



Domus  
Ludens

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# DOMUS LUDENS

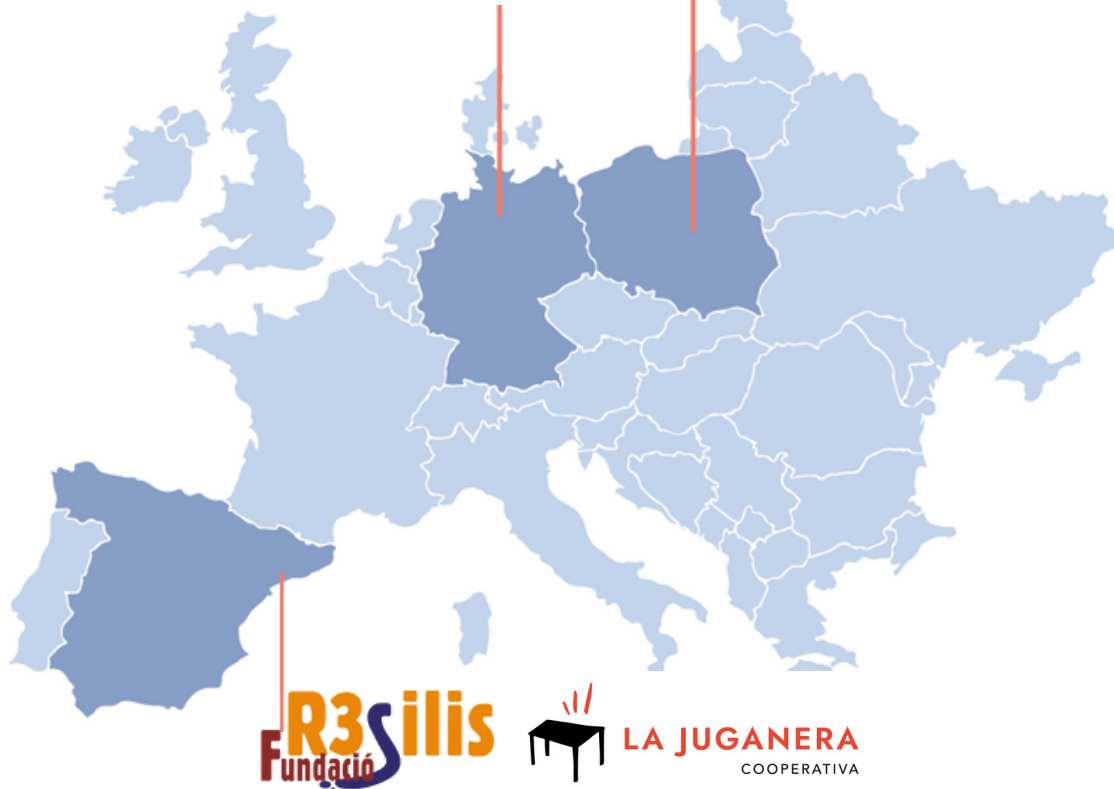
Effective promotion of the right to  
play of youngsters in residential care

International project

FÜR SOZIALES  
S&S gemeinnützige Gesellschaft für Soziales mbH



FUNDACJA  
SAMODZIELNI  
ROBINSONOWIE



Universitat de Girona  
Liberi  
Grup de Recerca en Infància,  
Joventut i Comunitat

# THE PROJECT



The Domus Ludens project promoted the **culture of playing** with **youngsters in residential care** within the organisations of **three European countries**: Spain (Catalonia), Germany and Poland.

During **8 months** (November 2021 - June 2022), the youngsters participated in the **pilot project** by **playing modern board games once a week**. To carry the pilot out, some youth workers in residential centres were trained as **ludic agents** to teach how to play and make the sessions more dynamic.

A list of **20 board games** was specifically selected for the pilot project, identifying which **cognitive, emotional and social skills** could be developed when playing them.

At the end of the project, **3 products** were created and published:

- IO1: Bord Games Guide
- IO2: Ludic Agent Manual
- IO3: Evaluation of the impac



You can consult them here:



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# EVALUATION OF THE PILOT PROJECT



A mixed methodology was used, collecting quantitative and qualitative data.

## Participants

**25 residential homes:**

- 9 from Catalonia
- 10 from Germany
- and 6 from Poland



**138 youngsters** between 13 and 17 years old in residential care.

**138 youth workers**, including **57 ludic agents**.

## Instruments

**Pre-test post-test design**, through a questionnaire answered by youngsters and youth workers.

**Weekly reports after each board game session:** 723 reports collected.



Carried out by **Liberi**, research team on childhood, youth and community.  
Universitat de Girona ([www.udg.edu/liberi](http://www.udg.edu/liberi))

# MAIN RESULTS



## Regarding the pre-test and post-test results

- **Youth workers' attributions** of youngsters' skills, satisfaction and relationships are significantly **higher in the post-test**, after 8 months of playing. Sharing a space to play with youngsters has led youth workers to **know them better** and in a **positive context**, which increases their expectations and positive views about them.
- The **youngster's perceptions** of themselves have not changed from pre-test to post-test, and they probably **need more time** to be able to perceive changes.
- The **high rating** is given to the **relationship between youth workers and youngsters** in terms of satisfaction and assessment; recognizing the role of the professionals working with children in care and the importance of the **bonds**.



## Regarding the assessment and satisfaction with the project

- 72.3% of youngsters and 98.4% of youth workers enjoy playing board games.
- 71.6% of youngsters and 90% of youth workers will recommend the experience of participating in the game sessions to other residential centres.
- 71% of youngsters and 93.4% of youth workers would like to continue with the board game sessions project.

“

*"I like playing board games because it develops my imagination, teaches me to be creative and sometimes it's funny"*  
(Youngster)

”



“

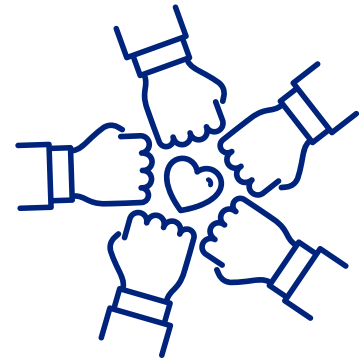
*"The youngsters were very motivated, they express that the game is dynamic"*  
(Youth worker)

”

Some residential centres have transitioned from an imposed learning scenario to a desired one, arousing interest, confidence, motivation and social learning.

## The game sessions became a versatile tool:

- For socialization in residential centres.
- To offer opportunities to get to know a person in a different context.
- To facilitate a positive atmosphere for learning: cooperation, active listening, empathy or coexistence among the participants.
- To create positive experiences regarding the quality of time.
- To help youngsters to express needs, abilities, interests, concerns or emotions.
- To promote planning and commitment.
- To facilitate different learnings and the acquisition of cognitive skills.



“Quality time together with the youngsters”  
(Youth worker)

“Games clear the mind and allow us to forget about everyday things”  
(Youngster)

# RECOMMENDATIONS FOR PRACTICE



## Recommendations based on the results to continue with the board game sessions:

- Guarantee the specific training of youth workers.
- Connect the characteristics of each game with the needs of the group and the individuals, considering that all youngsters do not have to play all the games and that youngsters need to learn to play.
- Game sessions need a previously planned time for a positive experience, to ensure the control of game situations and an agile and strategic response capacity.
- A special focus on the youngster's management of emotions is required.
- Facilitate mutual understanding, trust and expectations between youngsters.
- Promote spaces of well-being and satisfaction.
- Strengthen the agency process of youngsters and youth workers towards the games.
- Continue assessing the results in mid and long term.



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## Thanks to all the people involved in the project for participating

Web:



[domusludens-  
project.com](https://www.domusludens-project.com)



[https://www.udg.edu/ca/pro  
jectes/domus-ludens](https://www.udg.edu/ca/projectes/domus-ludens)



### Project outputs:

- IO1: Bord Games Guide
- IO2: Ludic Agent Manual
- IO3: Evaluation of the impact

### Evaluation by:

Universitat de Girona  
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