



Evaluation of Gambling with Lives Education Programme

Evaluation Report

Final version

Neil Smith, February 2023

Contents

Contents	2
Introduction	1
The Gambling with Lives education programme	1
The context	3
‘Problem Gambling’	6
Gambling related harm and suicide	7
The current provision of youth education programmes in the UK – GamCare and YGAM	9
Summary	13
Main learning points	13
Recommendations	17
Analysis	19
Introduction	19
Quantitative analysis	19
Qualitative analysis	34
Conclusions	45
Case Study – Urmston Grammar, Manchester, England	47
Case Study – Dundonald High School, Dundonald nr Belfast, Northern Ireland	50



Introduction

The Gambling with Lives education programme

Gambling with Lives (GwL) is a registered charity and community of families bereaved by gambling-related suicide which was set up in 2018. The charity supports bereaved families, raises awareness of the devastating effects of gambling disorder, and campaigns for change to legislation and regulation. They are driven by the high annual number of gambling-related suicides in England, reported by Public Health England as 409 people a year.

Their vision is 'a world free from gambling-related suicide' and their mission is to 'support those bereaved by gambling-related suicide and to improve mental health and save lives through raising awareness of the risks to health posed by gambling.' They do this through:

1. Supporting families who have been bereaved by gambling-related suicides
2. Raising awareness of the dangerous effects of gambling on mental health & the high suicide risk
3. Campaigning to reform the UK's outdated gambling laws

Point two of their mission provides the rationale for the charity developing an education programme for use with mid to older teenagers.

Programme development began in 2020, kicked off by an evidence review from Deakin University to assess existing gambling education efforts. This report provided GwL with an evidence-base to begin creating a framework for learning. Around the same time, it was announced that gambling would be included as a PSHE mandated subject – GwL created the materials in line with PSHE learning objectives and outcomes.

The creation of the programme took twelve months and involved people with lived experience of gambling harms, including bereaved families, affected others and those in recovery from addiction, as well as teachers and academics.

The programme has four main aims:

1. **Reduce harm** which comes from the most dangerous gambling products: high frequency online / app gambling – where the scope is greatest for losing money more quickly and where the compulsion to continue gambling may be stronger.
2. **People around gamblers are better informed** should their contacts start gambling on the most harmful products.
3. **Acknowledge the risks relating to gambling** e.g., between friends and reduce the likelihood of young people engaging in the products which carry the highest risk of harm
4. **Move the paradigm** around gambling disorder from one of personal responsibility to this being a public health issue and shared responsibility – change the thinking.



These goals were to be achieved through the Gambling with Lives programme delivered in schools and other settings such as youth and sports clubs.

The charity is very clear that they do not want to prohibit gambling. The education programme is about all gambling products but focuses more on those which cause the most harm, underpinning the charity's aim to reduce suicide because of gambling harms / addiction. In this context, the most harmful gambling products are typically online and / or phone app based.



The context



Gambling has come a long way since the days of solely on-course betting, smoky betting shops, bingo and the football pools, underpinned for more than 40 years by the Betting and Gambling Act 1960 and the Gambling Act 1968. Since the first online casinos opened in 1994, gambling has become 'one of the most popular and lucrative businesses on the internet.'¹ In 2003, the then Culture Secretary Tessa Jowell published the main elements of a draft Gambling Bill, creating a new regulator called the Gambling Commission and 'Remote Gambling Licences' for phone and internet (remote gambling) businesses, stating that:

"Our gambling laws date back to the 1960s. Since then, attitudes to gambling have changed and the law has failed to keep pace with rapid technological change. Gambling is now a diverse, vibrant and innovative industry and a popular leisure activity enjoyed in many forms by millions of people. The law needs to reflect that."²

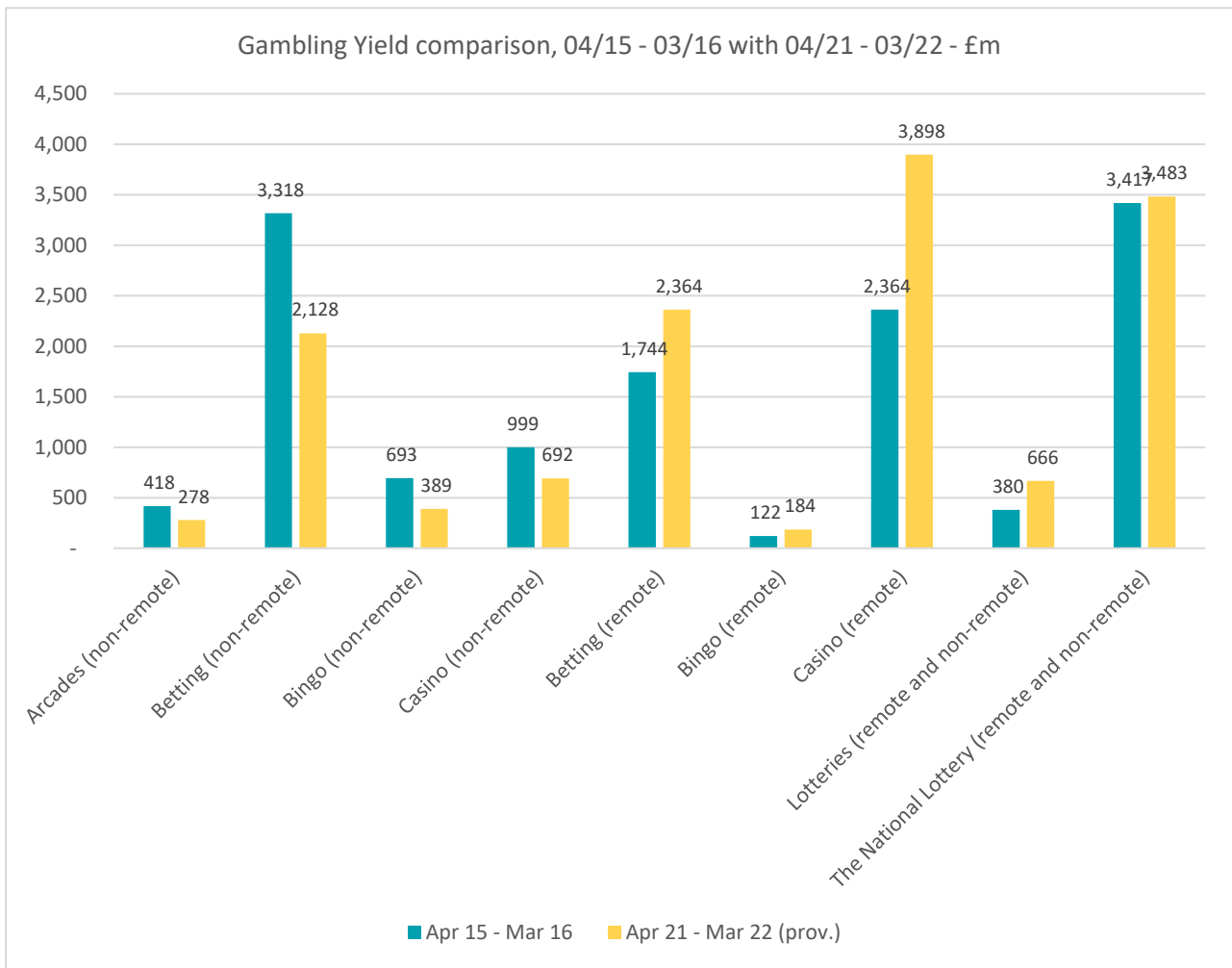
These and other changes in the Gambling Act 2005 paved the way for the rapid development of remote gambling products. The following graph and table provide data on the current scale of UK gambling³. Note the changes in gambling yield away from non-remote (physical premises) to remote (online / app-based).

¹ Gambling Commission annual report 1996

² Pinsent Masons - <https://www.pinsentmasons.com/out-law/news/gambling-law-updated-in-the-uk-for-the-internet>

³ Statista.com; S Lock, January 2023 for data behind both graphs and the table; from Gambling Commission Nov. 2022

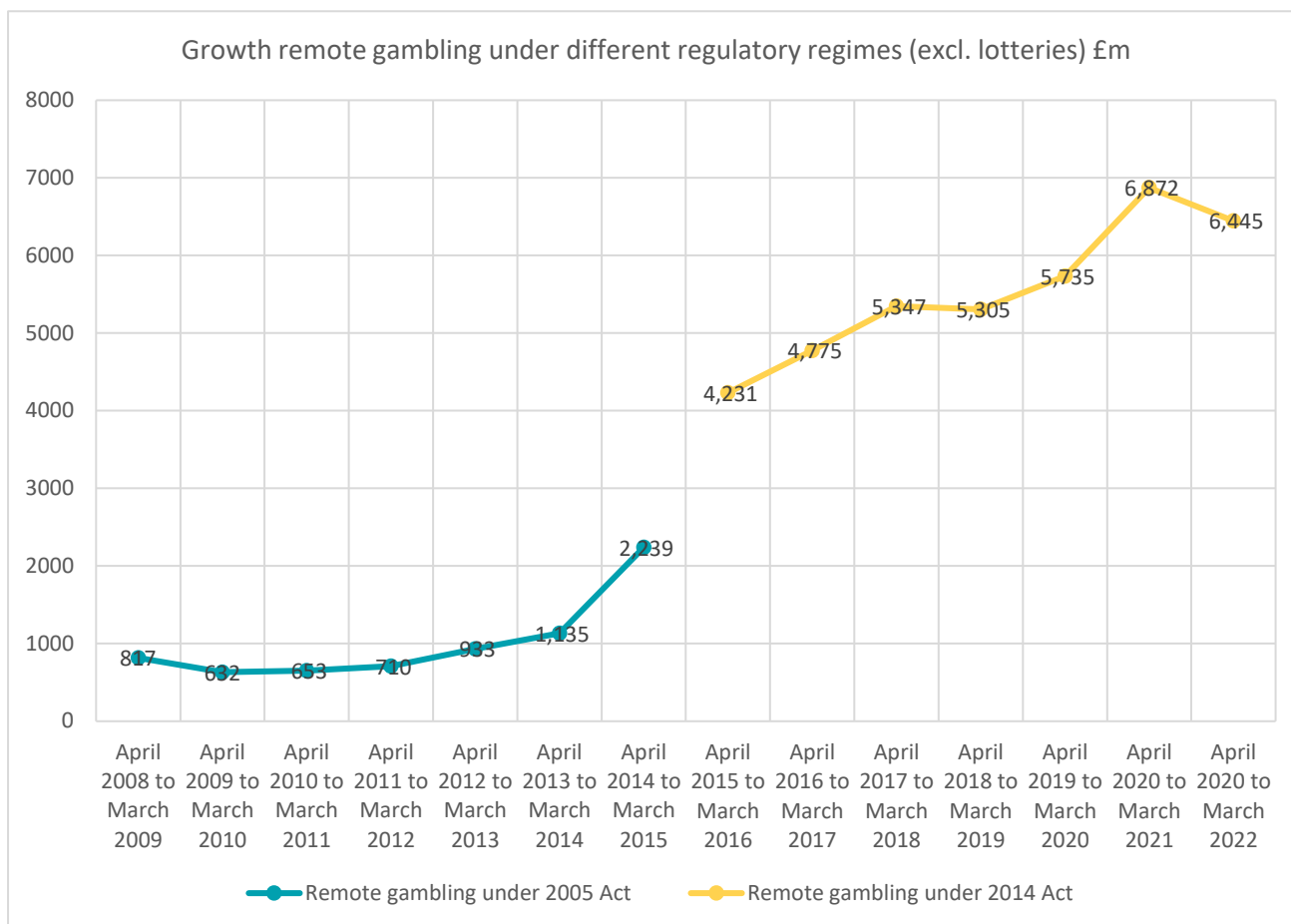




TYPE OF GAMBLING	GROSS GAMBLING YIELD – 2015 / 16	GROSS GAMBLING YIELD – 2021 / 22	% Change
Non-remote (betting shops, arcades etc.)	£ 5.429 billion	£ 3.486 billion	36% decrease
Remote (online and apps)	£ 4.231 billion	£ 6.445 billion	52% increase
Lotteries inc. National Lottery	£ 3.797 billion	£ 4.149 billion	9% increase
Total	£ 13.456 billion	£ 14.08 billion	5% increase

The regulation of the gambling industry was further updated through the 2014 Gambling (Licensing and Advertising) Act. Since the 2014 act, remote betting, bingo and casino gambling has grown 188%, and 689% since 2009, as illustrated in the following graph.





The Gambling Commission speak cautiously about the increase:

“The movement of consumers to online has been a gradual and consistent trend which continued through the pandemic, but spend appears to have increased more quickly than the increase in consumers.”⁴

Gross Gambling Yield figures are presented with more confidence:

*“Likewise there has been an increase in the share of GGY generated from online gambling - from 42 percent of GGY in 2015-16 compared to 61 percent in 2021-22 (excluding the National Lottery). In terms of product, there has been significant growth in the GGY generated by online slots over the same period from nearly £1.6 billion in 2015-16 to nearly £3.0 billion in 2021-22. **The rate of increase in spend has always been higher than that of participation.**”⁵ (our emphasis)*

On this basis, it is reasonable to assume that at least a proportion of gamblers are spending more money than before the increased prevalence of online and app-based on gambling, year on year, fuelling the increase in gross gambling yield.

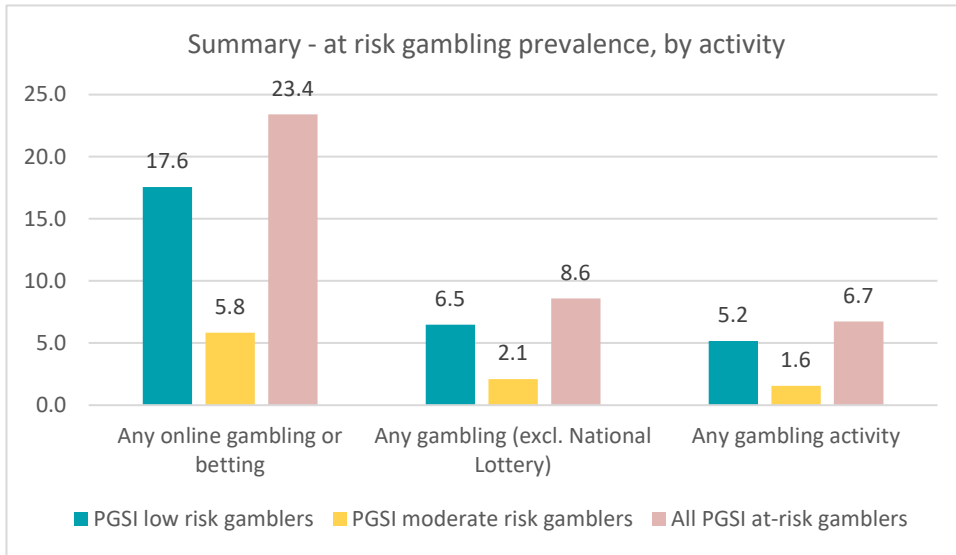
⁴ ‘Changes in the gambling landscape – sharing out latest evidence’, Gambling Commission, 24/11/22

⁵ ibid

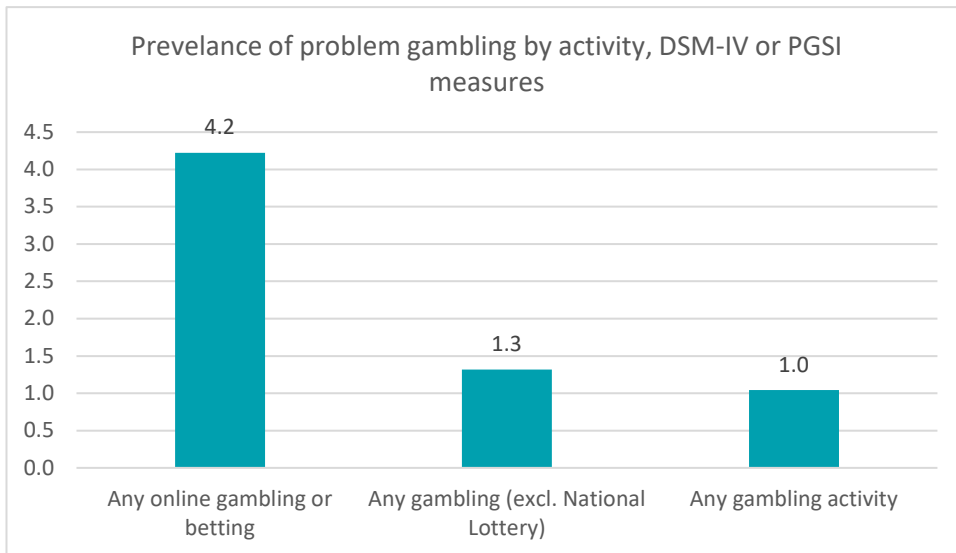


'Problem Gambling'

The Gambling Commission refers to Public Health England research for data on gambling effects on health, through the 'Health Survey for England 2018: Supplementary analysis on gambling.'⁶ This provides a snapshot analysis of low, moderate and at-risk gambling behaviours, for example in relation to different gambling products, using a 'Problem Gambling Severity Index' where a score of 8 or more is indicative of problem gambling. This highlights the higher likelihood of problem gambling from 'any online gambling or betting' with scores at nearly three-times the level indicative of problem gambling.



This is further reinforced by data from the same report on the prevalence of problem gambling, where again 'any online gambling or betting' scores significantly higher than other forms of gambling (the threshold score for problem gambling is 3 under the DSM-IV measure and 8 under the PGSI measure). It shows a rating for online gambling or betting which is three times that for any gambling activity excluding the National Lottery.



⁶ 'Health Survey for England: 2018: Supplementary analysis on gambling', Public Health England, 2019



The Gambling Commission state that ‘40% of people in England gambled in 2018’ (excluding participation in lotteries), that 0.5% of English adults ‘identify as problem gamblers’ and that 3.5% of people ‘were at low or moderate risk of developing problems with their gambling.’⁷ Based on a population of 56 million in England in 2018⁸, those percentages break down into the following number of people. They recognise the situation around problem gambling and gambling harms:

“Whilst the precise measurement of problem gambling and harms is complex, we know that hundreds of thousands of gamblers are suffering negative consequences from their gambling.”⁹

Population of England, 2018	56,000,000
0.5% of people identifying as problem gamblers	280,000
3.5% of people at low to moderate risk of developing problems with their gambling	1,960,000

This report does not have the time and resources to explore an obvious question – has the number of people experiencing gambling harms correlated with the increase of online and app-based gambling products, or has the demographic profile of people experiencing these harms shifted, for example, to include more young men (given that the Gambling Commission contends that the overall level of people experiencing gambling harms has remained static)? As stated above, it is reasonable to assume that at least a proportion of gamblers are spending more money *than before the increased prevalence of online and app-based on gambling*, year on year, fuelling the increase in gross gambling yield. Given the increased prevalence of online and app-based gambling products, there may be a relationship between the increased spend, the increased use of these products, with an increase in gambling harms for particular demographic groups.

Gambling related harm and suicide

GWL state through their website that ‘the current legislation regulating gambling – the 2005 Gambling Act – liberalised the regulation of gambling, leading to a substantial increase in gambling-related harm.’

“What policymakers failed to foresee in 2005 was the almost universal adoption of the smartphone and other devices which enabled gambling 24/7 whenever and wherever the gambler wanted, totally unsupervised.”

The charity is pressing the current government to complete a review of the 2005 Gambling Act and publish a whitepaper outlining the main elements of a new gambling act, fit for the times and better able to address the risks presented by gambling and betting activities through which bets can be placed ‘quickly and frequently’.

⁷ ‘Levels of Problem Gambling in England’, Gambling Commission, 2018

⁸ ONS UK and World Bank, 2018

⁹ *ibid*



GwL notes that ‘all the loved ones lost by GwL families were exposed to highly addictive forms of gambling’ and quotes the statistic that there is a ‘45% of addiction / at-risk rate for online slot games’ as an example of the compulsive nature of these gambling mediums. GwL balance this view with the recognition that ‘different forms of gambling carry different levels of addiction risk’, saying that ‘a weekly bet on the National Lottery is less dangerous than playing on online slots, fixed-odds betting terminals and “in-play” sports betting.’ GwL materials make the following points:

- The number of gambling related hospital admissions has doubled in the last six years
- There is an average of more than one suicide linked to gambling each day
- The shame, stigma, guilt and remorse felt by people suffering from gambling disorder can lead to mental health harms, social isolation and suicidal ideation

Crucially, some 450,000 11 to 16 years olds already gamble and 30,000 of these young people are thought to be addicted¹⁰, with ‘those aged 11-24 knowing more than seven of the ten (gambling) brands listed¹¹’.

According to Public Health England¹²:

“The UK has one of the biggest gambling markets in the world, generating a profit of £14.2 billion in 2020. Previous research has shown that harms associated with gambling are wide-ranging. These include not only harms to the individual gambler but their families, close associates and wider society¹³.”

There is not space here to outline all the headline harms and contributory factors, but the government’s own evidence highlights the specific dangers of online and app-based gambling, especially for males.

“Harmful gambling has a different activity profile to general gambling. It includes low National Lottery participation and high participation in online gambling... participation in online gambling for at-risk gamblers (23.4%) was more than double that of the general population (9.4%) in 2018.¹⁴”

Whilst there has been a slight decline in ‘the proportion of young people reporting any gambling in the last 12 months from 39% in 2018 to 36% in 2019¹⁵’, this still equates to 4,594,392 people aged 11 to 19 in England, Scotland and Wales¹⁶.

¹⁰ Coalition against gambling ads www.caga.uk

¹¹ Macgregor et al. 2020

¹² Public Health England (<https://www.gov.uk/government/publications/gambling-related-harms-evidence-review/gambling-related-harms-evidence-review-summary#fn:1>),

¹³ Langham, E and others 2015 and Wardel H and others 2019.

¹⁴ PHE Gambling-related harms evidence review summary 2021

¹⁵ *Ibid.*

¹⁶ ONS population figures for 2019, 11- to 19-year-olds



The current provision of youth education programmes in the UK – GamCare and YGAM¹⁷

Currently, youth education relating to gambling harms in the UK is largely funded by the gambling industry, with most of the funding going directly to GambleAware, YGAM and GamCare. The Gamcare / YGAM programme which most clearly compares to the GwL education programme is the ‘Youth Outreach Programme’, with funding of £10m over four years from April 2020. The focus is on helping young people to make ‘informed choices’ and ‘safer choices’ in an approach compared to that used to educate young people ‘around other risky behaviours such as drinking, smoking or taking drugs.’ The main elements of the programme are as follows (more information is available [online](#)):

- Interactive workshops for young people aged 11-19 delivered in formal and informal education settings
- CPD Accredited training for youth-facing professionals, focused on recognising risk factors, signs and symptoms of a gambling problem
- Interactive digital learning tools for young people aged 11-19
- A range of targeted digital content, co-created with young people, focused on increasing awareness of gambling risks and driving wider discussion
- A new, dedicated treatment pathway for under 18s who are at-risk of or experiencing gambling-related harms

The YGAM education programme approach of treating young people as ‘informed consumers’ contrasts strongly with the approach of the GwL education programme, which unpacks the strategies of the gambling product providers. The GwL education programme strives to change the narrative away from blaming the gambler to recognising the significant role which online and app-based gambling products play in creating and maintaining gambling harms.

This interpretation of the dynamics behind gambling education is backed up by the work of May, van Schalkwyk, Hawkins and Petticrew.¹⁸ In ‘one of the most liberalised markets globally’ they examined the provision of “gambling education discourse that serves to reproduce the ‘responsible gambling’ agenda.” In other words, the current industry-funded education provision ‘problematizes children and young people.’ The summary results of the article are reproduced in full here:

“The resources present a gambling education discourse that serves to reproduce the ‘responsible gambling’ agenda, while problematising children and young people. While the resources appear to offer educational content and opportunities for debate, the dominant focus is on teaching about personal responsibility and on the normalisation of gambling and gaming and their industries, while constraining the concept of agency. The resources encourage young people to act as individuals to

¹⁷ All quotes in this section relating to GamCare, GambleAware and YGAM were taken from the GamCare website, February 2023, unless otherwise stated

¹⁸ van Schalkwyk MCI, Hawkins B, Petticrew M. The politics and fantasy of the gambling education discourse: An analysis of gambling industry-funded youth education programmes in the United Kingdom. *SSM Popul Health*. 2022 May 12;18:101122. doi: 10.1016/j.ssmph.2022.101122. PMID: 35637741; PMCID: PMC9142715.



control their impulses, and to correct what are portrayed as faulty cognitions with the aim of becoming responsible consumers. Our findings demonstrate how the gambling education discourse aligns with wider industry interests, serving to deflect from the harmful nature of the products and services they market while shifting responsibility for harm onto children, youth and their families.'

Our interpretation of this is as follows:

- You, the gambling product user, are the problem, not the gambling products or the gambling industry
- The approach hides the role of habit-forming products, shifting the 'blame' for gambling harms to the product user under the guise of 'personal responsibility' (implying that people with a gambling problem are irresponsible)
- The aim of the education programmes which the industry funded charities provide is to protect the gambling industry and its revenues

The article concludes in a similar vein:

"Despite being delivered in the name of public health, the resources construct a discourse favourable to corporate interests. Educators, parents, policymakers, and others need to be empowered to address the conflicts of interest that exist in the delivery of gambling industry-funded resources. The promotion of such industry-favoured interventions should not be allowed to undermine efforts to implement regulations to prevent gambling harms."

This analysis defines the starting point for the GwL education programme.

The evaluation

The evaluation framework

In line with the evaluation framework / Theory of Change, the evaluation looked to find evidence of change for the participants in the course in three main areas:

1. Changes to their understanding
2. Changes to their attitudes
3. Changes to their behaviours, or intentions

The main aims of the evaluation were to:

1. Capture and analyse evidence of changes to young people's understanding, attitudes and behaviours
2. Capture and understand the value of developing and delivering the programme by people who have lived experience of gambling harms
3. Understand the programme's development and delivery methods to refine them for future versions of the project

The full evaluation framework is in the report annex as a set of PowerPoint slides.



The limitations of the evaluation

There is neither the time nor the resource for a longitudinal study to establish the extent to which changes in understanding, attitudes and behaviours will endure. Changes to understanding were the easiest changes to observe, for example to discussion with the workshop participants. Indications of changes to attitudes were also sometimes evident, but more so when people took part in the longer version of the education programme. It is harder still to know what changes to behaviours, if any, were achieved unless these were directly reported by participants, and again these were more likely to happen in the longer versions of the education programme. The limitations of this report in relation to gambling harms have already been noted above i.e., in having the time to explore the potential correlation between increased gambling harms and increased prevalence of online and app-based gambling products.

What was clearer was the general impact of the session on the participants in the moment, as observed by the session facilitator, independent observer such as teachers/youth workers and in the feedback provided by the participants in the education programme. There is also evidence of changed intentions regarding gambling which helps to give an idea of current and future attitudes and potential behaviours.

There are, of course, a wide range of influences on people's understanding, attitudes and behaviours which are far more frequent and perhaps more persuasive than those of the education programme, but it is not productive to second-guess these. Instead, this report acknowledges the existence of other factors, but notes that it is beyond the scope of this report to detail them all. An example of a factor which may be working against the effectiveness of education programmes which focus on gambling harms and gambling disorder, is the prevalence and persistence of gambling advertising and sponsorship.

The evaluation report

This evaluation report aims to describe the changes to understanding, attitudes and behaviours which have come about from the Gambling with Lives education programme. The analysis in this report strives to understand and explain the extent to which, and why, the programme has been successful. This understanding should be used to ensure the future iterations of the programme preserve and improve upon its successful elements and continue to develop those areas which require improvement.

The evaluator

The evaluator for this project has been Neil Smith of Eastside Primetimers.

- Neil Smith is an experienced specialist evaluator with Eastside Primetimers where he has worked on several and varied evaluations, including those with a focus on mental health, well-being, nature and environment, and community development.
- Example evaluation projects include full evaluation reports for SNAP of the lottery funded programme, for the Trust for Conservation Volunteers for their multi-year Growing Communities project and for Sutton Citizens Advice bureau for their multi-year, lottery funded project
- Neil worked for nearly 10 years for the Cabinet Office, leading policy on community and social action, and then policy on better regulation.



Eastside Primetimers (now Eastside People)

Eastside Primetimers delivers change through recruitment services & consultancy for charities and social enterprises. Our mission is to increase the capacity and effectiveness of social sector organisations. We find and support exceptional people who have the drive to make a difference in the social sector.

We are passionate about organisations delivering social objectives, and the causes they serve. Our vision is for a vibrant social sector, enriching communities and empowering individuals. We aim to be a critical friend and partner for those that work with people in need.

As a consultancy for charities and social bodies, we help across a variety of areas:

- Business planning
- Governance
- Mergers & partnerships
- Income generation & fundraising
- Investment
- Social impact and evaluation

Through our recruitment practice, we secure outstanding interims, managers and Board members.

Eastside Primetimers has worked with more than **1,000** organisations. We have worked with: charities, social enterprises, community groups and housing & care providers; leisure trusts; public bodies; trusts & foundations.

Conflict of interest statement

The evaluator for this project declares no conflict of interest.



Summary

Main learning points

The evaluation has established the following main learning points. More detail is in the following sections.

Summary statement

The evaluation sought to establish the changes to the course participants' understanding of gambling harms, their attitudes towards gambling, especially the most harmful forms of gambling, and their changes in intended behaviour. It also sought to understand the value of involving people with lived experience of gambling harms in the programme's delivery, and to understand the development of the programme so that refinement and improvement can continue. The evaluator has confidence in reporting the following points.

As a result of involvement in the course, the participants gain:

- A much better understanding of how gambling companies construct and promote their products
- A better understanding of the risks of using these products, especially the higher-risk online and app-based forms of gambling e.g., of losing money, of addiction and the wider adverse effects
- A better understanding of why people use and become addicted to gambling apps i.e., this is not about 'weak people' but about an exploitative industry and heavily promoted addictive products

In relation to their attitudes:

- Indications are that the participants move from having little or no opinion on gambling products and the associated risks to a point where they have an improved understanding, with many feeling shocked by what they learn. They have an emotional response to the materials, strongly reinforced by the presence in the sessions of people with relevant lived experience. We observed a link to perceptions of fairness and how gambling products may run counter to this value
- Many young people have an existing aversion to gambling and the programme reinforces this
- A small minority do not show much change in their attitudes towards gambling, either favourable or otherwise.

Regarding their behaviours and intended behaviour:

- It is very hard to know what the participants' current gambling behaviours were but the statistics show that around a third may already be involved in gambling activity
- It is also hard to know to what extent, if any, they changed their behaviours and how much this change connects to the course, but survey questions indicate that young people who have been on the course report a lower intention to gamble in future, especially in relation to the products which carry a greater risk of addiction and harm such as online slot machines.

In summary, this is a well-designed and thoroughly tested programme which has been skilfully delivered in a range of settings and using a range of formats. Gambling with Lives should have confidence in the course materials, the format and the team, and should continue to look for further funding to help more delivery, different delivery settings, methods and audiences.





Programme outputs

The following data is based on the analysis of survey responses taken before and after participation in the Gambling with Lives education programme. This provided an indication of the change in understanding and attitudes around gambling products and harms.

The data shows the effectiveness of informing young people of the risk of gambling harms, particularly those related to online and app-based products.



3,479

Participants in
England and
Northern Ireland



4 to 120

Range of group sizes
in schools and youth
clubs



56%

Decrease in likelihood
of gambling



50%

Increase in terms
associated with risk



82%

Decrease in likelihood
of using online
casino gambling



27%

Increase in understanding
of the products with the
greatest risk of harm



71%

Decrease in likelihood
of using online slot
machines



8%

Increase in awareness
of suicide as a gambling
harm



20%

Decrease in people
thinking the individual is
responsible for preventing
gambling harms



23%

Increase in people thinking
gambling industry
responsible for preventing
gambling harms



The following data provides a selection of the more significant findings from the quantitative analysis with some commentary alongside.

The outcomes and early impacts of the programme

This report relates to the learning from the delivery of the pilot education programme. What was thought initially to be a reasonably small-scale trial of the programme expanded to involve nearly 3,500 young people in England and Northern Ireland, in 65 sessions in schools, colleges and youth settings. The education programme has been given a thorough testing in a variety of settings and through different delivery styles. The following conclusions reflect the range and scale of effort made to improve the programme, and the emerging outcomes and impacts.

1. **An effective and engaging education programme.** GwL has developed an effective and engaging education programme which has a significant effect upon those who participate in it. This is true of the shorter as well as the longer sessions, with the most important messages communicated effectively in just 60 minutes, but with wider benefits accruing from the longer sessions and those running over several weeks. It is more likely that the changes to participants' understanding, attitudes and behaviours would endure if they experienced the longer and / or multiple sessions, but this is unproven. The data analysis shows that young people experiencing the course:
 - a. Increase their understanding and awareness of gambling products and their potential harms
 - b. Develop stronger negative vocabulary and associations with the risks of gambling, especially for the more harmful products
 - c. Change their behavioural intentions towards gambling in the future to be less likely to use gambling products, especially the more harmful ones

In these three regards, the pilot education programme can be said to be a success.

2. **A high number of pilot course participants.** Nearly 3,500 of young people have been engaged through the programme in a variety of settings and communities in England and Northern Ireland, exceeding expectations for the pilot phase and becoming a significant outcome for GwL. Likewise, the team has built relationships with schools, colleges and youth clubs which means they can repeat the programme with more young people, funding permitting. This has also provided a boost to the awareness and reputation of the charity as it seeks to further its objectives.
3. **High-quality content.** The content of the education programme has several high-quality elements:
 - a. The film
 - b. The session slide-packs
 - c. The skill of the presenters / facilitators
 - d. The effect of the lived experience in the sessions

The course should remain effective for three to five years before a major review is needed (content will date and technology will move on, regulation and societal attitudes may change):

4. **A strong team.** The team exhibit a high level of motivation and a desire to develop the strongest possible education programme; they continually reflect on the programme's strengths and



weaknesses and continue to refine the content. The involvement of people with lived experience of gambling harms is an important part of the mix, but the team has members from a range of backgrounds – this is one of its strengths. They retain a clarity of purpose which serves to guide their thinking and the programme’s development.

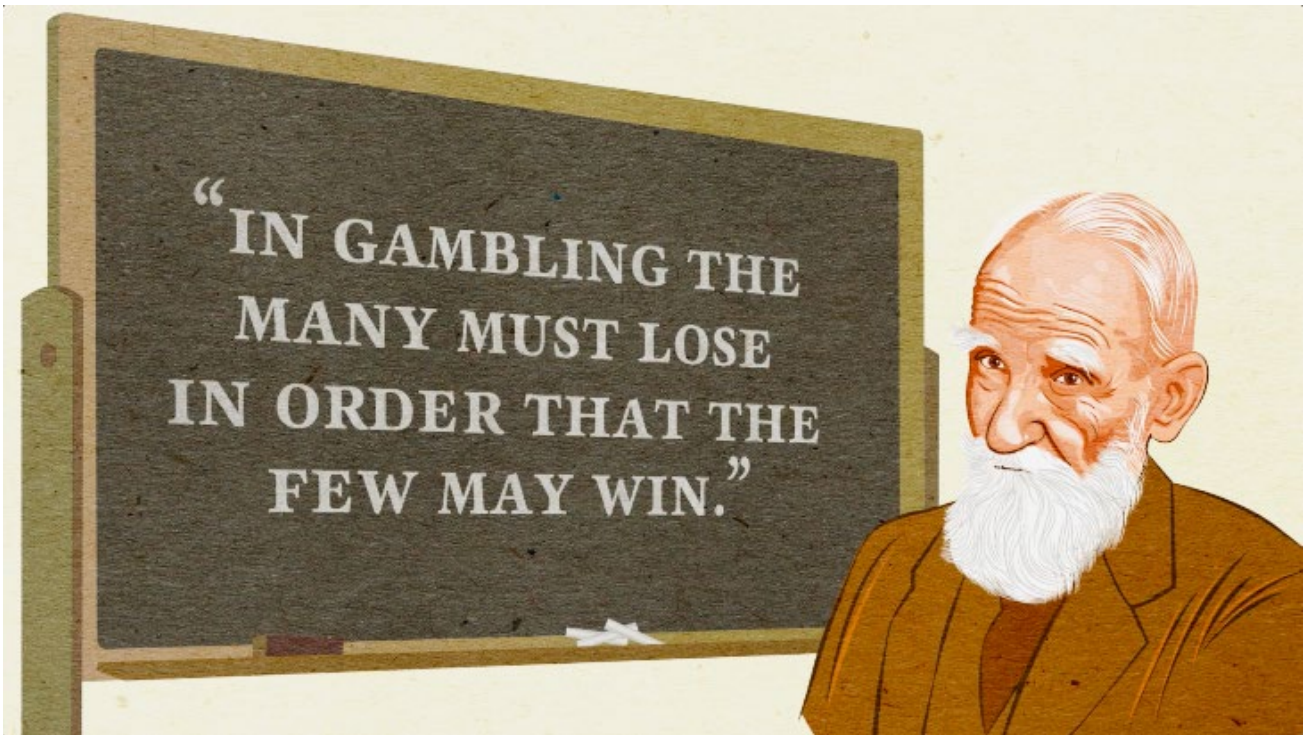
The vital ingredients

This section outlines the most powerful and important aspects of the education programme, which should be preserved in future iterations and developed carefully so as not to lose the focus and quality:

- **The film and the generally high-quality materials used in the sessions.** This does seem to mark this education programme apart from other programmes, including the slide packs.
- **Having lived experience of gambling addiction in the sessions.** This has a strong impact on the participants and the emotional reaction this engenders is crucial to the “sticking power” of the programme.
- **Experienced and skilled presenters and facilitators.** They need to be flexible, to respond to the group they're working with, and focused to ensure the materials are delivered at a good pace and that the important points put across. They do not need all have the same approach.
- **The realistic, calm and dispassionate delivery style.** The team let the material speak for itself and avoid hyperbole or overdramatising content. This appears to be more effective and trying to hard to create an emotional impact. The team does not say to the audience that they should never gamble.



Recommendations



Based on the main learning points and the wider analysis within this report, we make the following recommendations:

1. **Decide on two or three ideal programme formats.** Sessions compressed into a 60-minute slot are too short to allow for a fuller exploration of the main themes of the programme, but there is just about enough time to deliver the main messages. A 90-minute session would allow more time for some discussion with the participants e.g., to explore their experience of and attitudes towards gambling, including some time to discuss the responses made using the online question tool called MentiMeter used in the pilot's later sessions. This might also be more effective at embedding the desired changes to understanding, attitudes and behaviours.

The ideal course would run over four weekly sessions, but in practice GwL need a repertoire of short and long sessions, perhaps as follows:

- a. A 90-minute session based on the model used at Urmston Grammar, with the inclusion of the 'addiction deconstruct' and / or a whole-group film screening with follow-up workshops.
 - b. The 'ideal' course of four one-hour / 90-minute sessions spread over four weeks to really embed the learning. Given the time commitment, this might best be used with groups identified as being at high risk of gambling harms and will very likely be easier to deliver in youth club settings rather than in schools (who are short of time).
 - c. A longer half-day session of two 1.5 / 2-hour workshops, separated by a break, which would be a compromise delivery session between options a) and b).
2. **In line with the ideal programme formats, decide upon the best blend of content for each.** A 90-minute session would allow time to share the deconstruction of how slot machines work, although it



was noted that this can be hard for people to understand. However, it does demonstrate how ‘you cannot win’ and how calculating the gambling products are. This could be included after the second of the four films. This would also provide a chance to communicate the realities built into the online games and phone apps, and the vulnerability of younger minds to ‘rewiring’ from such gambling.

3. **Maintain the role of lived experience in the programme.** Find a way of having people with lived experience of gambling addiction in each programme but bear in mind the impact of this on the people sharing their experiences, especially if doing so on a regular basis. In practical terms, this might not be possible and the lived experience is infused in all the programme’s materials, enabling skilled facilitators to present with impact, regardless of their gambling experience.
4. **Continue to develop the programme materials.** Depending on regulation, gambling products and the harms which can come from them will change over time and the content will need to keep pace with these changes. The film will at some point start to look dated.
5. **Consider different funding models** for the course delivery, whether it is the shorter or longer model, funded by:
 - a. Grants e.g., from charitable trusts
 - b. Payment from the school or organisation hosting the course (many schools already pay for such content)
 - c. Gambling with Lives own funds
6. **Find funding for a longitudinal study** of the courses to examine:
 - a. The extent of change knowledge
 - b. The persistence of changed attitudes
 - c. The prevalence and persistence of changed behaviours

There will be a wealth of counter-factual material to consider e.g., a one-hour session may be competing with many more hours of advertising, sponsorship and peer pressure, but a good academic research partner could prove very helpful. Funding may be available for such research. We note that Bristol University has recently opened a gambling harms research hub, funded by GambleAware, but this may not provide the independence from the gambling industry which Gambling with Lives requires, or which other research and our assessment indicates is needed.

7. **Be aware of and enhance the team’s strengths.** In a small team, each team member has a vital role to play and their combined experience to date in developing and delivering the education programme should be recognised, and then built upon carefully. The programme is very good and deserves a wider audience, but any expansion must be done whilst retaining the current focus on producing and delivering excellence in pursuit of the charity’s aims.



Analysis

Introduction

The analysis section looks at the quantitative and qualitative data and evidence gathered by the team delivering the education programme. In each section, a broad comparison is made between the sessions run in Northern Ireland and the sessions run in England. The Northern Ireland sessions differed from those delivered in England by having more sessions with youth groups or projects. The sessions run in England were typically run with schools and colleges. There are differences as well as similarities in the feedback. This partly reflects the different facilitators recording the feedback but is also because of the slightly different audiences in the two countries. These differences have added to the breadth and depth of learning in this evaluation.

Quantitative analysis

The quantitative analysis looks at the numerical data collected through the delivery of the programme. It provides some insights into the reach of the programme e.g., who the programme typically engaged with and their ages but it does not tell us much about the effect of the education programme on the participants. However, when read alongside the qualitative analysis we can gauge the impact of the programme so far, quite simply by appreciating that the reported effect of those experiencing the education programme is multiplied by the number of people experiencing it.

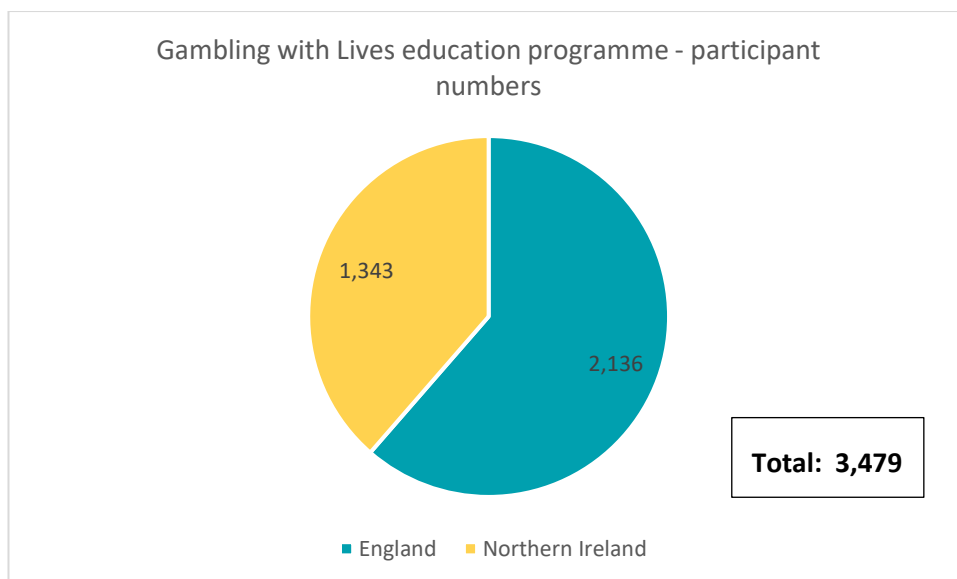
The programme attempted to measure the effect of the sessions on the participants by setting a baseline and then revisiting this baseline at the end of the session. The results of these pre and post session questions also examined to see what change might be indicated to understanding and attitudes.

Participant numbers

So far, the education programme has engaged with 3,479 participants, with 38% of those having been in Northern Ireland and 62% in England. The hope was to engage with around 1,000 people. It's worth noting the number of participants in England was swelled significantly by 1,250 students at Aquinas College who engaged by viewing the whole of the film as part of a dedicated PSHE week. Nevertheless, the number of participants experiencing the education programme has far exceeded the charity's early expectations, given that this was essentially a pilot programme.

The following pie chart illustrates the number of participants and the breakdown between England and Northern Ireland.





The sessions run in Northern Ireland tended to be with older teenagers who were at least 15 or 16, with many being 17, 18 or 19 years of age. The sessions in England were delivered to a similar age range but with fewer participants at the lower end of this age range.

The size of the groups engaged varied from 4 to 1,250, as shown in the following table. The median number is roughly the same for both country’s sessions. The median number is the more useful and reliable number as the number of participants were counted in different ways i.e., the 1,250 number should probably be divided by two to reflect the participation of two different year groups.

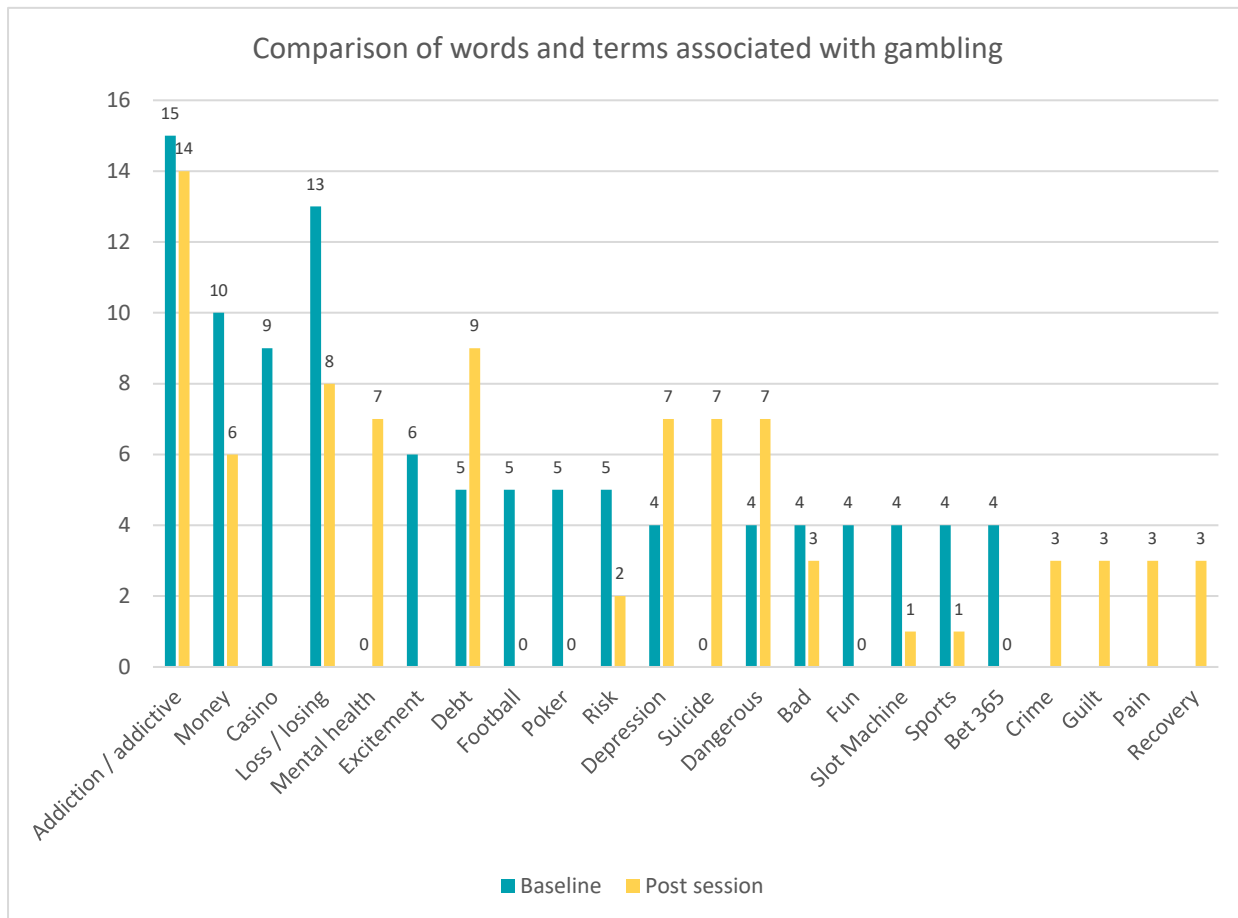
	Smallest group	Largest group	Median	Notes
Northern Ireland	4	135	19	There were three sessions with 135 participants
England	6	1,250	22	The 1,250 includes two whole year groups of more than 600 students each

Pre and post session question response analysis

In the latter stages of the delivery phase, the team experimented with an online question tool called MentiMeter. This enables participants to respond to questions and see the responses in real time on a screen in the education programme sessions. The team were able to capture the results for later analysis. The purpose was to get an indication of changes to the participants’ levels of understanding, and what changes if any there may have been to their attitudes. This approach would not establish changes to behaviours, only the participant’s immediate responses to the sessions and their future intentions.



The survey asked ten groups of young people ‘what words do you associate with gambling?’ The answers were combined into word clouds which the team analysed to see which were most used. The following graph compares the words most associated by the participants with gambling before and after a session.

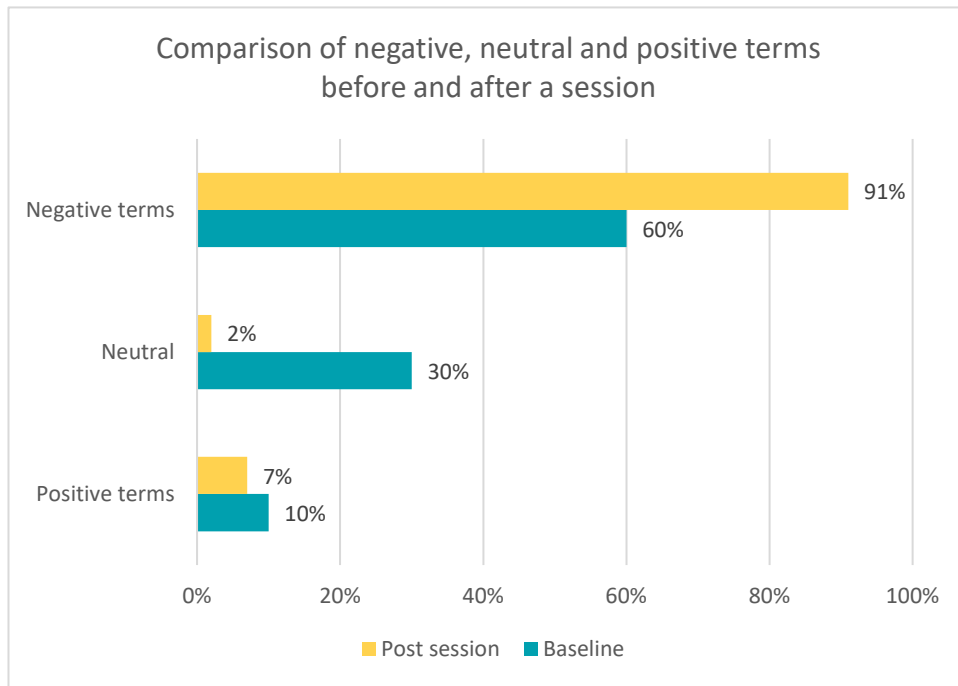


- Similar words and terms have been combined, for example addiction and addictive. Overall, some caution should be exercised in taking the numbers literally, but they are a good indication all the words in terms associated by the participants with gambling.
- Arguably, the words loss, losses and losing could be combined with the word debt. Similarly, the word depression could be combined with the term mental health if we assume that the respondents were referring to poor mental health (a reasonable assumption in the context).
- Sometimes it is hard to know in what the participants meant when using a word. For example, with “money” - did they think before a session that gambling was a way of making money, or are they associating money with losing in the gambling context? We're going to assume that the participants used word money at the start of a session in a positive sense because the frequency of this word declined after the session, but this is arguable.
- Some words and terms are neutral in meaning, for example football, casino or sports.
- There is no mention of the word suicide before the sessions (the baseline position).



Positive, neutral and negative words and terms associated with gambling

To further illustrate the shift in associations by the participants, we compared the frequency of words and terms with negative, neutral and positive connotations before and after a session, as illustrated in the following graph.



- The biggest change in the responses before and after a session is the increase in negative terms and words associated with gambling, increasing by 50%. Changes of this order are clearly significant, despite some of the inaccuracies in the data.
- Most of this change is because far fewer neutral terms such as football or slot machine were offered at the end of a session by the participants.
- The positive terms are barely evident at the end of the session, for example the words excitement and fun do not appear at all.

There appears to be a relatively high level of awareness of the negative aspects of gambling at the start of a session. Based on the words and terms used by the participants at the end of the session, the awareness of the risks of gambling is significantly increased because of exposure to the material in the sessions. The words addiction and addictive do not change in frequency from the start to the end of the session, but other words and terms come into the picture. For example, 'suicide' goes from 0% to 8% - it is worth noting here that the evidence and advice in the development stage meant GwL do not discuss suicide to 14-15 year olds. The words 'depression' and 'dangerous' both double in frequency from 4% to 8%; 'debt' doubles from 5% to 10%. Some other negative terms decline in frequency e.g., 'loss' and 'losing' decline from 13% to 9%, and 'risk' declines from 5 percent to 2%. However, new negative words and terms are associated by the participants with gambling by the end of the session e.g., 'crime', 'guilt', 'pain' and 'recovery' rise from 0% to



3.5% each / 14% combined. This indicates an appreciation of the broader negative impacts of gambling harms.

Likelihood of gambling



A still from the Gambling with Lives education programme film – the power of winning

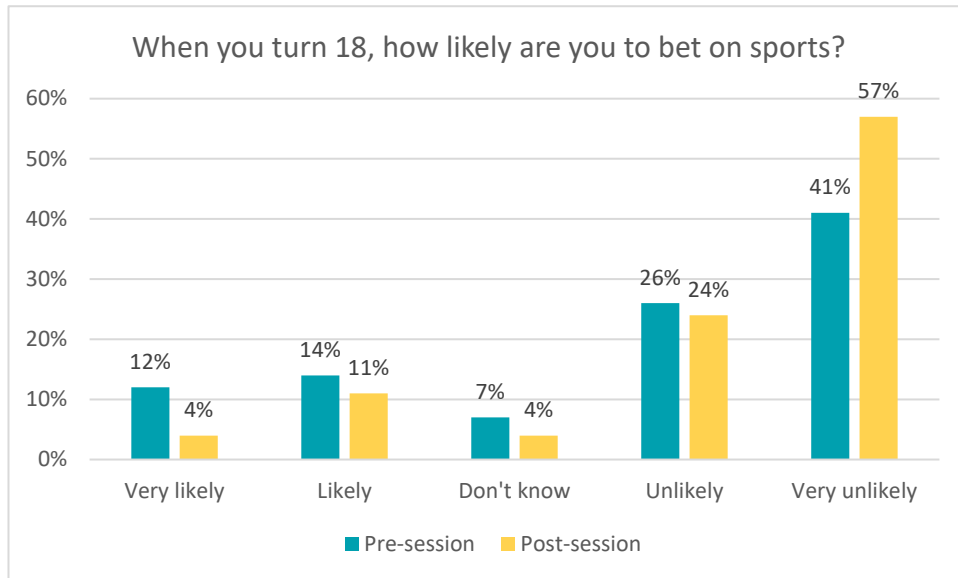
The MentiMeter tool was used at Urmston Grammar School to ask the session participants about their attitudes towards gambling, both at the start and at the end of the four sessions delivered in one day with 16- to 17-year-olds in year 12. In total, 114 of the 138 participants completed the pre session survey and 96 completed the post session survey. This is a useful sample size of an ethnically and socially diverse school population. A reasonable assumption is that variations in the percentages of 5% or more are likely to be statistically significant for a sample group of this size.

The students were asked seven questions and the data analysis is structured around these. Five of the questions related to the likelihood to gamble on a range of gambling products. We have included some combined analysis of these five questions. Two of the questions related to gambling harms more widely. We have also included a comparison of the participants gambling intentions i.e., to gauge which gambling products the participants say they are most likely to use in the future.



When you turn 18, how likely are you to bet on sports?

The following graph shows the range of responses, pre and post session. The question relates to betting on sports in general e.g., cricket, football and rugby.



Combining the responses gives a broader perspective on the attitudes of the participants, as shown in the following table.

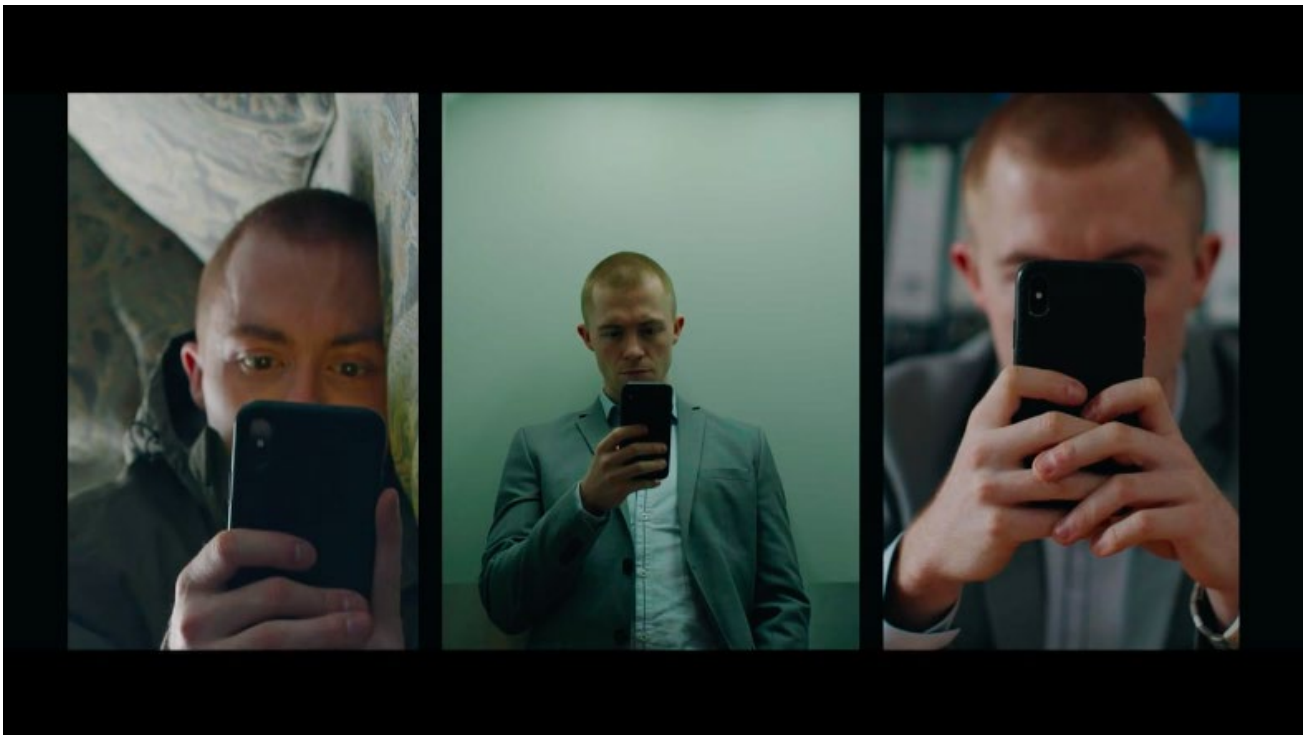
	Pre-session	Post-session	Shift +/-
Very likely or likely	26%	15%	-9%
Unlikely or very unlikely	67%	81%	+14%
Range	41%	66%	

If one aim of the education programme is to see a reduction in the proportion of participants who are very likely or likely to gamble, and an increase in the proportion who are very unlikely or unlikely to gamble, then it appears that the sessions have had a notable effect. The percentage range of responses pre and post session gives some indication of the change in the intentions of the session participants to take part in this gambling activity. There is a 25% shift in their likelihood, or intention, to bet on sports.

The table demonstrates that by the end of the session, the participants have a significant shift in the words they associate with gambling. This may also indicate a shift in attitude. It would be helpful in future studies to examine which demographic groups make up the population of those very likely or likely to gamble, regardless of the gambling product. This might help to target future campaigns and interventions.

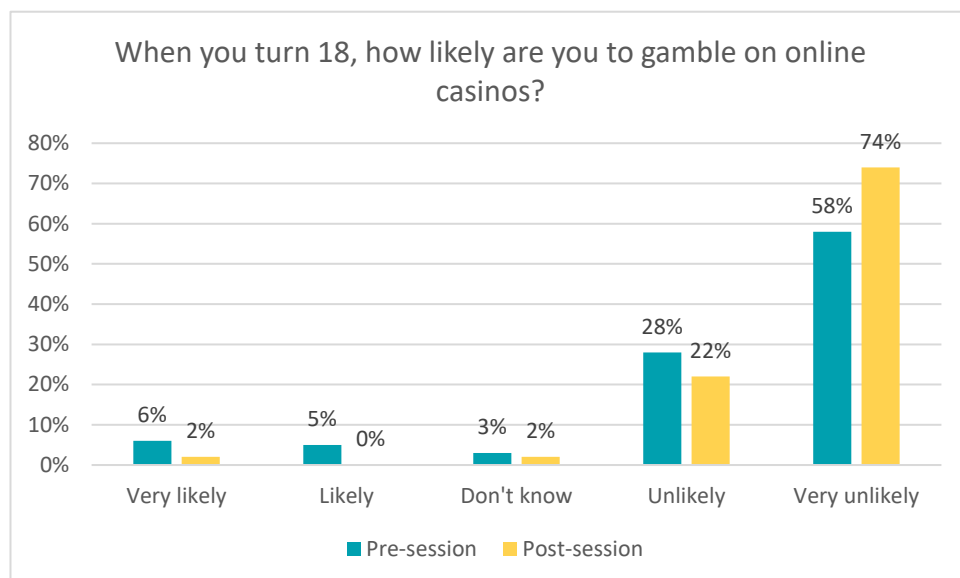


When you turn 18, how likely are you to gamble on online casinos?



A still from the Gambling with Lives education programme film – the power of gambling apps

The following graph shows the range of responses, pre and post session. The question relates to betting in online casinos, for example on virtual roulette tables or slot machines. Gambling with Lives would argue online casinos carry a higher risk of gambling harms. The education programme covers online gambling, but this does not feature as prominently in the film that forms part of the education programme. This might underline the importance of imagery in communicating important messages.



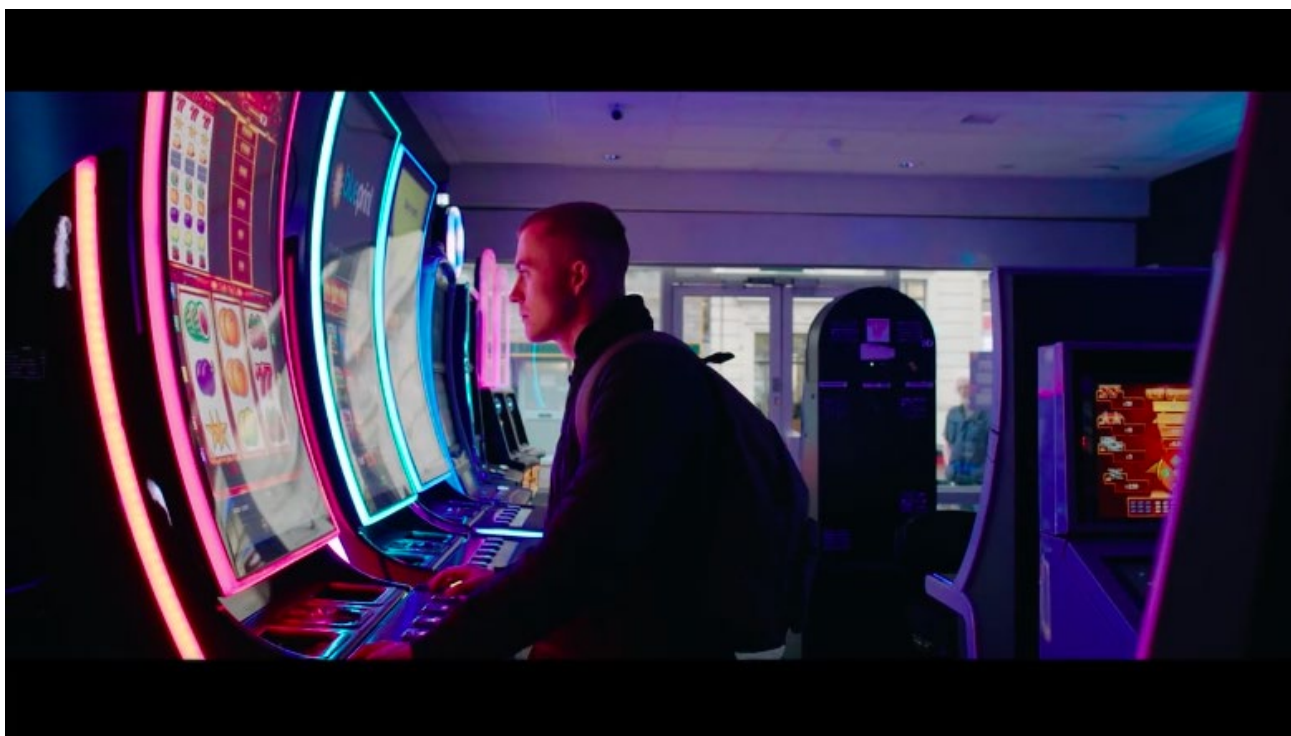
Combining the responses gives a broader perspective on the attitudes of the participants:

	Pre-session	Post-session	Shift +/-
Very likely or likely	11%	2%	-9%
Unlikely or very unlikely	86%	96%	+10%
Range	75%	94%	

The proportion of session participants who said they were likely or very lightly to gamble on online casinos was a much lower proportion than those saying they would gamble on sports. Post-session, this grouping dropped from 11% to 2%, the smallest grouping for any of the gambling products asked about. It seems that the session participants were already very cautious about this gambling product. 86% of them said they were unlikely or very unlikely to gamble on online casinos pre-session, rising to 96% post-session. The percentage range of responses pre and post session gives some indication of the change in the intentions of the session participants to take part in this gambling activity. There is a 19% shift in their intention to bet in online casinos.

Given the potential gambling harms which can come from this gambling product, this appears to be a strong outcome for the education programme, building on a strong base position. The same that may not be the true for other groups of young people.

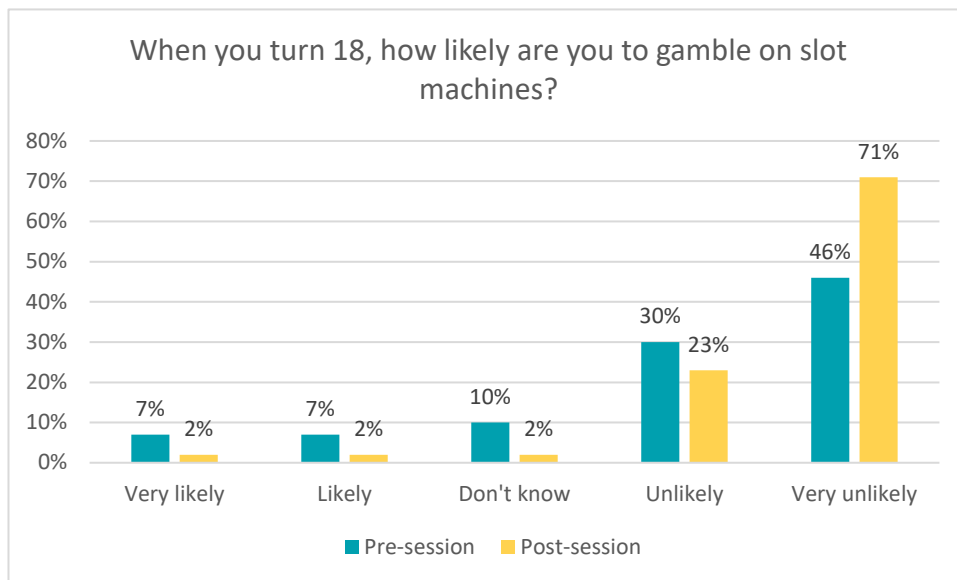
When you turn 18, how likely are you to gamble on slot machines?



A still from the Gambling with Lives education programme film – slot machines



The following graph shows the range of responses, pre- and post-session. The question relates to betting on slot machines, presumably physical slot machines of the type you would find in an amusement arcade. It's worth noting the slot machines feature prominently in the film used in the education programme, with the main character having his first gambling experience using a slot machine in an arcade. He is seen in subsequent scenes to use slot machines in an increasingly compulsive manner. This may have had a stronger impact on the session participants than input on other forms of gambling.



Combining the responses gives a broader perspective on the attitudes of the participants, as shown in the following table.

	Pre-session	Post-session	Shift +/-
Very likely or likely	14%	4%	-10%
Unlikely or very unlikely	76%	94%	+18%
Range	62%	90%	

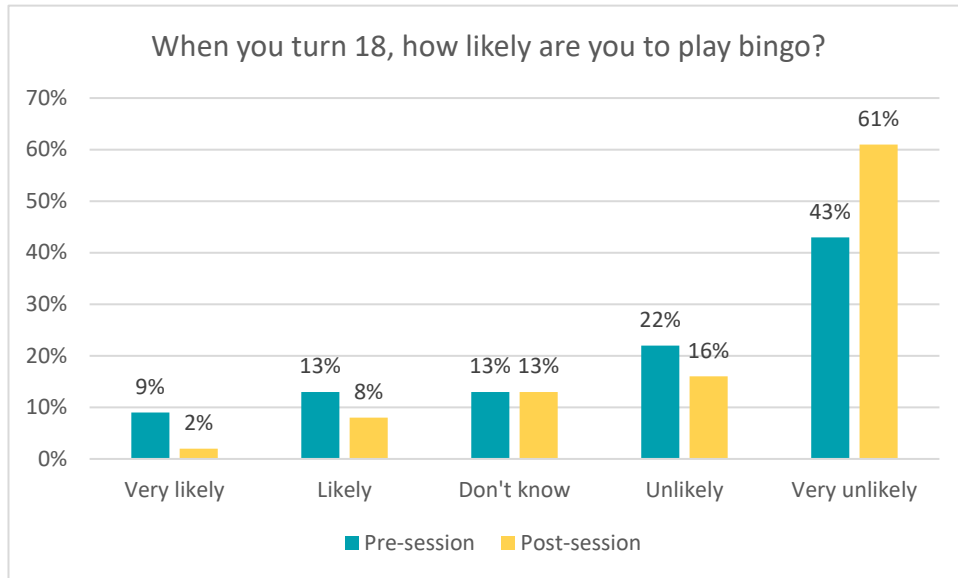
A relatively high proportion of the session participants responded as 'don't know' pre-session, but most of these change their position to unlikely or very unlikely at the post-session point. It is possible the participants were less clear about the potential gambling harms that can come from slot machines, but the film made a significant impact in this regard and change their attitudes. The percentage range of responses pre and post session gives some indication of the change in the intentions of the session participants to take part in this gambling activity. There is a 28% shift in their intention to bet in using slot machines.

Overall, the education programme has had a strong effect on the participants, especially if the aim is to discourage people from gambling.



When you turn 18, how likely are you to play bingo?

The following graph shows the range of responses, pre- and post-session. The question relates to gambling through the game of bingo. There is a perception that bingo is a low-harm gambling activity, but this view is being challenged as bingo, like other forms of gambling, becomes increasingly digitised, available online and available next to other online gambling products which are known to be high-harm¹⁹.



Combining the responses gives a broader perspective on the attitudes of the participants, as shown in the following table.

	Pre-session	Post-session	Shift +/-
Very likely or likely	22%	10%	-12%
Unlikely or very unlikely	65%	77%	+12%

A significant proportion of the session participants responded as ‘don't know’ pre-session and this proportion did not change post session. This might be because the participants unclear on whether playing bingo could be harmful or not e.g., they may not see this as a gambling activity at all, or as an activity for the older generation; bingo is “played” rather than involving placing a bet. The percentage range of responses pre and post session gives some indication of the change in the intentions of the session participants to take part in this gambling activity. There is a 12% shift in their intention to play bingo.

¹⁹ “Increasing harms for Bingo Players: digitalization, commercialization and regulatory inadequacy: a multi-site case study.”

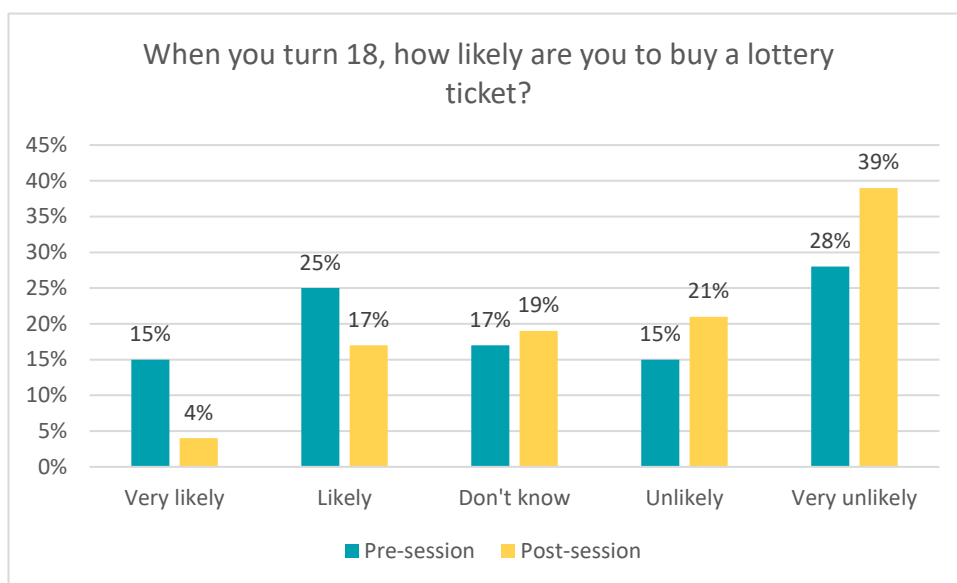
Maltzahn K, Whiteside M, Lee H, Cox J, MacLean S. <https://pubmed.ncbi.nlm.nih.gov/35508996/>



Overall, the results for bingo are more neutral than for most of the other gambling products the participants were asked about.

When you turn 18, how likely are you to buy a lottery ticket?

The following graph shows the range of responses, pre- and post-session. The question relates to buying tickets for the National Lottery, for which the age for playing has recently been raised to 18 from 16 years of age. The National Lottery is in effect a government sanctioned gambling programme, interwoven with messages of donating to charity alongside the chance of winning large cash prizes.



Combining the responses gives a broader perspective on the attitudes of the participants, as shown in the following table.

	Pre-session	Post-session	Shift +/-
Very likely or likely	40%	21%	-19%
Unlikely or very unlikely	43%	60%	+17%
Range	3%	39%	

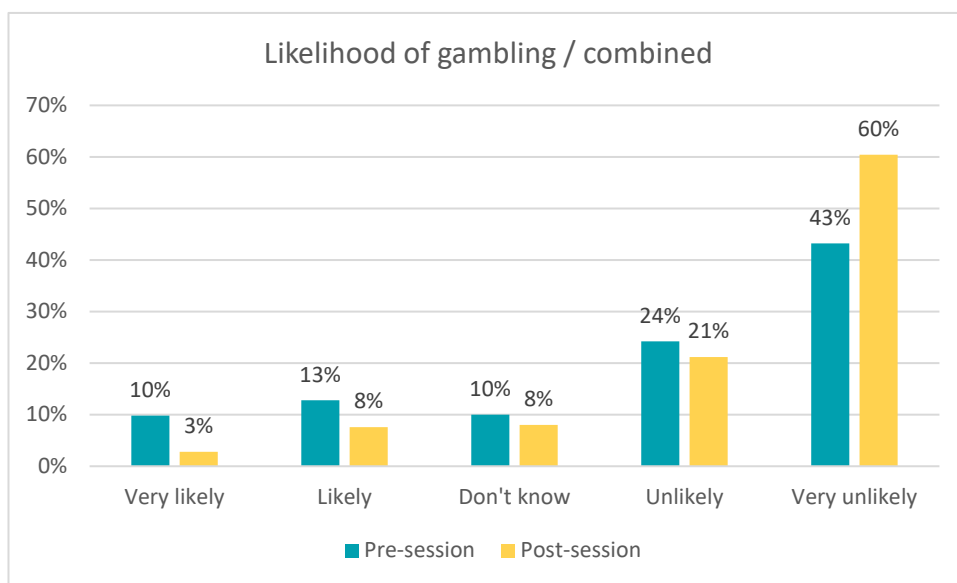
A significant proportion of the session participants responded as ‘don't know’ pre-session and this proportion increased post session. This might be because, as for bingo, the participants are unclear on whether playing the lottery could be harmful or not given the high levels of social and institutional approval for this activity. Overall, the results for the lottery are the most neutral of all the gambling products the participants were asked about. As for bingo, for language around the lottery is different from other gambling activities, with people “playing the lottery” rather than placing a bet.



However, there are significant shifts in the opinions of the participants on the spectrum from very likely to very unlikely to buy a lottery ticket. The percentage range of responses pre and post session gives some indication of the change in the participants with a 36% shift in their intention to buy a lottery ticket. The range pre-session was only 3%, the lowest for any of the gambling products.

Likelihood of gambling / combined

We combined the responses for all five of the gambling products to get some idea of the future intentions of the session participants towards gambling. This does combine five quite different gambling products with different perceived levels of potential gambling harm, but it does illustrate a shift and language and attitudes towards gambling.



Combining the responses gives a broader perspective on the attitudes of the participants, as shown in the following table.

	Pre-session	Post-session	Shift +/-
Very likely or likely	23%	11%	-12%
Unlikely or very unlikely	67%	81%	+14%
Range	43%	70%	

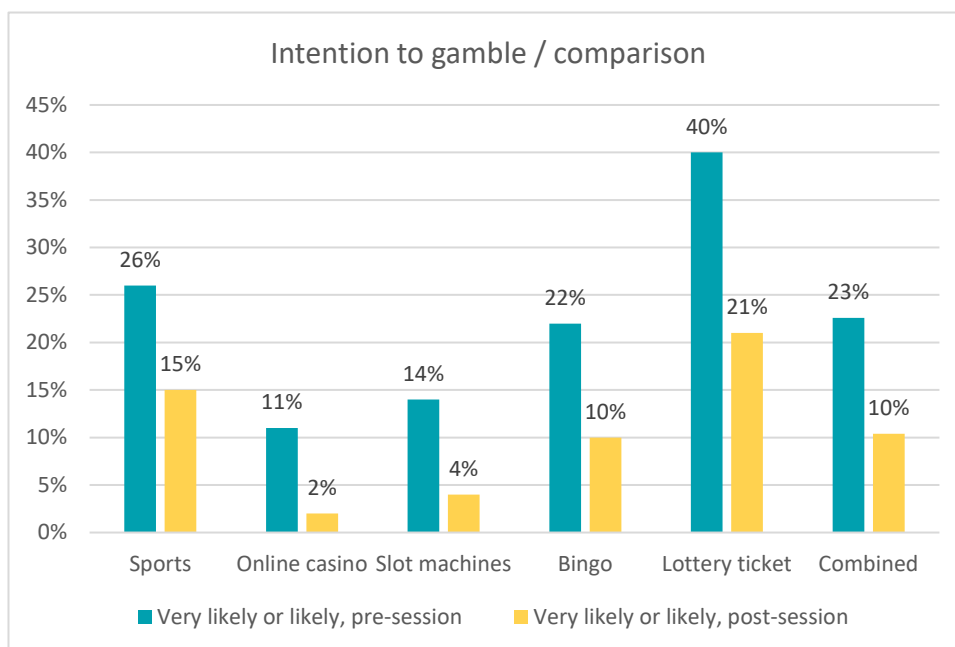
There are significant changes in the language used by the session participants, pre and post session. This is a reasonable indication of the change in attitudes because of the education programme. Overall, the participants who thought they were very likely or likely to take part in a gambling activity halved by the end of the session, with the proportion who thought they were unlikely or very unlikely to take part in gambling activity increasing by 14%. The proportion who answered as don't know stayed constant at between 8 to



10%. The changes in language and attitude are significant for the sample size. The overall range from pre to post session increased by 27%, a significant shift.

Comparison of responses indicating the likelihood, or intention, of gambling

We compared the responses of the session participants pre and post session to see what change there was in the likelihood of them gambling in the future. The graph below gives an indication of the change in attitudes because of the education programme. The changes are modest for the gambling products currently thought to be the most likely to lead to gambling harms: online casinos and slot machines. In effect, there is less scope for a change in relation to these gambling products, indicating that the participants already have a good awareness of the risks arising from these gambling products. The bigger changes are in relation to gambling products which most people might not associate with gambling harms: bingo and playing the lottery. The likelihood that the participants will take part in these gambling activities halved by the end of the session. Overall, the intention to gamble across all five gambling products more than halved.



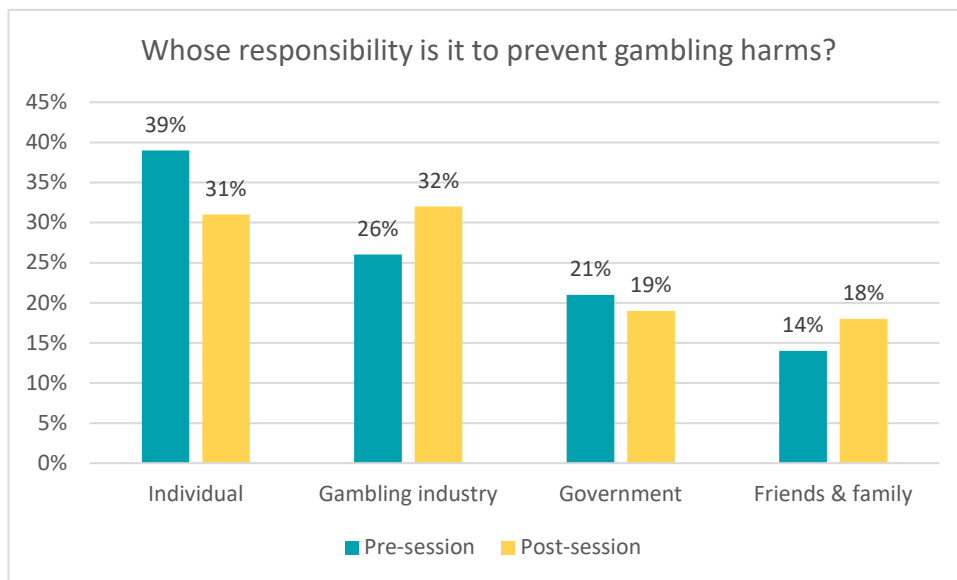
Whose responsibility is it to prevent gambling harms?

This question aligns with the view of Gambling with Lives on who is responsible for preventing gambling harms. They assert that the government, the regulator and the industry places far too much responsibility on the individual gambler, and not enough responsibility on themselves with the rhetoric around gambling implying that those suffering gambling harms are solely responsible for their situation, perhaps because of pre-existing mental health conditions or poor choices.

This is a viewpoint which does not consider the increasing power of the gambling industry to attract and retain gambling product users. Gambling with Lives would assert that online and phone / app-based gambling products are highly addictive and attitudes and regulation have not kept up with the increased



risks of gambling harms which come from these new products. We can contrast the government's position on gambling with its position on problem drinking drug addiction, where there is more acceptance the inherent danger of the products and the risks of addiction. Alcoholism is described as an illness.



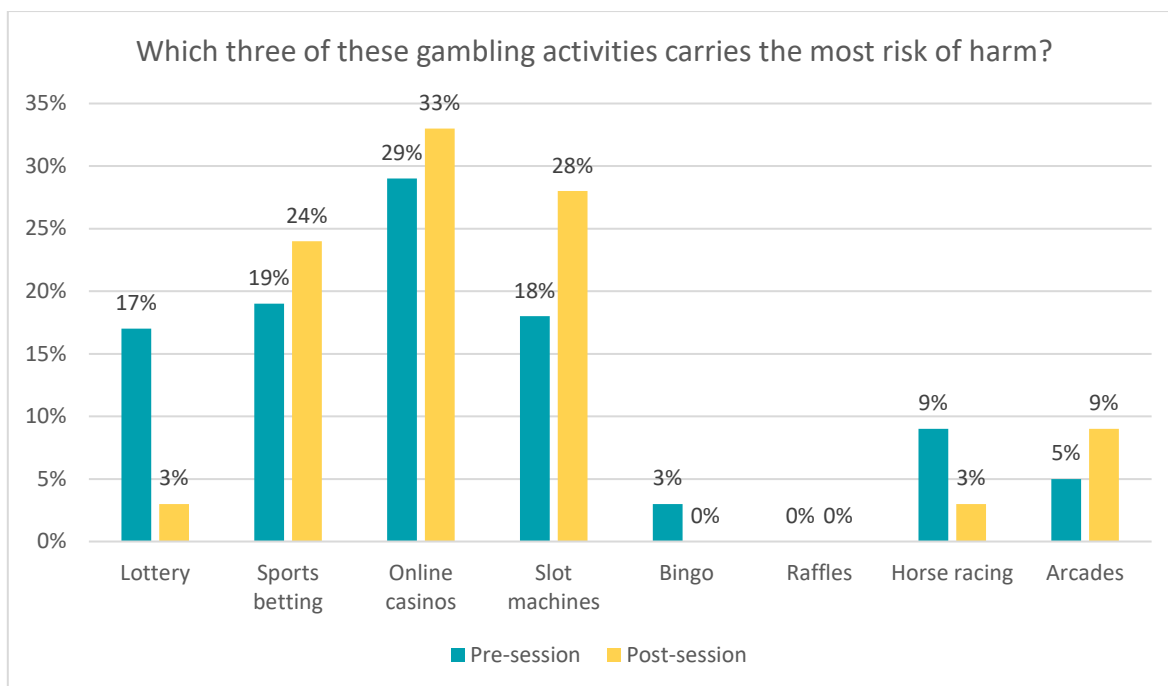
There are relatively modest changes in the views of the participants pre and post session. The biggest changes all those relating to the individual, where there is an 8% reduction in the proportion believing they are responsible, and those relating to the gambling industry, where there is a 6% increase in the proportion believing it is the gambling industry should be responsible for preventing gambling harms. Interestingly, the participants thought by the end of the session that friends and family should take more responsibility, not less, with the proportion increasing from 14 to 18%. The proportion of participants believing that the government should take more responsibility declined slightly, changing for 21 to 19%.

If the intention of the education programme is to change beliefs around Who is responsible for gambling harms, there is clearly more work to do. That said, this is not a substantive part of the content of the education programme. This is an area of the programme which could merit further discussion.

Which three of these gambling activities carries the most risk of harm?

This question sought to establish what change there was in the participants' perceptions of risk relating to a wide range of gambling products, framing participation in gambling activities in a different way from the questions on how likely or unlikely the participants were to take part in a gathering activity in the future.





There are some interesting results here which may reflect the balance of content in the education programme. The biggest change of 10% relates to using slot machines, which feature quite prominently in the film used in the sessions. This contrasts with how likely or unlikely participants were to take part in the gambling activity in the future. However, online casinos are perceived as carrying the most risk of harm. Also, sports betting, online casinos and slot machines together are perceived as the three gambling activities carrying the highest risk of harm.

It would be helpful in future iterations of this questionnaire to ask the participants why they gave answers so that we can better understand their selections.



Qualitative analysis

The qualitative analysis focuses on three main sources of qualitative data:

1. Interviews with the Gambling with Lives team
2. Feedback gathered in the education programme sessions
3. additional feedback from other sources

The analysis section is structured accordingly.

Analysis of the interviews with the Gambling with Lives team

The analysis of the interviews is structured by the six questions asked. The interviews were conducted virtually in July 2022 with the two interviewees – James Grimes and Barry Fennell - first asked to explain their role in the project. James is the Head of Education and the Big Step Project for Gambling with Lives, whilst Barry is the Programme Manager for Northern Ireland. Both were sent the questions in advance of the interviews. Note that a third member of the delivery team, Emily, was not interviewed but played an important role in the development and delivery of the education programme.

An important distinction which underpins the experiences of the team is that James' sessions (often delivered with Emily) tended to be shorter, in many cases just an hour long, whereas Barry's sessions in Northern Ireland tended to be longer, allowing him more time to explore the full programme, often over a period of weeks.

What has gone well and why?

Both interviewees pointed to the conclusion of the pilot phase of the education programme, with the successful development of content and refinement of the delivery approach, backed up with good quality materials. The team note that whilst they had not set a firm target for the number of people they would engage through the education programme, intending instead to develop the number organically, the final number reached has far exceeded their hope of engaging around 1,000 people. They achieved this by working with 34 different schools, colleges and clubs, all through direct delivery.

In particular, the film is singled out as content which has worked well:

“Film has worked really well: really well made, good quality, great piece of work, really strong resource. Working as a team on how to improve it further.”

Having people in the sessions with lived experience of gambling harms has proved effective as a way of gaining and sustaining the attention of those present. The power of this approach was observed first hand at Urmston Grammar School, for which there is a case study later in this report, but it bears repeating here that the young people could see James in the film talking about his experiences, and then see him at the front of the room. The emotional effect of having someone willing to talk to them in person about their painful experiences was palpable.

“Lived experience input has gone well as it grounds the programme in reality and is emotionally powerful.”





The team felt that the combination of the film and the presentation of the content by people with lived experience was a particularly effective way of developing the audience's understanding of gambling harms, and to challenge their perceptions around the narrative of "responsible gambling". Correspondingly, Barry felt that sessions delivered without lived experience to hand had less impact on the attendees.

"I did a session with two recovering gambling addicts who were able to explain how the addiction affected them. I was the facilitator; they provide the personal lived experience which really hits home. there was rapt attention from the young people and they asked loads of questions. Perhaps this says something about the power of having authentic, lived experience to hand, rather than 'abstract' material?"

Barry also highlighted the importance of developing the delivery model in the right way, to achieve the best possible outcomes and impacts.

"There was lead-in time before starting delivery and this gave important time to build relationships which enabled delivery of the full programme. I had regular meetings with staff, building the relationship, building trust, building rapport, identifying needs and issues."

Barry expanded on the importance of this approach, highlighting the importance of both testing and developing the programme's materials, and of assessing how much learning the participants retained from week to week. He also noted the value of delivering the full programme over a series of sessions.

"The pilot phase from October to December 2021 allowed me time to really test the material. A longer, fuller engagement helped to deliver better outcomes, including elements of empathy with the characters in the film. Doing the whole programme in full was really valuable."

James pointed to the importance of this education programme in the wider context of gambling education funded by the gambling industry.

"The overall idea of having an independent offer which stands out as a disruptor to the standard gambling narrative - it says things which the other gambling interventions do not say."

What has not gone so well and why?

The main issue faced by the team was the amount of time available to deliver the education programme. In many contexts, they had only an hour or so with the young people, although the delivery in Northern Ireland allowed for sessions delivered over a period of weeks. The ideal length of a session or course was discussed in some detail concluding with broad agreement that whilst longer sessions can deliver a range of desirable outcomes, shorter sessions can make an impact on the participants. Further to Barry's comments above, he also said the following:



“Shorter sessions do not allow enough time for discussion and questions. I think that a short session should be 90 to 100 minutes minimum, without having too long a session. You need time to establish a connection for the young people to be honest and open.”

The team accept that delivering the content in longer and / or more sessions would have allowed more time for follow-up conversations with the young people but securing the time to do this from schools (in particular) proved hard.

“We designed it for four one-hour sessions but we only did that with 15% of the young people at most as schools do not have the time.”

More time would have allowed for more discussion, questions and debate. Whether this leads to better and longer-term changes to understanding and attitudes is not known, but an instinctive conclusion is that it should – more time spent listening to and considering the content of the course should lead to a deeper understanding and changes to attitudes. The only way to know with more certainty would be to revisit the participants to see the extent and permanence of their changed understanding and attitudes. It may be the case that wider benefits for young people come from longer session and / or a series of sessions, and that this might be more helpful in a less formal youth club setting. In James’ opinion, what matters most is:

“The consistency of messages across the locations – the key role of the presenter is to reinforce the key messages regardless of the format.”



A strong feature of the delivery was the involvement of recovering gambling addicts – sharing their lived experience increased the impact of the sessions (see section above). However, this can have an impact on the people sharing their experience, especially if like James they were doing this on a regular basis:

“There was an adverse impact on me from sharing my story over and over, reliving the pain of my experiences.”



What learning is there for the future?

In terms of the key objectives of the programme, Barry considers that the important question is ‘what is the best way of achieving this’? In his view, what worked well was to get the young people, where time allowed, to reflect and re-articulate the messages of the sessions.

“The key thing is to get the young people to reiterate things in their terms as this shows deeper engagement. There is no need to deliver the messages in a heavy-handed way as the messages speak for themselves.”

In addition, Barry believes there are two further important factors:

“Two key things are flexibility and adaptability e.g., to tailor the content to the groups, and to keep the lived experience as a really important part of the delivery (and perhaps even stronger if they are relatively local to the young people).”

The main limitation to the inclusion of people with lived experience in the sessions is availability – people who are willing and able to share their experiences. If there are more people available to play this role, the ideal programme could be delivered to more young people.

“We could take the ‘train the trainer’ approach - training others to deliver the programme, with some support as well, and include a speaker to provide the key lived experience.”

James thinks that the team should have content suitable for any available slot – the course material needs to be flexible to the audience and the session duration.

“It is better to speak for 20 minutes than not at all, as long as we agree on what we want to do before we go to deliver it!”

In terms of understanding the effect of the sessions, it would be helpful to have the young people spoken to separately or independently about what they had learnt and their attitudes, in addition to the survey data analysed in the quantitative section of this report.

It was also felt that it took too long to get to a clearer position on aspects of the programme, for example with the evaluation framework, but that the first part of the pilot did work well and proved the case for the programme.

“Key meetings were needed sooner than they were held, but there was lots of other things going on at the same time! Through the process of developing the programme, Gambling with Lives has learnt to focus down and do fewer things really well.”

What has been the best outcome so far?

This proved a hard question for the team to answer in much detail as the question on what had gone well and why had drawn out most of the important points around the outcomes from the programme to date. However, two areas come across strongly.

First, and more so for Barry, it was the response of the young people who engaged in the sessions, showing that the experience was worthwhile and beneficial for the class or group.



“I enjoyed the reactions of the young people, whether that was a question or a statement they make in response to the course content. There were lots of positive reactions from the young people backed with good testimonials from their teachers and youth leaders.”

For James, there was a similar point around the effect of the programme on the participants.

“There was a clear and obvious change in the perceptions of the participants and this is backed up by the data.”

More widely, there was important learning for the charity:

“The programme is ambitious. We learnt that you cannot do everything, and that you need to focus.”

What are your thoughts on the programme legacy and its sustainability?

For the purposes of this evaluation, legacy is thought of as ‘what remains at the end of a period of activity and / or funding’ and can be either physical or other products which will endure for a period consistent with the investment. Sustainability is more about how the important aspects of a programme will be maintained; this is often about further funding but there are other aspects to this e.g., in this case, sustaining the interest of the audiences for whom the course content is designed.

The main legacy item is the course content and the learning from delivering this in a range of settings and with a good number of participants. The team know that the content and delivery work well, and that this position has been reached through regular reflection on what works best. The charity has invested in good quality resources (the film stands out but the slide packs are also very well made) and this will have a ‘shelf-life’ of perhaps two or three years. Depending on regulation, gambling products and the harms which can come from them, will change over time and the content will need to keep pace with these changes. The comments from the interviews reinforce these points.

“An important legacy is the pilot programme and how we have learnt from it. It’s primarily been about engaging with young people in a meaningful way, something which they can unpack for themselves. I asked myself ‘Are the materials suitable and appropriate? Do young people engage with them?’ The answers were yes on both counts. We have a preventative health programme with clear messages.”

The quality of the programme and its position as something created independently of the gambling sector has enabled new and important relationships for the charity – this is a significant outcome.

“Throughout the pilot, it has allowed us to speak to people we would not usually e.g., policy makers at all levels, develop relationships, gather support. The programme has enabled us to be more effective and listened to.”

This is very much in line with the charity’s purpose and has raised their profile:

“The programme allows us to have a visible presence on the ground, and allows us to engage proactively, as well as supporting families who have suffered suicides because of gambling. We have a strong message which demands attention.”



It will be challenging to increase delivery of the programme and this is largely a question of resources and the ability to scale-up delivery. If the involvement of people with lived experience of gambling harms is an important ingredient, then this requires careful management. This also has implications for the course content and the team are already considering filming new clips and editing these into the overall film.

“Funding is the challenge.”

“(Expanding the programme) would need a stronger training and induction process. That’s why it’s important to develop the materials with more of an evidence base; make it easier for others to do it. We need to refresh the film with new segments and new people.”

Our view is that the course has a stronger legacy than many other funded programmes, with content which has proved to be effective and a surrounding narrative which has drawn the attention of supporters and policy makers. The content is flexible and can be tailored to different audiences and situations. The delivery team have been directly observed and have also proven to be skilled, flexible and capable presenters and facilitators, as the situation demands. Overall, there is a very good delivery model which can be varied from a one-hour workshop to a series of four or more sessions. As commented above, funding will be the next challenge to continue and expand delivery.

What other thoughts do you have on the programme?

Depending on the audience, there appear to be additional benefits to holding longer sessions. More time allows for more and wider-ranging discussions on and around the issues raised by the course content. It allows more time for the exploration of the lived experience of the course participants, as well as the lived experience those who live with gambling harms. In the right context, this could be a ‘selling point’ to groups, schools and organisations interested in the programme.

“The six-week programme allows for wider PSHE issues to be addressed; is there mileage in this? The programme better done over time and in sequence, with time to explore wider, connecting issues. Advertising, media-awareness, politics, ethics, philosophy, social media, mental health, relationships, communication etc.”

However, having the resources to do this may be a limiting factor and, arguably, the course is not about the wider benefits but about communicating important gambling harms-related messages, improving understanding, changing attitudes and behaviour. To counter this, it seems entirely plausible to assume that longer sessions will be more effective in the long run, but there is not the data for this yet.

Other thoughts were around looking forward to ways in which the programme can be delivered more widely.

“We could try a train the trainer model, for example with young leaders in schools who could distribute the gambling harms message amongst their peers.”

There were regular requests from teachers for the programme to cover gaming, which provides reason for GWL to create new material on the link between gaming and gambling product design/characteristics as part of ‘Phase Two’ of the education pilot.

As stated, finding funding for further development and delivery will be a priority, independent of the gambling industry.



“We will be looking for more funding, focusing on further refinement of the course and positioning Gambling with Lives as an independent gambling education charity – we want to be ready to meet this need.”

Analysis of the feedback gathered in the education programme sessions

The programme team gathered feedback from a variety of sources as delivery progressed. It is uniformly positive in tone and with some suggestions for refining the content. Clearly both the content and the way in which it was presented was much appreciated. An example selection of comments are presented here.

“I felt the programme was really worthwhile and as I said before even, I learnt about some areas of gambling harm and gambling addiction support that I wouldn't have thought of before.

The resources in the PowerPoints and the film/films are really good. What I would say as a bit of feedback is to perhaps have questions about aspects or information contained in the smaller video clips to ensure students are kept on task and have an area of thought to consider when the film is over. By smaller video clips I mean the ones within the PowerPoints about the history of gambling etc.” Excerpt from an email from a school's head of religious education.

A comment of note in the following feedback highlights the need for educating students about gambling harms to the same level as they are made aware of the dangers of alcohol and drugs.

“I was absolutely delighted and grateful for how you conducted the session today. There was a warm, informal but informative approach to the occasion, and I think the engagement of the students and some of the thoughtful response reflected this.

You have a very easy way in the delivery of very serious information that I think brought home that while this is a serious addiction there is no judgement but a lot of support available and easy to access.

In terms of the pastoral delivery I think it would be an excellent addition particularly for Yr. 8-10 (KS3) as I often think that the students are very well clued in as regards alcohol & drugs but this terrible scourge is somewhat forgotten- not only would it enlighten the lads but could potentially put us as a school community in a position where some lad or a family living with this issue would be empowered to come forward and seek help.” Teacher, Northern Ireland

The following feedback relates to students aged 14 to 16 who were considered as disillusioned with school, from disadvantaged backgrounds with low ‘behaviour for learning’ scores. The school had already concluded that they needed to make them aware of the risks and potential consequences of becoming gambling or gaming addicted. They engaged Gambling with Lives to work with the students and made the following comments which reaffirm the main learning points higher up the report, and ending with a clear recommendation of the course to other schools and groups working with mid-range teenagers:

“The two guest speakers were both recovered gambling addicts, often referring to their previous experiences and the detrimental effect that it had on their lives. This was extremely powerful and it kept our students engaged throughout. The leaders ensured the session was interactive, enabling the students to ask relatable questions. The delivery of the session was clear and informative, utilising videos, discussion and Q&A.

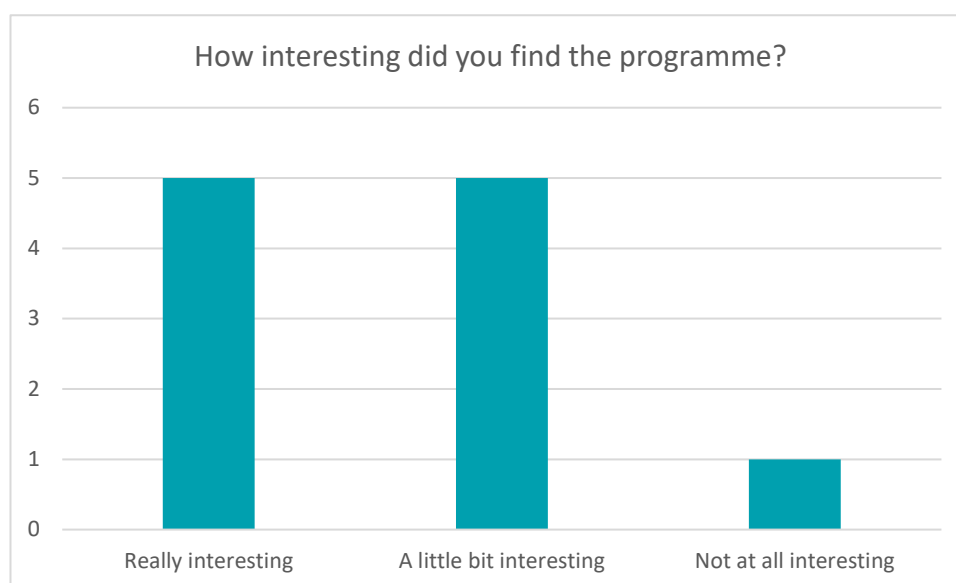


At the end of the session, the students were asked to rate the session 1-5, with 1 being the lowest and 5 the highest. 6 students gave the session a rating of '5' and 3 students rated the session a '4'. I highly recommend this session for all students aged between 14-16."

Another set of feedback consisted of 11 feedback forms from young people engaged through the programme. They were asked three feedback questions:

1. How interesting did you find the programme that looked at gambling addiction / harms overall? The students were asked to rate their level of interest on a scale of three statements.
2. What surprised you most about what you heard / saw during the programme about gambling?
3. Please explain or tell us in what ways the sessions have changed your views on gambling and gambling addiction.

The students rated their level of interest as shown in the following graph:



The student who rated the programme as 'not at all interesting' is the same student referenced below who reported an existing strong bias against gambling.

The responses to questions two and three were qualitative. The main themes were as follows, generally reflecting the important messages of the programme.

What surprised you most about what you heard / saw during the programme about gambling?

- The high risk of addiction
- The negative impact which gambling addiction can have on a person's life
- How gambling companies 'romanticise / glorify' gambling
- The (negative) effect on mental health

Please explain or tell us in what ways the sessions have changed your views on gambling and gambling addiction.

- Greater awareness of the damaging effects of gambling: 'life destroying', 'how dangerous gambling can be'



- Increased aversion to gambling: ‘even more put-off than before’
- Reaffirmed aversion to gambling: “my view has not changed’ and ‘I’ve always been against gambling and this programme has strengthened my views’
- The danger of getting into (unmanageable) debt

Analysis of social media comment

Social media (specifically Facebook) was monitored from 21st March 2022 to 8th July 2022, partly as a way of setting the project into the wider context of Gambling with Lives’ efforts to broaden and deepen the debate around gambling harms and regulation, and partly to see further feedback from the course participants. As such, this monitoring does not tell us much about the education programme, but it does provide helpful context. Some important, milestone posts are included here in chronological order.

Post	Commentary	Post	Commentary
	<p>We asked some young people who’ve recently attended our education sessions what they’d learned about gambling addiction.</p> <p>Of all the answers, this one stood out the most.</p>		<p>Important feedback from a young person who attended one of our education sessions recently</p>
	<p>“Addictive personalities” are not the problem</p>		<p>“This is massive propaganda from an industry that has engaged in tax avoidance for years. I hope the Treasury isn’t buying it,” says Matt Zarb-Cousin on the gambling industry’s latest attempts to oppose much-needed reforms</p>





Our campaign highlights the huge role dangerous gambling products play in addiction and pushes to make them safer.

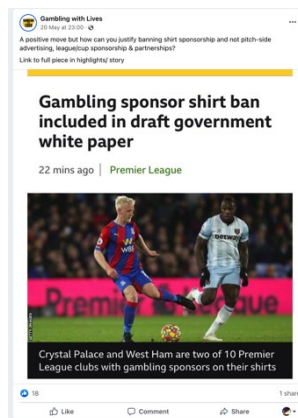


When it comes to gambling harm, we believe that prevention is more effective than cure.

That's why last year, we launched our ground-breaking education programme, aimed at preventing gambling harm in young people.



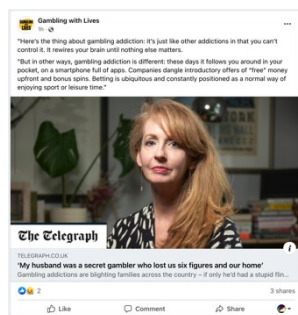
Not good enough. The Government response to Jack's inquest ignores serious concerns & maintains the gambling industry's influence on health messaging, research, education & treatment.



A positive move but how can you justify banning shirt sponsorship and not pitch-side advertising, league/cup sponsorship & partnerships?

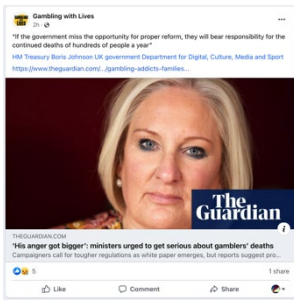


We're pleased to announce that Barry Fennell has delivered our education programme to over 500 young people in 13 schools & youth groups in Northern Ireland
Great work Barry!



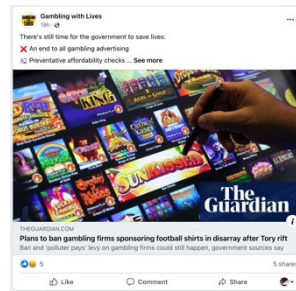
"Here's the thing about gambling addiction: it's just like other addictions in that you can't control it. It rewires your brain until nothing else matters.



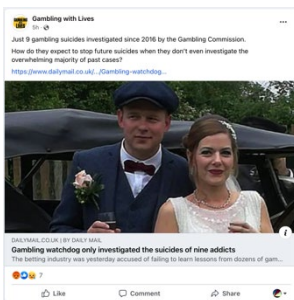


“If the government miss the opportunity for proper reform, they will bear responsibility for the continued deaths of hundreds of people a year”

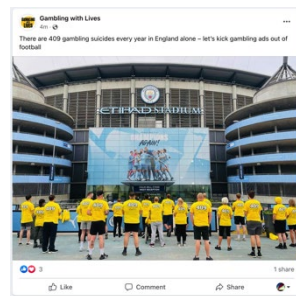
HM Treasury Boris Johnson UK government



There's still time for the government to save lives: An end to all gambling advertising



Just 9 gambling suicides investigated since 2016 by the Gambling Commission. How do they expect to stop future suicides when they don't even investigate past cases?



There are 409 gambling suicides every year in England alone – let's kick gambling ads out of football

The posts show the effectiveness of the programme in communicating important messages about gambling harms and addiction against the backdrop of the power of the gambling industry and the reluctance of government, to date, to tighten gambling regulation. Objectively, the 2005 Gambling Act has not been updated to reflect the changes in gambling media, with increased use of online and app-based betting. It is these products which are particularly addictive and which lead to more and wider gambling harms. Educating young people about the risks of gambling is one way that Gambling with Lives can help to redress the balance.

Conclusions

1. It was vital to the development of the education programme to have a pilot phase. The team used this time to very good effect, refining the content and the delivery approaches to a high level.
2. The different approaches to delivering the programme i.e., very short or longer delivery durations, has allowed for useful comparative learning between the two delivery modes. We do not know which approach is the more effective in the long run, as the shorter sessions were certainly very impactful, whereas the longer sessions allow for more reflection and may lead to more embedded experiences and changes to understanding and attitudes than the shorter sessions. The only way to know this would be to revisit the different groups and examine this with them. However, the format for each iteration of the education programme is typically set by the host organisation.
3. Participating schools, colleges and youth clubs have been very positive about the education programme, recognising its quality and the observing the effect it has on the participants.



4. Increasing the reach of the programme requires more funding, naturally, but will also require the expansion of the team. This report summarises the 'vital ingredients' and these need to be protected to ensure the quality and impact of the programme continues.



Case Study – Urmston Grammar, Manchester, England

The event and session content

Gambling with Lives (GwL) were invited with three other charities to take part in an all-day awareness raising event for sixth form students at Urmston Grammar School, Manchester. The GwL session was designed to communicate the harms which come from addition to online gambling games and phone apps which have a fast pace and highly addictive format. Each of the four sessions was planned for 60 minutes duration (at the request of the school) to include the movement of students in and out of the sessions. The sessions were delivered in a small lecture theatre with capacity for 40 students. It was delivered by Emily Beck and James Grimes, both from Gambling with Lives, with a teacher in attendance for most of the session.

The format of the sessions was a blend of presentation by Emily and James, intercut with four short films from a production developed by Gambling with Lives. The film follows the life of a young man who develops an addiction to gambling, charting the gambling harms that result from the addiction i.e., the damage to his relationships, finances and career. The four films cover the following phases of the gambling disorder:

1. Starting – exploring how people begin their relationship with gambling.
2. What can't you stop? – exploring the reasons why people find it hard to stop gambling.
3. Consequences – exploring the negative effects of gambling addiction – the gambling harms.
4. Moving on – exploring how a person can move away from a life centred on gambling to something better.

The tone of the sessions was realistic and avoided preaching e.g., James stated explicitly at the start of each session that GwL were not there to say, 'you should not gamble at all'.

The young people were engaged at points in the session through an online survey format (MentiMeter) and through short question and answer exercises. The online questions helped to set a baseline for the students' level of understanding of and their attitudes towards gambling. The question-and-answer exercises tested the extent to which the students engaged with the material.

The time available to deliver the session was considerably shorter than GwL would wish, but the material and the approach was adapted to the circumstances. A one-hour session significantly reduced the amount of time for discussion, but it did provide enough time to show the four short films and to emphasise the key points relating to gambling harms. A 60-minute delivery slot certainly focused the session on the absolute essential ingredients.

Neil Smith attended to observe and evaluate the session.

Evaluating the sessions

In line with the evaluation framework / Theory of Change, the evaluation looked to find evidence of change in three main areas:

1. Changes to understanding
2. Changes to attitudes
3. Changes to behaviours



The evaluation of the sessions focused on finding evidence of changes to understanding and to attitudes. It was not possible to evaluate changes to behaviours in a short session without a baseline. The evaluation was based on the evaluator's observations and from asking the students questions about their overall experience in the session.

Challenges and questions

1. How can GwL scale up to reach more schools? Are support materials needed for teachers in the lead-in and follow-up to the session(s)?
2. Are handout materials needed for the participants to take away?
3. Keeping the lived experience as part of the delivery – James cannot be everywhere. Can the sessions be as effective, or effective enough, if the film is not accompanied by someone sharing their lived experience?
4. What is the ideal length of a GwL session, or does there need to be a variety of formats to suit different situations? What are the limits of this flexibility?

Delivery of the session materials

The session was delivered smoothly and consistently through the day by Emily and James. It was hard to squeeze in the important elements of the session in 60 minutes, but Emily and James managed this very well, adapting to the different group dynamics and the varying lengths of the sessions (one was shorter than planned, another slightly longer). The technology worked well with most students able to access MentiMeter using their mobile phone, or to share with someone else. The four film clips worked perfectly and have been produced to a high standard (we understand that the films were considered for an award). Emily and James work well together and the overall impression is of a polished and professional session which would sit well in a wide variety of settings, not just schools and colleges.

The students were well-behaved and even when 'chatty' they were generally talking about the session. The fast pace (a challenge for the team) was helpful in maintaining the attention of the room as any short lags in pace were addressed by moving to a new area of content.

This comment from a student highlighted the challenge of delivering the session in just 60 minutes:

"I wanted more time to discuss and ask questions e.g., the relative risks & harms between gambling products."

But overall, the feedback was good, as these sample comments show:

"Yeah, it was good, I learnt stuff."

"It was interesting – I was not bored."

The students applauded warmly at the end of each session.

Impact of the session

Each session was hard-hitting, grabbing and holding the attention of the students throughout the hour, even in the final session when the students had been through three other presentations. The teachers told the GwL team that the students were telling each other that this was the best session of the day. It was



especially powerful to have James both in the film and in the room delivering the session. His personal, first-hand testimony was highly effective in gaining the students' attention and to delivering the important messages. The students were clearly engaged with the materials and taking them in.

The students were asked what they thought was the best things about the session by the evaluator. The 60-minute session made an impact with the students mainly because of the quality of the film and the strength of James' testimony. The two together make a powerful, emotionally-charged combination, but the delivery is sensitive and restrained – as such, the materials and lived experience speak for themselves and do not need further dramatic overstatement, and the film has woven into it the lived experience of people who have experienced gambling harms. The effect of the film and James' participation in the session is illustrated in these comments from the students:

“Having James in the room (was the best thing).”

“Informative, I learnt stuff about gambling which I didn't know before.”

“The films - really good, cinematic, got my attention.”

The question-and-answer activities illustrated that the young people were paying attention and taking in the information. They were able to give good and accurate answers which showed they had watched the film closely and learnt from it.

Changes to understanding

It was clear from the question-and-answer activities that the students gained an immediate increase in their understanding of how a gambling addiction starts, why it is hard to stop and the effects this can have on a person's life (and the lives of those around them). The quality of the films and the overall delivery meant that the students were engaged and attentive, taking in the information and recalling it shortly afterwards. How deep and long-lived this improvement in understanding was can only be explored through a follow-up session to check this.

Changes to attitudes

There was not really any time in which to explore the attitudes of the students towards gambling; this too needs examination in a follow-up session. However, if the effect of the session on the students is anything to go by, it seems reasonable to assume a change in attitude for many of those attending. As described above, the session is hard-hitting without being mawkish or trying too hard. The messages of the session are clear and impactful.

Changes to behaviours

There was not really any time in which to explore the behaviours of the students in relation to gambling, this too needs examination in a follow-up session. We do not know what their current behaviours are and, in theory, it should not be possible for students in this age range to take part in gambling activities, unless they are over 18.



Case Study – Dundonald High School, Dundonald nr Belfast, Northern Ireland

Dundonald High School was the first post-primary school to sign up for the Gambling with Lives education programme after the September 2021 launch. The trainer, Barry Fennell, worked with 15- and 16-year-old students at the school for six weeks, the longest period over which any iteration of the education programme ran in the pilot phase. As such, it proved newsworthy, appearing on the BBC News website on 29th December 2021²⁰.

The article highlights the connection between the GwL education programme and the tragic suicide of a young man Lewis Keogh from Enniskillen, County Fermanagh, and the role played by his parents in developing the pilot's content.

"I'm hopeful that we are going to provide something that will save lives." Pete Keogh, father of Lewis

Lewis' parents were determined to help prevent other, similar tragedies which come from gambling harms, and which sufferers may feel they cannot talk to others about or get the help they need.

"If Lewis had been given the education at school, I think there's a very strong chance we'd still have him with us," Pete Keogh

"He was very risk-averse really - he never smoked, and he was aware of the dangers of drink and drugs. So, I think if he'd been aware of the dangers of gambling, he would never have done it." Sadie Keogh

The article explains how the GwL education programme uses a 'hard-hitting film' and looks at the marketing techniques used by betting firms, reflecting GwL's desire for tighter laws on gambling advertising. The article records the reactions of some of the pupils to the sessions:

"Everywhere you look, gambling's there - it's on your phones, it's on billboards - and that's what attracts people, and draws them in," said Gabby.

James added: "I wasn't really sure about how addictive gambling can be. But I know now."

Ellie hopes that "in the future, if I know someone who's going through this, I'll be able to help them".

A teacher at the school highlighted the growing recognition in the education sector for needing to address the risks associated with gambling:

"Most of the students were aware of gambling, but not the extent of the harm it can cause," Teacher, Laura Haggan

²⁰ 'Gambling education programme aims to shatter stigma', <https://www.bbc.co.uk/news/uk-northern-ireland-59726322>

