offering a platform for their stories, the project contributes to their recognition, making it a meaningful initiative within the Finnish context.

Time-bound:

The project was assessed at specific intervals, including pre- and post-evaluations, to measure changes in participants' experiences.

Table 1: Thesis objective through SMART criteria

5 PROCESS DESCRIPTION

This section details the risk analysis, planning and implementation of the project and exhibition, illustrating how the process evolved to support elderly immigrants through photovoice. The stages of the project are outlined below, covering planning, implementation and evaluation.

5.1 Before: Risk analysis and planning

Before the start of the thesis project, a risk analysis was conducted to help prepare for potential challenges. This early assessment was intended to provide structure and foresight, ensuring the team could act quickly and thoughtfully if problems arose. While some risks never materialized, others did, but not always in the way expected. For example, a concern that no participants would attend the workshops turned out to be the opposite; attendance was actually higher than anticipated. This highlighted the importance of staying flexible and ready to adjust plans based on the real-life context.

Several key risks were considered in advance. Language barriers were recognized as a potential obstacle, especially if important materials like instructions were only available in one language. Translating materials or finding accessible ways to communicate helps to make the project more inclusive and participant friendly. It is also essential to explain the project to human participants in a language they understand. (TENK, 2019)

Collecting feedback, though vital to the project, can be ineffective without a clear plan for analysis. In this case, gathering insights from elderly immigrants about the workshops was valuable, but it was equally important to have a thoughtful strategy for interpreting that feedback and using it to guide decisions.

Lastly, multiple SMART objectives were initially set, but it became clear that they lacked focus. This led to a revision, narrowing the main objective to one: To

create opportunities for empowerment among elderly immigrants through photovoice. Clarifying this objective helped strengthen the direction of the project and align everyone involved.

5.2 Planning Workshops I & II

Collaboration with Jade ry began in autumn 2023 through an initial email introducing the project concept. The email outlined the objectives, emphasizing the use of ethical protocol and ensuring anonymity for participants, particularly by avoiding visible faces in photographs. Jade ry expressed interest, provided these ethical considerations were upheld.

In February 2024, a face-to-face meeting was held to discuss the project in more detail. This meeting confirmed Jade ry's partnership and provided valuable insights into their client base, allowing adjustments to the project plan to better fulfill to the needs of elderly immigrant participants. Jade ry's guidance played a critical role in shaping the workshops. Their expertise helped understand the linguistic abilities of different participant groups, their availability, and the best ways to structure the workshops to ensure accessibility. From the very beginning, the planning process emphasized inclusivity, active listening, and cultural sensitivity.

To ensure that the workshops truly resonated with the participants, they were designed to meet the needs and cultural identities of four linguistic groups: Vietnamese, Farsi, Chinese, and Kurdish (Sorani)- speaking participants. From the outset, the planning process emphasized cultural understanding, accessibility, and active participation. Each session was planned to be welcoming, inclusive, and meaningful for everyone involved.

Initially, only three groups were scheduled due to time and resource limitations. However, during additional conversations with Jade ry, it became clear that Kurdish (Sorani)- speaking participants also deserved a dedicated group. Recognizing this, we adjusted our plans to add a fourth group, ensuring that every

group could feel seen and valued. This change was not merely logistical; it reflected our commitment to equity and inclusion with the resources given.

To maintain ethical considerations and ensure the anonymity of participants, the different language-speaking groups in the research are coded as Group A, B, C, and D. This coding system is used to protect the identities of the participants while allowing clear distinctions between the Vietnamese, Farsi, Chinese, and Kurdish (Sorani)- speaking groups. By anonymizing the groups, this research goes along the ethical guidelines, ensuring that participants feel safe and respected throughout the process. Also, all participants were over sixty-five years of age, but otherwise age is kept private. This ensures that participants' identities remain confidential and untraceable, creating a safe space for the participants to share their experiences. Furthermore, by using neutral codes, the research helps protect participants from potential stigma, stereotyping, or bias, creating trust and encouraging honest open participation. (Heikkinen & Heikkinen, 2017)

Reaching the participants required careful coordination. Rather than organizing separate recruitment efforts, we connected with elderly immigrants through their regular meetings at Jade ry. This approach allowed us to meet them in familiar environments where they already felt comfortable. Understanding that their schedules were often busy, we worked closely with Jade ry to identify free time slots within their existing meeting routines. This ensured that the workshops could take place without disrupting their usual activities, making participation as seamless as possible.

During the planning phase, we collaborated with Jade ry to determine the most convenient times and locations for the sessions. By the time the timetable (Table 2) was finalized, it was more than just a schedule. It reflected careful planning, active listening, and good collaboration.

Group	Date	Time	Location
Workshop 1 with group A	02.04.	14 - 16	Espoo Leppävaara
Workshop 1 with group B	04.04.	12 - 14	Matinkylä
Workshop 1 with group C	09.04.	10 - 12	Kinapori
Workshop 2 with group A	09.04.	14 - 16	Espoo Leppävaara
Workshop 1 with group D	15.04.	12 - 14	Jade
Workshop 2 with group B	18.04.	12 - 14	Matinkylä
Workshop 2 with group D	22.04.	12 - 14	Jade
Workshop 2 with group C	23.04.	10 - 12	Kinapori

Table 2: Schedule for workshops 1 and 2 for the four different target groups

Each workshop lasted two hours, carefully structured to include clear focus, engaging activities, and a supportive environment (see Appendices 1 & 2). The planned structure was to strengthen trust, creativity, empowerment and self-expression while addressing participants' unique cultural context. All in all, there were forty participants between the groups A, B, C, and D. Group C had the most participants (12), and group B the fewest (7). The distribution of participants was quite even in the mentioned groups.

5.3 Implementation

After careful planning and establishing a connection with the working life partner, the next step is the implementation of the agreed actions. This phase is where ideas begin to take shape in practice, always guided by the previously conducted risk analysis. It is essential to remain flexible and open to changes, as unexpected situations and obstacles may arise. Implementation is not about achieving perfection, but about learning by doing, through adapting, responding, and growing through the process. Continuous reflection and later evaluation help ensure that the experience leads to meaningful development both for the participants, facilitators, and the collaboration.

5.3.1 Workshop 1: Introduction and Exploration

The first workshop (see Appendix 1) served as a welcoming introduction to the project and its goals. Participants were warmly greeted by the facilitators, who explained that the purpose of the project was to create opportunities for participants to feel more connected and included within their local communities. To establish trust and transparency, participants were asked to sign consent forms that outlined their rights, including anonymity and the option to leave the session at any time if they felt uncomfortable. All in all, from the four groups forty participants attended.

The session began with two interactive icebreaker activities designed to build trust and help participants feel at ease. The first activity, the Name Game, encouraged participants to sit in a circle and introduce themselves by sharing their names, countries of origin, and something that brought joy to their lives. This 30-minute activity allowed participants to learn more about one another and begin forming connections. The second activity was a guided discussion about hobbies and favorite activities. Participants answered thoughtful questions such as what motivates them daily, what hobbies they have discovered since moving to Finland, and what they miss most from their home countries. These conversations not only helped break the ice but also gave participants the chance to reflect on their personal journeys and find shared experiences within the group.

After a short break, the facilitators introduced the concept of photovoice through a simple and accessible PowerPoint presentation. They highlighted how photography can serve as a powerful tool for storytelling and self-expression, sharing examples of photovoice outcomes to inspire participants. The session demonstrated how everyday moments captured in photographs could convey meaningful stories.

To conclude the workshop, participants were given a creative homework assignment for the next session: to bring a photograph that they had taken of

something that "Brings color to their life." This task encouraged participants to reflect on the positive aspects of their daily experiences, enhancing self-awareness and excitement for the next session.

Participants were given one to two weeks to take their photos, depending on the timing of their next scheduled workshop. To ensure that everyone felt comfortable with the assignment, facilitators provided simple and accessible guidance on how to approach the task. They emphasized that the focus was not on technical skills or professional photography, but rather on personal meaning and storytelling. Participants were encouraged to use their own perspectives to capture moments, objects, or places that held emotional significance for them.

Participants were also instructed that photos of faces or any identifiable images were not allowed to ensure anonymity and ethical considerations. When participants were unsure where to start, facilitators provided examples of suitable photographs they would use, demonstrating how meaningful moments could be captured while respecting privacy. (Heikkinen & Heikkinen, 2017)

By allowing time for the task, reflection and personal interpretation, the assignment became more than just a photography task. It encouraged participants to engage with their surroundings, notice small moments of joy, and see their everyday lives from a new perspective. Thus, the task itself also intended to bring color to life.

5.3.2 Workshop 2: Sharing and Storytelling

The second workshop (see Appendix 2) built on the foundation established in the first session, focusing on sharing and interpreting the participants' photovoice contributions. The primary aim was to emphasize storytelling, mutual understanding, and empowerment through the sharing of personal experiences.

The session began with a warm welcome from the facilitators, who expressed their enthusiasm to see the photographs and hear the stories behind them.

Participants were reminded that the workshop was a safe and inclusive space where their voices and perspectives were valued. This 10-minute introduction set a positive tone for the session. All together forty participants attended from four groups.

To ease into the discussions, the facilitators initiated a short check-in round titled “How Are You Feeling?”. This 15-minute activity allowed participants to share their current emotions within the group. The focus then shifted to the main activity: photo sharing. Sitting in a circle, participants took turns presenting their photographs. Using an overhead projector, each photo was displayed for the group, creating a shared visual experience. Participants explained the titles they had chosen for their photographs and shared the personal stories or emotions associated with the images. The group was encouraged to ask questions and share their thoughts, which creates a sense of community and mutual appreciation. This activity lasted forty-five minutes and served as the heart of the session.

Following this, a fifteen-minute break allowed participants to relax and connect informally. After the break, the session resumed with a feedback and reflection activity. Participants used a simple emotion scale to share their feelings about the session and the photovoice process. This exercise helped facilitators understand how the participants felt and ensured that everyone’s comfort and experiences were prioritized. A group discussion followed, focusing on what participants had learned from the photovoice method and how the process of sharing their stories and photographs had impacted them.

The workshop concluded with a wrap-up discussion. Facilitators expressed their gratitude for the participants’ contributions and shared their excitement for the upcoming photo exhibition, where the participants’ work would be displayed for a wider audience. Participants left with a sense of accomplishment and pride, knowing that their voices and stories would soon be shared in a meaningful way.

These workshops were more than a structured exploration of the photovoice method; they were a collective journey of trust, creativity, and connection.

Through the workshops, participants not only gained tools for self-expression but also built a sense of belonging to their group and their broader community.

5.3.3 Photo exhibition

After completing all the workshops, the collected photographs, titles, and stories were carefully reviewed and prepared for the upcoming exhibition. The participants' stories were transcribed and thoughtfully translated into both English and Finnish to ensure the exhibition could reach and resonate with a broader audience. This dual-language approach highlighted the inclusivity of the project and made it accessible to a diverse range of visitors.

The photographs were professionally printed at FotoYks, funded by the students' budget, reflecting the dedication and personal investment in showcasing the participants' work. Meanwhile, the accompanying titles and stories were printed at no cost using resources at the Diak Helsinki campus, which provided valuable support for the project.

To enhance the professional appearance of the exhibition and introduce its theme, visually appealing posters were designed (see Image 1). The library hosting the exhibition gave free hands over the creative design of the posters, allowing to craft an engaging and informative visual framework. The posters were also printed at the Diak Helsinki campus, showcasing the collaborative effort behind the event (see Appendix 3 & 4). Additionally, small but essential items such as pins, a guestbook, and pens were purchased by the students to encourage interaction and feedback from attendees. For insight on a more detailed project budget, view Table 3 below.

ITEM	ESTIMATE PRICE IN EUROS	COST IN EUROS (STUDENTS' BUDGET)
Cameras for 40 participants	160	Free
Workshop spaces	Free	Free
Snacks	100	Free
Printing of photos	45	45
Printing posters	30	Free
Materials	20	20
Venue	Free	Free
Human resources (2 students)	3900	Free
Total	4255	65

Table 3: Budget for the project

As a result, the photo exhibition, titled “What Brings Color to Your Life?” took place from May 3 to May 21, 2024, at the Töölö Library in Helsinki. The event transformed the library space into a walk-in gallery of vibrant stories and images, capturing moments of joy and connection from the lives of elderly immigrant participants (see Image 2). The exhibition not only celebrated their creativity but also created an opportunity for the public to engage with their perspectives, bringing forward understanding and empathy within the community.



Image 1: Poster designed for the photo exhibition



Image 2: Photo exhibition at the Töölö library

The concrete result of the workshops was a total of forty photos by a total of forty participants. Each participant was allowed to have one photo in the exhibition for the sake of equality and fairness. The photos included a title alongside a short story of the photo's meaning. These photos were presented in the Töölö library in Helsinki, a local community library, in the form of an exhibition. The photos displayed different themes of what brings color to the lives of the elderly immigrants.

A grouping of the photos in themes was done to explore what themes bring color to the lives of elderly immigrants, which can be seen in the following images (see Image 3 and 4). The themes found were family, flowers, food, vacation, nature ambience and art. The photos are far more than the themes described, but this helps to get some insight into the results of what brings color to the lives of elderly immigrants in the form of photovoice.



Image 3: Themes of photovoice photographs part 1

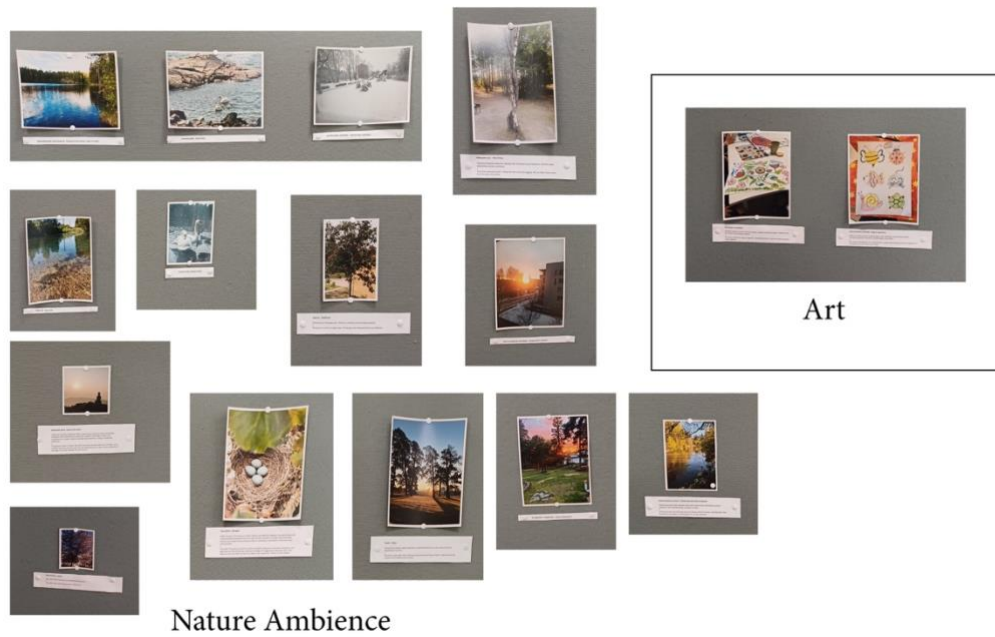


Image 4: Themes of photovoice photographs part 2

Furthermore, we were unable to monitor the exact number of visitors throughout the entire exhibition, as it was held in a public space. However, to capture audience reactions, we left a guestbook where visitors could share their thoughts after viewing the exhibition. The feedback in the guestbook reflected inspiration, appreciation, and emotional impact. Visitors described the exhibition as *“beautiful, touching, and wonderful,”* with many expressing gratitude for the concept and the stories shared. Comments included words such as *“inspiring, grateful, beautiful photos and stories,”* and *“a meaningful and important idea”*.

6 EVALUATION

6.1 Participant group reflections

Feedback from participants was collected after the workshops and the exhibition through face-to-face conversations and written notes. The overall sentiment was highly positive, with many participants expressing feelings of involvement and empowerment. They appreciated the time and effort dedicated to organizing the workshops and were thrilled to see their photographs displayed in a public setting, which many described as a proud and validating experience.

“We feel like we have been heard.” //

“Thank you for caring about us as we elderly are usually not seen.”

– Group A feedback

However, some constructive criticism was also shared, particularly regarding technical challenges. A recurring issue was the difficulty participants faced in transferring their photographs from their phones to a computer for the exhibition. This logistical hurdle caused some frustration and highlighted an area that could benefit from improvement in future projects. Suggestions included providing clearer instructions, technical support, or alternative methods for uploading photos during the workshops.

Despite these challenges, participants overwhelmingly emphasized their gratitude for the opportunity to participate. They valued the chance to reflect on their lives, share their perspectives, and see their stories resonate with others in a meaningful way. The project not only allowed them to express themselves creatively but also created a sense of community and connection with both the group and the wider audience who viewed the exhibition. This feedback underscores the success of the project in achieving its goals of empowerment, inclusion, and shared storytelling.

Group A's reflections fulfilled the thesis objective. Most of the participants in Group A visited the exhibition and expressed happiness at seeing not only their own photos but also those of others. Many shared that the experience made them feel heard and cared for, especially as elderly individuals are often overlooked in society. This sense of recognition and inclusion resonated deeply with the group, making the exhibition meaningful to them.

Group D visited the library during the opening of the exhibition, where an oral feedback session was held on the premises. The group expressed immense joy and gratitude for seeing their photos on display, describing the exhibition as meaningful. Their excitement was evident in their body language, with many thanking the team multiple times for the experience. One participant shared that she had kissed the picture of her cat on display, expressing her delight and emotional connection to the exhibition. This touching gesture illustrates just how significant the exhibition was for the group.

In contrast, Group C did not visit the exhibition, and as a result, no direct feedback was collected from them. Their group coordinator and translator suggested organizing a guided tour to the exhibition, as many elderly participants might not have fully understood or realized the event's importance. While the exhibition dates were shared during the second workshop, the coordinator's suggestion highlights a gap in ensuring participation and engagement.

Feedback from Group B was not gathered due to scheduling conflicts and illness among participants. This unfortunate situation underscores the challenges of collecting feedback, particularly when health and availability are barriers for the elderly.

Despite these challenges, the positive reception from Groups A and D demonstrates that the exhibition effectively highlighted elderly immigrants in a positive light. Group D's visible joy and gratitude suggest that the exhibition made them feel valued and respected. Similarly, Group A's feedback reflects a sense of being heard and cared for, aligning with the project's aim to promote

awareness of elderly immigrants in a positive manner. However, the lack of participation from Group C and the absence of feedback from Group B indicate areas where outreach and engagement could be improved.

In summary, the enthusiastic reactions from Groups D and A show a strong sense of empowerment and well-being. For Group D, the exhibition was not just an event but a deeply meaningful experience, as reflected in the participant's emotional connection to her photo. Group A also felt empowered by seeing their contributions publicly displayed, giving them a sense of recognition and appreciation. On the other hand, the absence of Group C highlights a need for proactive measures, such as guided tours, to ensure engagement. Similarly, the missed feedback from Group B highlights the importance of flexible planning to accommodate all participants.

Overall, the project successfully met its purpose and objectives with Groups D and A. Their positive feedback and feelings of empowerment indicate the project's impact. However, improving outreach and inclusivity for groups like Groups C and B will be critical in fully achieving the project's objective. Ensuring that every group feels equally engaged and supported will maximize the overall impact and success of future initiatives.

6.2 Reflection from Jade ry

The reflection from Jade's side, showed a more holistic reflection from the viewpoint of the organizer and coordinator. They mentioned many times that they cannot say much about the participant views as they were only coordinating the workshop times. However, they went to the exhibition with one of the groups and saw the reactions of the participants. Based on that experience, they said it was a very successful project for Jade participants. Jade ry as an organization has values of supporting well-being, empowerment and autonomy in participation. These values were brought forward in the project very well.

For further continuation of the project, they told that would put the photos and stories up on the Jade ry's walls and then afterwards make a picture book out of the photos. They said that the exhibition could have been longer in Töölö library as not all the participants had a chance to go and see the exhibition. We also talked about the communication and comprehension challenges of the participants. The exhibition dates were mentioned by the group coordinator during our workshops as well as posted on the social media of Jade. Some groups were taken to Töölö library by the group coordinators, but due to limited resources, not all groups had the same chance and were expected to visit the library and exhibition independently. Due to comprehension and autonomy reasons, the Group C participants did not visit the library. Thus, the reflection from their side was non-existent.

For the future, we also ideated similar workshops with photovoice for other Jade participants that could not join this time. The funding of the photos was discussed, and work effort needed for the workshops and setting up the exhibition. Even though these resources are needed, Jade ry was open to the idea. The method of photovoice was a great tool for Jade and will be used hopefully in the future by the group coordinators.

6.3 Evaluation of thesis purpose and objective

The purpose of this thesis was to promote a positive understanding, increase awareness and appreciation of elderly immigrants within Finnish society. By using the photovoice method and organizing a final exhibition, the project aimed to challenge stereotypes and highlight the contributions and experiences of elderly immigrants. The exhibition at Töölö Library symbolized inclusion and respect, offering participants a public platform to share their stories. This effort sought to give visibility to a group often overlooked, ensuring their voices were heard and valued.

The objective of the thesis was to increase a sense of inclusion through empowerment among the participants. This was achieved through creative

workshops where elderly immigrants expressed their stories and experiences via photography. The photovoice method encouraged participants to reflect on meaningful moments in their lives and share them with others, creating room for self-expression and connection. For many participants, especially those from Groups A and D, the process was deeply empowering. Their visible joy during the exhibition and feedback about feeling recognized and appreciated demonstrated that the project succeeded in creating a sense of pride and belonging.

When evaluated against SMART criteria (Posner & Applegarth, 2019), the project demonstrated several strengths. It was Specific, as it clearly focused on empowering elderly immigrants and promoting inclusion through creative expression and a public exhibition. It was Measurable, as success was tracked through participant engagement in workshops, qualitative feedback from participants, and public reception at the exhibition. The goal was Achievable, with the resources, partnerships, and planning in place to effectively carry out the workshops and exhibition. The project was highly Relevant, addressing the critical need to create visibility and recognition for elderly immigrants within Finnish society. Finally, it was Time-Bound, as the workshops and exhibition were completed within the planned schedule.

However, while Groups A and D engaged fully and provided positive feedback, challenges arose with Groups B and C. Scheduling conflicts, health issues, and difficulties in understanding the exhibition's importance led to limited participation from these groups. This highlighted areas for improvement, particularly in ensuring inclusivity and engagement across all groups. For future initiatives, more proactive measures, such as guided exhibition tours or flexible scheduling, could help address these gaps and ensure that all participants experience the intended sense of inclusion and empowerment.

Overall, the thesis succeeded in fulfilling its purpose and objective by highlighting inclusion and empowerment among elderly immigrants. It made significant progress in promoting understanding and appreciation for these individuals within Finnish society. While there were challenges in fully engaging some groups, the

positive responses from others and the impact of the exhibition demonstrate that the project created a meaningful and valuable experience, contributing to greater awareness, inclusion, and empowerment.

6.4 SWOT analysis

A SWOT analysis (see table 3) helps assess a project by examining both internal and external factors based on the feedback collected. This method identifies strengths that support success and challenges that may need attention. By considering both positive and negative aspects, it becomes easier to make informed decisions, improve strategies, and maximize impact. This structured approach ensures a balanced perspective, helping to recognize opportunities for growth while being aware of potential risks. (Posner & Applegarth, 2019)

	Positive	Negative
Internal factors	<ol style="list-style-type: none"> 1. Community engagement - promotes community interaction 2. Addressing relevant issue - addressing immigrant elderly's sense of belonging to Finland 3. Giving a tool for interaction - learning photovoice <p style="text-align: right;">Strengths</p>	<ol style="list-style-type: none"> 1. Language barriers - Limited participation and room for error 2. Cultural differences - Limited knowledge on the participants culture and facing challenges in cultural sensitivity <p style="text-align: right;">Weaknesses</p>
External factors	<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. Expansion of Services - Successful implementation could lead to the expansion of similar programs in other communities or even libraries. 2. Partnership Innovation Opportunities - Collaborating with other e.g. cultural organizations could provide additional resources and expertise. 	<p style="text-align: center;">Threats</p> <ol style="list-style-type: none"> 1. Competing Priorities - Elderly immigrants may have other priorities such as healthcare needs or family obligations, potentially reducing their availability for participation. 2. Policy Changes - Changes in immigration policies or funding allocations could impact the availability of resources and support for immigrant integration initiatives.

Table 4: A SWOT analysis of the project (Adapted from Posner & Applegarth, 2019)

The greatest internal strength in this project (see table 3) according to the feedback is the commitment to empowering community engagement and integration. A welcoming space was created where participants feel valued, connected, and supported in their journey with even additional tools taught. At the same time, some internal challenges were recognized. Language barriers can make participation more difficult and sometimes lead to misunderstandings, highlighting the need for better language support. Additionally, cultural differences require deeper awareness and sensitivity to ensure that all participants feel understood and included in our workshops.

Despite these differences, many opportunities for growth are present. A successful project could inspire similar initiatives in other communities and libraries resulting in expanding impact. Partnering with cultural organizations could also provide valuable resources and expertise by making the project even more inclusive and enriching for participants.

On the other hand, one must also be mindful of potential obstacles. Elderly immigrants may have other pressing priorities, such as health concerns or family responsibilities, which could limit their participation. In addition, changes in immigration policies or funding could also affect the resources available for empowering artistic work, making long-term sustainability a challenge. By recognizing both the opportunities and risks, one can continue to adapt, strengthen the approach, and work towards a more connected and inclusive community.

6.5 Evaluation of the risk analysis

During the implementation of the thesis project, three groups were scheduled to participate, but the plan had to be adjusted when the Jade project coordinator proposed adding more. In a way more the merrier, but at the same time the

number of participants had to be a moderate amount of a maximum of forty participants as there was not enough time and possibilities to have a bigger photo exhibition. In addition, the photos were paid by the students, thus a limited budget was logical. One additional group was taken and, in the end, it was agreed that there are four groups all together.

On one rare occasion, the facilitators arrived at a workshop only to find that the group was unaware of the visit. There had been some miscommunication issues. Lucky there was a group coordinator who could translate and take the leading role next to the facilitators. In the moment, the facilitators had to quickly explain their purpose and find ways to motivate the participants to attend in the photovoice workshop. The workshop was held successfully in the end.

Despite the challenges, many rewarding moments emerged. A notable success came when one group, previously looking for exhibition opportunities, was able to showcase their work in the photo exhibition. Thus, there was already a need for such a project. Many participants expressed deep appreciation for the workshops, with some even inviting the facilitators to dinner, reflecting the genuine connection and gratitude.

Most importantly, the photovoice method was well received. Participants engaged meaningfully with the process, using it to explore personal themes and reflect on what brings joy to their lives. The method encouraged creativity and introspection, and the workshops became more than just learning experiences; they became spaces of emotional connection and empowerment.

Each workshop contributed to the professional growth of the facilitators as well. With every session, their skills, confidence, and understanding improved. Perhaps most touching was the way participants connected with one another, sharing stories, forming bonds, and expressing interest in continuing the workshops in the future. This sense of community and belonging through the workshops stands as one of the most meaningful insights of the thesis project.

7 ETHICAL PERSPECTIVES

Ethical perspectives are crucial in research, particularly when working with vulnerable populations, such as elderly immigrants. According to the ethical guidelines for social service professions, it is essential to prioritize factors such as protecting the rights, dignity, and welfare of participants. Research involving participants or sensitive data should be guided by ethical principles that ensure their safety and highlight empowerment. (TENK, 2019)

In the context of using photovoice and photo exhibitions as a medium for empowerment, integrity and respect are fundamental principles. Integrity involves being honest and transparent throughout the research process. From planning and data collection to showcasing the participants' work in the exhibition. This means avoiding any form of misconduct, such as misrepresenting participants' contributions or manipulating outcomes. (Heikkinen & Heikkinen, 2017)

Respect involves treating each participant with dignity, acknowledging their voices, and considering their well-being at every step. By ensuring that participants' perspectives are central to the project and recognizing their contributions through public exhibitions, the research strengthens a sense of value and belonging. Such photo exhibitions are not just a result of the study but a platform for participants to tell their stories and share their experiences, helping to create visibility and dialogue around their lived realities. (TENK, 2019)

In line with these principles, obtaining informed consent from elderly immigrant participants is more than a formal requirement. It is a fundamental ethical obligation. Informed consent ensures that participants understand the purpose, objectives, and potential risks of the research, including how their photos and stories will be used. This transparency empowers participants to make an informed choice about their involvement. It also assures them of anonymity and

data protection, particularly when sharing their personal stories visually and verbally.

To ensure ethical standards and protect the privacy of participants, the language-speaking groups in this research are referred to as Group A, B, C, and D. This is especially important when working with marginalized or vulnerable groups, like elderly immigrants, as it prevents the risk of exposing sensitive information that could lead to harm. By avoiding cultural or linguistic labels, the research ensures that no community is singled out or unintentionally stereotyped, promoting fairness, respect, and inclusivity throughout the process.

Confidentiality and data protection are vital when using photovoice, as the personal nature of photographs and stories can make participants vulnerable. Researchers must guarantee that participants' personal information is kept private and secure, with only researchers accessing the data. This safeguards privacy while building trust, making participants feel safe to express themselves openly. (TENK, 2019)

By following these ethical principles (Heikkinen & Heikkinen, 2017), the research process not only protects participants but also serves to empower them. Photovoice and a photo exhibition create opportunities for elderly immigrants to share their lived experiences on their terms, using their voices that strengthens understanding within the broader community. Such an approach embodies the true spirit of ethical, inclusive, and transformative research.

In line with these ethical principles, the completed thesis was also sent to Jade ry for review before publishing. This allowed the working life partner to ensure that all content respected the dignity and privacy of the participating groups. Any needed adjustments or changes were made in accordance with their feedback. This collaborative review process further emphasized transparency, mutual respect, and the ethical responsibility of representing participants and partners with care.

Furthermore, artificial intelligence was utilized to support the planning and implementation of this research project in alignment with ethical guidelines for research, development, and innovation activities (Diakonia-ammattikorkeakoulu, 2025). In this report, the ChatGPT 4.0 AI application has been used for inspiration, edit language, and improve the fluency of the text.

Following good scientific practice, all content generated with AI was carefully reviewed to ensure accuracy, correctness, and originality. AI was not used as a source of scientific text, and all references were verified manually to maintain reliability. The ethical principles of fairness, equality, and respect have been upheld throughout the research process. No personal data, copyrighted materials, or confidential information related to Diak's operations, or its work partners were processed using artificial intelligence applications. The use of AI in this thesis follows the guidelines, ensuring compliance with Diak's citation and academic integrity standards. (Diakonia-ammattikorkeakoulu, 2025)

8 PROFESSIONAL DEVELOPMENT

My development throughout this thesis has been both personal and professional. I believe these two sides of growth are closely connected by how we see the world and relate to others. People, especially future customers, bosses and colleagues, inevitably influence the kind of professionals we become. Of course, it's essential to know when and how to set professional boundaries in a work setting, but at the core, there's always a human behind the role.

This thesis project gave me an opportunity to practice ethical competences in real and complex situations. I was constantly reminded of the importance of human dignity and acting in line with values such as equality, inclusion, and respect. Working with elderly immigrants from different linguistic and cultural backgrounds required me to stay aware of my own values, bias, and assumptions. I had to reflect deeply on how I view others and how this affects my actions in client work. Promoting the visibility and voice of a vulnerable group, such as elderly immigrants, is an example of acting ethically and in support of human rights. Throughout the project and thesis, I also worked to understand and respect cultural diversity in each group, showing sensitivity in both planning, implementation, as well as evaluation.

In terms of competence in social client work, I developed my ability to interact in multi-cultural settings. Each workshop demanded flexibility, presence, and the ability to co-create a safe atmosphere with participants. I supported the growth of participants' self-expression through photovoice, helping them find meaning in their daily lives as well as their own expression through photovoice. It aligned with client-centred and an empowering approach.

I also strengthened my social service system competence by collaborating with Jade ry and understanding how third-sector services complement public structures. I became more aware of the challenges immigrant elderly face in

accessing services, and how service systems must evolve to address diversity. I navigated relevant legislation, and ethical guidelines act of care services for older people (980/2012) and act on the status and rights of patients (785/1992). With these guidelines I ensured that all participants' rights were respected throughout the process.

The thesis also deepened my critical and inclusive social skills. I witnessed firsthand how structures such as ageism, racism, and language barriers affect people's participation in society. But I also saw how inclusion can grow when people are seen, heard, and valued. This project strengthened my belief in the importance of grassroots-level inclusion.

Lastly, my work community and management competence also grew. I learned to work independently while also coordinating closely with Jade ry, a third-sector partner. I recognized the importance of communication, shared planning, and ethical leadership in collaborative work. I took responsibility for the project budget, scheduling, and quality of the final exhibition, which taught me practical aspects of project and time management.

In conclusion, the thesis helped me see more clearly the kind of social service professional I want to be. Someone who listens, respects, and co-creates with any human, no matter the age, exterior, or background. I found great value in creative methods and participatory approaches, which I now feel confident using in the future. This journey has strengthened not only my professional identity, but also my sense of purpose; in making space and opportunities for others to be empowered.

9 RECOMMENDATIONS FOR FUTURE STUDIES

Creating opportunities for empowerment among elderly immigrants requires engagement, stronger policy connections, and ongoing research. This project highlighted the importance of making artistic methods, like photovoice, more accessible and impactful. Future studies could explore how these approaches can strengthen well-being, encourage voices to speak their truth, and drive social change.

To bridge the gap between storytelling and policy impact, decision-makers should be actively involved. Inviting policymakers to different artistic exhibitions and discussions can create opportunities for real change. Future studies could assess whether participatory art-based projects influence policy decisions and lead to tangible improvements in services for elderly immigrants.

Social and healthcare services must be more responsive to the needs of elderly immigrants. Culturally informed training for professionals, language support, and intergenerational programs can enhance deeper belonging. Research could explore for example how these initiatives affect well-being and social inclusion long term.

Expanding photovoice and other artistic methods can further strengthen self-expression and representation. Future studies could assess which methods best empower elderly immigrants and how they shape public narratives. Also, the tools for the measurement of empowerment should be further researched. Challenging stereotypes through counter-narratives remains also crucial. By continuing further research, Finland can move toward a society where elderly immigrants are not only seen and heard but truly valued and supported in shaping their own futures.

10 DISCUSSION

The main objective, to create opportunities for empowerment among elderly immigrants through photovoice, was partially but meaningfully realised. This was most evident in the outcomes of Groups A and D, whose participants actively engaged in both workshops and the final photo exhibition. Their feedback and visible emotional responses such as describing the experience as meaningful and expressing joy at being seen. This demonstrates that empowerment, self-expression, and social inclusion were successfully integrated. These outcomes align strongly with the SMART evaluation criteria set for the thesis.

The justification for this positive evaluation lies in the qualitative feedback and emotional responses. Participants articulated feeling heard, appreciated the visibility of their stories in public space, and developed a sense of pride. These responses resonate with the empowerment key concept discussed earlier: empowerment as a process of building self-worth, autonomy, and collective belonging (Diakonia-ammattikorkeakoulu, 2024; Kuokkanen, 2003). The photovoice method enabled the participants not only to reflect on their lives but to communicate these reflections with others, thus realizing one of Wang and Burris's (1997) goals of raising awareness and helping create room for dialogue through photography.

However, the evaluation must also acknowledge gaps in implementation. Groups B and C encountered obstacles such as illness, scheduling conflicts, and lack of awareness about the exhibition, which limited their engagement and impact. This contrast justifies the conclusion that while the objective was met with some groups, others remained only partially included, highlighting the need for stronger outreach and inclusive planning in future iterations.

During the implementation, some unexpected yet meaningful insights surfaced. One of the most touching was the way participants formed emotional bonds and

connections even to the facilitators during the workshops. Some expressed a wish to continue meeting after the project ended, suggesting that photovoice not only encouraged self-expression but also helped to start building a sense of community and friendship, which also aligns with network theory (Massey et al., 1993), even though it wasn't a direct goal of the project. Additionally, the purpose of promoting a more positive understanding and raising awareness of elderly immigrants in Finnish society was also achieved to some extent, especially through the public photo exhibition, which gave visibility to their stories and sparked empathy and recognition among the wider public.

Moreover, the implementation validated key concepts and findings from earlier research. Like previous studies that used photovoice with marginalized groups (Jarldorn, 2018; Villarente-Forsell & Ungaretti de Campos Velho, 2023), this thesis confirmed that visual storytelling can challenge stereotypes and shift public narratives about vulnerable groups like in this case, elderly immigrants. The method also enabled the participants to contribute counter-narratives (KC, 2024), a concept which became particularly tangible as the participants' photos symbolized joy, identity, and everyday resilience rather than victimhood.

This thesis shows that empowerment is not just about building someone's confidence, but it is also about creating spaces where people feel safe and understood. Earlier studies on language and cultural challenges (Paananen et al., 2023; Huovinen & Lamminmäki, 2022) remind us how important it is for professionals to be aware of the different ways people express themselves, especially when language is a barrier. That is why it is essential to keep improving communication skills and cultural understanding in social services. At the same time, this thesis does not focus only on the struggles elderly immigrants face, like racism or ageism. Instead, it highlights their strengths. Their stories remind us that even in unfamiliar surroundings, people can find meaning, connection, and pride.

As we look to the future, the stories shared in this project remind us of the vital importance of listening to those who are often overlooked. True social change begins with understanding, but it cannot stop there. It requires action such as

creating spaces where everyone feels valued, ensuring policies reflect diverse needs, and committing to a society where no one is left behind. The question we must ask ourselves is this: How can we continue to create a world where every voice, no matter how quiet, is heard, appreciated, and woven into the fabric of our shared humanity?

REFERENCES

Act on Supporting the Functional Capacity of the Older Population and on Social and Health Services for Older Persons (980/2012). Retrieved January 03, 2025, from: Finlex: <https://www.finlex.fi>

Act on the Status and Rights of Patients (785/1992). Retrieved January 03, 2025, from: Finlex: <https://www.finlex.fi>

Allmark, P. (2004). Should research samples reflect the diversity of the population? *Journal of Medical Ethics*. (30). Retrieved July 03, 2024, from: <https://jme.bmj.com/content/medethics/30/2/185.full.pdf>

Breny, J. M., & McMorrow, S. L. (2021). *Photovoice for social justice: Visual representation in action*. SAGE Publications.

Diakonia-ammattikorkeakoulu. (2025). Utilisation of artificial intelligence at Diak. Retrieved March 20, 2025, from: <https://www.diak.fi/en/general-information-for-students/study-related-regulations/utilisation-of-artificial-intelligence-at-diak/>

Diakonia-ammattikorkeakoulu. (2024, March 4). Voimaannuttava lähestymistapa yksilöiden elämänhallintaan. *Dialogi*. Retrieved January 20, 2025, from: <https://dialogi.diak.fi/2024/03/04/voimaannuttava-lahestymistapa-yksiloiden-elamanhallintaan/>

Eloranta, E.-J. (2016). Kommenttipuheenvuoro, Suomen Sosiaalidemokraattinen Puolue. Teoksessa Heikkilä, E. & Martikainen, T. (toim.) 2016. Maassamuutto ja siirtolaisuus kehityksen moottoreina? IX Muuttoliikesymposium 2015. Siirtolaisuusinstituutti. Julkaisuja 4. 10–13. Retrieved July 03, 2024, from:

<https://www.doria.fi/bitstream/handle/10024/178066/J-04-ISBN-978-952-7167-14-4-Muuttoliikesymposium-2015-Siirtolaisuusinstituutti-2016.pdf?sequence=1&isAllowed=y>

- Evans-Agnew R., Sanon M. A., Boutain D. (2014). Critical research methodologies and social justice issues: A methodological example using photovoice. In Kagan P. N., Smith M. C., Chinn P. L. (Eds.), *Philosophies and practices of emancipatory nursing: Social justice as praxis* (pp. 136-149). New York, NY: Routledge.
- European Union Agency for Fundamental Rights. (2019). Tuumaihoisena EU:ssa: Toinen Euroopan unionin vähemmistöjä ja syrjintää koskeva tutkimus (EU-MIDIS II) [Summary report]. European Union Agency for Fundamental Rights. Retrieved February 02, 2025, from: <https://fra.europa.eu/en/publication/2018/eumidis-ii-being-black>
- Evans-Agnew, R. A., & Rosemberg, M. S. (2016). Questioning Photovoice Research: Whose Voice? *Qualitative health research*, 26(8), 1019-1030. <https://doi.org/10.1177/1049732315624223>
- Fleming J., Mahoney J., Carlson E., Engebretson J. (2009). An ethnographic approach to interpreting a mental illness photovoice exhibit. *Archives of Psychiatric Nursing*, 23, 16–24.
- Haapajoki, R., & ammattikorkeakoulu, S. (2012). Voimaantuva itsetunto vieraan kulttuurin kokemuksellisuuden välityksellä: Erilaisen kulttuurin hyödyntäminen oman itsetunnon vahvistamisen edistäjänä. Seinäjoen ammattikorkeakoulu.
- Heikkinen, A., & Heikkinen, A. (2017). *Arki, arvot ja etiikka: Sosiaalialan ammattihenkilön eettiset ohjeet*. Sosiaalialan korkeakoulutettujen ammattijärjestö Talentia ry

- Helminen, M-L. (2018). Ulkomaalaistaustaiset ensisynnyttäjinä samanikäisiä kuin suomalaistaustaiset – mutta synnyttävät enemmän lapsia. Artikkelit. Tieto & trendit. Tilastokeskuksen asiantutija artikkeli. Retrieved July 03, 2024, from: <https://www.stat.fi/tietotrendit/artikkelit/2018/ulkomaalaistaustaiset-ensisynnyttajina-samanikaisia-kuin-suomalaistaustaiset-mutta-synnyttavat-lopulta-enemman-lapsia/>
- Huovinen, K., & Lamminmäki, R. (8.6.2022). Kielitietoinen kollega auttaa suomea opettelevaa. *Dialogi*. <http://urn.fi/URN:NBN:fi-fe2022050933841>
- Jade yhteisö ry (2024). Ryhmätoimintaa JADE-toimintakeskuksessa. Retrieved June 20, 2024, from: <https://www.jadeyhteiso.fi/ryhmatoiminta>
- Jarldorn, M. (2018). Photovoice handbook for social workers: Method, practicalities and possibilities for social change. Springer International Publishing AG.
- Järvinen, T. (2007). Empowerment – A Challenge of Non-Governmental Organizations in Development Cooperation Partnerships. University of Tampere. Department of Education. Acta Universitatis Tamperensis 1244.
- Kaihlanen, A-M., Hietapakka, L., Aalto, A-M., Lehtoaro, S., Heponiemi, T. (2019). Sosiaali- ja terveydenhuollon ammattilaisten kulttuurinen kompetenssi ja siihen yhteydessä olevat tekijät. Yhteiskuntapolitiikka. 84 (4), 369–377. Retrieved July, 01, 2024, from: <https://www.julkari.fi/handle/10024/138588>
- Kuokkanen, L. (2003). Nurse Empowerment: A model of Individual and Environmental Factors. University of Turku. Department of Nursing Studies. Annales Universitatis Turkuensis D 558.

- Laiho, M. (2018) Kielimuuri vaikeuttaa vanhuutta. *Maailman kuvalehti*. Published: 21.12.2018. Retrieved July, 11, 2024, from: <https://maailmankuvalehti.fi/2019/pitkat/kielimuuri-vaikeuttaa-vanhuutta/>
- Martikainen, T., Saukkonen, P., Säävälä, M. (2013). Johdanto: Suomi muuttuu kun Suomeen muutetaan [Introduction: Finland changes as migrants move to Finland]. In T. Martikainen, P. Saukkonen, M. Säävälä (Eds). *Muuttajat. Kansainvälinen muuttoliike ja suomalainen yhteiskunta* [Migrants. International migration and Finnish society] (pp. 13–22). Helsinki: Gaudeamus.
- Massey, D. & Arango, J. & Hugo, G. & Kouaouci, A. & Pellegrino, A. & Taylor, J. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review*. 19. 431. 10.2307/2938462.
- Paananen, J., Lindeman, M., Lindholm, C., & Luodonpää-Manni, M. (2023). Kielellisestä haavoittuvuudesta osallisuuteen. Teoksessa J. Paananen, M. Lindeman, C. Lindholm, & M. Luodonpää-Manni (toim.), *Kieli, hyvinvointi ja haavoittuvuus. Kohti kielellistä osallisuutta*. (s.9–11). Gaudeamus.
- Posner, K. & Applegarth, M. (2019). [Project Management, Management Pocketbooks](#).
- Prins E. (2010). Participatory photography: A tool for empowerment or surveillance? *Action Research*, 8, 426–443.
- Rissanen, A. (2019). Väestön ikääntyminen ja keskittyminen aiheuttavat haasteita kunnille. Kolumni. Valtiovarainministeriö. Retrieved June, 11, 2024, from: <https://valtioneuvosto.fi/-/10623/vaeston-ikaantyminen-ja-keskittyminen-aiheuttavat-haasteita-kunnille>

- Sanon M. A., Evans-Agnew R., Boutain D. (2014). An exploration of social justice intent in photovoice research studies: From 2008–2013. *Nursing Inquiry*, 21, 212–226.
- Sarvimäki, M. (2013). Muuttoliikkeet, työmarkkinat ja julkinen talous. Teoksessa Martikainen, T., Saukkonen, P., Säävälä, M., (toim.). 2013. Muuttajat: Kansainvälinen muuttoliike ja suomalainen yhteiskunta. Gaudeamus.
- Schleutker, E. (2013). Väestön ikääntyminen ja hyvinvointivaltio. Mitä vaihtoehtoja meillä on? *Yhteiskuntapolitiikka*. 78 (4). 425–436. Retrieved July, 03, 2024, from: <https://www.julkari.fi/handle/10024/110779>
- Statistics Finland. (2003). Väestön ikääntyminen on suhteellista. Retrieved June, 06, 2024, from: https://www.stat.fi/tup/tietoaika/tilaajat/ta_05_03_nieminen.html
- TENK (2019). Tutkimuseettinen neuvottelukunta. Ihmiseen kohdistuvan tutkimuksen eettiset periaatteet ja ihmistieteiden eettinen ennakoarviointi Suomessa. Retrieved August, 03, 2024, from: https://tenk.fi/sites/default/files/2021-01/Ihmistieteiden_eettisen_ennakoarvioinnin_ohje_2020.pdf
- THL (2024). Elderly immigrants. Retrieved July, 02, 2024, from: <https://thl.fi/en/topics/migration-and-cultural-diversity/immigrants-health-and-wellbeing/elderly-immigrants>
- United Nations. (2022). *Older persons deprived of liberty. Report of the Independent Expert on the enjoyment of all human rights by older persons, Claudia Mahler*. General Assembly. Human Rights Council. Retrieved July, 01, 2024, from: <https://documents.un.org/doc/un-doc/gen/g22/468/73/pdf/g2246873.pdf?to-ken=e6ZVsL8IndmrmS2U0p&fe=true>

Villarente-Forssell, K., & Ungaretti de Campos Velho, E. (2023). SLEEPING ROUGH IN THE HAPPIEST COUNTRY IN THE WORLD: Through the eyes of the homeless migrants in Helsinki. Photography Exhibition.

Wang, C., & Burris, M. A. (1997). Photovoice: concept, methodology, and use for participatory needs assessment. *Health education & behavior : the official publication of the Society for Public Health Education*, 24(3), 369–387. <https://doi.org/10.1177/109019819702400309>

APPENDIX 1. Workshop 1 Plan

Workshop 1

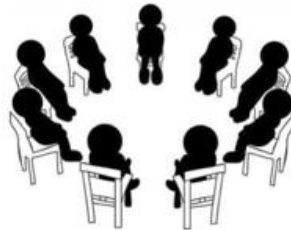
1. 15 min – Introduction and consent forms

Dear friends, we want to tell you about our thesis project that you are participating today. Our goal is to give you more opportunities to participate in the society and feel more belonging in Helsinki and Finland.

We will have two games now in the beginning to get to know each other, then a brake and then we will introduce to photovoice method. At the end we will give you a fun homework to do. And that is our session.

Before we start however, we would like you to sign this consent form that you allow us to record this session, it also tells that you will stay anonymous, and you can leave anytime from the session if you feel uncomfortable.

2. 30 min – Name game (sitting in a round formation) - tell your name, where from and what brings joy to your life? (Emmi)



3. 20 min – Other ice braking game – questions about your hobbies/ favorite activities (Tamar)

Example questions

- 1 What do you think, what motivates you every day?
2. What do you like to do the most?
3. Did you find out any new hobbies while you were here?
- 4 . is it something you really miss in Finland? What is it?
7. When you were a child, did you wish for a profession that you wanted to have and could not?
8. What was your childhood hobby?
- 9 What is your hobby now? What would you like to do?
- 10 What is your profession and what profession would you like to have?

4. 15 min – Brake

5. 30 min - Introduction to Photovoice and example of Photovoice *Powerpoint presentation and talking*

6. 10 min – Wrap up.

The next time we meet is: next time (date)

Your task is to take a photo of what brings color to your life. You have one week to take the photo. Next time you have a photo that brings color to your life <3 Please post the photo in your Jade WhatsApp group.

APPENDIX 2. Workshop 2 Plan

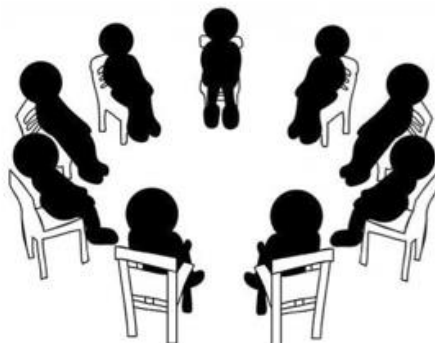
Workshop 2

1. 10 min - Introduction

Welcome to the second session. I hope all of you have been able to take a photograph and are ready to tell about it. I hope this task has been a nice thing to do for you.

2. 15 min – How are you feeling today round

3. 45 min – Sharing photos in a circle and telling stories



4. 15 min - Brake

5. 20 min – Feedback emotion scale and group discussion



Did you learn the photovoice method?

6. 15 min – Wrap up and ending

APPENDIX 3: Photo exhibition poster (in English)

Photo EXHIBITION

3.5. - 21.5.2024

TÖÖLÖ LIBRARY

IMMIGRANT ELDERLY VIEWS:

WHAT BRINGS COLOUR TO YOUR LIFE?

This project was done by two DIAK students Tamar and Emmi in collaboration with Jade ry.

Four groups took part in the workshops: Kurdi, Farsi, Vietnamese and Chinese languaged groups. There were two workshops held for each group, where we introduced the photovoice method and asked elderly immigrants to take pictures that bring colour to their lives.

Please take your time to enjoy these photos and leave comments in the guestbook. We would love to hear your thoughts.

Enjoy.

Diak



@ tamar.collander@student.diak.fi

@ emmi.haapajoki@student.diak.fi

APPENDIX 4: Photo exhibition poster (in Finnish)

Valokuva NÄYTTELY

3.5. - 21.5.2024

TÖÖLÖN KIRJASTO

IKÄÄNTYNEIDEN MAAHANMUUTTAJIEN NÄKÖKULMA:

MIKÄ TUO VÄRIÄ ELÄMÄÄSI?

Tämän projektin toteuttivat kaksi DIAK-opiskelijaa Tamar ja Emmi yhteistyössä Jade ry:n kanssa.

Työpajoihin osallistui neljä ryhmää: kurdi-, farsi-, vietnami- ja kiinan-kieliset ryhmät. Jokaiselle ryhmälle järjestettiin kaksi työpajaa, joissa esittelimme photovoice-menetelmän ja pyysimme iäkkäitä maahanmuuttajia ottamaan kuvia, jotka tuovat väriä heidän elämäänsä.

Ota aikaa nauttiaksesi näistä kuvista ja jätä tervehdyksesi vieraskirjaan. Haluaisimme kuulla ajatuksesi.

Nauti.

Diak



JADE

@ tamar.collander@student.diak.fi

@ emmi.haapajoki@student.diak.fi