



**GAMES FOR HEALTH EUROPE
2025**

DISCLOSURE SLIDE
for presentations at the

GAMES FOR HEALTH EUROPE 2025 CONFERENCE

I herewith confirm that there is not any conflict of interest with the conference organization or any of its sponsors.



ePartners4All

personalized & blended care solution for child health

A Co-Creation Initiative for Enhancing Child Wellbeing through Edutainment and Interactive Robot Support

Blanson Henkemans, Olivier; Pal, Sylvia van der; Mast, Olmo, van der; Vlasblom, Eline, TNO
Thilo, Friederike; Schmitt, Kai-Uwe, Bern University of Applied Sciences

Background

- Children today face growing challenges with wellbeing and social-emotional development
- Support methods lack the engagement and personalization
- **ePartners4All** offers an innovative blended care solution for children, teachers, and parents
- Social robots can create a safe, non-judgmental learning environment and providing children social-emotional support

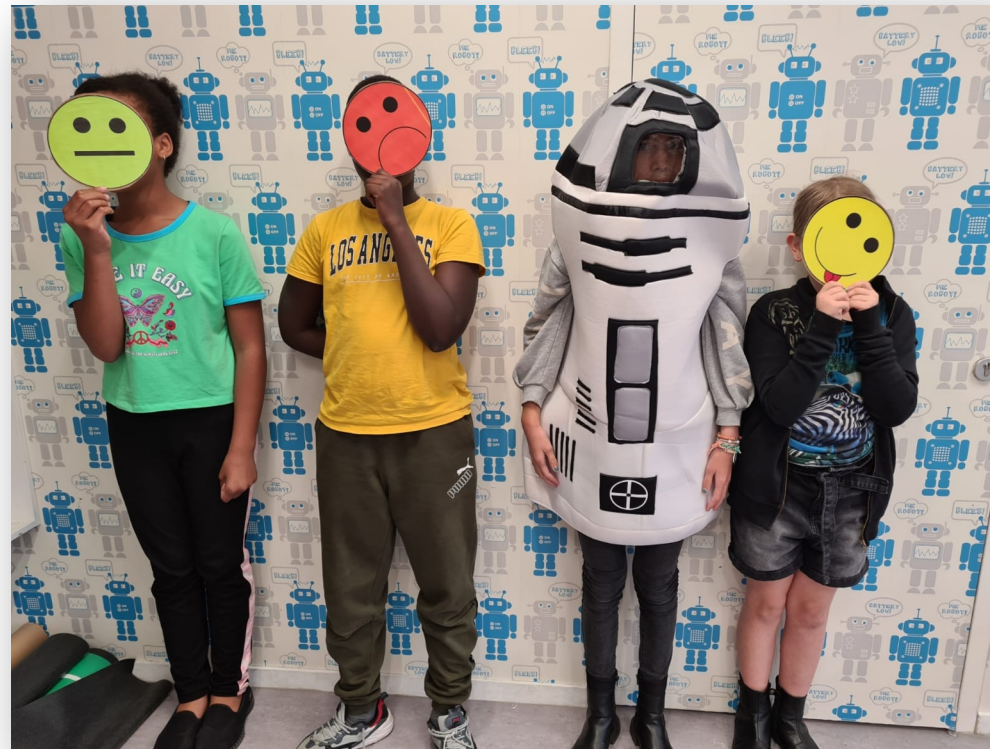


Goal and Method

- Enhance children's social and emotional wellbeing in primary school
 - Providing personalized, goal-driven support
 - Interactive, edutainment-focused robot interventions
- Needs assessment in Switzerland and the Netherlands (parents (N=74), teachers (N=24): questionnaires, interviews, focus groups)
- Various co-creation activities with children (n=54)
- One-on-one child-robot sessions at school (N=24)
- Platform developed and tested, focusing on assessment, decision support, intervention, and monitoring

Creative sessions with kids

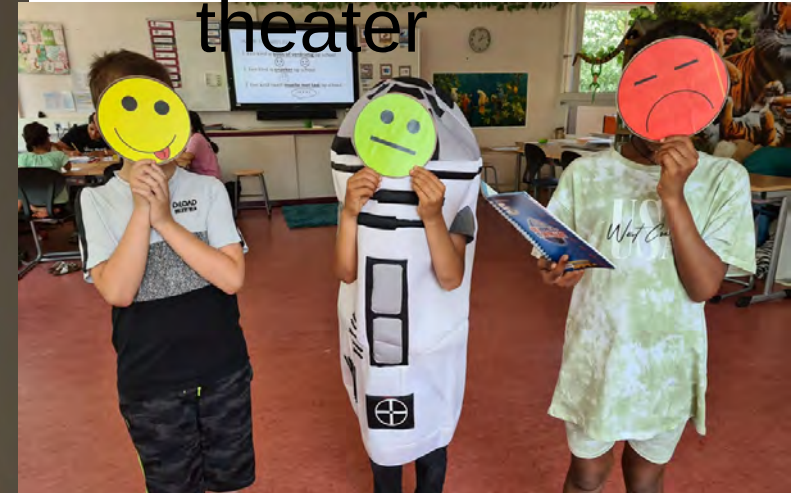
- School 1: high SES; n=21; comic strips angry/sad in class)
- School 2: low SES; n=13
- School 3: special education; 4 groups of 5 to 7 children



Creative sessions with kids

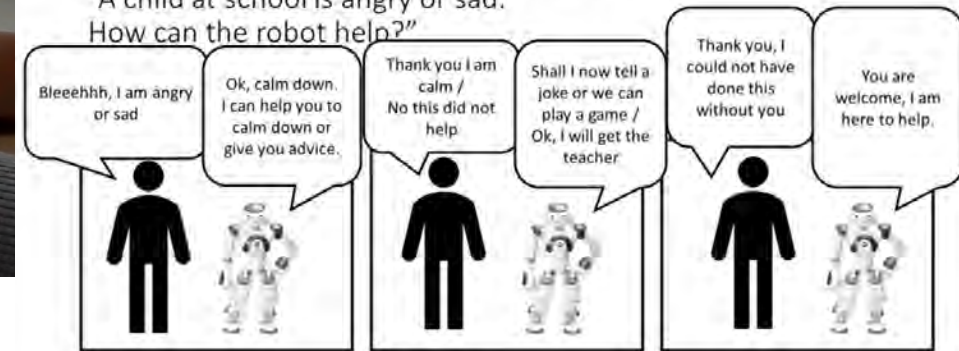
Image

theater



Video stories

Assignment to complete a comic strip:
"A child at school is angry or sad.
How can the robot help?"



Comics

Online questionnaires

› **Parent concerns**

1. **Self-confidence**
2. **Language: reading, writing, talking**
3. Interaction with other children
4. Concentration
5. Being gloomy or happy

NB. Parents with lower education: learning

› **Robot can contribute to... according to parents**

1. **Self-confidence**
2. **Language: reading, writing, talking**
3. Concentration
4. Relaxed
5. Interaction with other children

NB. Parents with lower education: learning

› **Teacher concerns**

1. Concentration
2. **Self-confidence**
3. **Language: reading, writing, talking**
4. Interaction with other children
5. Fear



Bla bla bla

› **Robot can contribute to... according to teachers**

1. **Self-confidence**
2. **Language: reading, writing, talking**
3. Interaction with other children
4. Concentration
5. Relaxation



Interviews & focus group

- Robot as support, not a replacement for personal teacher interaction and assessment
- Children view robot as a "cool friend", more receptive to interaction when it's embodied
- Privacy concerns must be carefully addressed
- Parents
 - Seek involvement and guidance on addressing themes with their children
 - High SES parents prefer training/information on using the robot/system
- Interviews uncover deeper themes related to child-robot interaction



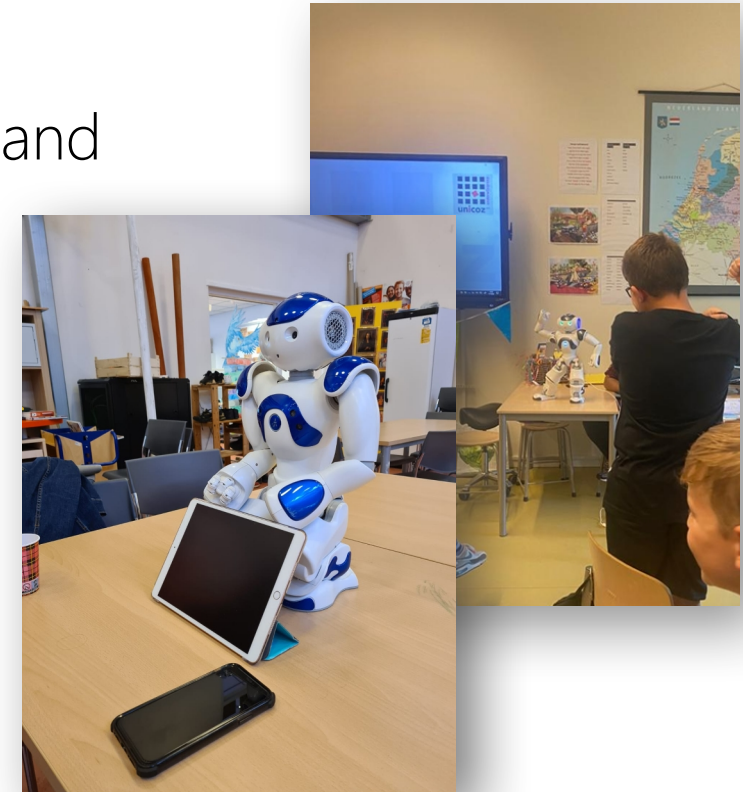
One-on-one child-robot sessions

- Child sets goals and tasks, with teacher. Consent by parent
- Child performs tasks with robot buddy to achieve goals
- With content on screen (videos, work materials) on self-confidence, self-image and interaction with others



Conclusion

- High engagement with robot activities. Effective in 1-on-1 and group settings
- Challenges
 - Children prefer personalized interaction with the robot
 - Uncertainty when the robot doesn't respond
 - Difficulty processing large amounts of spoken information
- Use of second screen for visual feedback and choices
- Motivational elements: dances, games, jokes boost engagement
- Evaluation results:



[JMIR: A robot-delivered training program to improve children's m](#)



GAMES FOR HEALTH

EUROPE

2025