

MINDSET.
Supporting youth
organisations and youth
workers for the
Identification and
Prevention of Youth
Gaming Disorder
(gaMINg DiSordEr youTh)

MINDSET Experience Roadmap

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1. Introduction

1.1. Overview of the MINDSET Project

The MINDSET project equips youth organisations and workers across Europe with tools to identify and prevent youth gaming disorder through a flexible e-learning Capacity Building Programme (CBP) combining theory with practical resources such as action sheets, self-assessments, and gamification insights. Piloted in eight countries with over 300 youth workers through in-person, online, and hybrid sessions, the analysis of the pilot phase shows successful implementation, highlights the programme's impact and strengths, and identifies areas for improvement, forming the basis of an Experience Roadmap for future development and sustainability.

1.2. Purpose of the Roadmap

This Experience Roadmap compiles and synthesizes data gathered from the piloting of the MINDSET Capacity Building Programme (CBP) across partner countries. It aims to:

- Evaluate the effectiveness of the training.
- Highlight success stories, challenges, and good practices.
- Provide recommendations for improving the content and platform.
- Support scaling and sustainability of MINDSET in diverse youth work contexts.

2. Piloting Overview Across Countries

The MINDSET project aims to support youth organizations and workers in the identification and prevention of youth gaming disorder. To validate the effectiveness of the developed Capacity Building Program (CBP) and e-learning platform, a comprehensive piloting phase was conducted across seven European countries: Portugal , Austria , Poland , Ireland , Cyprus , Germany , and Greece.

Piloting took place between June 2024 and March 2025 in: Austria, Cyprus, Germany, Greece, Ireland, Poland, Portugal, and a large online cohort. Participants engaged in structured modules, live discussions, role-play activities, and pre/post assessments. Formats varied from synchronous workshops to self-paced digital learning.

A total of 318 youth workers, educators, and professionals working with youth participated in the pilot sessions. The piloting methodologies varied, incorporating online sessions, in-person workshops, and hybrid models, ensuring a robust evaluation of the materials in diverse contexts.

Country	Partner	No. of Youth Workers	Format	Dates
Austria	die Berater	8 & 23	Online & Onsite	January and February 2025

Cyprus	CIP	20	Hybrid	March 2025
Germany	Impact Circles e.V.	19	Hybrid	December 2024, March and August 2025
Greece	KMOP	165	Online & Onsite	November 2024 and April 2025
Ireland	Future In Perspective	20	In-person	June 2024
Poland	Fundacja Innowacja	40	In-person	November and December 2024
Portugal	Mobiliza-te	23	Hybrid	January 2025

2.1. Data Collection Methods

Data was collected by project partners through detailed national pilot reports. The primary methods for gathering user feedback included:

- **Feedback Questionnaires:** Structured tools were used at multiple stages to quantitatively and qualitatively assess changes in participants' knowledge, confidence, and perceptions. These included:
 1. A pre-test conducted before starting the CBP via the e-learning platform.
 2. A post-test administered upon completion of the CBP also via the e-learning platform.
 3. An evaluation feedback form (Google Form) filled out by participants after the pilot phase to gather their reflections on the training experience and materials.
- **Session Observations and Discussions:** Direct feedback was gathered during interactive activities, breakout room discussions, role-playing scenarios, and open-ended Q&A sessions, allowing for in-depth insights into the user experience. A total of **317** youth workers and professionals participated across all piloting activities.

Data was collected through:

- Online and paper evaluation questionnaires
- Facilitator observations
- Post-session reflections
- Feedback surveys

This enabled rich qualitative and quantitative insight into the relevance, accessibility, and utility of the programme.

3. Key Findings

3.1. Main Findings from Piloting Feedback

The piloting phase generated consistent feedback across all partner countries, highlighting several universal findings regarding the program's impact and areas for improvement.

- **Overwhelmingly Positive Impact:** The most significant finding was the program's success in increasing the skills and confidence of youth workers. A vast majority of participants reported feeling more confident and competent in identifying and addressing gaming disorder after the training.
- **High Relevance of Content:** The CBP content was almost universally deemed highly relevant and useful for professionals working with youth.
- **Preference for Interactive Learning:** Participants showed a clear preference for practical and interactive educational methods. Role-playing, case studies, and group discussions were consistently highlighted as the most effective and engaging components of the training.
- **Challenges Identified:**
 1. *Information Overload:* Particularly noted in Germany and Portugal, some modules were described as dense and overly academic.
- *Non-Gamer Barriers:* Participants unfamiliar with gaming struggled with certain terminology and cultural references.

3.2. Most Valued Program Components

Across all countries, participants consistently singled out the following resources as being particularly useful and effective:

- **Self-Assessment Questionnaires:** Valued as practical tools for both youth workers and for use with young people to identify warning signs.
- **Action Sheets:** Praised as actionable tools to guide interventions and structure conversations with youth.
- **Case Studies and Scenarios:** Noted as being highly beneficial for understanding real-life applications and for practicing identification and intervention skills in a safe environment.
- **Distinction Between Healthy vs. Unhealthy Gaming:** The modules and discussions focused on differentiating between passionate hobby and problematic behavior were highly appreciated.

- **Chapters 2, 4, 5, 6, and 8** were consistently highlighted as particularly useful across countries.

3.3. Implementation Challenges

- **Platform limitations on mobile devices:** Users faced technical and accessibility challenges when navigating the e-learning platform, particularly on mobile.
- **Content overload:** Reports from Germany, Greece, and Portugal noted the training was dense and overly academic for some audiences. Lack of real-life case studies and visuals affected engagement.
- **Cultural gaps:** Lack of localized examples and content adapting to different gaming cultures or generational contexts.

4. Country-Specific Feedback and Recommendations

Country	Key Strengths & Successes	Challenges	Suggestions
Austria	Strong content depth and structure; significant learning gains from pre/post assessments	—	Improve platform design; add multimedia
Cyprus	Real-world applicability; practical structure; action sheets used effectively post-session	—	Add gamified simulations; include localized examples
Germany	Balanced treatment of pros and cons of gaming	Content too technical; lack of cultural framing	Define audience clearly; simplify academic language
Greece	Highly praised role-plays and intervention techniques; early identification skills applied in real cases	—	Add more audiovisual content; include case examples
Ireland	Positive biopsychosocial framing; action-based learning	Theory-heavy modules difficult to follow	Provide modular format; offer extra support for complex concepts
Poland	High completion and impact rates; immediate application in schools and youth centers	—	Add more practical scenarios and examples
Portugal	Relevant resources; most tools useful	Content overload; difficulty retaining theory	Make platform more concise; add “at-a-glance” takeaways

Online Cohort (Greece-wide)	Accessible and well-structured; large participant base	Non-gamers struggled with jargon and fast pacing	Simplify game terminology; add expert videos or guest speakers
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4.1. Austria AT

Successes / Strengths Strong content depth and structure Significant	Challenges None reported	Suggestions Improve platform design Add multimedia content
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4.2. Cyprus CY

Successes / Strengths Real-world applicability Practical structure;	Challenges None reported	Suggestions Add gamified simulations Include localized examples
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4.3. Germany DE

Successes / Strengths Balanced treatment of gaming pros and cons	Challenges Content too technical Lacks cultural framing	Suggestions Define audience clearly Simplify academic language
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4.4. Greece GR

Successes / Strengths Highly praised role-plays and intervention	Challenges None reported	Suggestions Add more audiovisual content Include case examples
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4.5. Ireland IE

Successes / Strengths Positive biopsychosocial framing Action-	Challenges Theory-heavy modules difficult to follow	Suggestions Provide modular format Extra support for complex concepts
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4.6. Poland PL

Successes / Strengths High completion and impact rates Immediate	Challenges None reported	Suggestions Add more practical scenarios and examples
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4.7. Portugal PT

Successes / Strengths	Challenges	Suggestions
<p>Relevant resources</p> <p>Most tools useful</p>	<p>Content overload</p> <p>Difficulty retaining theory</p>	<p>Make platform more concise</p> <p>Add "at-a-glance" information</p>

4.8. Online Cohort (Greece-wide)

Successes / Strengths	Challenges	Suggestions
<p>Accessible and well-structured</p> <p>Large community</p>	<p>Non-gamers struggled with jargon</p> <p>Fast pacing</p>	<p>Simplify game terminology</p> <p>Add expert videos or guest speakers</p>

5. Thematic Weaknesses and Strategic Recommendations

The following section outlines the main weaknesses identified during the piloting phase and provides strategic recommendations for improvement, categorized into key areas.

5.1. Content Delivery & Engagement

- **Profile of Weakness**
 - **Description:** Participants in Germany, Austria, and Portugal reported that the training content, especially on the e-learning platform, was often too dense, academic, and lacked engaging visuals or interactivity. This led to "information overload" and made the training feel monotonous at times.
- **How to solve this weakness?**
 - **PLATFORM ENHANCEMENT:**
 - Improve the visual design, layout, and user-friendliness of the e-learning platform, particularly for mobile use.

- Increase interactivity by integrating elements such as short quizzes, animations, expert videos, and dynamic case study simulations.
- **EDUCATIONAL RESOURCES:**
 - Reduce information density by creating concise visual summaries or infographics for each module.
 - Develop a short, downloadable handbook with the most critical information for quick, on-the-job reference.

5.2. Practical Application & Context

- **Profile of Weakness**
 - **Description:** While the existing practical tools were valued, participants expressed a desire for more diverse, real-life case studies and examples that are relevant to their specific national or cultural contexts. A lack of cultural and generational context was noted as an area for improvement.
- **How to solve this weakness?**
 - **YOUTH WORKER TRAINING:**
 - Expand the library of case studies to include a wider variety of scenarios and testimonials from both youth and practitioners.
 - Provide more region-specific examples and resources to enhance local relevance and applicability.
 - **PARTNERSHIPS:**
 - Engage with local NGOs, educational institutions, and community centers in each partner country to co-create and integrate culturally relevant content and examples.

5.3. Accessibility & Flexibility

- **Profile of Weakness**
 - **Description:** The time commitment required for the training was a challenge for some busy professionals. Additionally, minor issues with multilingual support, such as inconsistent translations on the platform, were noted as a barrier to accessibility.
- **How to solve this weakness?**
 - **EMPOWERMENT THROUGH FLEXIBLE LEARNING:**
 - Develop modular or condensed "fast-track" learning pathways that allow users to focus on the most critical content based on their needs and available time.
 - **SUPPORTIVE SERVICES (PLATFORM):**

- Conduct a thorough review of the e-learning platform to ensure all system messages, resources, and certificates are consistently and accurately translated into all partner languages.

6. Success Stories and Good Practices

The immediate, real-world application of the training materials by youth workers is the clearest indicator of the project's success.

- In **Ireland**, a youth worker used the action sheets immediately after the training to initiate a successful conversation with a young person and their parents about healthy gaming habits, leading to positive behavioral change.
- In **Cyprus**, a participant used an action sheet during a group discussion, prompting self-reflection among teens and fostering a meaningful dialogue about balancing gaming with other responsibilities.
- In **Portugal**, educators began testing activities with students and sharing resources with peers, illustrating early classroom integration and a multiplier effect.
- In **Greece**, a youth worker reported that the training helped them confidently recognize early signs of gaming disorder and offer timely support. He used the self-evaluation questionnaire and intervention techniques learned during the session to guide a young person towards healthier gaming habits.
- In **Austria**, participants showed a clear improvement in post-assessment scores, indicating knowledge gain.
- In **Germany**, a skeptical participant shifted perspective after deep engagement.

7. Cross-Cutting Themes

Theme	Insights
Engagement	Improved through role-play and self-reflection exercises
Accessibility	Requires better user interface and simplified learning paths
Practicality	Strong when tools are concrete and activity-based
Scalability	Potentially high with language adaptation and flexible modules
Inclusivity	Must improve reflection of cultural/generational gaming practices

8. Impact on Youth Worker Skills and Confidence

A primary objective of the piloting was to assess the impact of the training on the skills and confidence of youth workers. The results overwhelmingly indicate a significant positive impact.

Evidence of Increased Competence and Confidence:

- Across all partner reports, participants stated that they felt more confident in identifying and addressing gaming disorders after the training. Over 85% of participants reported increased confidence in identifying and addressing gaming disorder.
- In Portugal, 88.9% of respondents rated their confidence positively (a 4 or 5 on a 5-point scale).
- In one Austrian pilot, 21 out of 23 participants reported feeling more confident after the training activities.
- Participants in Cyprus reported increased confidence in recognizing early signs of problematic gaming and in initiating supportive conversations.
- Quotes from youth workers in Austria highlighted this transformation: "I believe they will help me identify gaming disorder and know what to do about it preliminarily", and "I feel like after today I know a lot more about good intervention practices".

Acquired Knowledge and Skills: The training successfully equipped youth workers with new, practical knowledge. Key skills acquired include:

- All partners reported significant increases in awareness of gaming disorder among youth workers.
- A deeper understanding of the DSM-5 and ICD-11 criteria for Gaming Disorder.
- The ability to differentiate between healthy gaming habits and problematic gaming or addiction.
- Knowledge of the psychological, physical, social, and academic impacts of gaming disorder.
- Skills to identify early signs and symptoms of gaming disorder, which sometimes "go unnoticed".
- Familiarity with prevention and intervention strategies, including motivational interviewing and the use of action sheets.

Effective Awareness-Raising: The program proved highly effective in raising awareness about the prevalence and seriousness of gaming disorder.

- One participant in Portugal noted the realization "that gaming disorders may be more prevalent than I imagined".
- In Greece, two participants who previously saw it as just "antisocial bad behavior" felt equipped to address it as a disorder after the training.
- An Austrian youth worker stated, "I think it raised my awareness and brought me up-to-date".

9. Recommendations

To refine and scale the MINDSET CBP:

1. **Simplify and Modularize:** Break content into smaller, flexible modules for diverse use cases. Simplify academic jargon and theoretical content and provide summaries ("Notes to Keep").
2. **Enrich with Multimedia:** Incorporate short videos, infographics, and interactive elements.
3. **Include Real-Life Examples:** Add testimonials from real life to help participants understand better the Internet Gaming Disorder (ICD-11). Offer more role-play and hands-on experience, include more real-life problem-solving scenarios, and practice more intervention techniques.
4. **Contextualize Content:** Provide country-specific case studies and cultural reference points.
5. **Include Tailored Resources:** Include resources tailored for addressing contemporary digital tools.
6. **Update Platform Design:** Enhance navigation, mobile compatibility, and visual layout.
7. **Clarify Audience Segmentation:** Adapt messaging and difficulty level per user type (youth workers, educators, parents). Develop profiles that reflect the diverse backgrounds, needs, and experiences of the people using the program. Also, introduce modular pathways for different experience levels (e.g., beginners vs. advanced).
8. **Offer More Time:** Participants suggested they needed more time on the group discussions related to the psychological aspects.

10. Conclusion

The MINDSET piloting phase demonstrated high relevance and utility across diverse European contexts. While there is clear evidence of positive impact, especially in awareness and preparedness, refinements are needed in content delivery, cultural fit, and usability. This roadmap provides a foundation for improving the CBP and ensuring sustainable adoption across youth work settings.

The MINDSET CBP is a promising and scalable tool for addressing youth gaming disorder in Europe. Its piloting phase revealed high engagement and effectiveness, alongside clear areas for improvement in platform usability, audience targeting, and content accessibility.

The piloting of the MINDSET Capacity Building Program across Europe was a definitive success. It effectively equipped youth workers with the knowledge, skills, and confidence to address youth gaming disorder. The resources were deemed relevant and practical, with many participants already integrating the tools into their daily work and expressing a willingness to recommend the program to others.

For the long-term sustainability and future use of the MINDSET resources, the following final recommendations are made:

- **Streamline and Diversify Content:** Prioritize refining the content to be less dense and more interactive, incorporating a rich mix of text, visuals, videos, and practical case studies.
- **Increase Interactivity and Engagement:** Make the platform more interactive with quizzes, visual elements, and real-life scenarios to cater to diverse learning styles.
- **Add Practical and Adaptable Examples:** Continue to expand the library of practical tools and real-world examples that professionals can easily adapt to their specific contexts.
- **Foster a Community of Practice:** Support continued engagement by creating opportunities for users to connect, share experiences, and access updated materials, as suggested by participants in Greece.

The roadmap lays out a path for content refinement, cultural adaptation, and technical improvements to ensure broader impact and long-term sustainability.

ANNEX - French Pilots

No pilots in France

The challenges reported in Chapter 5 were particularly evident in France, where no pilot activities could be carried out. Several factors contributed to this outcome. First, the timing of the pilots was unfavorable: many associations and schools were experiencing significant staff turnover, making it difficult to secure reliable commitments. More importantly, the richness and perceived complexity of the CBP course proved to be a major obstacle for youth workers already struggling with heavy daily workloads. The learning curve appeared too steep and therefore not worth attempting. One youth work team leader also noted that most references within the course materials were in English rather than French, creating an additional language barrier for those wishing to explore the content in depth.

Lessons learnt for the future and open questions

Feedback from the audiences contacted led the Ludicius team to conclude that, in order to engage target groups such as those addressed in this project, it is essential to involve them from the very beginning as part of the consortium. Unless the proposed activities become embedded in their routine, it is unlikely that youth workers will find the time to engage with a subject they are not already familiar with.

The team also questioned whether the project's objectives might have been too ambitious, and whether the content developed was overly comprehensive. Several recommendations emerging from other partners' pilots supported the need for a more progressive and modular approach. However, this would have required additional resources, as well as more time for design and testing, and greater involvement of the target groups—particularly in the French context.

Overall, while the project achieved positive results across most partner countries, the French experience highlights opportunities for improvement in course design and in securing stronger end-user involvement. These lessons could be integrated into a potential follow-up project, particularly as gaming disorder continues to grow year after year.