



Domus Ludens

"COOPERATION,
MOTIVATION AND
PARTICIPATION"

"GAMES CLEAR THE MIND
AND ALLOW US TO FORGET
ABOUT EVERYDAY THINGS"



EVALUATION ON THE IMPACT OF THE PARTICIPATION OF YOUNG PEOPLE IN RESIDENTIAL CARE IN THE GAME SESSIONS PILOT PROJECT. INTELLECTUAL OUTPUT 3 (IO3)





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Evaluation of the impact of the participation of young people in residential care in the game sessions pilot project. Intellectual Output 3 (IO3)

1. INTRODUCTION

The Domus Ludens Project has sought to promote play culture in residential centres to protect children in three European countries: Spain¹, Poland and Germany. Domus Ludens, translated from Latin, means "a house that plays".

Technical dossier of the project:

- Programme: Erasmus+ (Erasmus KA205-9D6907E0)
- Type of project: Strategic Associations in the field of Youth (Innovation)
- Title of the project: Domus Ludens – A house that plays
- Duration of the project: initially 22 months, extended by 3 more months
- Start and end date of the project: 15 January 2021 - 14 February 2023

The project has had the participation of 5 partners from 3 European countries, Spain, Poland, and Germany, with complementary profiles:

1) Residential care services for youngsters through three third-sector entities:

- Resilis Foundation (Spain),
- S & S gem Gesellschaft für Soziales mbH (Germany)
- Fundacja Samodzielni Robinsonowie (Poland)

2) Board games expertise (Cooperativa la Juganera, Spain); and

3) Academic expertise (Universitat de Girona (Spain).

Likewise, the five partners know the implementation of projects funded by Erasmus+.

The project consisted in that of a period of 8 months (November 2021-June 2022); the youngsters of the residential centres participating in the pilot project played modern board games once a week. The participating centres are managed by the 3 third-sector entities participating in the project, one from each country.

To promote the culture of play in residential centres, the figure of the ludic agent has been created, and youth workers from the centres who have boosted and managed the board game sessions, a minimum of 10 in each country, who have undergone initial training. On the other hand, an educational use has been made of some modern board games that were specifically selected for the pilot project to improve youngsters' personal skills in residential accommodation and their subjective well-being.

Therefore, the general objective of the Domus Ludens project has been to promote the "right to play" of children and youngsters (13-17 years old) living in residential centres by carrying out a

¹ In Spain, the project has been applied specifically in Catalonia.

pilot test of eight months of board game sessions per week, to assess whether regular, structured and professionally guided play has a positive impact on the "well-being" of this particularly vulnerable target group and to analyse what cognitive, emotional and social skills can be developed through regular play.

The Domus Ludens project has developed three complementary products:

1. The Board Games Guide
2. The Manual of the ludic agent
3. Assessment of the impact of participation in regular and systematic play sessions on subjective well-being and skills acquisition of youngsters in residential care.

This document is the third product, the evaluation of the Domus Ludens Project. The Liberi research team of the University of Girona has been the partner in evaluating this pilot programme carried out in the academic year 2021-22.

You can also consult the Domus Ludens website to learn more about the project².

2. OBJECTIVES OF THE ASSESSMENT

The evaluation aimed to determine whether participation in board game sessions has positively impacted youngsters in residential centres. More specifically, the project focused on finding out (i) the subjective well-being of the youngsters in residential accommodation, (ii) their cognitive, social and emotional skills, (iii) their relationship with the other youngsters and youth workers in the centres, before and after the pilot project was carried out. We also wanted to find (iv) the use of free time by the youngsters in residential accommodation and (v) their assessment of and satisfaction with the weekly play sessions. The sources of information have been the youngsters themselves, their youth workers in residential centres, and the leisure agents.

It should also be said that the evaluation of the project was primarily aimed at making recommendations on how to promote and maintain the culture of play in residential centres.

3. METHODOLOGY

3.1 Shared evaluation process of the pilot project

The evaluation was based on quantitative and qualitative data collection methodology to ascertain the results of the pilot project, which consisted of regular and systematic participation in modern board game sessions. On the one hand, a pre-and post-test design was developed that collected the perspectives of the main agents leading to see the differences that could be observed before starting the pilot and eight months later at the end of it, and on the other hand, with the issuing of weekly reports of assessment and satisfaction with the game sessions.

² Domus Ludens Project website: <https://www.domusludens-project.com/>

The critical dates of the project were as follows:

May 2021 – June 2021	June 2021 - July 2021	September 2021 – October 2021	November 2021 – June 2022	June 2022 – July 2022	September 2022 – January 2023
Elaboration of the research instruments	Translation of the instruments	Sending of the pre-test questionnaires	Development of the 8-month pilot	Sending of the post-test questionnaires	Analysis and dissemination of results

Moreover, during the Domus Ludens project, constant communication between the members has been fundamental, and the different meetings and gatherings that have taken place have allowed the project to be designed and evaluated collaboratively, building cohesion and communication between the members to facilitate the development of the project. We provide a review of the key dates:

- On the 25th and 26th of January 2021, the Kick-off Meeting was held with all the members of the Domus Ludens project. Since then, the monthly meetings have been held during the 24 months of the project led by Resilis.
- On 20, 21, 22, 23 and 24 September 2021, the first international meeting was held in Girona, Catalonia, with the objectives of: i) enabling members to learn about the world of board games (learn about the history of the games, play some games, share strategies to follow when making youngsters play, etc.), ii) to organise the training of ludic agents and iii) to specify the next steps of the project. It was led by 'La Juganera'.
- During the months of September and October, 'La Juganera' trained around thirty youth social workers from the three countries as "ludic agents" who subsequently implemented play initiatives in their respective residential care centres in Catalonia, Poland and Germany. In addition, these ludic agents have constantly been learning new games and strategies. In the case of some of them leaving during the pilot project, new ones were incorporated throughout the process.
- On 15, 16 and 17 May 2022, the second international face-to-face meeting was held in Hamburg (Germany), where the OI1 and OI2 products were launched, and the final evaluation phase of the pilot was organised.
- On 21, 22 and 23 September 2022, the third international face-to-face meeting was held in Warsaw, Poland, where the Liberi team shared the preliminary results of the pilot evaluation.
- On 25 October 2022, the virtual Ludic Agents Meeting was held, with the participation of the Ludic Agents from the residential centres of each country. This meeting had a joint part and a part where the ludic agents were divided into groups by country (to make it easier for them to express themselves in their language). During the meeting, they talked about how they dealt with conflict situations, how they motivated the youngsters, how they worked with the youngsters when someone lost the game, how they felt about the pilot project, how they thought the project should continue, and what were the main challenges.

- On 9 December 2022, the project’s closing ceremony was held in Poland, with a final national conference.
- On 12 and 13 January 2023, the first international face-to-face meeting will be held in Girona, Catalonia.
- On the 20th of January 2023, the project’s closing will be in Catalonia, with the final national conference.
- On the 26th of January 2023, the project’s closing will take place in Germany, also with the final national conference.

Each organisation had a person who coordinated monitoring how the play sessions were going in each of the centres. These people were in regular contact with each centre to check how the pilot project was going and to discuss any difficulties that arose (delays due to Covid, festivities, finding space and regular time to play, etc.). These aspects have also been discussed during the monthly meetings between the members, all trying to find strategies to find solutions and promote the centres to play weekly.

3.2 Participants

3.2.1 The residential centres

The schools participating in the pilot project were 7 in Catalonia, 6 in Poland and 10 in Germany (Table 1). However, in Catalonia, there were 2 more schools in addition to the 7 that also played (in one case regularly and in the other sporadically) and answered the weekly reports and evaluated the weekly sessions, but they are not included in Table 1 as they were not part of the pre-test and post-test, but they are included in the collection of the weekly reports (see Table 10 below).

Table 1. Sample of residential centres and participants in the pilot project

	Catalonia	Poland	Germany	Total
Number of residential centres selected	7	6	10	23
Total of children living in the selected residential centres	80	157	97	334
Total of children participants in the pilot:				
Pre-test	51	46	41	138
Post-test	42	44	26	112
Number of ludic agents	14	21	22	57

3.2.2 Pre-and post-test

The people who answered the **pre-and post-test questionnaires** were the youngsters living in residential centres in Catalonia, Poland and Germany and their youth workers (regardless of whether they were also leisure agents). Specifically, the criteria for inclusion in the pilot project were as follows:

- Boys and girls between 13 and 17 years of age in residential centres run by the organisations in the countries where the study was carried out who wished to participate voluntarily in the pilot project and who were expected to remain in the

centre until the end of the pilot experience, although in the protection system, this is, difficult to know for sure.

- The reference educator of each of the youngsters who participated.

Thus, each of the 3 countries had to select at least 40 youth and youth social workers from each. As can be seen in Table 2, the final sample was 226 people (112 youngsters and 114 youth social workers). The differences between the number of participants before starting the pilot project (Pre) and at the end (Post) are because there has been a loss of participants, which is foreseeable in the residential context of protection. The reasons for this are usually the young person's leaving the centre (to return to the family or transfer to another protection resource), the complexity of their personal and family circumstances or the fact that they ended up playing weekends when they had permission to leave with the family.

Table 2. Participants by agent and country

		Youngsters		Youth workers		Total	
		N	%	N	%	N	%
Catalonia	Pre	51	37.0	52	37.7	103	37.3
	Post	42	37.5	39	34.2	81	35.8
Poland	Pre	46	33.3	45	32.6	91	33.0
	Post	44	39.3	47	41.2	91	40.3
Germany	Pre	41	29.7	41	29.7	82	29.7
	Post	26	23.2	28	24.6	54	23.9
Total	Pre	138	100	138	100	276	100
	Post	112	100	114	100	226	100

The characteristics of the participants according to gender and country can be found in tables 3 and 4. Again, a majority of young men among the youngsters and a majority of women among the youth workers stand out. In the post-test 3.6% of the youngsters and 0.9% of the professionals indicate a different gender, and in a few cases, they preferred not to indicate it.

Table 3. Youngsters by gender and country

Youngsters		Catalonia		Poland		Germany		Total	
		N	%	N	%	N	%	N	%
Boy	Pre	30	58.8%	23	50.0%	18	43.9%	71	51.4%
	Post	27	64.3%	20	46.5%	14	53.8%	61	55.0%
Girl	Pre	19	37.3%	23	50.0%	18	43.9%	60	43.5%
	Post	14	33.3%	23	53.5%	9	34.6%	46	41.4%
Diverse	Pre	2	3.9%	0	0%	5	12.2%	7	5.1%
	Post	1	2.4%	0	0%	3	11.5%	4	3.6%
Total	Pre	51	100%	46	100%	41	100%	138	100%
	Post	42	100%	43	100%	26	100%	111	100%

Table 4. Youth workers by gender and country

Youth workers		Catalonia		Poland		Germany		Total	
		N	%	N	%	N	%	N	%
Man	Pre	15	28.8%	7	15.6%	9	22.5%	31	22.6%
	Post	7	17.9%	10	21.7%	2	7.7%	19	17.1%
Woman	Pre	37	71.2%	38	84.4%	31	77.5%	106	77.4%
	Post	32	82.1%	35	76.1%	24	92.3%	91	82%
Diverse	Pre	-	-	-	-	-	-	-	-
	Post	0	0%	1	2.2%	0	0%	1	0.9%
Total	Pre	52	100%	45	100%	40	100%	137	100%
	Post	39	100%	46	100%	26	100%	111	100%

The average age of the youngsters at the end of the pilot project is 15.96 years (SD=1.833), and that of the youth workers is 33.63 years (SD=9.305) (Table 5). Per country (Table 6), the average age of youth workers in Germany is younger, while the highest is in Poland.

Table 5. Age means of youngsters and youth workers by gender

		Youngsters	Youth workers
Boy / Man	Pre	15.04	32.90
	Post	15.77	35.40
Girl / Woman	Pre	15.58	31.14
	Post	16.24	33.27
Diverse	Pre	15.50	-
	Post	15.25	41.00
No indication	Pre	-	31
	Post	-	31
Total	Pre	15.30	31.53
	Post	15.96	33.63

Table 6. Age means of youngsters and youth workers by country

		Youngsters	Youth workers
Catalonia	Pre	15.43	30.23
	Post	15.74	30.59
Poland	Pre	15.04	37.56
	Post	15.98	39.16
Germany	Pre	15.43	26.60
	Post	16.27	28.43

80.3% of youth workers were youth workers, 5.1% were teachers, and 14.6% had other youth worker profiles (Table 7). These differences are due to the regulations governing the profile of youth workers in this field in each country.

Table 7. Youth workers profile

	Catalonia	Poland	Germany	Total
Social educator	100%	63.6%	73.2%	80.3%
Pedagogue	0%	6.8%	9.8%	5.1%
Others	0%	29.5%	17.1%	14.6%

Among the youngsters, 83.3% were born in the country where the pilot project was being carried out, and 16.7% were born in a country other than the one they were in. Still, the differences between countries are significant, with more foreigners coming to the Foundation's centres in Catalonia. 98.5% of the youth workers and social educators were born in the country where the study was carried out (Table 8).

Table 8. Youngsters and youth workers per country of birth

		Catalonia	Poland	Germany	Total
Youngsters	This country	68.6%	100%	82.5%	83.3%
	Another country	31.4%	0%	17.5%	16.7%
Youth workers	This country	98%	100%	97.6%	98.5%
	Another country	2%	0%	2.4%	1.5%

With regard to the characteristics of the residential centres, most of the youngsters were in open residential centres, while two, one from Catalonia and one from Poland, were in closed residential centres due to their behaviour.

As for the length of time they had been at the centre when answering the pre-test questionnaires, 43% of the youngsters had been living at the centre for between 1 and 3 years, while half of the youth workers had been working there for more than three years, with the most stable staff in Poland (Table 9). It should be noted that the youth workers who answered the questionnaires were the referents of the youngsters.

Table 9. Time spent living or working in the centre (by country)

		Catalonia	Poland	Germany	Total
6 months or less	Youngsters	29.4%	18.2%	25.0%	24.4%
	Youth workers	3.9%	0.0%	19.5%	7.3%
Between 7 and 11 months	Youngsters	11.8%	20.5%	12.5%	14.8%
	Youth workers	7.8%	20.0%	22.0%	16.1%
Between 1 and 3 years	Youngsters	43.1%	34.1%	52.5%	43.0%
	Youth workers	31.4%	15.6%	24.4%	24.1%
More than 3 years	Youngsters	15.7%	27.3%	10.0%	17.8%
	Youth workers	56.9%	64.4%	34.1%	52.6%

Although some youngsters in the centres were not initially 'officially' included in the pilot project (because they were younger than 13 or because they did not want to participate), during the development of the game sessions, more youngsters ended up playing than those who answered the pre-test: both the younger ones, as well as those who were motivated by watching the others play, and those who entered the centre later, during the pilot. All of them were asked to give their opinion by answering a questionnaire to **evaluate the pilot project**.

- Pre-test: 138 youngsters and 138 youth workers
- Post-test: 112 youngsters and 114 youth workers (including the final evaluation section).
- Evaluation of the pilot project: 50 youngsters who did not participate in the pre-post-test but signed up to play in some sessions, and therefore, it was thought convenient to ask them for their opinion about the play sessions at the end of the pilot project.

3.2.3 In the weekly evaluation of the play sessions



Report slide name: **Sample**

In total, the information provided by the youth workers on 723 play sessions in the 25 centres that played during the pilot project was analysed (Table 10). In this case, we also include the two other centres that played, as they sent in their weekly evaluation reports, especially one of the centres.

Table 10. Number of centres that have played and number and average number of reports they have sent

	Catalonia	Poland	Germany	Total
Number of centres playing	9	6	10	25
Number of reports about game sessions	287	195	241	723
Mean of reports by country	31.9	32.5	24.1	28.9

If we consider that each month has 4 weeks and that the pilot project has lasted 8 months, in total, each centre should have reported on a minimum of 32 play sessions. However, it should be pointed out that during the pilot project, different circumstances have had to be dealt with that have meant that some schools have not been able to reach this minimum. Nevertheless, if we analyse the average number of reports submitted by each country, we can see that the schools in Catalonia and Poland have reported on the planned play sessions, while the German schools have reported slightly less. Table 30 in the Annex shows in detail how many reports have been submitted by the different schools in each country.

3.3 Instruments

3.3.1 Pre-test and post-test questionnaires

The research technique used was the survey, and the instruments were questionnaires with open-ended and closed-ended questions. These questionnaires were designed in English and then translated into the languages of each country (Catalan, Spanish, Polish and German). The instruments used for the evaluation of the pilot were as follows:

- PRE-TEST: Questionnaire for youngsters in residential accommodation
- PRE-TEST: Questionnaire for youth workers in residential centres
- POST-TEST: Questionnaire for youngsters in residential accommodation
- POST-TEST: Questionnaire for youth workers in residential centres
- Weekly report on the assessment of the play session
- Evaluation questionnaire for youngsters in residential care who have participated in play sessions but did not answer the pre-test questionnaire.

The pre-and post-test questionnaires had closed-ended and open-ended questions equivalent to those for youngsters and youth workers. They were ad hoc, self-administered questionnaires in electronic format and anonymous. The pre-test questionnaires contained 15 questions each, while the post-tests contained 21 questions (incorporating the evaluation questions of the pilot project).



The questions were dichotomous, categorised (basically frequency and agreement - 5-point Likert) and numerical (satisfaction with 11-point scales). The questionnaires were divided into five sections:

- personal information,
- youngsters' abilities (cognitive, emotional and social),
- social relationships within the residential centre
- a scale of subjective well-being (adapted de Personal Well-being Index – School Children PWI-SC, de Cummins & Lau, 2005)³
- Use of time

The questions were equivalent between the questionnaires of the youngsters and those of the youth workers, with the youth workers' questionnaire being attributed to the skills, well-being and relationships of each young person. At the end of all the questionnaires, there was an open space in case the participants wanted to add any comments.

In the post-test questionnaires, all the questions were repeated in order to establish a pre-post comparison, and an evaluation section of the pilot project was added, with closed and three open questions about what they liked the most, what they did not like and whether they would recommend the implementation of the board games sessions to other youngsters and centres, as well as a question for final comments. On the other hand, those youngsters who were in schools that participated in the pilot and who played but did not answer the pre-test were asked to answer this part of the evaluation questions about the pilot project.

3.3.2 The weekly reports

A fundamental part of the evaluation of the pilot project was the **weekly reports**, and online questionnaires, also available in the languages of each country, to evaluate each game session. These questionnaires had 8 questions and a final space for observations. They asked for information about the game or games played, the date, the duration of the session, the location (indoor or outdoor), the number of youngster players (detailing those who were involved in the pilot project and those who were not), the number of youth workers who played, the satisfaction of each of the youngsters with the session and the satisfaction of each of the youth workers.

3.4 Data collection procedure

The pre-test questionnaires were sent to members in each country between September and October 2021 (before the training of the ludic agents and before they started playing) with the electronic links to the questionnaires in their residential centres, using a letter explaining the process in detail and an image summarising the process and containing the links. The questionnaires had a contact e-mail address and a mobile phone number in their country where the informants could send questions or suggestions. The post-test questionnaires and evaluations were distributed during June and July 2022, following the same process.

³ Cummins, R. A., & Lau, A. (2005). *Manual: personal wellbeing index – School children, Cantonese translation* (3rd edn., Resource document). Melbourne, Australia: Australian Centre on Quality of Life, Deakin University.

If the youngsters who answered the questionnaires had some reading comprehension difficulties, they were helped individually by reading the questions.

The weekly reports were also online questionnaires that the ludic agents or, alternatively, the youth workers in charge of the management of the play sessions answered after having carried out one of them.

3.5 Data analysis

The quantitative data are presented in a descriptive way, showing averages or percentages. The SPSS programme (v. 28) was used to carry out these analyses.

For the analysis of the qualitative data, we proceeded to carry out a content analysis, where the unit was the theme arrived at after a process of coding and categorisation. The Atlas.ti programme was used for these analyses.

3.6 Ethical considerations

All the information has been collected with the informed consent of the participants and with the authorisation of the competent administration in terms of child protection. The processing of the data obtained has been carried out, ensuring the confidentiality and anonymity of the participants. Likewise, the research has the favourable opinion of the Research Ethics and Biosafety Committee of the University of Girona (Code CEBRU0027).

4. RESULTS

The results are presented in three sections following the reports created through Microsoft Power BI, which can be consulted online through the Liberi website. In addition, the annexes section of this document includes tables that make it easier to go deeper into the results.

To display the results, we have decided to use Microsoft Power BI software because it allows us to consult the data interactively, applying one or more filters depending on what we want to analyse. By default, the filters are deactivated, but when they are deployed, they allow you to choose one or more options. In addition, some slides in Microsoft Power BI reports have pie charts. By selecting specific segments of these charts, you can compare the results more visually than through the filters. Sometimes it is interesting to combine the use of filters with the selection of a segment of a chart.

Below are the filters that have been incorporated into each of the presentations; it is essential to use them to know the project results.

The following filters were used for the pre-and post-test questionnaires:

Pre/post	Agent	Project Country	Gender	Ages
<input type="checkbox"/> PRE-TEST	<input type="checkbox"/> YOUTH	<input type="checkbox"/> CATALONIA	<input type="checkbox"/> BOY / MAN	<input type="checkbox"/> 12 to 15
<input type="checkbox"/> POST-TEST	<input type="checkbox"/> WORKERS	<input type="checkbox"/> GERMANY	<input type="checkbox"/> DIVERSE	<input type="checkbox"/> 16 to 18
	<input type="checkbox"/> YOUNGSTERS	<input type="checkbox"/> POLAND	<input type="checkbox"/> GIRL / WOMAN	<input type="checkbox"/> 19 to 30
			<input type="checkbox"/> NO INDICATION	<input type="checkbox"/> 31 to 49
				<input type="checkbox"/> 50 to 65

For the pilot project evaluation questionnaires:

Agent	Project Country	Gender	Ages	Frequency of play
<input type="checkbox"/> YOUTH	<input type="checkbox"/> CATALONIA	<input type="checkbox"/> BOY / MAN	<input type="checkbox"/> 09 to 15 (most	<input type="checkbox"/> 1. Rarely
<input type="checkbox"/> WORKERS	<input type="checkbox"/> GERMANY	<input type="checkbox"/> DIVERSE	<input type="checkbox"/> 13 to 15)	<input type="checkbox"/> 2. Often
<input type="checkbox"/> YOUNGSTERS	<input type="checkbox"/> POLAND	<input type="checkbox"/> GIRL / WOMAN	<input type="checkbox"/> 16 to 18	
		<input type="checkbox"/> NO INDICATION	<input type="checkbox"/> 19 to 30	
			<input type="checkbox"/> 31 to 49	
			<input type="checkbox"/> 50 to 65	

For the results of weekly reports:

Project Country	Project Month	Duration	Place
<input type="checkbox"/> CATALONIA	<input type="checkbox"/> 1	<input type="checkbox"/> Half an hour	<input type="checkbox"/> Inside the centre
<input type="checkbox"/> GERMANY	<input type="checkbox"/> 2	<input type="checkbox"/> An hour	<input type="checkbox"/> Outdoors
<input type="checkbox"/> POLAND	<input type="checkbox"/> 3	<input type="checkbox"/> An hour and a half	
	<input type="checkbox"/> 4	<input type="checkbox"/> Two hours	
	<input type="checkbox"/> 5	<input type="checkbox"/> Two hours and a half	
	<input type="checkbox"/> 6	<input type="checkbox"/> Three hours	
	<input type="checkbox"/> 7	<input type="checkbox"/> Three hours and a	
	<input type="checkbox"/> 8	<input type="checkbox"/> half	
	<input type="checkbox"/> 9		

Although the pilot project lasted eight months, the filtering took nine months because some started in October while others began in November.

The most critical quantitative results (from the answers to the closed questions) and qualitative results (from the open-ended questions) are presented below, with a more detailed analysis of the filters mentioned above when significant differences are observed.

4.1 Pre and post-test results

This section explains the results obtained through the following questionnaires:

- PRE-TEST: Questionnaire for youngsters in residential centres⁴
- PRE-TEST: Questionnaire for youth workers of the residential centres
- POST-TEST: Questionnaire for youngsters in residential care (the part of the evaluation questions is presented in section 4.2.)
- POST-TEST: Questionnaire for youth workers of the residential centres (the part of the evaluation questions is presented in section 4.2.)



Name of Power BI form: **Pilot project results**

4.1.1 About youngster's skills

First, youngsters had to answer how they defined themselves on a scale of 1 to 5 (where 1 means not at all and 5 means totally) concerning cognitive, emotional and social skills. Then, the youth workers of each of the youngsters who answered the pre-test questionnaire also evaluated each young person about these skills through equivalent questions.

Pre- and post-test differences: generally, it should be noted that the responses of the youngsters do not show significant differences between the pre-test and post-test results. On the other hand, the evaluations made by the youth workers about the skills of the youngsters in the post-test analyses are significantly higher than those made in the pre-test.

Differences between youngsters and youth workers: in the pre-test phase, youngsters express a higher self-perception of their skills than their youth workers. At the end of the pilot project, the answers of youth workers and youngsters were more similar, as the professionals scored higher than their answers in the pre-test.

Differences between countries: in general, participants from Germany have the highest scores in terms of skills, followed by those from Poland and Catalonia.

Differences according to gender: there are no significant differences between participants' answers depending on whether they are men or women. On the other hand, there are more

⁴ The sample of the pre-test collected in this report is a bit different from the Microsoft Power BI, as in this report we have included the pre-test answers of 3 youngsters and 2 youth workers from Spain and 3 youngsters and 1 youth worker from Germany, who answered the questionnaires a bit later, once the PowerBI with the pre-test answers had already been generated.

differences in the responses of the participants who have indicated a different gender or have preferred not to indicate it. In these cases, the evaluation is lower in general.

Differences by age: in general, youngsters under 15 score slightly lower than those between 16 and 18.



Report slide name: **Cognitive skills**

Cognitive skills according to youngsters in the pre-test and post-test

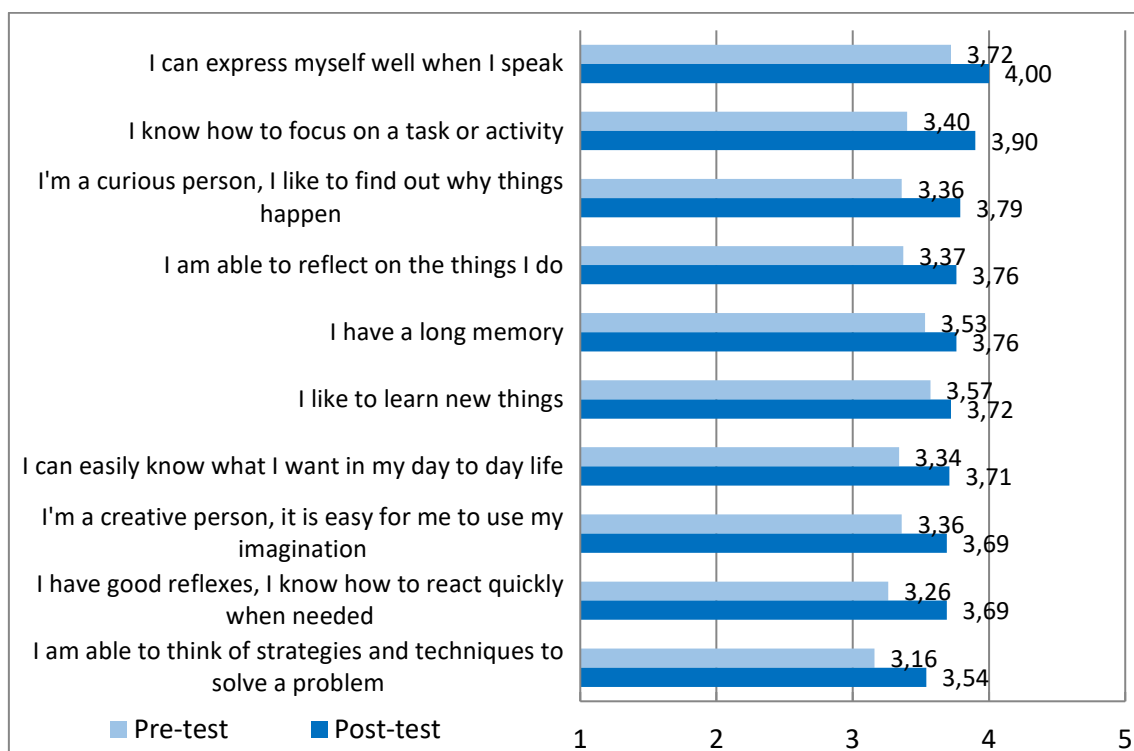
First, we asked about the youngsters' assessment of their cognitive skills using ten items (Table 1, annexes). Youngsters scored higher in the ability to learn new things; in being curious people; in like to find out why things happen; and in thinking that they are capable of reflecting on the things they do. On the other hand, the skills that received lower scores from the youngsters were having long-term memory, thinking of strategies and techniques to solve a problem, and knowing what they want in their day-to-day lives.

Regarding the pre-and post-test responses, it can be seen that they are very similar, although the post-tests are slightly higher in most aspects (see the details in Table 1 of the annexes). All the youngsters' ratings are equal to or higher than 3.5 on a scale of 1 to 5.

Pre-post differences in youth workers' responses and comparison with those of youngsters

The youth workers attribute an improvement in the cognitive skills of the youngsters compared to the scores given in the pre-test, as can be seen in Graph 1, which were lower than those provided by the youngsters (Table 2 of the annexes). In this sense, the professionals in the post-test raised their evaluations in the post-test, reaching an average of 4 for their ability to express themselves well when they speak and almost 4 for their ability to concentrate on a specific task, to be curious people who like to know why things happen, as well as for their ability to have a long-term memory.

Graph 1. Pre- and post-test answers of youth workers on cognitive skills (Means)



5-point scale from 1 = *Not at all* to 5 = *Totally*

Differences between the centres of the three countries

The overall average (pre- and post-test) of youngsters in centres in Germany on their cognitive skills is the highest, followed by Poland and Catalonia (Table 1, Annex). On the other hand, as far as the answers of the youth workers are concerned, those of the centres in Poland rate the cognitive skills the highest, followed by Germany; in Catalonia, the evaluations made by the professionals on the skills of the youngsters are generally lower (Table 2, Annex).



Report slide name: **Emotional skills**

Emotional skills according to youngsters in the pre-test and post-test

Secondly, they were asked about the youngsters' assessment of their emotional skills using six items (Table 3, annexes). Youngsters mainly emphasised that it is easy for them to relate to other people, that they consider themselves to be people who are used to doing things well and who know how to lose, and that they do not get angry when other people win.

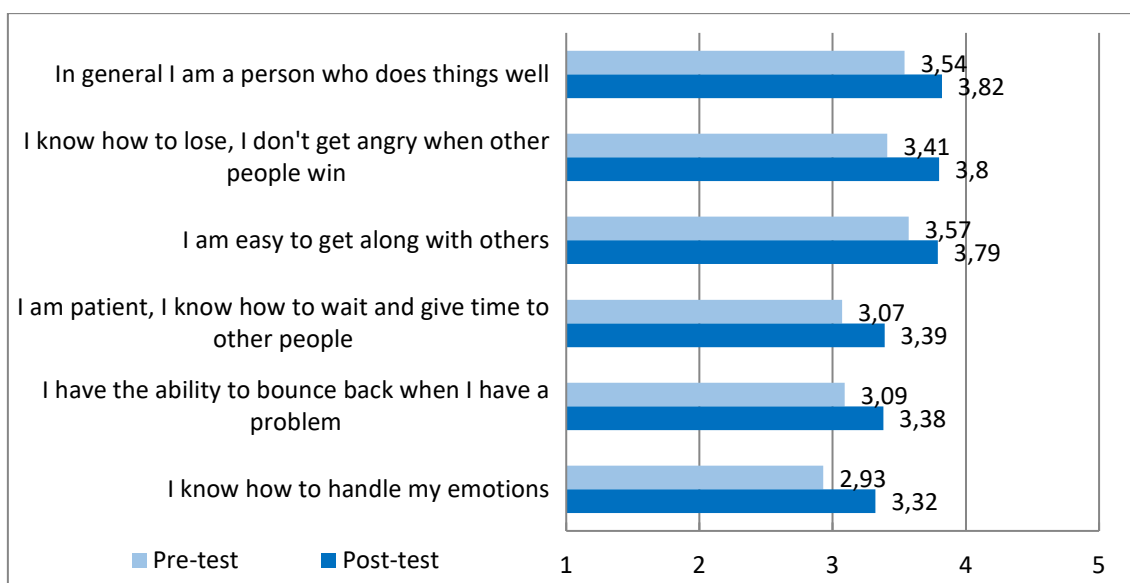
On the other hand, the item with the lowest score is related to having patience, followed by knowing how to manage emotions and recovering when they have a problem.

The pre- and post-test responses of the youngsters are similar, and the only one that obtains a slightly higher score at the end of the pilot is that of considering oneself a person who does things well. These results can be seen in Table 4 of the annexes.

Pre-post differences in youth workers' responses and comparison with those of youngsters

The youth workers' post-test evaluations of how they perceive the youngsters' emotional skills are all higher than those they made in the pre-test, and therefore end up feeling similar to those of the youngsters, which were higher in the pre-test and have not changed in the post-test. As with cognitive and social skills, no score reaches an average of 4. It should be noted that they attribute great difficulty in managing emotions (Table 4, Annex and Graph 2).

Graph 2.) Pre- and post-test answers of youth workers on emotional skills (Means)



5-point scale from 1 = *Not at all* to 5 = *Totally*

Differences between the centres of the three countries

Regarding the global averages (pre- and post-test) of both youngsters and youth workers on emotional skills, German schools are the highest, followed by those of Poland and Catalonia (see tables 3 and 4 in the Annex).



Report slide name: **Social skills**

Social skills according to youngsters in the pre-test and post-test

Thirdly, youngsters were asked about their assessment of their social skills using 11 items (Table 5, annexes). The youngsters emphasised above all that they treat other people nicely even if they are different from them, are kind to other people and are used to thanking them, and are responsible and know that what they do has consequences. On the other hand, the items to

which they assign lower scores are trusting other people, being very competitive, working in a team and cooperating. When comparing the pre-and post-test responses of the youngsters, it can be seen that the evaluations are also similar concerning social skills.

Pre-post differences in youth workers' responses and comparison with those of youngsters

Once again, the youth workers' post-test evaluations of the youngsters' social skills, in this case, are all higher than those they gave in the pre-test (Table 6 of the annexes and Graph 3). The professionals in the post-test coincide with the two items most highlighted by the youngsters: treatment and friendliness. On the other hand, in third place, they emphasise that youngsters know how to negotiate and accept fair rules.

Graph 3. Pre- and post-test answers of youth workers on social skills (Means)



5-point scale from 1 = *Not at all* to 5 = *Totally*

Differences between the centres of the three countries

The responses of youngsters in care centres in Germany are the highest (if all items are analysed together), followed by those in Poland and Catalonia (Table 5, Annex). On the other hand, in terms of youth workers, the scores for centres in Germany and Poland are very similar, while the scores for Catalonia are somewhat lower (Table 6, Annex).

4.1.2 About how youngsters feel about their life

The youngsters were asked to rate from 0 to 10 (where 0 is not satisfied at all and 10 is totally satisfied, to what extent they were satisfied with different aspects of their lives. They also answered to what extent they had felt other states in the last two weeks, from 0 to 10 (where 0 was not at all satisfied and 10 was totally satisfied).

The youth workers answered equivalent questions, assessing to what extent they considered that each of the youngsters was satisfied with the different aspects and how they thought they had felt over the last two weeks.

In general, participants from Poland are the ones who indicate the highest satisfaction scores, followed by those from Catalonia and Germany.



Report slide name: **Life satisfaction**

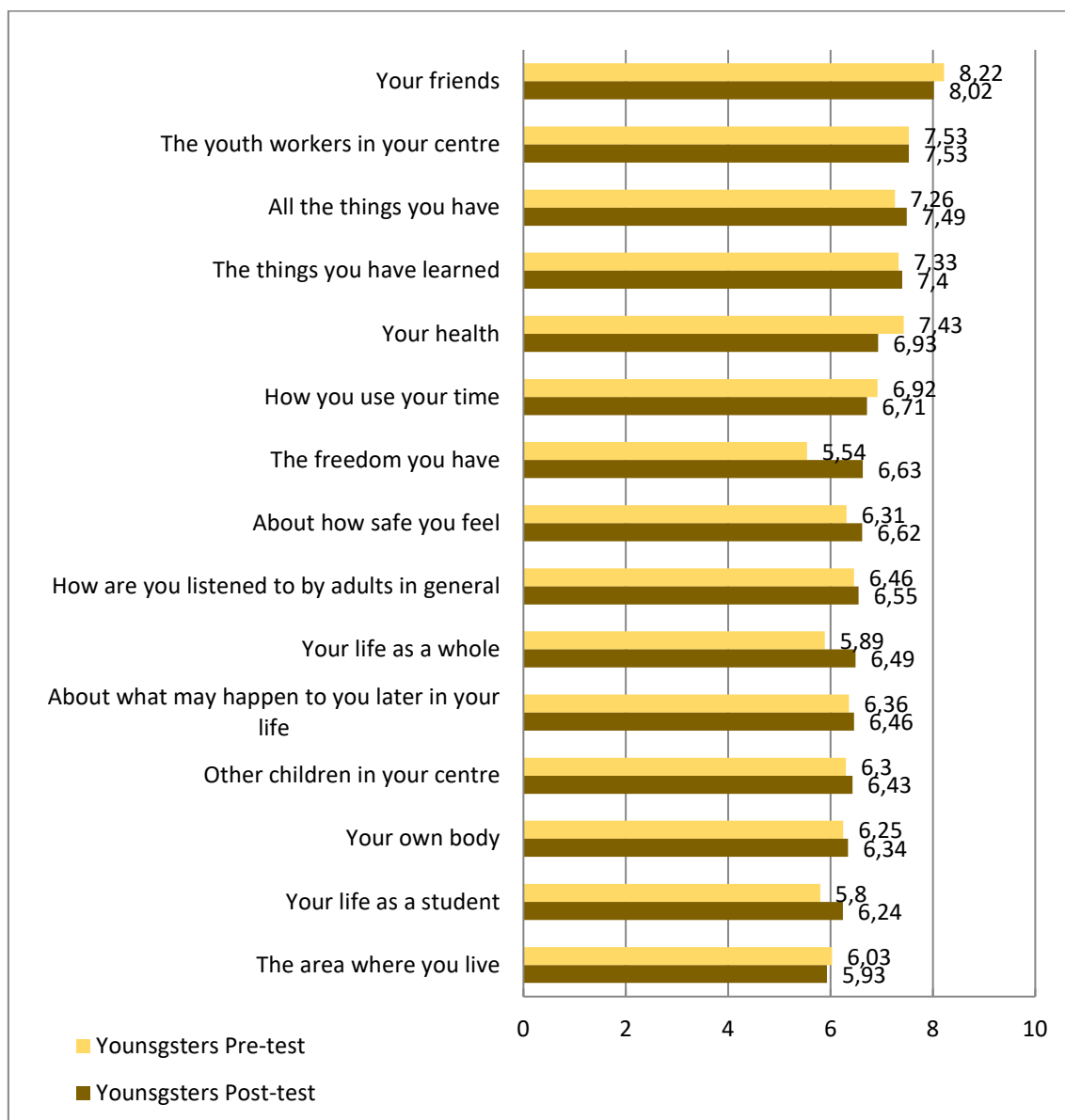
Level of satisfaction of youngsters in the pre-test and post-test

In both the pre-test and post-test results, the highest levels of satisfaction among the youngsters are with their friends, the youth workers at the centres where they live, the things they have and the things they learn (Table 7 annexes and Graph 4).

In general, the satisfaction expressed with the rest of the aspects of their lives is low, as none of the nine remaining items reaches a score of 7, which is considered unusual in satisfaction scales in the child population. Overall satisfaction with life is also below 7. They show low satisfaction with their own lives, with their lives as students, with the areas where they live, with the other youngsters in the schools, with what will happen in the future, with their safety, with how adults listen to them, with the use of time and with the freedom they have.

There are practically no significant differences between what the youngsters answered before starting the pilot project in terms of satisfaction with the different aspects of their lives, except for satisfaction with life in general and with the freedom they have, which, although they are low, increase in the post-test. On the other hand, satisfaction with their health drops, perhaps due to the influence of Covid.

Graph 4. Youngsters' satisfaction with different aspects of their life (Means)



11-point scale from 0 = *Not at all satisfied* to 10 = *Totally satisfied*

Level of satisfaction attributed to the youngsters by the youth workers in the pre- and post-tests

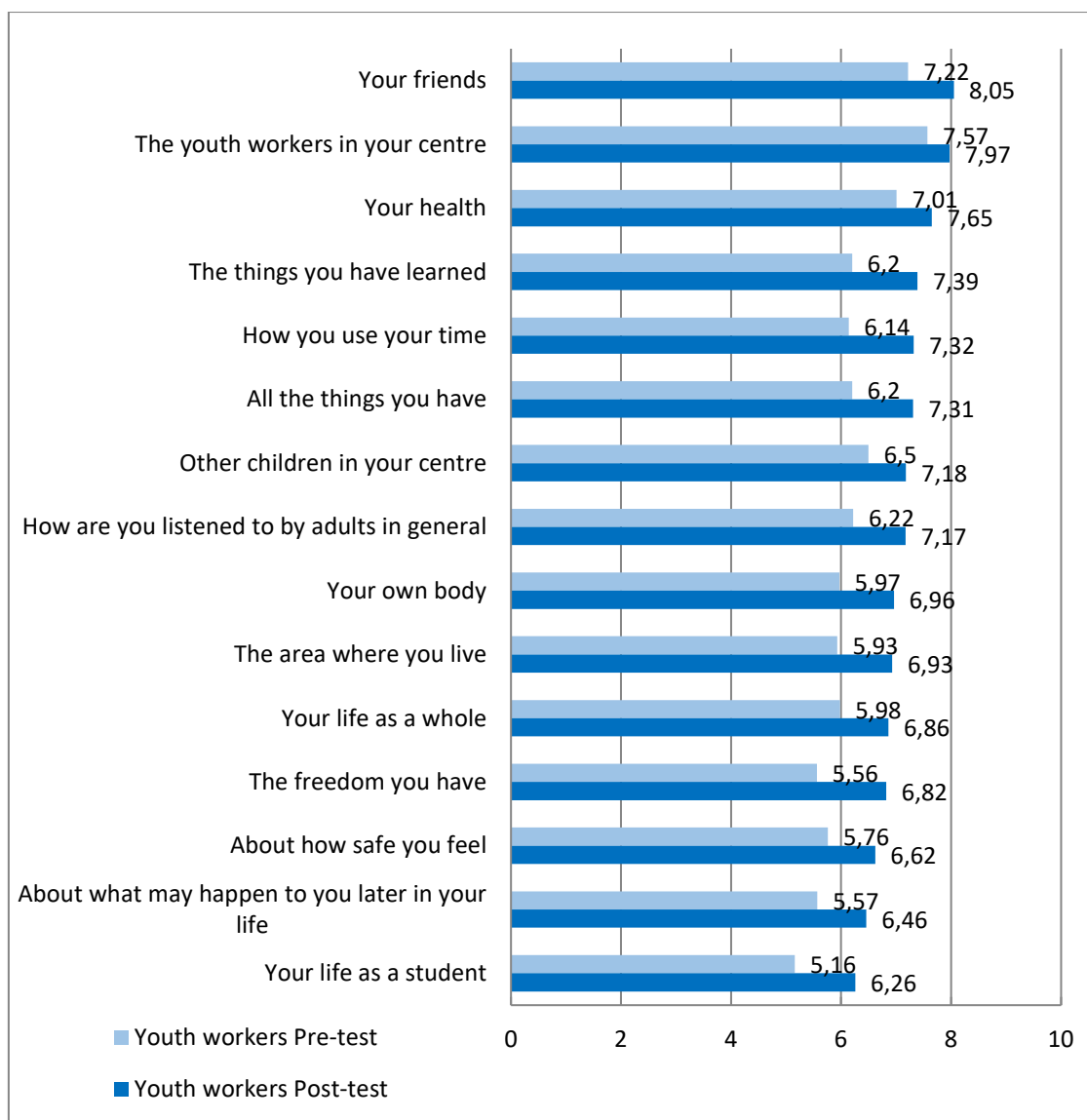
The highest attributions the youth workers make of youngsters' satisfaction coincide with those indicated by the youngsters themselves: satisfaction with their friends and the youth workers at the centres. They are also above 7 points on average in the post-test, the satisfaction they attribute to them with their health, with the things they have learnt and the things they have, with the use they make of their time, with the other youngsters at the centre and with how adults listen to them; different from the perception that the youngsters themselves have about these aspects.

On the other hand, they do not reach 7 points in the post-test either. However, they are higher than in the pre-test, the satisfaction attributed to how confident the youngsters feel about

things that could happen to them in the future, about their lives as students, about their freedom, about the area where they live, and about their own lives, as well as their satisfaction with life as a whole.

In general, it should be noted that although in the pre-test, the satisfaction attributed to each of the youngsters was also low, even lower than the satisfaction expressed by the youngsters themselves, in the post-test, it was generally higher, both compared to the satisfaction expressed by the youngsters themselves in the pre-test, and compared to some of the satisfaction expressed by the youngsters in the post-test (Table 8 annexes and Graph 5).

Graph 5. Satisfaction attributed to youngsters by youth workers with different aspects of their lives (Means, according to youth workers)



11-point scale from 0 = *Not at all satisfied* to 10 = *Totally satisfied*

Differences between the centres of the three countries

If we compare the results by country, including all the items, we can see that the responses of youth workers in Poland are the highest, followed by those in Catalonia and Germany (Table 8, Annex).

Also, regarding the youngsters' responses, in the centres in Poland, almost all the satisfaction is higher. The school's friends and youth workers are the two most highly rated aspects. In Catalonia, youngsters also give the highest satisfaction rating to their friends, followed by their satisfaction with their health. Finally, in Germany, youngsters' highest satisfaction is also with their friends, but in this case, it is followed by their satisfaction with everything they have. Therefore, in contrast to the results shown above, the average satisfaction of youngsters in Germany, on the whole, is lower (Table 7, Annex).

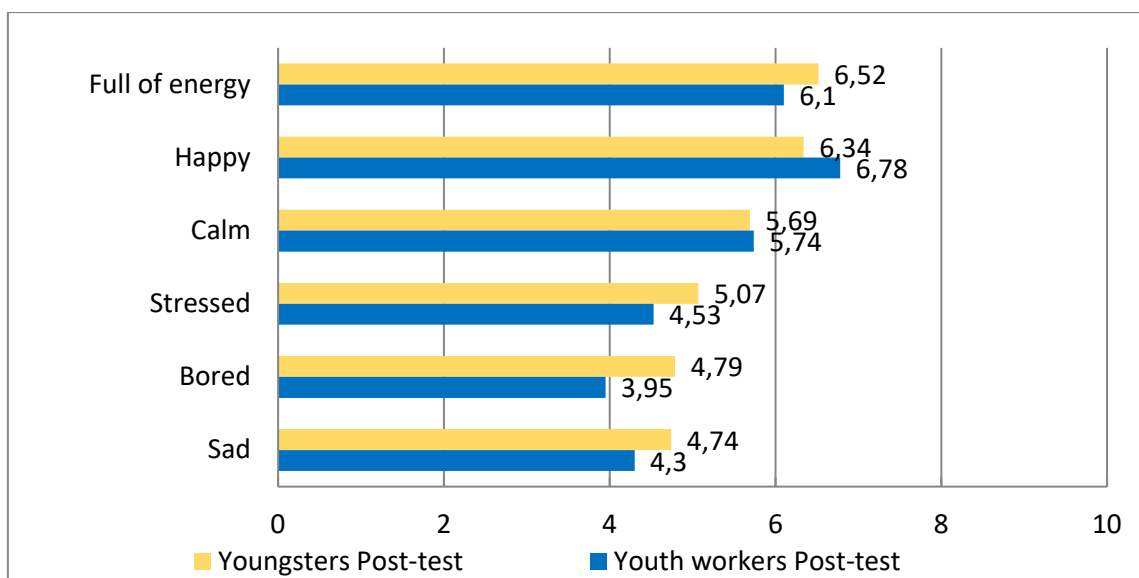


Report slide name: **Feel**

When **youngsters** are asked how they have felt over the last two weeks, in general, when comparing the pre-and post-test, they feel more energetic, content and calm and less stressed and bored, in line with the tendency expressed by the youth workers in the attributions they make to them (Tables 9 and 10 of the annexes and Graph 6).

In the post-test, it can be seen that the youth workers attribute more happiness, less stress, boredom and sadness to them, while the youngsters are not so optimistic.

Graph 6. Feelings during the last two weeks (Mean)



11-point scale from 0 = *Not at all* to 10 = *Extremely*

Compared by country, youngsters from the Poland centres are the ones who have felt more energetic, happy and calm, while those who have felt less stressed, bored and sad (overall).

4.1.3 About the use of time



Report slide name: **Activities**

Activities according to youngsters in the pre-test and post-test

When youngsters are asked about the activities organised at their residential centre (Table 11, Annex), both in the pre-test and post-test, they mainly indicate that they do sports activities every day, that they play board games every week (due to the influence of the pilot project), and that they rarely, if ever, go on cultural outings.

Pre-post differences in the responses of youth workers and comparison with those of youngsters

If we ask the same question to the youth workers (Table 12, Annex), we observe more differences between the pre-and post-test answers, along the same line as in the previous sections, increasing the percentages of sport and manual activities, playing board games and other games.

In addition, the questionnaires had space for other activities. In this sense, some of the other activities that youngsters and youth workers wrote down were those organised in the neighbourhood, cooking workshops, cat-walking, talent contests, eating out, going to the cinema, shopping, activities with friends, workshops on emotions, gardening, etc.

The differences between countries can be consulted in Tables 11 and 12, Annex.



Report slide name: **Get out leisure**

In the post-test questionnaires, youngsters state that their hobbies or interests mainly provide them with entertainment, fun and new learning, and they do not think that they are a waste of time or wasted.

The youth workers in the post-test questionnaires also emphasise that hobbies provide entertainment for youngsters, that they are moments that they share with other people and that they have fun doing them. These results can be consulted in more detail in Tables 13 and 14 of the annexes, broken down by country. In general, it can be seen that in the post-test questionnaires, youngsters from Poland rate the benefits they receive higher on average, followed by those from Catalonia and Germany. On the other hand, analysing the post-test answers of the youth workers, the Germans are the ones who, in general, value the benefits of the activities with higher averages, in this case, followed by the youth workers from Poland and Catalonia.

4.1.4 Relationship with the other people in the residential centre where they live



Report slide name: **Relationships**

The average youngsters are more satisfied with their relationship with their youth workers and much less satisfied with their relationship with the other youngsters in the residential centre, coinciding with the pre-test and post-test (Graph 7).

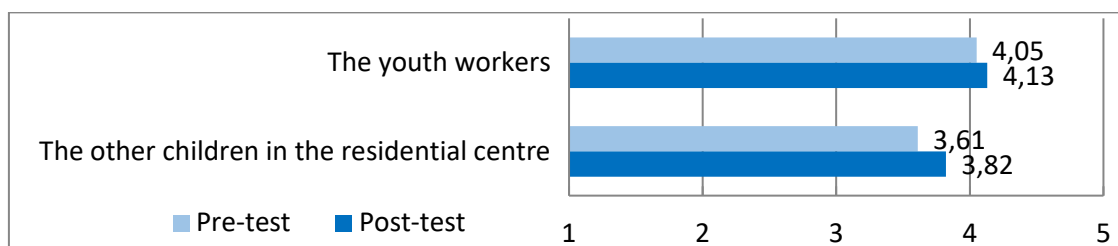
Graph 7. Relationship (Youngsters, Mean)



5-point scale from 1 = *Very bad* to 5 = *Very good*

The youth workers also rate the relationship that the youngsters have with them higher and the relationship between the youngsters lower, but unlike the youngsters' answers, they rate it better than before starting the pilot project (Graph 8).

Graph 8. Relationship (Youth workers, Mean)



5-point scale from 1 = *Very bad* to 5 = *Very good*

With regard to the contrast between the centres in the different countries, it can be seen that youngsters from Poland are the ones who express the highest satisfaction, both in the pre-test and the post-test (Table 15, Annex). Youth workers in Poland are also the ones who report higher average levels of satisfaction in terms of relationships (Table 16, Annex).



Report slide name: **Challenges**

4.1.5 Expected challenges before starting the project

In the pre-test questionnaires, youth workers were asked about the challenges they saw when implementing the board games project before starting the pilot. They were presented with different aspects that they had to evaluate on a scale from 1=Absolutely very difficult to 5=No difficulties.

With **regard to the challenges related to youngsters** (Table 17, Annex), the youth workers noted that the most difficult challenge was that youngsters might have other preferences. **Regarding the challenges linked to youth workers** (Table 18, Annex), they state that the most difficult challenge would be finding suitable play times.

When comparing between countries, it can be seen that the youth workers who find it easiest when it comes to challenges related to youngsters are those from Catalonia, followed by those from Poland and Germany. On the other hand, those who find it easiest when it comes to challenges related to youth workers are those from Poland, followed by those from Germany and Catalonia.

The questionnaires also allowed youth workers to write other questions that were not detailed in the tables. In this sense, some of the **challenges that the youth workers mentioned were:**

- The fact that it is an innovative project (1 youth worker from Catalonia).
- Organising tournaments of games (2 youth workers from Poland).
- Medical discharges of youth workers (1 youth worker from Poland).
- Restrictions related to the Covid pandemic (1 youth worker from Poland).
- Appearance of overcoming situations (1 youth worker from Germany).
- Lack of motivation of the youngsters (1 youth worker from Germany).
- Relationship problems between the youngsters (1 youth worker from Germany).
- Behavioural problems of some of the youngsters (1 youth worker from Germany).

Likewise, the pre-test questionnaires had a **final space for comments**, which is worth highlighting:

- It's a good project (1 teacher, Poland).
- I want to know how the project progresses (young girl, 17, Germany).
- I think this survey will help me with something (young boy, 13 years old, Poland).

The qualitative answers to the post-test questionnaires are analysed in more detail in section 4.2.3 of this report.

4.2 Results of the project evaluation

The results of the evaluation of the pilot project collected using two instruments are presented below:

- In the post-test questionnaire, the final part was dedicated to evaluating the pilot project. This section was included in both the questionnaire for youngsters and youth workers. It should be remembered that those youngsters who had played during the development of the sessions but had not answered the pre-test because they were not initially included in the pilot project (due to their age or because they entered the centre later) were also able to answer the evaluation questions of the pilot project.
- In the weekly reports, the questionnaire that the youth workers complete after each session.

4.2.1 Quantitative results of the assessment in the post-test

The following blocks of results provide a summary of the evaluation of the pilot project:

- a) Frequency of playing
- b) Satisfaction with the pilot project
- c) Opinion about the board games
- d) Preference for types of board games
- e) The role of youth workers in board games
- f) The role of the other youngsters who played the board games
- g) Aspects of the board game sessions: strengths and weaknesses
- h) Looking to the future: frequency and duration of the sessions
- i) Looking to the future: aspects to take into account

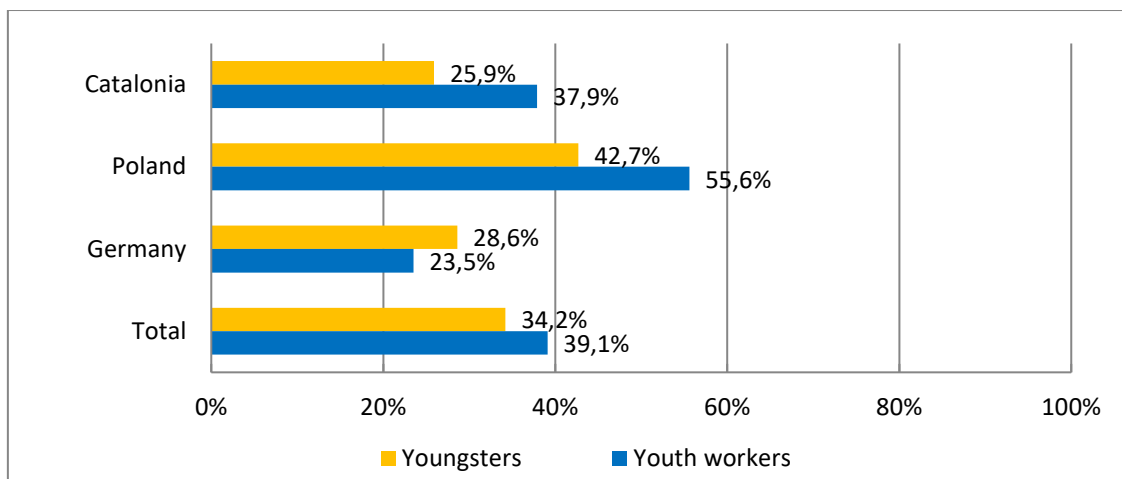


Name of Power BI form: **Opinion about the Domus Ludens Project**

a) Frequency of play

Regarding the frequency of playing of the participants (Table 19 of the annexes), approximately one-third of the youngsters and youth workers say that they have played every week, followed by those who say that they play every fortnight. The percentage of people who have played every month or rarely is lower. Poland has the highest number of participants (youngsters and youth workers) who have played weekly (Graph 9).

Graph 9. Percentage of participants indicating that they play weekly, by country



It should be noted that in the Power BI report, the filter of frequency of playing has been created by grouping together, on the one hand, the responses from every week and every two weeks (indicating that they have played often) and, on the other hand, the responses from people who have indicated that they have played once a month or rarely (equivalent to the option that they have played rarely) have been grouped together. Applying this filter, it can be observed that, in general, people who have played more frequently give a more positive assessment of the pilot project.

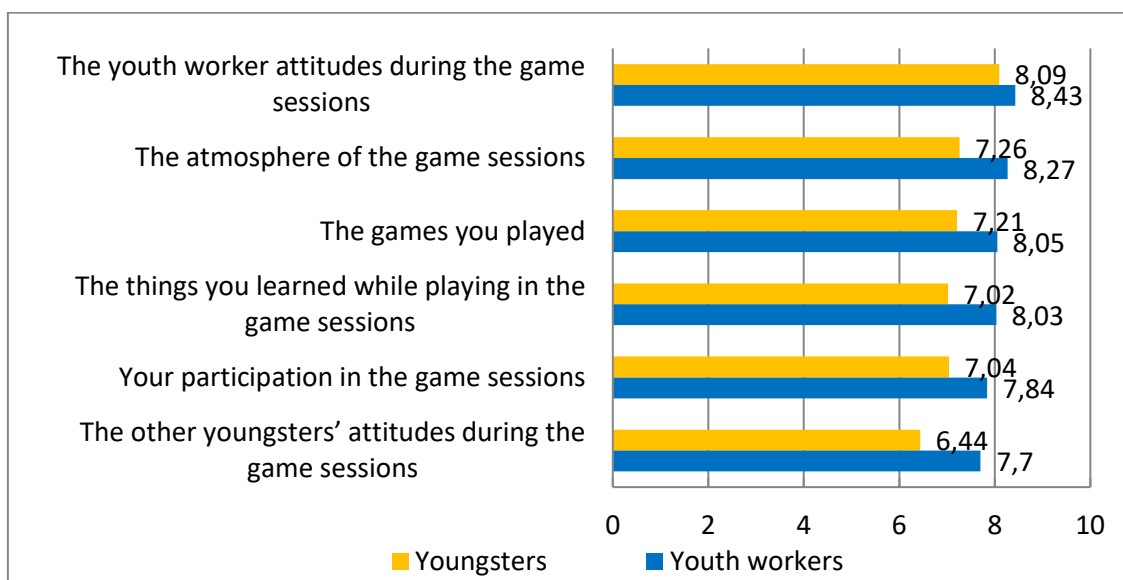

 Report slide name: **Satisfaction**

b) Satisfaction with the project

In general, satisfaction with participation in the pilot project is high (Table 20 of the annexes and Graph 10). It is noteworthy that the satisfaction of the youth workers is all higher than that of the youngsters, although they are in the same order of highest to lowest. The highest average satisfaction is with the attitude of the youth social workers during the play sessions. On the other hand, the lowest average satisfaction is related to the attitudes of the youngsters during the play sessions.

In general, the satisfaction averages for Poland are the highest, followed by those of Germany and Catalonia (both in the youngsters' and youth workers' responses).

Graph 10. To what extent are you satisfied with...? (Mean)



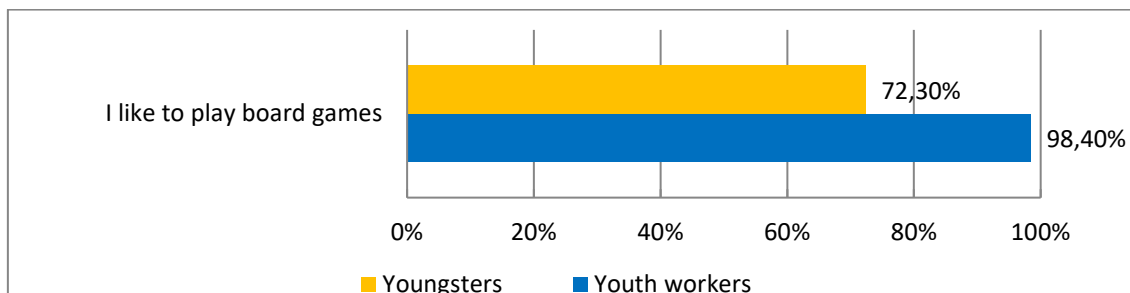
11-point scale from 0 = *Not at all satisfied* to 10 = *Totally satisfied*


 Report slide name: **Like playing board games**

c) The board games

Table 21 in the annexes and Graph 11 shows that the majority of youth workers in all three countries indicate that they enjoy playing board games. As far as youngsters are concerned, $\frac{3}{4}$ of them also say so, mostly in Poland, followed by Germany and Catalonia.

Graph 11. In general, do you like to play board games (Yes, %)



Report slide name: **Games like**

d) Board games preference

Table 22, Annex shows the 15 games that most people rated as **the game they liked the most** and the 15 games that most people rated as the second most liked. Among these games, Dobble (Spot It), Virus, Sushi Go, Dixit Odyssey and Codenames Pictures stand out. In section 4.2.2, you can consult the frequency with which each of these games has been played.

If you analyse by country, the most popular games:

- In Catalonia, Incan Gold and Ghost Blitz.
- In Poland, Spot it.
- In Germany, Ticket to ride Europa. In Germany, this game has been particularly popular; in fact, in the weekly reports, it has been reported that even the youngsters themselves have created adaptations.



Report slide name: **Games didn't like**

Table 23 in the Annex shows the 15 games that most people rated as the game **they liked the least** and the 15 games that most people rated as the second least liked. Among these games, Dixit Odyssey, Catan, Carcassonne, Codi Secret Imatges (Codenames Pictures) and Adventurers on the Train (Ticket to Ride Europa) stand out.

When analysed by country, the least popular games have been:

- In Catalonia, it was Catan and Carcassonne, mentioned mostly by youth workers.
- In Poland, it was Dixit Odyssey, which in this case was mentioned above all by youngsters.
- In Germany, the Love Letter, but in general, does not stand out; the responses are more diverse.



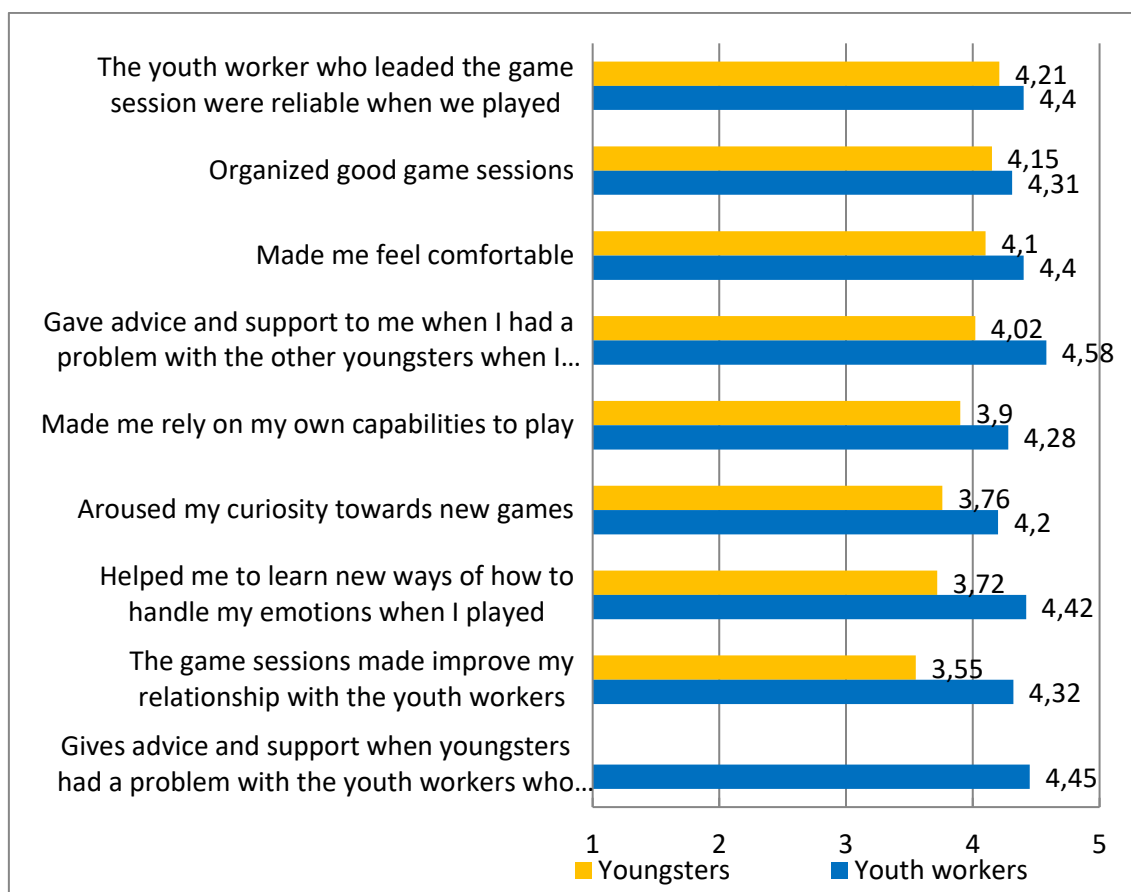
e) The role of youth workers in board games

When asked about the role of the youth workers who led the play sessions (Table 24 of the annexes and Graph 12), youngsters mainly emphasised that they trusted the youth workers who led them, that they organised good play sessions and that they made them feel at ease.

On the other hand, the professionals mainly emphasised that they helped when there were problems between the youngsters when they played and between the youngsters and the youth workers. Likewise, they also gave special importance to the fact that they helped youngsters to learn new ways of managing their emotions.

When comparing the results by country, youngsters from Poland are the ones who express the highest averages in these items (overall), followed by those from Germany and Catalonia. On the other hand, the highest responses from professionals are from Catalonia, followed by those from Poland and Germany.

Graph 12. In general, the youth workers who played with us... (Mean)



5-point scale from 1 = *Not at all* to 5 = *Totally*


 Report slide name: **Other players**

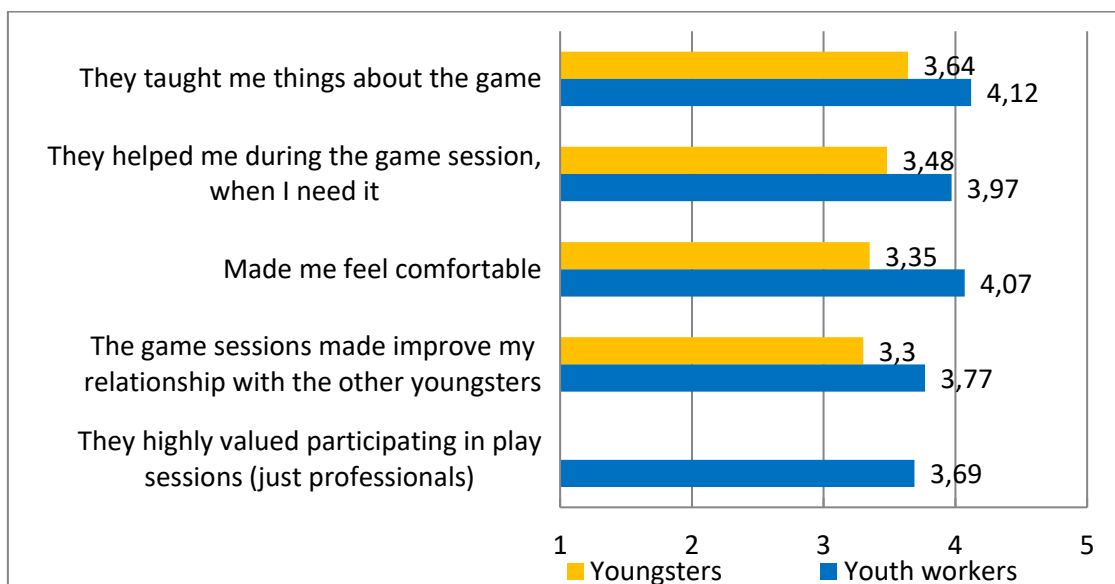
f) The roles of other youngsters who were playing

With regard to the role of the other youngsters during the play sessions (Table 25 of the annexes and Graph 13), youngsters and youth workers mainly emphasise that the youngsters taught each other things around the games.

It is worth highlighting that, once again, all the averages of the professionals are higher than those of the youngsters. Youth workers also indicate that youngsters positively value their participation in the play sessions. This was an item that was only answered by the professionals.

It can be seen that youngsters from Poland are the ones who responded with the highest scores, followed by those from Catalonia and Germany. The highest responses from professionals are from Catalonia, followed by those from Poland and Germany.

Graph 13. In general, the other youngsters who play... (Mean)



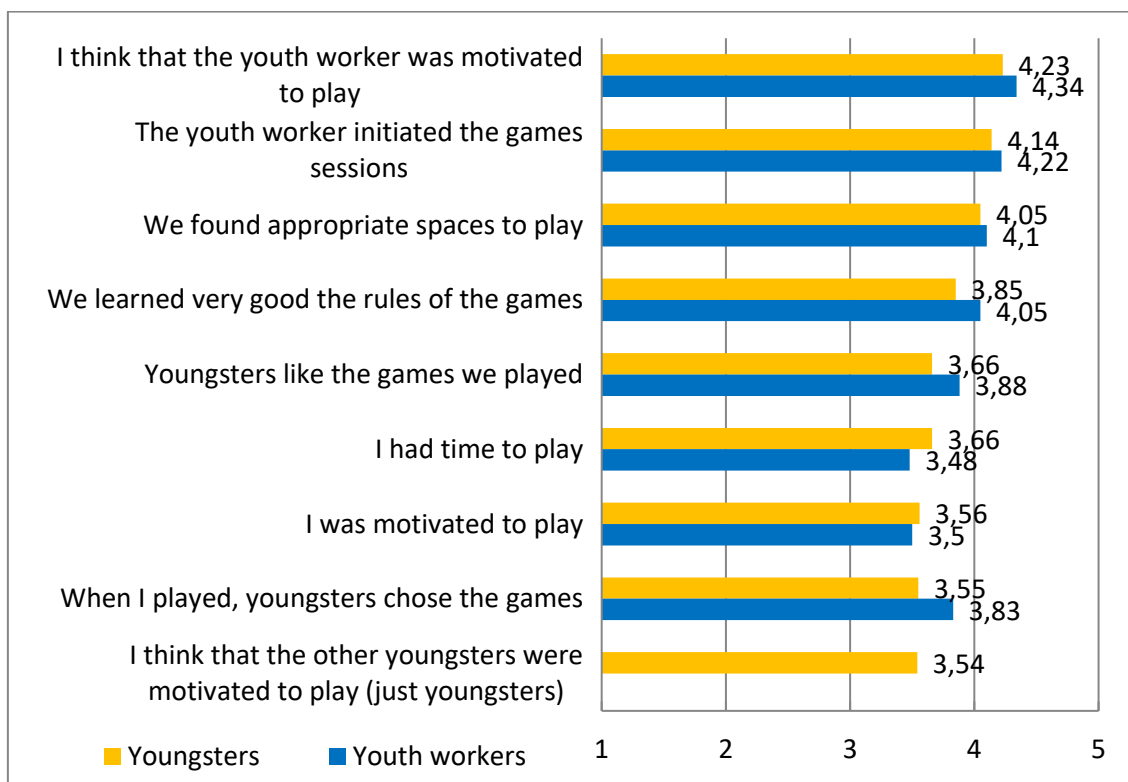
5-point scale from 1 = *Not at all* to 5 = *Totally*


 Report slide name: **Things that have happened (1 and 2)**

g) Aspects to be assessed in board games sessions: strengths and weaknesses

With regard to the things that happened during the play sessions (Table 26 of the annexes and Graphs 14 and 15), youngsters and youth workers mainly emphasised that the youth workers were motivated to play. They also emphasise that it was the professionals who usually initiated the play sessions.

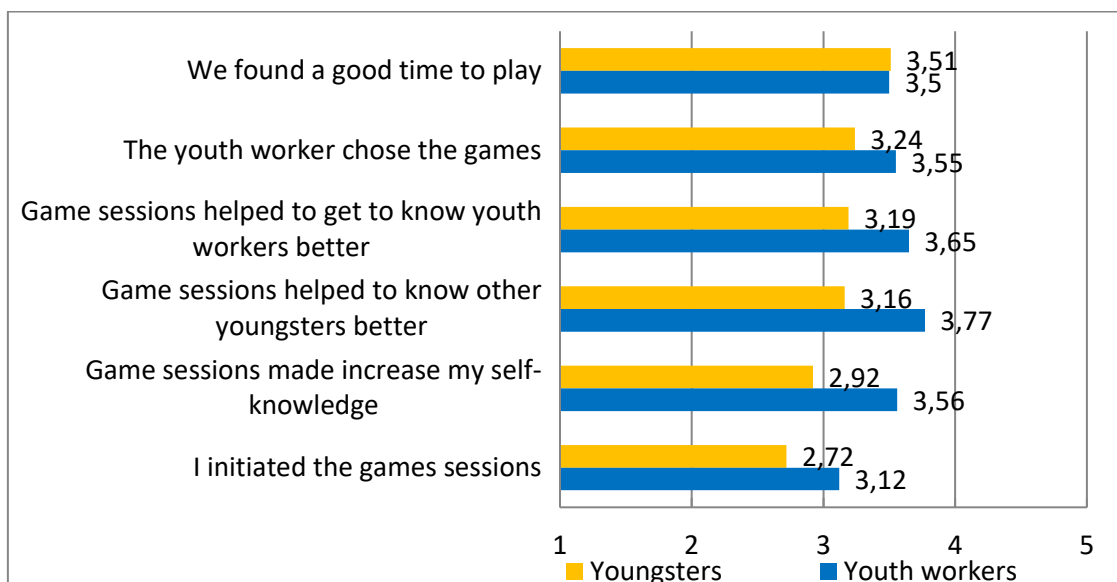
Graph 14. How often did the following happen? (Mean)



5-point scale from 1 = *Never* to 5 = *Daily or almost daily*

In contrast (Figure 15), youngsters and youth workers agree that it was less common for youngsters to initiate play sessions.

Graph 15. How often did the following happen? (Mean)



5-point scale from 1 = *Never* to 5 = *Daily or almost daily*

There were some questions that were only addressed to professionals. For example, they indicated that they liked the games they played, that there was more or less time to explain the rules of the games, and that it was more or less easy to explain the rules, but that sometimes

youngsters also had other preferences when it was time to play. With regard to this last item, professionals from Catalonia are the ones who indicate that this happens most frequently, followed by those from Germany and Poland.

The youngsters from Poland state that the aforementioned actions happen more frequently than the ones from Germany and Catalonia say.

As in most of the results of the evaluation of the project, in general, the answers of the professionals are higher than those of the youngsters (in this case, the youth workers indicate that the actions mentioned have taken place more frequently than the youngsters say).



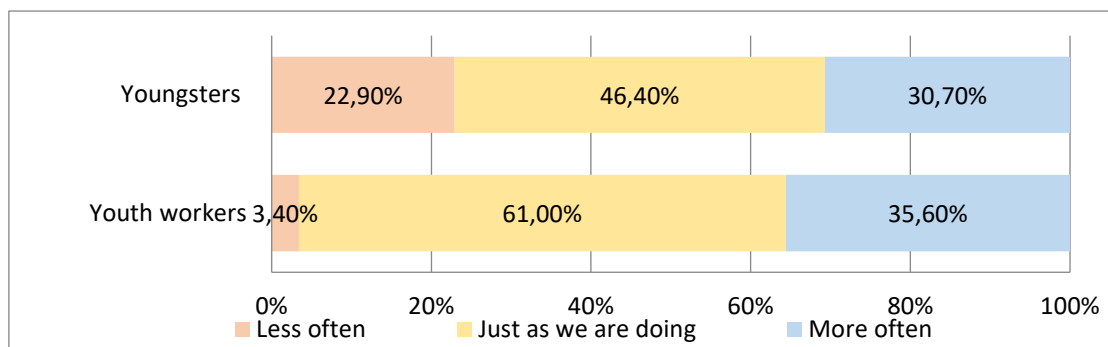
Report slide name: **Looking ahead**

h) Looking to the future: frequency and duration of sessions

As can be seen in Table 27 of the annexes and Graph 16, around half of the professionals and youngsters consider that in the future, they should continue to play as they are doing, and a third consider that they should play more often.

By country, half of the youth workers in Catalonia would like to play more often, while in Poland, most youth workers would like to continue playing as often as in the pilot. In Germany, half of the youth workers would also continue to play weekly, similar to what youngsters say in the three countries, although in Catalonia, a third say that they would play less often.

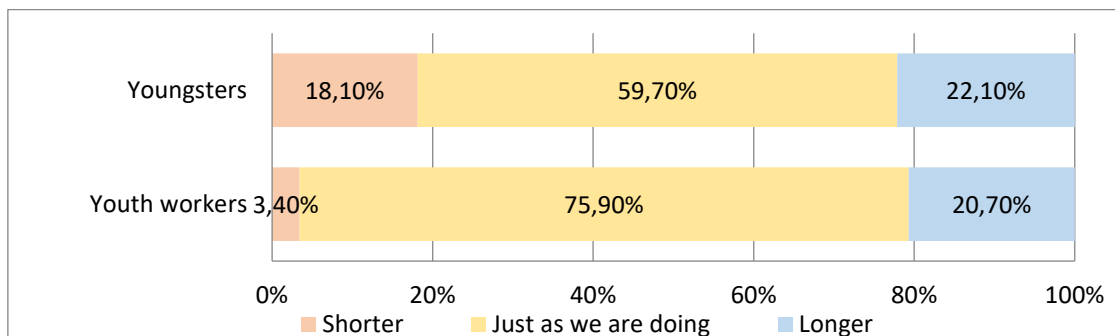
Graph 16. *We should play... (%)*



It should be pointed out that each participant, each centre and each country has had a slightly different frequency of play (this aspect is discussed in more detail in the following section). In this sense, the Power BI report shows that participants who play less frequently indicate that they should play more often with a higher percentage. On the other hand, those who usually play more often responded that they would continue to play as often as they do.

Table 28 of the annexes and Graph 17 shows that the majority of professionals and half of the youngsters consider that playing sessions in the future should continue to last for a similar length of time to the one they have had during the project. The three countries indicate similar responses on this aspect, although the youngsters from Poland indicate that they would like the sessions to be longer in the future.

Graph 17. The sessions should last... (%)

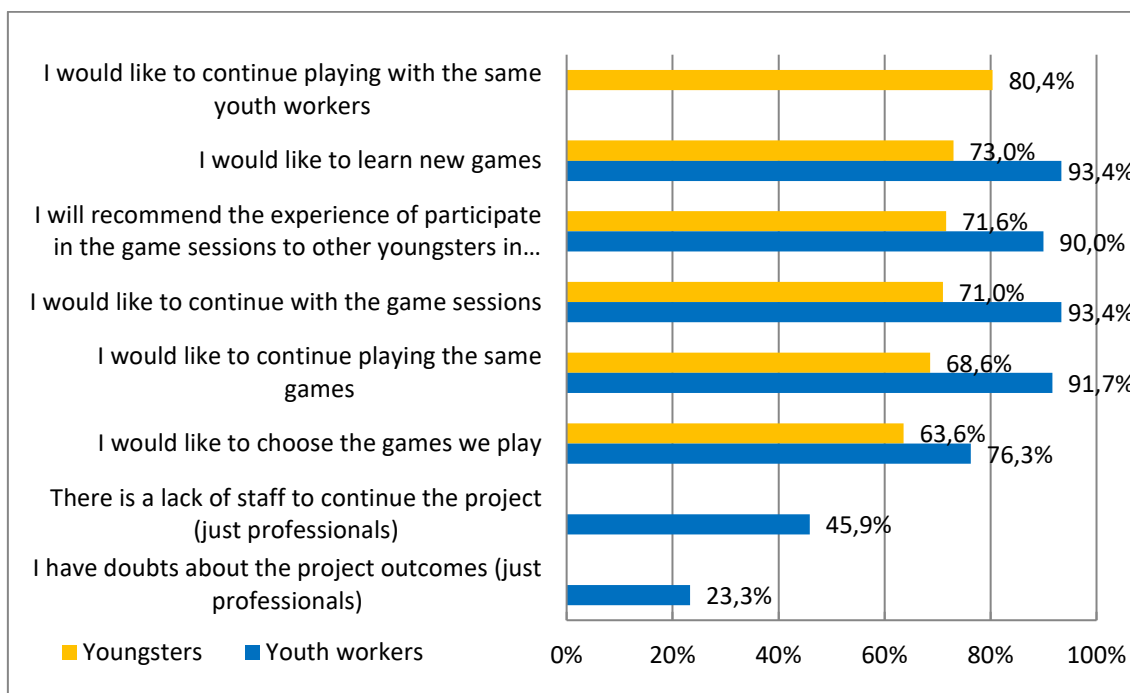


Report slide name: **Regarding game sessions**

i) Looking ahead: aspects to consider

In general, the youth workers mostly have higher expectations about developing the project in the future and also agree with $\frac{3}{4}$ of the youngsters, especially with regard to what they would like to do: continue learning new games; they would recommend the experience of participating in the project to other youngsters or centres; they would like to continue with the sessions of board games; they would also like to continue playing the same games, as well as being able to choose the games (Table 29 of the annexes and Graph 18).

Graph 18. With the completion of the project regarding the game sessions... (% Yes)



It should be noted that the majority of youngsters indicated that they would like to continue playing with the same professionals. Likewise, 45.9% of the professionals say that there is a lack of staff to continue with the project, and only 23.3% of the youth workers say that they have doubts about the results of the project.

If we analyse the results according to the different countries, in Poland, there are more participants in favour of promoting the project, followed by participants from Germany and Catalonia.

4.2.2 Quantitative results from weekly reports



Name of Power BI form: **Results of the weekly reports**

The following is an analysis of the answers to the reports that the youth workers filled in after each play session. Table 30 of the annexes shows the number of reports sent by each centre. It is worth remembering that from Catalonia, the answers sent by nine residential centres are analysed; from Poland, those from 6 residential centres and from Germany, from 10 different residential centres.



Report slide name: **Board Games 1 and Board Games 2**

Tables 31 and 32 of the annexes show the games played during the sessions. Firstly, the games specifically selected for the pilot project are shown, and then the games that have been played during the pilot project, even though they are not included in the board games guide.

It can be seen that the three most played games in the guide were Spot it (102 games reported), Sushi Go (84 games) and Virus (83 games). If we analyse the results by country, we can see that:

- In Catalonia, the most played game is Virus, followed by Jungle Speed and Ghost Blitz.
- In Poland, the most played game is Spot it, followed by 6 Nimt and Sushi Go.
- In Germany, it is also Spot it, followed by Ticket to Ride and Ghost Blitz.

It should be borne in mind that each centre did not have all the games included in the project, so there were centres that did not play some games. In order to ensure that all the centres played as many games as possible, the centres in each country shared them whenever possible. Moreover, in Germany, it was not possible to obtain some of the games on the list, as they were not available in the country, so it was recommended to play Piraten Kapern as an alternative. In this regard, it is worth noting that 34 games of this game were reported from Germany; thus, in Germany, this was the second most played game, even though it was not included in the guide.

In relation to the games that were also reported, although they are not included in the guide, it is worth mentioning 22 games of UNO (and 19 of UNO Flip), 15 of Parxis and 13 of Mikado. Among the games played that were not included in the list, there are modern ones, such as Arna Tramposa, and other more classic ones, such as Monopoly.

It is worth mentioning that in some sessions, more than one game was played, so in the weekly reports, we mainly evaluated the satisfaction with the session in general, not so much with each game in particular. However, some youth workers provided information on the evaluation of different games.

For more information about the games, you can consult **the board games guide**. There you will find details of the author of each game, the original publisher, the length of the game, the number of players, the appropriate age, the size of the box, the game's dynamics, the complexity of the rules and the skills applied. In addition, there is an image of the game, a brief summary of the game and some further observations.

With regard to the months of the pilot project (Table 33, see annexes), the months in which most games were played were March (107 games), November (106 games, this being the month in which the pilot project started in most schools) and January (104 games).

As for the duration of the games (Table 34, see annexes), 41.4% lasted one hour, 24.5% half an hour and 21.6% one and a half hours. The games lasting two hours or more were few, but according to the Power Bi report, it can be seen that the longer games tend to receive a higher rating than those that are shorter.

94.6% of the board game sessions took place in residential centres (Table 35, see annexes). The most played outside the centres was in Germany (9.3% of the games). The Power BI report also shows that games played outside the centres are rated higher than those played inside the centres, both by youngsters and youth workers.

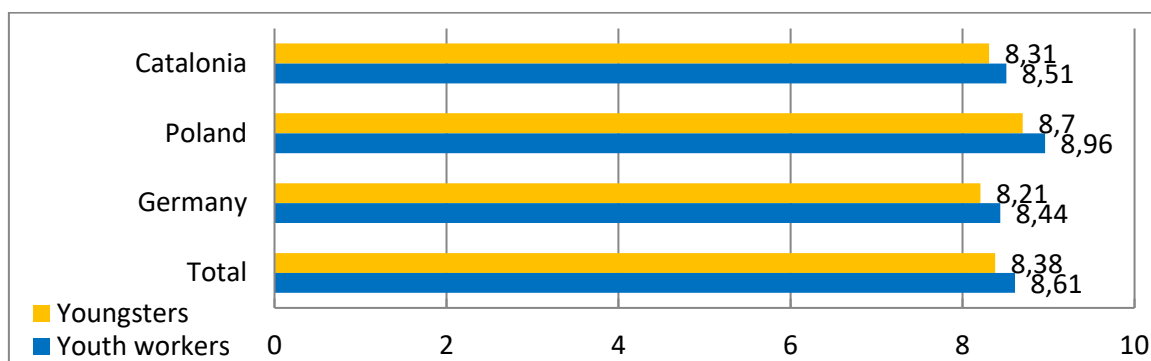


Report slide name: **Game sessions**

The number of people who played each game varied (Tables 36 and 37, see annexes), with 24.8% of the games involving 2 youngsters and 20.2% involving 3 youngsters. With regard to the number of youth workers participating, more than half of the games (57.3%) had one youth worker playing, and 36.9% of the games had two. It should be noted that among the youngsters, there were often some who were included in the pilot project and others who were not. During the pilot project, it was usual to play games with a reduced number of youngsters.

The satisfaction of youngsters and youth workers with the play sessions has been high in general in all three countries. All averages are between 8 and 9. (Table 38 of the annexes and Graph 19).

Graph 19. Satisfaction with game sessions (Mean)



11-point scale from 0 = *Not at all satisfied* to 10 = *Totally satisfied*

The following section analyses the qualitative responses that youth workers and youth workers provided to the weekly reports.

4.2.3 Qualitative results of questionnaires and weekly reports

As the main headlines of the qualitative results, it can be said that:

- Positive considerations predominate over negative ones, and there is consistency with the quantitative data.
- Board games have a positive impact on youngsters: well-being, relationships, etc.
- Board games need a specific environment: some conditions have been identified that need to be taken into account when developing the game sessions.

a) Positive aspects

Analysing the qualitative answers about what they liked most about the project, whether they would recommend other people to participate in it and the general comments on the game sessions, the results are grouped into the following blocks i) Having a good time playing board games, ii) Group cohesion, atmosphere and good relations, iii) Learning that takes place during the games, iv) Socio-educational actions that are derived from the games. Below you can see the main themes within each block of categories:

Having a good time playing board games

- ✓ **Having fun**
- ✓ **Activity against boredom**
- ✓ Doing a **different** or new activity
- ✓ **Quality space and time**
- ✓ The **positive** aspects of playing games
- ✓ To **disconnect** from technologies

Group cohesion, atmosphere and good relations

- ✓ **Relationships** between youngsters/ with your workers
- ✓ Proximity of the youth workers/ **To know youngsters better**
- ✓ **Living together**
- ✓ **Cooperation**
- ✓ **Positive** atmosphere
- ✓ Time to **relax**

Learnings

- ✓ To think and **learn**
- ✓ **Commitment**
- ✓ **Creativity**
- ✓ **Motivation**
- ✓ Having **time to understand**
- ✓ Learning **new games**

Socio-educational actions

- ✓ **Educational** strategies
- ✓ To promote **well-being**
- ✓ Strategies to manage relationship **conflict**
- ✓ Better time playing with **family**
- ✓ Used in **tutoring**

Below are some examples of textual quotations according to these four blocks of positive aspects:

i) Having a good time playing board games	Textual quotation
✓ Having fun	<i>It was fun. Fast and entertaining game. Everyone was motivated. You can see that they have played before and that they like it. (Youth worker)</i>
✓ Activity against boredom	<i>I'd rather play than be bored (Youngster)</i>
✓ Doing a different or new activity	<i>Willingness to explore new games. (Youngster) Opportunities to spend time in another way (Youth worker)</i>
✓ Quality space and time	<i>Time with youth workers (Youngster) Quality time with youngsters (Youth worker)</i>
✓ The positive aspects of playing games	<i>Games clear the mind and allow us to forget everyday things (Youngster)</i>
✓ To disconnect from technologies	<i>Because it is a way of disconnecting from other things, such as technology, and it is a way of being able to relate person to person (Youth worker)</i>

ii) Learnings	Textual quotation
✓ To think and learn	<i>Development of strategies, thinking, group integration, and logical thinking (Youth worker) Because they develop my memory and logic (Youngster) Offering the opportunity to think about the game, learn to find a way out of situations and think quickly (Youth worker)</i>
✓ Commitment	<i>What I liked most about the game sessions was the commitment. (Youngster)</i>
✓ Creativity	<i>I like playing board games because they develop my imagination, teach me to be creative, and sometimes it's fun. (Youngster)</i>
✓ Motivation	<i>The youngsters were very motivated; they expressed that the game was dynamic (Youth worker)</i>
✓ Having time to understand	<i>The game session went well, although, in the beginning, it was difficult to understand. Once they grasp the dynamics of the game, they enjoy it, and it creates a charming atmosphere (Youth worker) The rules of a new game were explained to me, and I was able to play (Youngster)</i>
✓ Learning new games	<i>The games we have are very exciting, and this has helped us to have new games (Youth worker)</i>

iii) Group cohesion,
atmosphere and good
relations

Textual quotation

✓ Relationships between youngsters/ with youth workers	<i>I liked that the adults played with us and it was fun (Youngster)</i> <i>You can spend time together to meet other people (Youngster)</i> <i>Being with youngsters, getting to know new games, being with youngsters in a different environment (Youth worker)</i>
✓ Proximity of the youth workers/ To know youngsters better	<i>A way to relax and get to know youngsters better (Youth worker)</i>
✓ Living together	<i>Living together and good humour (Youth worker)</i>
✓ Cooperation	<i>Cooperation, motivation and participation (Youngster)</i>
✓ Positive atmosphere	<i>Mutual aid atmosphere of the participants (Youth worker)</i>
✓ Time to relax	<i>A way to relax and loosen up (Youngster)</i> <i>The time was shared with the children and youngsters, creating a relaxed atmosphere that allowed us to get to know each other. (Youth worker)</i>

iv) Socio-educational
actions

Textual quotation

✓ Educational strategies	<i>Play is always the best option on rainy days to avoid screens and confrontations! This afternoon has been great fun (Youth worker)</i>
✓ To promote wellbeing	<i>Because nowadays, we live in a world where the day-to-day routine absorbs more and more of our time and playing board games for me means taking a break, disconnecting, having conscious time to spend with the other person, leaving the screens aside, focusing on the here and now (Youth worker)</i>
✓ Strategies to manage relationship conflict	<i>Good atmosphere in general, but it generated competitiveness, and the role of the youth worker was necessary to manage these moments. It should also be noted that everyone must understand the rules and the game's development for it to work well. Even so, with a very positive evaluation from everyone, the participants are looking forward to playing again. The afternoon of leisure passed quickly and was pleasant (Youth worker)</i>
✓ Better time playing with family	<i>Because when I play with my family, I have a better time (Youngster)</i> <i>The game is used to accompany family visits (Youth worker)</i>
✓ Used in tutoring	<i>The game is used within the dynamics of tutoring (Youth worker)</i>

b) Negative aspects

Analysing the qualitative responses regarding the least liked aspects of the project and the general comments of the game sessions; we observe the following blocks of results grouped into the following categories: i) Relationships and conflicts that appeared, ii) Negative characteristics of the games, iii) emergence of negative emotions, iv) other aspects. Below you can see the main themes within each block of categories:

Relationships, conflicts

- ✓ Someone who **breaks the dynamic**
- ✓ Fights and **conflicts**
- ✓ They get too excited; they have **difficulty managing their emotions**.
- ✓ Used to **harm the other person**
- ✓ When it is a **heterogeneous group**
- ✓ Continually asking them to leave their **mobile phones** behind

Characteristics of the games

- ✓ They don't like **board games**
- ✓ Not liking to play a **specific game**
- ✓ **Few games**
- ✓ Players who **do not know how to play**
- ✓ Difficulty in **learning the rules**
- ✓ Having **limited time**
- ✓ Adapt yourself **to the rhythm of other people**
- ✓ Not **fitting the purpose**
- ✓ **Not enough** players for a particular game
- ✓ Problems with the **language** (migrant)

Negative emotions

- ✓ When they **lose/** Not knowing how to lose
- ✓ Don't like **giving advice**
- ✓ **Have to motivate** the youngsters to play
- ✓ To be **forced** to play
- ✓ Due to a **mandatory** activity
- ✓ There is a lot of **noise** during the game

Other aspects

- ✓ **Not having time** to play
- ✓ Youth workers **not trained**

The following are some examples of textual quotations according to these four blocks of negative aspects:

i) Relationships, conflicts	Textual quotation
✓ Someone who breaks the dynamic	<i>A colleague that breaks the dynamic (Youngster)</i>
✓ Fights and conflicts	<i>Sometimes they insult other participants (Youth worker)</i>
✓ They get too excited, they have difficulty managing their emotions.	<i>The more active games, such as Jungle Speed, cause some youngsters to get excited easily and have difficulty managing the emotions they feel during the game in a coherent and balanced way (Youth worker)</i>
✓ Used to harm the other person	<i>One of the boys thinks that this game uses renovation to harm the opponent (Youngster)</i>
✓ When it is a heterogeneous group	<i>When there are very heterogeneous groups, the game's dynamics are sometimes difficult. - When some youngsters lose or have lost a round, they are frustrated and want to give up the game (Youth worker)</i>
✓ Continually asking them to leave their mobile phones behind	<i>What I didn't like the least was when the youth worker had to answer the centre's telephone, and we had to stop playing for a while (Youngster)</i>

ii) Negative emotions	Textual quotation
✓ When they lose/ Not knowing how to lose	<i>When someone left because he was losing (Youngster) Youngsters had fun when everything was going well. When they started to lose "life", they got discouraged and got upset (Youth worker)</i>
✓ Don't like giving advice	<i>Giving advice (Youngster)</i>
✓ Have to motivate the youngsters to play	<i>There were times when the youngsters were not motivated, and it was difficult to involve them in the game (Youth worker)</i>
✓ To be forced to play	<i>Feeling that I have to play at least once a week and encourage or even persuade the youngsters to play (Youth worker)</i>
✓ Due to a mandatory activity	<i>The pressure of having to play regularly (Youth worker)</i>
✓ There is a lot of noise during the game	<i>I didn't know how to play, the noise and the racket (Youngster) Noise and unneeded conversations (Youth worker)</i>

iii) Characteristics of the games

Textual quotation

✓ They don't like board games	<i>In general, I don't like board games (Youngster)</i>
✓ Not liking to play a specific game	<i>I don't like the board game (Youngster) When youngsters did not like the game and were in a bad mood and influenced the other youngsters with it (Youth worker)</i>
✓ Few games	<i>Few games (Youngster)</i>
✓ Players who do not know how to play	<i>The little ones often didn't know how to play (Youngster)</i>
✓ Difficulty in learning the rules	<i>I didn't understand the rules, and the kids were upset (Youth worker)</i>
✓ Having limited time	<i>Not having enough time to devote just to the board game (Youth worker)</i>
✓ Adapt yourself to the rhythm of other people	<i>A youngster was slow at the time of learning the rules or making decisions (Youth worker)</i>
✓ Boring activity	<i>Because it seems boring to me and I don't find the sense. don't distract me (Youngster)</i>
✓ Not enough players for a particular game	<i>Many games were only for four people (Youth worker)</i>
✓ Problems with the language (migrant)	<i>There were times when there was no time to translate and learn about new games (Youth worker)</i>

iv) Other aspects

Textual quotation

✓ Not having time to play	<i>Lack of time for games, school responsibilities (Youth worker) Unfortunately, this week's play session could not take place because the youngsters had other plans or had not yet done anything for school (Youth worker)</i>
✓ Youth workers not trained	<i>The youth worker is not trained (as a ludic agent) (Youth worker)</i>

5. CONCLUSIONS AND RECOMANDATIONS

In conclusion, it is necessary to first mention the context in which the evaluation of the pilot project was carried out and the evaluation design used to understand the results obtained. Secondly and third, respectively, the main conclusions are highlighted based on the results obtained in the pre-test and post-test on the one hand, and on the other hand, based on the evaluations that young people and youth workers have made of the game sessions. Finally, recommendations are made to promote the continuation of the project, both in light of the satisfaction obtained with it by youth workers and young people and the potential of the project to generate positive changes in the lives of young people in residential centres, which will need to be observed in the medium term if the game continues to be played.

5.1. Considerations regarding the method and the context of the pilot

To understand the results, the following aspects need to be highlighted:

- Working with different countries and organisations, languages, and cultural aspects constitute a huge challenge for an evaluation process.
- In addition, working with the protection systems is always complex due to the personal and family situations of youngsters, in this case in residential care, but also due to staff instability, professionals working under pressure, the workload and the ratios.
- It should be mentioned that the study has occurred partly during the Covid19 and its impact on mobility restrictions, isolation, lack of staff, and a feeling of uncertainty.
- On the other hand, according to the results, not all residential homes have been involved similarly. It has been observed that some centres have felt less involved due to a lack of motivation, commitment or difficulties in organising the board game sessions.
- The dilemma of comparing between countries or analysing the data as a whole is not easy to solve; each option has limitations and strengths. For example, if we analyse the data per country, we get closer to the situation in each country but lose in sample size. On the other hand, if we analyse the data as a whole, the sample and the diversity within it are bigger.
- It also should be explained the limitation of the design pre and post-tests in terms that it is not possible to assign the results obtained only to the program.
- Finally, we must be aware that some impacts can be seen in the medium or long term, so it is early to conclude.

5.2 Conclusions regarding the pre-test and post-test results

Regarding the pre-test and post-test results, the first question to be asked according to the project's objectives is: Has the pilot improved young people's skills, subjective well-being and relationships in the residential homes? The answer is threefold:

- According to the youth workers, the answer is **affirmative**, pointing to an improvement in all domains: young people's cognitive, emotional and social skills, their subjective well-being and an improvement regarding the relationships between youth workers and peers.

- According to young people, no changes are observed; they answered the same before starting the pilot and 8 months after.
- However, in the pre-test, youngsters showed higher scores regarding themselves compared to the attributions made by youth workers. The improvement of professionals' assessments in the post-test made the scores equal to those of the youngsters.

There are positive aspects to be highlighted about these results in terms of the importance of sharing a space of playing with the youngsters has led youth workers i) to know them better and ii) to know them better in a positive context, which increases their expectations and positive views about them. The improvement of their perception of YP is an important positive result in itself.

On the other hand, the high rating given to the relationship between youth workers and youngsters regarding satisfaction and assessment is also a positive result. However, recognising the bonds and the role of the professionals working with children in care is not always valued. In this project, it has been.

There are also thought-provoking results revealed:

- The emotional skills are the least well-assessed compared to cognitive and social ones.
- The life satisfaction expressed by youngsters with different domains of their lives is generally very low, and this must be a cause for concern beyond the project.
- The relationship between peers in residential centres is often problematic.

Recognising these issues is already a first step to start the improvements and key points to be considered in professional practice. Therefore, these aspects are covered in the last part regarding the recommendations.

5.3. Conclusions regarding the assessment and satisfaction with the project

Different specific conclusions are then formulated which, in common, justify the positive impact of youngsters exercising the right to play. Also, some orientations are pointed out to continue promoting and maintaining the play culture in residential centres. Finally, all of these conclusions are grouped according to themes, all of which are interrelated.

5.2.1 Play as a recreational resource that generates satisfaction

Both youngsters and educational teams expressed their satisfaction with the game sessions. It is important to note both the predominance of positive considerations over negative ones and the coherence between quantitative and qualitative results in this direction.

At the same time, there is a coincidence in satisfaction with this pilot project, as the people who have played most frequently - both adults and youngsters - give a more positive assessment of the experience. It is also significant that the youngsters wanted to answer the open-ended questions in the questionnaires.



It is important to note that the play sessions have taken place in different contexts but with common elements: they have taken place with a certain frequency - weekly or fortnightly - and from a positive and favourable attitude on the part of the educational teams, which the youngsters subsequently recognised. Furthermore, a common aspect among the youngsters has been to highlight the trust shown in the youth workers when it comes to energising the sessions and managing the multiplicity of situations that have arisen.

This planning and commitment have made it possible to recognise the playful dimension of the games in which the articulation of the "space" and "time" elements is identified. Youngsters value games positively because they have found them to be a useful resource for their present ("the here and now"), in which a playful activity has generated a positive appropriation of their physical and vital space. In this way, positive experiences of time have been generated, as playing has allowed them to have quality time. Finally, it is worth highlighting that the attribute of quality is illustrated throughout the results in different moments, all of them associating playing with results that generate satisfaction and benefits in the youngsters: playing is fun; it allows them to contrast other experiences of a time often seen as slow, wasted or with risks; it implies going unnoticed; the play has the capacity and merit of providing - in an often frenetic social context - time to think, to relate to peers and educational teams and to feel good.

5.2.3 Play as a resource for socialisation in residential centres.

The implementation of the games has become an important means of socialisation for youngsters and educational teams. The results show that the game sessions have involved a relational dimension among youngsters and between them and the educational team, which has facilitated new languages, languages and relationship scenarios. Therefore, the play has been a tool that has offered opportunities to get to know the same person - young or adult - but in a different context and from different registers. Furthermore, play sessions have enriched the relationships between youngsters and youth workers. Therefore, the games have contributed to the achievement of one of the main objectives of any educational activity in a residential context, which is to develop positive socialisation agents among the members of the same group.

The results of this socialisation from the relational dimension have made it possible to identify the assimilation of certain basic aspects as a living group: cohesion, quality of relationships and relevance to a collective project. Moreover, the positive relationships generated have been accompanied by aspects essential for configuring group environments conducive to learning: cooperation, active listening, empathy and coexistence among participants. Therefore, all these elements together create conditions of educability since, through the play sessions, they have been factors that facilitate learning.

Together with this relational component, the social dimension of the learning process is identified as relevant: the youngsters have learned to play in a group - not individually or connected to a screen - and in equal conditions. That is to say, all the participants in the sessions have learned to play since they did not know how to play before. Therefore, it is important that the learning process in front of the game, in many cases, has facilitated interdependence and recognition among the participants.

5.3.4 Play as a multi-purpose educational resource

The implementation of the games has revealed different educational possibilities, consistent with the educational and growth processes of the participating youngsters. Thus, analysing the results has allowed us to situate these opportunities for alignment in some directions. Firstly, the possibility that playing board games makes it easier for the latent needs, abilities, interests, concerns or emotions of youngsters to become evident and be expressed. Therefore, it can be concluded that board games perform diagnostic functions, being a catalysing tool, as they act as a lookout for other important issues for youngsters and are susceptible to analysis and educational action by youth workers. Secondly, classroom games are an excellent educational resource if they are contextualised to the moment and needs of the participants. In other words, they are a more favourable resource for generating satisfactory results if the educational teams make a coherent trio according to the characteristics or needs of the group. Several examples have highlighted the capacity of classroom games as connectors with socio-educational action. For example, educational teams have strengthened or enriched specific aspects of a young person's educational process. Also, situations in which the game has become a useful, playful and socialising tool for youngsters and their families. In these latter cases, the youngsters' engagement with the game is relevant, understood as the positive appropriation that youngsters make of their learning process, as they have become aware of the educational functions of the classroom game itself.

Thirdly, it should be noted that learning to play has also been an educational resource for youngsters. Although initially, this learning started from imposition or obligation, the motivation and initiative of the youth workers to play, as well as their work to preserve the playful and socialising dimensions of the game, have been factors that have allowed the articulation of three basic elements for learning. Specifically, meaning: finding meaning in what one learns; motivation: is wanting to learn; and confidence: perceiving that it is possible to learn because the context facilitates it. Thanks to the activation of these elements in many situations, it has been possible to move from a scenario of imposed learning to one of desire so that the play sessions have developed in an atmosphere of motivation, confidence and finding meaning. Furthermore, both youngsters and youth workers have coincided in positively highlighting the practice of mutual help and learning between youngsters during the sessions, evidence that justifies that in these types of educational contexts, social and dialogic learning is a favourable approach, as it connects with youngsters as active subjects in their process of growth and learning.

Finally, it is worth mentioning the existence of results that show the importance of having carried out different types of learning: procedural, instrumental or metacognitive. For example, youngsters have learned agility, strategy, memorisation, logical reasoning, creativity or imagination, in many cases destroying the best strategies to do and what decisions they had to make during the game.

5.4 Recommendations

The first aspect to highlight is that **It is necessary to preserve specific conditions for play.**

When youth workers or youngsters have not positively evaluated the board games sessions, it has been because some of the aspects presented so far in this section of conclusions could not be preserved. In this respect, one evident conclusion is that developing sessions of board games capable of contributing to the well-being of youngsters in a residential context requires a series of specific conditions. Their preservation configures a favourable context based on the active role of the educational teams. They are grouped below according to the games' recreational, socialising and educational dimensions.

Firstly, the time factor is key, as time is of quality if it takes place according to specific conditions. Therefore, play sessions need a pre-planned time for a positive experience. On the contrary, those play sessions developed without sufficient time are counterproductive to a positive atmosphere and learning. Moreover, the training of educational teams is a key condition to be guaranteed since a team trained in this area has more tools to preserve the playful and relaxing dimension offered by each game according to its characteristics and the moment of the group.

Secondly, guaranteeing the socialising dimension and its positive effects among participants requires educational teams to have a high level of control over game situations and a capacity for agile and strategic responses. That is to say, in the face of disruptive situations such as the disruption of the game dynamics by a young person, the appearance of interpersonal conflicts or the use of the game for personal attack, it demands the response of the youth workers either during the same situation or afterwards and as an educational resource oriented to the process of growth of the youngsters or group. At the same time, given the appearance of certain emotions that, in practice, put at risk the development of the play sessions, they call for an active role of the youth workers in order not to focus only on what is visible - that is, the emotion and the position of the young person - but also on what originates it; the needs or interests that activate it. In this respect, the results have shown that youth workers attach importance to helping youngsters learn new ways of managing their emotions. Preserving the positive conditions of play is an important aspect for youngsters, as they have conceived the appearance of conflicts or the establishment of a certain negative climate as one of the main negative aspects of the sessions. In these cases, the lowest average level of satisfaction was related to the youngsters' attitudes during the play sessions. These visions also show a process of youngsters' aggression towards play and offer educational teams scope for educational action. However, it must also be said that although educational teams must work actively to guarantee all of these conditions, it seems obvious that doing so does not guarantee or aim to prevent the appearance of conflicts or overflowing emotions. In any case, it makes it easier for educational teams to conceive these types of disruptive situations as contextualised opportunities in the growth processes of youngsters.

Finally, and within the educational dimension of games, it can be concluded that to guarantee it, it is a priority to attend to two types of learning. The first, of a procedural nature, is because youngsters must learn to play. If this does not happen, there is a risk that the concentration and motivation of the rest will diminish. The second has to do with the "social self", since educational teams can, for example, work with youngsters on the importance of accepting the diversity of

rhythms within the same group or the fact of losing a game, since not knowing how to accept this can negatively affect relations with peers.

Finally, there is **guidance for the practice of play in residential centres.**

The basis of the following guidelines is not a mere hypothesis that predicts positive results of the games. Still, rather they are endorsed in the light of the results obtained, which express the common desire of youngsters and youth workers to continue playing.

The youngsters' confidence in the youth workers' work is significant, as most of them indicate that they would like to continue playing with the same professionals. Furthermore, it has been found that those participants who have played less frequently consider that they should play more. Likewise, youngsters express that they would encourage other youngsters to play there. In common, the youngsters want to continue learning from games and value the surprise component that a possible new game provides them with as a positive element. At the same time, some differences in behaviour have been observed in different geographical contexts. There is likely a cultural factor mediated by the climate since climatic conditions are more hostile in the northernmost countries of Europe. Therefore, it is feasible that they make people interact in enclosed spaces and that play is part of their leisure time. In contrast, in Mediterranean climates, this is less likely to happen.

By these considerations, the following guidelines are formulated to draw up a future scenario for the presence of board games in residential centres.

1	<p>To further strengthen the process of youngsters' engagement in play. The appropriation of play by youngsters is a preventive strategy for the sustainability of play in the daily life of residential centres. The aim is to prevent both the professionals from initiating the play sessions and the youngsters from having other preferences during the play session.</p>
2	<p>To promote the contextualisation of games, considering that not all youngsters have to play all games. We must continue to progress in linking certain games to certain youngsters, connecting interests - educational and those of the youngsters - to objectives negotiated between youngsters and professionals. For example, for some youngsters, learning certain rules through a game may respond to a previous strategy of the educational team. Still, learning those same rules may be counter-productive for another young person.</p>
3	<p>Guarantee the specific training of educational teams. Doing so is a basic condition for the quality of the play sessions and their recreational, educational and socialisation implications.</p>
4	<p>Guarantee the involvement of professionals. The aim is to ensure that the development of the play sessions is carried out under quality and sustainability parameters.</p>



5	Pay special attention to the management of teenagers' emotions and the improvement of the relationship between them. The emotional state of youngsters is one of the areas most evident through play and must be prioritised at all times.
6	Facilitate understanding, trust and mutual expectations with youngsters. Guaranteeing them means promoting conditions for learning skills through play.
7	Promote spaces of well-being and satisfaction so that youngsters consolidate an experience of play as a space of reference.
8	Evaluate the results in the medium and long term. Therefore, it is necessary to measure the impact and real effects of the game sessions regularly and oriented to aspects such as satisfaction, skills, climate or relationships between youngsters.

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