



Critical information for immigrants regarding parenting to promote social inclusion

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IO-3

Joint report of the testing in the France, Greece and Sweden



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1 Introduction

The CRITICAL project aim is the development of training materials which can be used to help migrants understand the different views and perspectives on parenting and health. The materials will help them deal with the rules and values regarding parenting in the host country and to better access health services. The project will develop a methodology which facilitates the use of these training materials within the existing context and training opportunities in each of the partners' countries. This development work has been done when working on IO2: partly a game based learning method and partly a text based method. This document describes the last stage of the project: how the testing has been organised and what the results of the testing has been. Not only from the participants point of view (immigrants as well as educators) on effect and usability, but also regarding the content itself and possible needs for adjustments. Also, the results of a zero and effect measurement will be presented as part of assessing the intended impact. Once adjusted and finalised the developed materials will be made available online during the final stage of the project, in IO4.

2 Report from France

2.1 Participants of the testing

From October to February, we organised several training and testing sessions for both educators and immigrants. The trained educators were social workers, language trainers, educators, a doctor, and a psychologist. The participants in the "train the trainers" sessions are working daily with immigrants of all levels of education and language, and eight of them worked with families on a daily basis as well. The participating immigrants discovered the game during French language classes, within community social centres and as an activity at the family and children help centre. Most of them have children under 18.

Participating educators

Through email and phone invitations, we mobilised 10 people for two training sessions. Two were social workers specialised in family from two local community centres. Some are educators in local associations in domains of French foreign language classes (FISPE and CPA Mado Robin), youth and vulnerable families (Apprentis d'Auteuil), and local life (CPA Mado Robin). In the field of foreign language training, two coordinators (FISPE and CEFIA community centre), a mediator (FISPE) and a volunteer language trainer (FISPE) assisted the training sessions. We also had the input of a doctor,



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head of her own medical advice and consultancy association. A shorter session was also organised with a language trainer from OEPRE (language training for parents with children schooled in Paris). Apart from language training, we trained the team of a Daycare centre of the “Apprentis d’Auteuil” from the 18th district (5 people), including educators specialised in parenting and healthcare issues, and a psychologist. We also trained the team of another Daycare centre “Apprentis d’Auteuil” in the 15th district (6 people total, including FISPE’s foreign language trainee). Unfortunately their public didn’t get the opportunity to test the game before the end of the piloting period.

Participating immigrants

In total, we tested the game with 50 immigrants over the course of eight French foreign language classes (including two only with parents) and a session with parents and educators (at a family and children help centre, “Apprentis d’Auteuil”). Most of the migrant learners are in intermediate French foreign language classes (B1), with some consolidating their basic written competences while having strong speaking skills. The group of parents from the foreign language classes exclusively for parents (OEPRE) had very different language levels so some persons were paired (someone with a higher language level helping another person who doesn’t understand/speak very well). Nearly half have been in France for 5 years or more. A majority come from African countries, notably former French colonies. A few do come from South and South-East Asia, the Near Middle East and Latin America. Twenty declared themselves single while nineteen stated being married. Nonetheless, twenty-five people marked having children at home.

2.2 Organisation of the testing

This chapter details the organisation surrounding the testing with educators and immigrants. We specify when and which sets of cards used, as well as the immediate reactions and thoughts of all participants.

Organisation of Train the Trainer as preparation for testing

On October 14th, 2022, we organised two training sessions at the Maison de la Vie Associative et Citoyenne (MVAC) in the 17th district of Paris. Each session lasted around 3 hours. We used a PowerPoint presentation to dispense the key points and purposes of the card game. Considerable time was dedicated to playing the game. We composed the deck of cards with 7 health themes and 7 parenthood themes. We received invaluable feedback during and after the training and the game. To further collect feedback, we handed out a questionnaire. Each participant also received a resume of the training session with the general information and activities. The third training session, this time with the educators from the family and child help centre was arranged in the same way but at their offices in the 18th district on the 24th of January 2023. Only one session was different with the OEPRE language trainer who attended a session during one of FISPE’s language courses, on the 25th of January. On March 21st 2023, we trained the team of the Daycare children and family centre in the 15th district at their offices. In each training session, the atmosphere was fun and light, competitive and reflective during the game.

Testing the game based-approach

The first two train the educators sessions happened on October 14th in the MVAC, Paris. We tested the following topics: my social security card “Ma carte vitale,” I don’t feel well “Je me sens malade,”



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sexuality “Sexualité,” I have a prescription “J’ai une ordonnance médicale,” vaccination “La vaccination,” my general practitioner “Mon médecin traitant,” I don’t have health insurance “Je n’ai pas de mutuelle,” be yourself “Être soi-même,” getting a home caretaker “Je dois faire garder mon enfant,” my child is mentally unwell “Mon enfant ne va pas bien,” my child is ill “Mon enfant est malade.” Over the two sessions, we discussed in detail feeling unwell, my general practitioner, my social security card, sexuality, and my child is ill. Overall, everyone enjoyed themselves and were very competitive. They all imparted constructive criticisms during and after the game. We tried to cover as many topics from the cards as possible during the 2 other training sessions we had.

One of our language trainers used the game twice in her class of intermediary French in the community centre *La Maison Bleue* in Paris 18, on November 21st and December 5th (with approximately the same group of people). In the first session, ten immigrants played in pairs. On December 5th, five immigrants played individually along with our game-trained mediator. Over the two sessions, they covered: “Mon enfant ne va pas bien,” “Ma carte vitale,” “J’ai une ordonnance médicale,” “J’ai une urgence: premiers secours,” “Ma mutuelle santé,” “Aides sociales familiales: la CAF,” “Je me sens malade,” “Je suis parent isolé,” “Mon enfant est malade,” “Mon médecin traitant,” “La vaccination,” “Être soi-même,” and “J’ai besoin de médicaments.” During discussions, they focused on social security, general practitioners, emergency services and reimbursements of health costs. Each game session took place in a fun and full of laughter environment. Initially, there was much confusion on the rules of the game and how to identify and ask for the missing quartet cards. The game sessions showcased enthusiastic teamwork between the participants, even when playing individually.

Four other game testing sessions happened in French language classes, two in the MVAC on November 23rd and January 25th, another in a social centre in Paris 17 on December 12th, and on January 4th 2023 in FISPE professional French language course. Two more sessions were organised with OEPRE (French foreign language classes, in primary schools, only for parents who have a child who goes to school in Paris) parents on January 30th and February 16th, while one took place with parents from the family and children help centre (“Service d’Accueil de Jour - Apprentis d’Auteuil”) on February 20th.

The session which took place on December 12th had subjects such as “I am pregnant”, “Being yourself”, “Vaccines”, “Homework support”, “I need to talk, I don’t feel good”, “School canteen”. With the professional language class, they tested the following subjects: S1/S2/S3/S5/S6/S7/S8/S9/S13/P2/P6/P9/P12/P13. The topics dealt in depth were: “J’ai besoin de médicaments,” “J’ai besoin de parler, quelque chose ne va pas bien,” “Je n’ai pas de mutuelle santé,” “J’ai un diplôme étranger,” “Mon enfant est malade,” “Mon médecin traitant,” and “Je me sens malade.” The question for “Je n’ai pas de mutuelle santé” was set as homework for the following session. Every immigrant participant thoroughly enjoyed playing the game.

Topics like “I want to do professional training”, “I need medicine”, “School supplies”, “I want to learn French” were also dealt with in sessions with parents from the OEPRE and from the family and children help centre (“Service d’Accueil de Jour - Apprentis d’Auteuil”). All participants got involved and enjoyed the game as a different way to learn useful information and to initiate discussions.

Mingling activities offered

We had testing sessions with groups only of immigrants, one/two mingling sessions and one joint activity with participants to the game sessions and locals. We decided to have as much sessions gathering immigrants and locals as possible because we believe the game has more potential when



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it plays a mingling role between communities and lets everyone (not only immigrants) learn from others.

Regarding the sessions which took place during our French language courses, it was easy to gather enough people to play the game and to have them be interested in that format of learning. This methodology is a way to practise language while actually discussing important subjects on health and parenting, which both enhance migrants' social integration. Since we had interns from the organisation and multiple French-born language trainers, we also had the opportunity to play the game in this context with locals and immigrants. One game session gathered 6 of our intermediate language learners, one local volunteer language trainer, a trainer intern and our project manager while another one included 6 other intermediate learners and a young intern. Our project manager and two educators also played the game with three immigrant parents during our last testing session. The joint activity with locals and immigrants was somewhat of a mingling activity, however it wasn't used as a closure of our session. It took place a few weeks after the first participants' game session, but still was an opportunity to discuss the topics of the game and enjoy some time together during a museum visit, favourable to intercultural settings. Four immigrants who participated in the game sessions were present while 4 locals came along for the visit. There was a nice atmosphere, everyone was glad to spend time out of their home and visit a beautiful art museum together.

Evaluation

For training sessions, we got evaluation both orally and through a written questionnaire. Not every trainer filled in the questionnaire, but all of them gave feedback at the end of the session, so we had general feedback from everyone and a little more detailed one from the trainers who answered our specific questions. Said trainers answered the questionnaire either right at the end of the session or a little later after they took a step back from what they had experienced.

Regarding the testing sessions with our French foreign language trainees, they were evaluated through both the template questionnaire provided by Revalento in the section "About the game" for their satisfaction, and our own elaborated questionnaire which trainers used orally with their groups the next time they met after the testing, or right after the second game session.

2.3 Impact on participating immigrants

This section focuses on participating immigrants' feedback and sense of the game. We analysed the questionnaire results and other written and oral feedback provided during and after each game session.

Results of Zero and effect measurement

The zero and effect measurement aims to elucidate what participants already know about health and parenthood prior to the game and to evaluate any change in knowledge and opinion after the game. Each participant filled out a questionnaire on if they agreed, disagreed or did not have an opinion with the statements in the table below. The answers were then set on a scale from 1 to 5, 1 for if all participants disagree and 5 if all participants agree. It must be noted that some participants did not provide any answer for certain questions.

We found that a large majority agreed with the statements, with some remaining neutral or disagreeing. Only question 7 on schooling generated a consensus. The question with the most disagreements was question 4 on employment and gender. We also noticed that several participants



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changed their answers after playing the game, as there were generally more agreements than before. There was near consensus after the game on questions 1, 6 and 8, respectively about homework and parents' gender equality, and health insurance.

	Question	Mean score Zero measurement	Mean score Effect measurement
1	Both men and women help their children doing homework	4	4
2	I know where to go to when I am ill	3	4
3	Man and woman raise their kids jointly	3	3
4	Men and women can have similar jobs	3	3
5	I know how to set boundaries to children	3	3
6	Men and women are equal	4	4
7	Girls and boys must go to school	5	5
8	I know what health insurance means	3	4

Perceived added value and usage

According to the questionnaire, we got the following findings. Most of the participants really liked the game. A majority answered that they had learned about differences and interculturality, as well as certain subjects present in the game content (such as school services). Some said they didn't have the exact information before and that it allowed them to learn more easily and raise questions they didn't think of before on these topics. Accordingly, participants stated that they had now more information on where to look for and ask when they are in need of something (City Hall, institutional websites, etc.). They found that they could talk about difficult things. Most really learned from others' experiences. Nearly all really enjoyed this exercise and activity.

In addition, through oral feedback, participants signalled their interest in the game. They found the game fun, stimulating and educational. It also eased and facilitated oral communication in French, as well as encouraged quick thinking. The cards did not have complex medical jargon and introduced generally the concepts of the French healthcare and parenthood system. Through the discussions, immigrants could dive deeper and discover certain aspects such as reimbursements and state-funded healthcare schemes. Discussions allowed insightful exchanges between immigrants as they shared additional details on certain topics. Participants also expressed an interest in expanding on family topics such as child mental health, but also in their own educational needs such as obtaining French high school certification. They also mentioned the need for professional training and healthy eating family cards, which they didn't use during the first session but that already exist in our game content. They didn't report any uninteresting subject that didn't match with their daily lives.



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Each game session wielded heightened interest in expanding the game methodology to other fields of interest such as legal documents, social services procedures, rights and obligations, housing, French history and culture.

Mingling activities

Trainees who tested the game with locals have appreciated the session and found a real interest in the game. During a time of discussion over the game and that methodology of learning, some of them (3-4 participants) gave more detailed feedback : they consider the CRITICAL game a good way to practise language, understand, learn new words and therefore overcome cultural differences. Indeed, they liked that the methodology takes advantage of diversity and interculturality to bring knowledge on certain topics. They reported being interested in most subjects and that it was what made them want to play the game. These trainees believe there is a good balance between game and learning and that it therefore allows you to overcome shyness. Ultimately, trainees found that speech was equally shared, and that everyone could speak freely.

Regarding the additional mingling activity at the museum, every participant (immigrants as much as locals) was pleased to participate in such a social activity and make connections with other people.

Conclusion

In conclusion, the game was a success. It was widely enjoyed by all participating immigrants. They even requested playing additional rounds and creating other games on other subjects in future. It would be most beneficial to organise additional mingling sessions to improve and take advantage of the value of the game in social inclusion.

2.4 Impact on educators

This section is dedicated to analysing the trained educators' feedback. They evaluated how effective and usable the game is. They also proposed additional uses for the game within their programs.

The effectiveness of the train the trainer program

FISPE's language trainers managed to incorporate the game within their lesson plans relatively easily. It has been harder to coordinate with other community centres and family social workers to try the game in a more mixed setting. The main difficulty has been mobilising the target group and locals together, or in some cases even only the target group.

Generally our trainers and educators understood the rules but took some time to explain them to participating immigrants. Our trainers are familiar with the game "Les Sept Familles" which uses similar rules as CRITICAL's game. Nonetheless, immigrants are not familiar with either game and require additional time to understand, especially on how to identify the quartet cards. Therefore, the indicated time of 30-45 minutes should be extended to include explanations and an open-card practice round. One language trainer suggested explaining in a more didactic way, meaning that the participants would take part in explaining the rules for them to understand them more easily. This could take the shape of a quiz or a deduction "game" to more or less codify these rules in participants' minds. It would need a specific extended time during the session as well.

Considering the time spent in explaining, the trainers managed well their remaining time between playing and having a discussion. They used the user manual to start their discussions, asking additional questions on the quartet topics and answering other questions asked by the immigrants



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on related subjects. Some struggled a little on asking questions to the participants to start a discussion and did not have so much knowledge on the subjects that were brought up during the game. We can link this to a lack of animation tips in the training and the lack of preparation of the trainers before the session. However it was not always an issue. Educators from the “Apprentis d’Auteuil” and another language trainer didn’t use the content manual so much and just elaborated on everyone’s knowledge including their own, really encouraging a discussion more than a lesson. There was sometimes less time to attribute research homework/”tasks” with the end of the course or game session. Trainers/educators had trouble appointing it and especially have it talked about the next time the group meets because groups are usually not the same each time. This is one of the hard parts regarding follow-ups, most of the time, in all activities whether it is language courses or social activities, the attendance is very random.

Usability of game in existing training program

The educators we trained were very open and enthusiastic to use the game. They are willing to test it within their current programs as this game will trigger questions and discussions on health and parenthood. Although they have suggested some adaptations. Some notable changes would be to adapt the game for illiterate people and less French proficient immigrants. For illiterate persons, they would have to play in pairs with someone literate. For beginners in French classes, it would be more useful to have less text, more pictograms/symbols or have some translations. Educators also suggested in the dynamics of the game to have multiple “supervisors”, to grant more time to explaining the images and what they make participants think about, and depending on the participants, maybe choosing different groups or categories of themes for each session when composing the card deck.

Because it can be used in their curricula and adds to existing material, the educators have suggested the following improvements. The cards would be more accessible with additional colours, pictures or pictograms to help identify the different cards within a quartet. The game could also come in various versions for different French language levels of the participants. This game has inspired and motivated these educators to adapt their other course materials into games.

After several sessions, educators have encouraged the use of the game. They identified it as a bridge from research and information to delving into the professional world and daily life concerns. They noted it was a good way to centralise a conversation on one subject. It could become an invaluable mediation tool within existing programs.

Ideas for further usage of the game

All attending educators indicated that they would recommend this game to other actors accompanying immigrants. They even suggested opening up the game towards a wider public, including a community centre's general public and young teenagers. One educator also declared that this game would also have a personal use, introducing the game to a more private sphere. Since the game is easily adaptable, it can touch a wider public within immigrant communities, including illiterate and non-fluent persons. All trainers/educators who tested the game outside our own organisation were interested in getting the game once the testing phase was over and the game was readapted.

The game can also just be a fun activity but also serve another purpose. It can be used as the basis for additional exercises, such as practising note-taking. Indeed, those struggling to remember what cards to ask and who asked for which card can write succinctly key information. This would be a good



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practice for a follow-up lesson on note-taking (using specific verb tenses, identifying keywords etc.) in a time-limited environment.

Conclusion

Educators were all quite enthusiastic about the game-based methodology, would integrate it in their existing programs and even recommend it to other social workers or people working with immigrants, especially families. The biggest difficulty they faced was gathering the target group, which goes hand in hand with the fact that not all trainers/educators made sure the tasks were appointed for the next time they met, since the group was probably not going to be the same, or very hard to gather again so soon. The user's manual regarding the content was not always used but is considered a good help in case. A few adaptations were suggested (for the content of the cards, playing with categories inside the themes, adapting the game for illiterate/people who don't speak the language, etc.).

Lastly, the game could be used with a wider public than just immigrants, and could have other purposes (exercise on taking notes for instance).

2.5 General feedback on materials and usage

The chapter summarises all the feedback on the training materials and the card game. This includes the training sessions of educators, the user manual for the card game and the card contents. It also offers a review on the game methodology.

Train the trainer program

All our game leader trainees found the training program clear and fun. They have suggested making more visible people from diverse backgrounds within the representation and content of the training program. Some wished to have more time in discovering the span of topics included within the game. We should take some more time to insist on trainers reading the information from the user's manual on the topics they choose for their session, so that they really are informed of what they're going to have to talk about and they can therefore answer potential questions. Maybe a part of the preparation for the game would be that according to the session's public, the trainer should make further research on specific subjects they think will be of special interest to the public.

User's Manual

Certain trainers had difficulty starting discussions or going further into the topic and mobilising everybody's knowledge and experience to make it more interesting and for everyone to learn from one another. They weren't confident enough on all subjects and the manual doesn't always have enough specific content for them to rely on it. There might need to adjust some of the information provided in the manual on each topic to detail it more especially on the situation of each category of immigrants in the country (refugees, asylum seekers, European immigrants, migrants without papers/permission to stay, etc.). At the same time, there is a lot of information in the manual which can discourage trainers from reading all that they are supposed to. This is something we are planning to work on and adjust accordingly.

Content of the game

There could be a need for adjustment in the content of the game, as well as in the layout of the cards.

Regarding the layout of the cards, it is very difficult for trainees to identify a full quartet or a “family” and each member of the quartets. The issue comes from the fact that cards have their specific member highlighted on the card, with the other members also on the card, but not highlighted : many people therefore understood that the highlighted sentence was the one card you should ask someone else. It was very difficult for them to clearly understand that each card of a quartet has the same four statements but that they identify differently with the highlighted statement. The fact all members are on each card of the quartet is confusing, we have a few ideas to change this such as making the member of the card smaller than the others and not highlighted, adding a specific pictogram or symbol, always having it at the bottom of the card, etc., in order to make it easier to identify the one who should not be asking for. Additionally on the layout of the card game, we should make the back of the cards neutral (no theme and no word like “Migrants” written) to ensure fair play and use more representative pictures to illustrate the thematics covered. It was also suggested that any theme quartet dealing with emergencies should have its sentences in order of emergency degree.

There could also be a language barrier for people under A2 or even B1 level, which could maybe be fixed by using pictograms, symbols or acronyms next to each family member and family name. The game wouldn't allow reading practice but it would still tackle oral exercise thanks to the explanations from the trainer and locals and to the discussions. Moreover, it would still promote social integration through transfer of information. Another way to deal with language barriers would be to translate key words into either English or Arab to help those literate in their mother tongues.

Regarding the content of the card themes, we noticed that certain pieces of information were not explicit either on the card or within the user manual for the game leaders. Therefore, we identified the following topics to be further completed: “Être soi-même,” “Mon enfant est malade,” “J’ai une urgence: premiers secours,” “Je me sens pas bien,” “Mon médecin traitant,” “Ma carte vitale,” “Je suis enceinte,” and “La sexualité.” Most of them just need additional information in the user manual. We would like to add more emergency phone numbers on “J’ai une urgence: premiers secours” and “Mon enfant est malade.” If not, we could create a summary note to be handed out to all participants at the end of the game with all the emergency contacts.

There were many suggestions from both participants and trainers/educators for new themes or cards to add to the available content. These included creating a card on overweight issues, a card “I am a parent” (which would allow a conversation that doesn't start with a negative status), information about children daycare centres (“PMI”), where to find social guidance and legal help/counselling, and finally a card on housing services. Otherwise, most of the content to change is within the user manual, to make it more detailed for any specific questions from participants.

Feedback on game methodology

For the educators that were trained, they all agreed that the game successfully raised awareness about the French healthcare and parenthood systems. The game brought a better understanding through a fun cultural discovery of a diverse range of topics. One educator did raise the following concern. The game needs to balance pedagogy and amusement, as game methodology can end up being more educational than fun. The game should also be careful on not infantilising participating



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adult immigrants. Thus, for the educators, the game methodology is successful and a well adapted mediation tool between knowledge and orientation towards concerned services. However, there are different ways to play to include all participants: sitting down with them is a great alternative as well as playing while being the game leader, trying to ask questions about the subjects during the game not to stop the dynamics of the game, etc. Another trainer suggested the discussion could start from the person who gets a family together, instead of the game leader (maybe by providing them with a set of questions they could ask or answer for instance) ; or that the participants could choose the deck of cards before the game started, in this way the game leader makes sure there will be interesting subjects for them and that they will feel eager to participate more, as well as feel directly included in the methodology.

Participating immigrants also validated this fun methodology. They did feel like they learned and deepened their understanding of the French healthcare and parenthood systems. They especially appreciated specifying who to contact and where to go in case of medical emergencies or children-oriented concerns. It was also a good method to develop their oral skills by speaking and playing in a more informal environment.

Conclusion

The main conclusion we can draw from the general feedback on the material was that it was greatly appreciated and validated, from trainers as much as participants. The methodology was fun and educational, and is an interesting way to practise and develop participants' oral skills. However, there are multiple adaptation ideas we should be working on to properly adapt and adjust the game. First of all, regarding the layout of the cards, the three most important issues noted were the lack of diversity in the pictures shown on the cards; the way the card the participant is holding is identified; and the language barrier. These questions can be solved through many ways: we already thought of icons, symbols for it to be more accessible to people who don't speak the language or don't understand much, changing the size and appearance of the member of the card, etc. The rest of the adjustments needed regard the user's manual information, who needs to be adjusted with more pertinent info and probably shortened at the same time; and the role of the game leader, who has different possibilities when it comes to its position and how they decide to play the game (when to ask questions, balancing fun and learning, including everyone through different methods).

2.6 Summary and main conclusions France

To conclude, during the testing phase we organised three train the trainers sessions, using a Powerpoint to support the explanation and finishing with a game session each time. According to the feedback we collected thanks to our written questionnaires and the oral discussions regarding the training, trainers were very interested in the methodology and thought it could be of great added value to their existing activities. Most insisted on the difficulty to keep a discussion on the long term with the same group as it was already very difficult to gather people together once. We had a dozen testing sessions during foreign language training, including some only with parents, and one session with parents helped by educators from the "Apprentis d'Auteuil". In between these sessions were four mingling activities: three sessions with local and immigrant participants, and one museum excursion.



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The feedback we received about the testing sessions was also very positive, as the game based-methodology was enjoyed by all participating immigrants and enhanced by educators and language trainers as a great way to talk about important issues and convey information. It was stated that the methodology helps to develop oral skills, learn crucial information and understand things better as it is a less informal way of learning. The approach is efficient in making people feel more comfortable with talking about their knowledge in the host country's language and exchange.

We plan on having additional sessions in our own language courses, as requested by some participants, and we will train other social workers or people working with immigrants and immigrant families. Indeed, the material was recommended by the "Apprentis d'Auteuil" from the 17th district to the "Apprentis d'Auteuil" in the 15th district of Paris, and two other social organisations focused on health and parenting are interested in experimenting the game with their public.

Through the feedback from the experimentation, we also understood all the issues to address regarding the material in itself, and the other suggested uses of the game. The aspects to adjust include the user's manual where the information needs to be adapted (making it more concise and precise); the content of the cards with a few suggestions for new related subjects; the layout of the cards, which really needs to be reviewed at least for the game rules to be more easily understood (the first thing to change would be the way the member of the family is identified on each card) and to try and adjust it for illiterate people. Animating the session was a struggle for certain trainers, therefore this is also an aspect to keep in mind when adjusting the whole material. Lastly, and as was already said in 5.4, the game could be used with a wider public than just immigrants (young locals for instance), and have other pedagogical purposes.

3 Report from Greece

3.1 Participants of the testing



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In this chapter the recruiting of the piloting phase of the project, and more specifically that of the card game material, is described. The piloting was organised differently for two types of participants. Firstly, the training of the educators that are supposed to use the card game for their trainings was organised to teach the participants how to use and what is the added value of the proposed training material. Then groups of immigrants were created to test the actual usage of the game in real training conditions.

Participating educators

The trainers were trainers of DIMITRA Organization that are carrying out labor market training to various kinds of social groups, including immigrants. They found the idea and the product of the project very interesting and they were really eager to participate and add another tool in their collection of instruments for adult educational activities.

Participating immigrants

The invitation of the participants was made through an open call from an NGO, Apostoli, that supports migrants in Greece. The immigrants and natives that volunteered to try the card game material were 20 respectively. They were all women, having a basic knowledge of the Greek language, while some of them already speaking in a very good pace. They were almost all of them married and with children. Most of their children were under 18 years old. Many of them had higher education studies.

3.2 Organisation of the testing

In this phase of the project we are at the stage of testing of the developed materials in order to collect feedback both from the trainers and the target group involved. This testing has been organised and carried out as described bellow.

Organisation of Train the Trainer as preparation for testing

In this project we have already established that the added value to our material is established by its usability and the content it addresses as perceived by trainers and coaches currently involved in language training and the provision of integration courses. In order to train the trainers we recruited trainers from our VET institution, that are experienced trainers in all kinds of adult education subjects. They were very eager to participate. The training took place in the Dimitra Educational Institution building in Larisa with five trainers all of which had a humanities/educational background as well as experience as VET trainers. As far as the materials used are concerned, we used a power point presentation connected to the game and its contents, we also used the instructions of the game and the game itself.

Testing the game based-approach

The testing of the materials with the trainers took place in the premises of DIMITRA educational organisation in Larisa between the second and third of February 2023. The materials used were an educational powerpoint, the card game, the card game instructions and the zero effect measurement questionnaires. We played the game twice, using first the access to health related set and the



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parenting set later on. The main interest was placed in the health sector. The trainers found the game very interesting and enjoyed themselves playing it. The actual atmosphere was really one of a game with participants laughing having fun and being motivated to play. The trainers loved the game.

For the target group, the piloting of the game took place in Athens in the premises of DIMITRA educational organization. The instruction manual was used in order to offer them an explanation to the game and then the actual game was played. We used all theme sets as we had many people and we had to also divide them in groups. The quartets we mainly discuss were of two types of interest. First it was the ones regarding school and parenting. Many of them found the opportunity to express the differences in this sector between their home country and Greece and how it made things harder sometimes. Others mentioned that the educational system here is too soft on the children so according to them it has to be more focused on discipline and structure. Gender issues at school were also a very interesting point for them, and this sparked a great conversation on the responsibility of the mother on providing good education regarding gender issues to their children and specifically to their boys.

Mingling activities offered

The mingling activities offered were two. The first one was about their homecountry fairytales. Every woman, regardless of cultural and national background, had to write down a fairytale from her country and then translate it into Greek. This was a fun and educational activity for the participants, as they got to practice their skills in Greek with the help of the natives, but also a fun process for them to bring back childhood memories from their home country. Then some fairytales were shared, and we found out how many similar ones exist both between Greece and their countries and between different countries of origin as well.

Evaluation

The evaluation of the training was done through an oral general conversation with the participants at the end of the activities.

When it comes to the train the trainer activities, the trainers claimed that the training was really clear to them and in the end they completely understood the added value and the usage of the game. They said they would definitely use it. The atmosphere was very good with everyone actively participating and asking questions whenever needed.

For the actual game piloting again the training went exceptionally well. It was very easy for the participants to understand the game but more importantly understood its value. They had a lot of fun playing it and mentioned that in their day to day life they always have obligations and serious training but in this case finally they got to have some fun while also seeing the importance of the content of the game. They were very eager to discuss about the subjects chosen and even more eager to find the similarities and differences in these matters between their homecountry and their new country of residence, that is Greece.

3.3 Impact on participating immigrants

In this chapter we present the results of the questionnaires and discussions to investigate the impact of the activity on the immigrants participating in the research. We will elaborate on the mean scores



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and their interpretation to explain how the activity influenced participants' attitudes on health and parenting matters, pointing out the ones that proved harder to shake in the process. We will also provide data drawn by their feedback regarding the game-based and mingling activities, and present our arguments for the continuation of both methods.

Results of Zero and effect measurement

The zero and effect measurements indicate that the easiest-to-shake attitudes were the ones regarding practical issues, like knowing who to turn to in case of a health condition or understanding concepts such as health insurance. On the contrary, attitudes concerning child-rearing and gender equality, especially in education, improved only slightly, which is probably to be expected considering these matters' deeper cultural roots. One indicator in particular, the one involving boundaries with one's children, remained statistically unchanged. Finally, most of the indicators saw a moderate improvement in mean scores, which is clearly positive but may suggest the need for duration extension or more intense focus of some kind in relevant future initiatives. For example, participants began to see the perks of equal participation in equally helping children with their homework or not perceiving job titles as "male" or "female" in such strict terms.

	Question	Mean score Zero measurement	Mean score Effect measurement
1	Both men and women help their children do their homework	3,6	3,3
2	I know where to go to when I am ill	2,7	1,8
3	Man and woman raise their kids jointly	3,2	2,9
4	Men and women can have similar jobs	3,9	3,5
5	I know how to set boundaries with children	2,1	2,1
6	Men and women are equal	3,2	2,9
7	Girls and boys must go to school	1,8	1,6
8	I know what health insurance means	3,1	2,5

Perceived added value and usage

Participants reported having enjoyed the game-based activity, with their highest mean score regarding the indicator of « learning from the task ». In other words, it was the task itself that added most of the educational value, followed by other students' experiences shared during the activity. They definitely had their interest in the target language activated, and they appreciated the encouragement to ask questions and begin discussions. The game seems to be both fun and



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educational, the only problem being that some of the participants were hesitant or unable to express the difficulties they faced. This is seemingly the only area with some potential for improvement, albeit not a lot, statistically speaking.

Mingling activities

In the conversation following the mingling activity, the participants shared positive experiences revolving around the sharing of childhood memories and stories with each other and discovering common elements. The nostalgic nature of the activity helped the participants open up to the whole experience and it probably had a role in their shaping a positive attitude towards the learning/playing process. During the activity, the students had the opportunity to ask questions on child-rearing and the culture surrounding childhood in Greece, as well as practice their second language skills in a friendly and welcoming environment. Finally, it underlined the common ground they share with the citizens of the host country and made even the differences appear more appealing and interesting to explore.

Conclusion

The game proved successful in its objectives and appealing to the participants, which further encouraged the idea to continue its usage. Its positive effect was especially obvious when it came to practical knowledge-sharing, which is definitely crucial for the immigrants' integration in the host society, as well as their confidence when navigating day-to-day life in the new environment. The fact that both during the game and the mingling activities, students had the opportunity to explore similarities between cultures is undoubtedly an amazing step for every educational initiative.

The dimension of health and healthcare is not only vital for one's physical wellbeing, but it is also expected to be a crucial part of social integration in the post-pandemic world -not to mention that it has been a point of difficulty for generations of immigrants, especially those most affected by the language barrier. Consequently, the positive remarks made by the participants regarding improvements in their understanding of the key elements of our national healthcare system are very promising and have convinced us that health discussions should be an integral part in this type of educational activities.

Furthermore, there is something to be said about the importance of even the slightest change in gender-related attitudes. Even though the changes were not statistically impressive, it is obvious that the activity nevertheless initiated a dialogue and introduced students to some concepts worth discussing. Some changes in attitude, even if they have an element of performance, appear to express a progressive orientation of the participants' mindset, which can probably be further developed with similar initiatives.

Regarding the mingling activities, the participants shared the trainers' view that they are an integral part for any educational event, especially when vulnerable groups are involved. The factor of cultural differences and the sensitive topics that were the focus of this activity only made it clearer that the students need to feel safe and welcome in order to be both open to receiving new and even unfamiliar culture-specific information and willing to be honest in the evaluation process. Emotion-based bonding processes are once again proving successful at bridging differences and promoting



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collaboration, which is why the continuation of their usage is practically a given at this point. However, the cognitive part of fairytale translation, narration and sharing also contributed to the students' willingness to try and express themselves. Finally, the factual information-sharing through fairytales may have created a conscious and subconscious « list of cultural similarities » able to hook students' attention and openness to intercultural discourse.

3.4 Impact on educators

The effectiveness of the train the trainer program

The trainers mentioned that they are completely capable, after the training to use the game method in their own classes and that they are really eager to do so. They understood the instructions as long as how to allocate time between the game and the discussions and how to successfully lead the group conversations arising from the game.

Usability of game in existing training program

The trainers are eager to use the game in their own activities and integrate them in their program. They say it is fisible though with migrants that already have a certain level of the Greek language as it is required to play the game. The subjects in the game are of great importance and ones that are very suitable for their classes.

Ideas for further usage of the game

The feedback we got regarding possible further usage of the game has to do with the migrants being able to have access to it on their own and play at their own will as it is very easy to do so and really educational for them. Also they mentioned that this would easily be a usefull game and educationall method for younger immigrants and even for children if more subjects relevant to their concerns and needs are added.

Conclusion

Regarding the train the trainer the outcome of the activities where overall very positive. The material was very usefull and explicative and according to the participants very easy to understand. The participants found the educational game very usefull and to the point. They observed that it can significantly help their work with a certain target group, one that has already acquired a basic level in the Greek language. They mentioned that it would be very usefull for it to be expanded as a method and content to other target groups like younger migrants and children.

3.5 General feedback on materials and usage

Train the trainer program

The trainers after their own training were a bit concerned regarding the level of the Greek language probably needed for this kind of the game and wanted to see how this would actually work when played with the target group. Other than that they found the idea amazing and of a possible great value both in terms of its educational purpose but also as a game. They found the idea of the



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gamification of the training material exceptional especially for a target group that faces language difficulties and also as an excellent way to urge them in collaboration and to get out of their comfort zone

User's Manual

When it comes to the users manual that has been used during the piloting there were no complains by the participants regarding its content and structure. According to them it is straightforward and easy to use and understand.

Content of the game

The participants really enjoyed the content of the game. They thought that it could be really useful expanding it to other subjects connected to the migration project, in order to include other age groups in its target group. For example issues regarding adolescence its problems and how someone can ask for help for them or the educational system and the educational opportunities in general could be of great value for young migrant users of the game.

Feedback on game methodology

The methodology was successful in converting the educational material to a game. It is a great ice breaker to start with. The participants started to relax and participate with ease from the first moments of the game. No one felt left behind for non understanding and that is a success for our methodology. We were surprised with the effect that the game part had on their will to share and participate by exchange opinions and experiences. The game method was successful in engaging the participants later on to conversations regarding various subjects proposed in the game. We observed that almost everyone was eager to speak and definitely everyone was engaged in active listening during the conversations. The game definitely contributed to the knowledge the participants have regarding the game subjects and also helped with their ability to act on these issues.

Conclusion

In all, the training and piloting of the game was really satisfying as all the material used proved to be very helpful and understandable for the participants. Apart from being understandable, our material was of great usability and there were no problems while using it. According to the participants, both trainers and immigrants, the contents were of great relevance both to the needs of the target group and to the general Greek national context. From the feedback we got we conclude that our gamified educational material is indeed capable to raise awareness to its participants regarding the issues it contains and it may equally help them know and act on them.

3.6 Summary and main conclusions Greece

The piloting of the gamified educational material of the critical project took place in Greece, in the premises of DIMITRA educational organization, in Larisa for the trainers and in Athens for the migrants.



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The feedback received from the trainers was very positive. According to them it is a very good idea to start with, connecting such educational subjects with a game methodology for adult immigrants. They found the material that we offered to them well constructed, straightforward and easy to use. According to them it is a tool they could definitely and easily use in their sessions and they remarked that it would be interesting to have it expanded to even more subjects in order for it to be relevant for other target groups as well, like teenagers and children.

The actual piloting with the immigrants has been really successful. There were no problems understanding or playing the game. The piloting took place in a very good atmosphere as everybody was engaged and eager to participate. The women found the game really fun and mentioned that this kind of activities is something that is missing and could really help them during the trainings. Indeed a lot of conversations arose from the game subjects and this indicates that the game helps the participants not only learn and gather information regarding parenting and access to health but also can easily start deep conversations regarding these subjects and promote actions being taken from the immigrants to solve issues they have regarding parenting and health.



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4 Report from Sweden

4.1 Participants of the testing

Between October 2022 and February 2023, Folkuniversitetet conducted piloting sessions with migrant parents and training sessions for educators to evaluate the training material developed in the project. We organised also mingling sessions with both migrants and locals.

Participating educators

The people participating in the train the trainers sessions, were teachers and counsellors at Folkuniversitetet, most of them teachers in Swedish for immigrants who have courses in Swedish as second language (SFI) at Folkuniversitetet. Some of them are also mentors or counsellors in Folkuniversitetet working with immigrants. Instead of organising two different sessions as proposed in the instructions for testing, we chose to arrange one full day session for taking the opportunity when everyone had the possibility to meet. There were 11 participants which we invited face to face in Folkuniversitetet. We invited them to this training sessions since the material is relevant and can be useful for them in their daily work. They are all experienced teachers or counsellors and have between 2 years and 30 years of experience in their professions.

Participating immigrants

For the piloting with immigrant parents, we conducted the piloting in a family centre in Gottsunda outside of Uppsala, which is a highly segregated area marked as "especially vulnerable area". The family centre is governed by the municipality and have different activities such as job-seeking activities and courses in Swedish for immigrants for mothers with small babies. The 19 participants in the piloting were participants in these language courses for mothers with babies. The idea of these courses is that mothers should not wait one year to continue their studies, but they can come after some months after giving birth and continue their studies since they can bring their babies. Some participants also bring older children if they don't go to pre-school. The 19 participants were already divided according to language level and educational level which made it easier to choose the right activities. Their language level is between A2 and B1 according to Common European Framework of Reference (CEFR). Their educational level differs, a few of them started school in Sweden as illiterates and others are highly educated. In the centre, the language courses are for mothers with small children so they gather this group of different background. All of them have therefore children and many of them have at least two or three children (or more). The participants are in line with the target group described in the application for the project. Of course, they were only mothers, but hopefully they can discuss the issues with the fathers of the children too.



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4.2 Organisation of the testing

This chapter describes the organisation of the training, both concerning train the trainers and piloting of the training material with immigrants. We also describe the mingling activities with locals held in connection to the training.

Organisation of Train the Trainer as preparation for testing

We organised one full day training for training of trainers (the teachers and counsellors) on the 14th of October 2022. The location was Folkuniversitetet in Uppsala since all of participants are working there. We showed the material, in our case the text-based material developed in Sweden and went through the material topic by topic. After each topic they were divided into smaller groups (three groups) to discuss further. After group sessions, they discussed all together in the big group. The atmosphere was very positive and they were positive about the material and gave valuable feedback.

Testing of the learning material

The piloting of the learning material was held in a family center with participants from language courses in Swedish (mothers with small children). We organised four sessions á 3 hours each (instead of 2-3 proposed in the instructions for training) with four different groups and totally 19 participants. This was organised between November 2022 until February 2023.

For the training we gave them printed versions of the learning material (the text -based material developed in Sweden). We chose following chapters for each group:

Group 1 : Daily exercise, Sleep, Family in a new country

Group 2: Diet, Mental health, Parent in Sweden

Group 3: Diet, Children's right

Group 4: Finding balance, The needs of the child

The idea was to test all the chapters at some point with the participants. The participants were also assigned a task from the handbook after the session which they had the opportunity to discuss further with their teacher after the training. In all sessions, they worked at least 30-45 min firstly with the words, for the participant to be able to understand and discuss the text. They also went through the "tips" for each chapter and discussed. The trainer followed the methodology for the

learning material and adjusted to each group, e.g. in one of the group it was important to use multilingualism as a resource, all depending on the different participants.

The general atmosphere in all the groups were very positive and the participant were curious on the material and gave good and valuable feedback. They worked together in groups and discussed and shared from their own experience and thoughts.



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Mingling activities offered

In Sweden we chose to develop and also pilot the *text-based material*, and therefore we organised mingling activities in connection to the topics and sessions. One mingling activity was to eat together with other “local” – other parents coming to the family centre where the training was held. This was a very appreciated event with food, also allowing the participants to share their thoughts about important topics with parents which has Swedish as native language. The other mingling activity was an excursion with the same target group, the participants together with other local parents. This was also very much appreciated. One positive aspect was that in Sweden it is common with fathers on leave to take care of babies, so it was a mixture of mothers and fathers, from different countries coming together for an activity. The local parents were a lot more than 2-3 people per sessions required from the instructions.

Evaluation

The evaluation was made continuously during the day of train the trainers, where the facilitator took notes of the feedback resulting from the discussions. In the end of the day, half an hour was set out to evaluate the training itself. Regarding piloting of the training material with immigrants, we choose to do it verbally too, since the questionnaire from the instructions of the training applied to evaluation of the game-based approach. The idea of evaluating learning material of the text-based approach was to see what the participants thought about the material, if they learned anything new about health and parenting etc.. Experience from other similar training with the same target group is that evaluations usually are too difficult and abstract to answer for the participants and therefore give no actual responses or results. The idea in this piloting was to evaluate the participants thoughts continuously in the sessions but also to evaluate and discuss the training itself in the last 20 minutes of the session.

4.3 Impact on participating immigrants

In this chapter we are going to present the evaluation of training material and the piloting itself, with immigrant women participating in the piloting.

Results of evaluation

We organised the evaluation in the end of the sessions, concerning the training material and the piloting itself. Following are evaluation results totally:

		☹️☹️	☹️	neutr	😊	😊😊
1	I liked the training material			2	4	13
2	I learned new things about health and parenting			3	5	11
3	I could talk about my own experience of the subjects			1	5	13

4	I learned from other ones experiences			3	4	12
5	I am more motivated to be more healthy and a good parent			2	3	14
6	I learned new words about health and parenting			0	3	16
7	The lesson was interesting			1	3	15
8	We had time to discuss			2	4	13

Perceived added value and usage

The evaluation shows that the participants appreciated the training and the learning material. The goal of the material is to inspire participants to talk about health and parenting, share experiences and inspire them for changes in a positive direction in everyday life. According to the evaluation most of the participants were positive or very positive to the material, they liked the material, they said they learned new things about health and parenting and could learn from other experiences and talk about their own experiences. Most of them stated that they were more motivated to be healthy and a good parent. All of the participants agreed that they learned new words. Regarding the piloting most of them thought the training session was interesting and that there was time to discuss. Many of the participants expressed during the training that they would like to talk about the subjects more and also about the other chapters that were not included in their specific training (that other groups were piloting).

According to evaluation made continuously during the sessions orally, it was clear that the participants liked that the material is visual and that they could learn new words about the subjects. According to the educators, the learning material encourages to discuss different topics since the topics are in their interest and they are easy to talk about and share experiences around. Some of the participants could also find common experiences and opinions between each other, e.g. regarding issues that can be difficult to understand in Swedish society and lift them in the discussion with the group.

Mingling activities

The mingling activities were also appreciated among the participants. They had the opportunity to interact with many people who speak Swedish as native language. In that way they were connecting with locals and it gave an opportunity to practice the language. The people participating are usually coming to open pre-school so it gave an opportunity to get to know other people who live in the same area, from Sweden and different countries, which they can continue to meet. The participants also appreciated the activities a lot, with one excursion and one mingling with food.

Conclusion

The involved participants really appreciated the learning material and were engaged in the piloting sessions in discussions and sharing experiences. They wanted to work more with the material, and



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learn more, since the topics really engaged them. The participants considered the material to be easy to follow and work with and especially appreciated the wordlist and the tips that came together with the text.

4.4 Impact on educators

In the following chapter, the impact on participating educators in the train the training sessions are described.

The effectiveness of the train the trainer program

According to evaluation conducted orally during the training session with educators, the session was successful and effective. It had the structure of going through the learning material topic by topic together with the instructions in the teacher's guide and discussing together in groups. The educators got a good overview of the material, the content and structure. They also got time to read the teacher's guide and to discuss in smaller groups and in the big group.

Usability of game in existing training program

The educators have a great opportunity to use the material in their ordinary teaching, since the material has the structure of a common learning material used in language courses. It has also clear instructions of how to work with the material itself. Even without the handbook the learning material is easy to follow (according feedback from the educators) with the chosen words to work with and learn and with small tips to talk about. The topics themselves are engaging for the students who are parents and even other students learning Swedish. The topics can be discussed by anyone.

Ideas for further usage of the learning material

The material will be used in language classes (Swedish for immigrants) which has the right target group, both in municipality and other schools having SFI such as Folkuniversitetet. It can very easily be integrated in the ordinary planning of lessons, since the structure is one of "typical" SFI-material with wordlist and handbook for the teacher explaining the methodology for the learning.

It can also be spread to other institutions such as open pre-schools where they can work with the material even if it's a counsellor or coach who is not a teacher in second language. The topics also allows for further discussions about similar topics which might not be covered in the learning material.

Conclusion

The learning material were very appreciated and the educators were very positive of it's usability. Many of them expressed that they are going to integrate it in their classes. They said that they topics are of course important for many people (not only immigrants) and that the material

encouraged to discussing important topics. So even among the educators in the train the training sessions it was engaging for discussions.

4.5 General feedback on materials and usage

In this chapter, the feedback on the material and usage will be elaborated.

Train the trainer program

The feedback on the material was for the most part very positive. Some small adjustments and suggestions concerning language were made by the educators for the material to be at the same language level for the different chapters. There were also suggestions for more topics, from both educators and immigrants. However they were aware of that it is impossible to cover everything in the areas of health and parenting.

Handbook

The teacher's guide also got very positive feedback from the educators. There were some discussions regarding different opinions about multilingualism in the teaching. However, the handbook comes with suggestions and the teachers are not obliged to follow exactly everything in the handbook. The idea is that it should be flexible to use the material within their own way of teaching.

Content of the learning material

The general feedback was that the learning material covered many important topics, and according to many of the participants- the most important. There were some suggestions for more topics, or to develop some of the current. However, is it difficult to cover everything in the areas of health and parenting. The material should be considered to encourage to discussion and not to give all the right answers. It has also the focus of explaining aspects of health and parenting in Sweden...

Feedback on methodology

The methodology had good response among the teachers and educators. Both immigrants in the piloting sessions and educators in the train the trainers program considered the material easy to follow and work with. The immigrant women especially liked the wordlist and the small tips for each chapter. For the educators that had the opportunity to look at the teachers guide, most of them agreed with the ideas and methodology. As explained earlier, the teacher's guide comes with suggestions of how to work with the material and should not be seen as a must to follow everything. The educators should be flexible to use the material in their own way of teaching which increase also the usability of the material.

Conclusion

To conclude, the educators were very positive to using the material in their own classes and own teaching. The immigrant themselves also appreciated the material and its content a lot, and were very engaged in the discussions.

4.6 Summary and main conclusions Sweden

To summarise, both the piloting with immigrant mothers and the training sessions in with educators in Sweden were very successful. The educators expressed that they wanted to use the material in their own teaching since the content concerns important topics and encourages to reflection and discussions. The immigrant mothers were very engaged, shared experiences and discussed many important topics from the learning material. They expressed that they wanted to know more and work more with the material. Both educators and immigrants considered the material to be userfriendly and easy to work with. It requires of course that the students have the necessary language level but according to the educators, they could work with the material in other language levels too and adapt it.

5 Common conclusions and recommendations for all countries

The game-based methodology was tested in France and Greece and the text-based material in Sweden. For all countries, both the trainers and immigrants participating gave positive feedback of the respective methodologies. Trainers and participants got involved and enjoyed the learning material as a different way to learn useful information about health and parenting and to initiate discussions.

Regarding the game, the participants signalled their interest in both France and Greece. They found the game fun, stimulating and educational. It also eased and facilitated oral communication. Through the discussions, immigrants could dive deeper and discover different aspects of the themes. Discussions allowed insightful exchanges between immigrants as they shared additional details on certain topics. For the trainers in France, they consider the CRITICAL game a good way to practise language, understand, learn new words and therefore overcome cultural differences. Indeed, they liked that the methodology takes advantage of diversity and interculturality to bring knowledge on certain topics. These trainees believe there is a good balance between game and learning and that it therefore allows you to overcome shyness. Ultimately, found that speech was equally shared, and that everyone could speak freely. The feedback received about the testing sessions was also very positive, as the game based-methodology was enjoyed by all participating immigrants and enhanced by educators and language trainers as a great way to talk about important issues and convey information. It was stated that the methodology helps to develop oral skills, learn crucial information and understand things better as it is a less informal way of learning. The approach is efficient in



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making people feel more comfortable with talking about their knowledge in the host country's language and exchange.

In Greece trainers and participants found the material well constructed, straightforward and easy to use. According to them it is a tool they could definitely use in their ordinary sessions and they remarked that it would be interesting to have it expanded to even more subjects in order for it to be relevant for other target groups as well, like teenagers and children. The piloting with the immigrants was also very successful. There were no problems understanding or playing the game. The piloting took place in a very good atmosphere as everybody was engaged and eager to participate. The women found the game really fun and mentioned that this kind of activities is something that is missing and could really help them during the trainings. Indeed a lot of conversations arose from the game subjects and this indicates that the game helps the participants not only learn and gather information regarding parenting and access to health but also can easily start deep conversations regarding these subjects and promote actions being taken from the immigrants to solve issues they have regarding parenting and health.

Regarding the text-based material tested in Sweden, the involved participants really appreciated the learning material and were engaged in the piloting sessions in discussions and sharing experiences. They wanted to work more with the material, and learn more, since the topics really engaged them. The participants considered the material to be easy to follow and work with and especially appreciated the wordlist and the tips that came together with the text. Both the piloting with immigrant mothers and the training sessions in with educators in Sweden were very successful. The educators expressed that they wanted to use the material in their own teaching since the content concerns important topics and encourages to reflection and discussions. The immigrant mothers were very engaged, shared experiences and discussed many important topics from the learning material. They expressed that they wanted to know more and work more with the material. Both educators and immigrants considered the material to be userfriendly and easy to work with.

Regarding the mingling activities, participants in all countries appreciated it a lot (immigrants and locals) and were pleased to participate in such a social activity and make connections with other people. It was also an additional opportunity for immigrants to practice the host country language.

In France, there were feedback about the layout of the cards, the three most important issues noted were the lack of diversity in the pictures shown on the cards; the way the card the participant is holding is identified; and the language barrier. These questions can be solved through several ways like icons, symbols for it to be more accessible to people who don't speak the language or don't understand much, changing the size and appearance of the member of the card, etc. The rest of the adjustments suggested concerned the user's manual information - initially in France, there was confusion on the rules of the game. It can be adjusted with more pertinent info and probably



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shortened at the same time; and the role of the game leader, who has different possibilities when it comes to its position and how they decide to play the game (when to ask questions, balancing fun and learning, including everyone through different methods).

Participants and trainers also expressed an interest in expanding on family topics in all countries. Much of the feedback concerned that participant wanted to know more and have more sessions discussing the different topics.

However, both of the methodologies and the piloting itself got very good feedback in all countries. The methodologies are shown to be inspiring methodologies, fun and helpful for the target group with the combination of simple language and supportive pictures, allowing for discussions about health and parenting in a good atmosphere.



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