



Annual Review & Accounts 2017/18

Young Gamers and Gamblers' Education Trust

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YGAM™ is the trading name of Young Gamers and Gamblers Education Trust and registered Trademark: UK00003114184



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Introducing YGAM

Objectives and Activities

The charity's social purpose is

'to inform, educate and safeguard young people against problematic gambling or social gaming'.

YGAM approaches the delivery of its social purpose through three distinct activities, each designed to meet our objectives and contribute to the delivery of the National Strategy to reduce gambling harms. In particular our activities contribute to (i) Priority Action 1: Research to inform action; (ii) Priority Action 2: Prevention; (iii) Priority Action 4: Evaluation of the National Strategy.

YGAM approaches the delivery of its social purpose through three distinct products:



Prevention: Practitioner Workshops

YGAM's accredited practitioner workshops are about training and formally Pearson-

certifying teachers, youth workers, community mental health colleagues, prison & probation colleagues and community volunteers to deliver the YGAM programme to young or vulnerable people in their care. The YGAM programme complements all subjects within the National Curriculum, PSHE education, student enrichment programmes and the latest Ofsted framework around creating confident, self-assured learners.



Prevention: Peer Education

YGAM's accredited peer education programme is all about giving year two and year three university students a part-time, meaningful living wage job.

Students are trained and given the skills and knowledge to become a certified Peer Mentor. Once certified, students then deliver the YGAM programme and various awareness campaigns to fellow students within their university and to local community groups.



Research to Inform Action and Evaluation

Through the delivery of the above two products, a research programme will be created by establishing a global research network specifically targeting young or vulnerable people. It will focus on the attitudes, thinking and behaviours of young people in relation to gambling and social gaming. Additionally, YGAM will work with our research partners to undertake further research, both qualitative and quantitative, into the effectiveness and impact of the YGAM products.

The YGAM programme and our education resources have been accredited and quality-assured by the Ofqual approved Awarding Body Pearson & ASDAN and are quality-assured by the PSHE Association. In addition, we have achieved the prestigious Pearson Assured quality-standard for the content and educational rigour of our education resources. YGAM's programmes have been evaluated by City, University of London & University of East London and we are proudly an accredited Investors in People employer. Finally, YGAM is regulated by the UK Charity Commission and the UK Fundraising Regulator.





The YGAM Journey

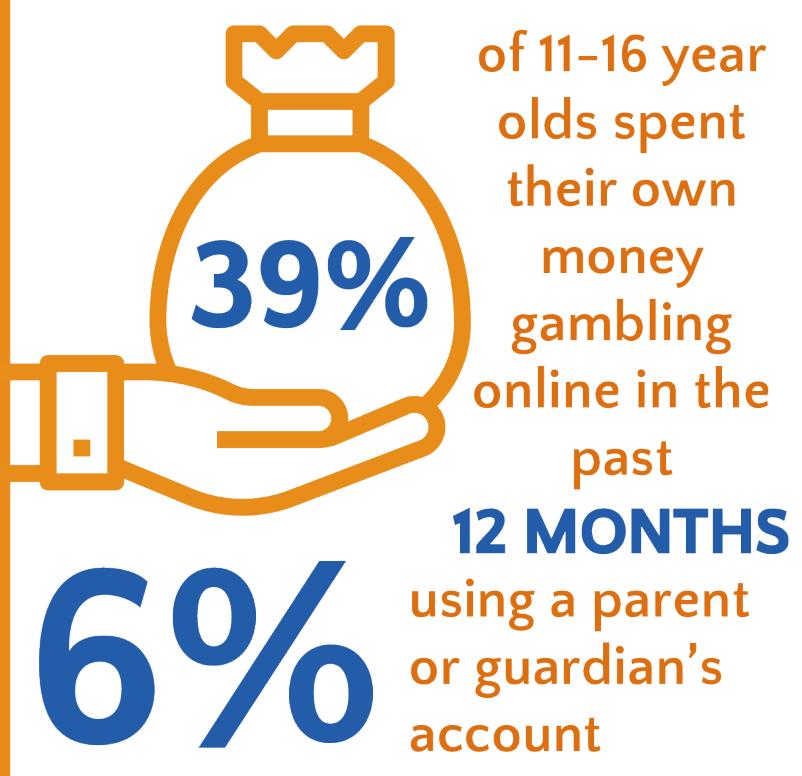


Founded in 2014, the team at YGAM have lived and breathed the journey to establish a national charity. As with any start-up, the road has not been straight forward. We have had our share of setbacks along the journey, however through determined hard work, absolute focus and with a good dose of luck we continue to deliver our social purpose, build on our strong track record and move towards realising our vision of a truly national education programme.



Youth Gambling in the UK 2017-18

Gambling Commission surveys estimate that around 0.9 per cent of children aged 11 to 15 are problem gamblers¹. 0.9 per cent equates to around 31,000 children aged 11 to 15². A further 1.3 per cent of this age group are 'at-risk' of problem gambling, equating to an additional 45,000 children. Problem gambling rates among children have remained relatively stable but this should not be grounds for complacency. Any problem gambling by children ought to be a matter of concern. Problem gambling rates among 16 to 17 year-olds are unknown, though data from the Health Surveys of England and Scotland estimated



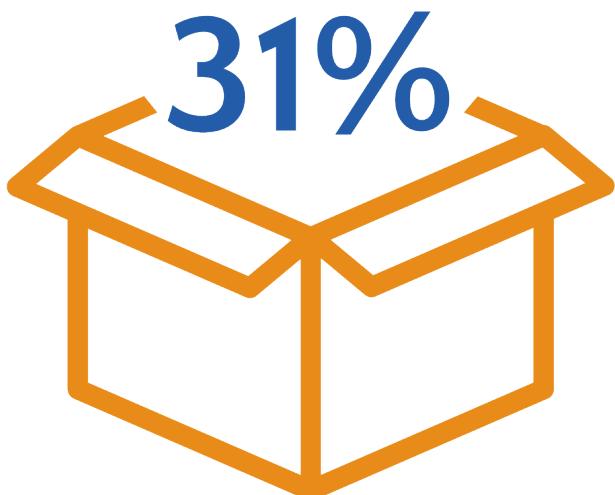
that 1.1 per cent of 16 to 24 year-olds were problem gamblers – a rate higher than the national average of 0.8 per cent. We do not yet know enough about the extent and impact of gambling-related harms amongst children and young people. Because young people nowadays have greater exposure to gambling than previous generations, there may be an as-yet-unknown impact on them later in life.

¹Trends in children's gambling, Wardle, 2018

²Based on Office for National Statistics 2016 mid-population estimate of 3,459,660 11-15 year-olds in Great Britain.



In 2017 it was estimated that
100,000
students are in debt due to
gambling 1/4 of those
indebted beyond
£10,000



**have opened
LOOT BOXES
in a computer game or app**

1.7%

of 11-16 year olds are
classified as
'PROBLEM GAMBLERS'

YOUNG PEOPLE
have some of the
highest rates
of problem
gambling in
Great
Britain



Evidence



25% of under-16s played an online gambling-style game in the last 7 days.

7 6 , 000

...the number of 11 - 16 year olds who are problem gamblers, or 'at risk'.



A third of all calls to the National Problem Gambling helpline are from those under the age of 24yrs.



Only 46% of 11-16 year olds speak to someone about potential problems that gambling can lead to.

Only 3% of 11-16 year olds

3%

have heard of GamCare and the services they provide.



Great Britain is the only Western democracy that allows children of any age to bet on limited stake (Category D) fruit machines.

Social Issue

Young people are potentially at risk of becoming drawn in to problematic gambling or social gaming, given the availability and access to such activities. There is very limited awareness education of this risk in schools, colleges and community organisations, compared with alcohol, drugs and safe sex education.

Enabling Factors

Specialist education consultants are recruited and trained by YGAM. These colleagues then support schools, colleges and community organisations to embed a professional programme around the potential risks of gambling and gaming in to their PHSE (or similar) curriculum.

Target

Teachers and other professionals who have influence over young peoples' personal and social development, with a focus on those who support young people aged 7 - 25 years initially.

Professional colleagues from schools, colleges and community organisations are recruited to participate and be trained.

Specialist YGAM education consultants support the school, college or community organisation to embed the YGAM programme, evidencing delivery and impact.

Young people, aged 7 – 25 years, participate in an accredited and quality-assured programme to understand the potential risks from gambling or social gaming.

Data is captured from teaching professionals to understand the perceived effectiveness of the YGAM programme on raising awareness of gambling and gaming related issues; the perceived effectiveness of the programme of increasing resilience to the potential 'normalisation' effects of gambling. YGAM also captures feedback on the rigour and methodology of the YGAM educational resources.

Outputs / Outcomes



YGAM aims to train at least 9,220 practitioners by 2021, reaching up to 822,000 young people.



YGAM aims to be partnered with 55 Universities and reach 270,000 students by 2021.



Young people are made aware of the potential risks to enable them to make informed decisions around gambling and gaming.



Young people know the triggers to problem gambling and gaming and where to get help.



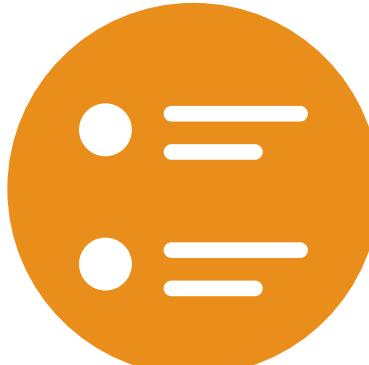
Young peoples' financial capability and digital resilience are improved.

Theory of Change

A Theory of Change is a specific type of methodology for planning, participation, and evaluation that is extensively used in the not-for-profit and government sectors to promote social change. A Theory of Change model defines long-term goals and then maps backward to identify necessary preconditions.

Ultimate Goal

Professionals are confident to deliver a programme around the potential risks of gambling and social gaming as part of a PSHE programme within their school, college or community organisation. In addition, young people are informed of the potential risks and are able to make informed decisions around gambling and social gaming.



YGAM was supported by colleagues from Ernst & Young, who gave their time voluntarily to create the YGAM Theory of Change.

Quality Assurance Cycle

The YGAM Quality Assurance Cycle is a flow chart that shows the steps our charity takes to plan, deliver, gain feedback and evaluate our quality assurance arrangements. This continuous evaluation is rigorously applied within YGAM to help shape our learning and ensure the YGAM Curriculum and resources are relevant for both practitioners, young and vulnerable people and principle stakeholders.

Assess & Define Education Need

Activity

Board of Trustees Meetings (bimonthly)
Recruitment

Outcome

Minutes & Strategic Plans
Job descriptions and Induction packs
Workplans – revised monthly
Policies & Practices reviewed and agreed

Planning

Activity

Design / update robust curricula and programmes with specified outcomes
Document Life Cycle and Review Process
Web Site Change Control Process (TBA)

Outcome

Delegate packs and teaching resources
QA meetings (8 weekly)
Document Inventory & change control spreadsheet
Website Change Control spreadsheet

Delivery

Activity

Carry out training venue assessment
Deliver courses and carry out training activities
Registration & Certification Process

Outcome

Venue Risk Assessment Form (TBA)
Delegate attendance sheets
AO certification portal and candidate registration printouts

Feedback

Activity

Team Meetings – Peer University programmes (6 weekly) & QA
Collation of delegate and trainer views from workshop and external sources
IV Certification Process (TBA)

Outcome

Minutes of meetings
Pre & Post workshop delegate forms
Complaints, Comments and Compliments policy
QA checks once every 4 months (sampling plan & IV feedback form (TBA))

Evaluate

Activity

Independent evaluation carried out by Dr Carran – City University Law School
SLT team meetings (Dir Ed, CEO, Ops Manager, QA Manager)

Outcome

Independent report & recommendations
Minutes of meetings, recommendations

YGAM Values

YGAM is a very special and highly impactful start-up charity, our brand values are our DNA. We will always be:

"I am very privileged to be working for such an impactful charity as YGAM, not many students have the opportunity to possess such a meaningful role and work with such a diverse and talented team. Watching the charity expand has been such a special experience, however, what makes it all so much more meaningful is waking up knowing you're in a job that will make a difference."

Charles Sladdin
Data Protection Officer & Design Lead

Practical



the actual doing or use of something rather than with theory and ideas

Agile



able to move quickly and easily

Courageous



undeterred by danger or pain; brave

"We, as founder patrons, are delighted to see the continuing enthusiasm and progress made by each and everyone at YGAM in bringing responsible gambling education to thousands of young people and also to the gambling/gaming industry. The scale of effort and achievement made by all concerned is quite amazing, and we give our praise and gratitude to all who contribute their skills and time."

Anne & Keith Evans
Founder Patrons

Authentic



of undisputed origin and not a copy; genuine

Personable



(of a person) having a pleasant appearance and manner

"At YGAM we had the unique opportunity to create something new when we started; new workshops, new curriculum, new resources and to enjoy doing this. Essentially that has been our positive mantra. Do stuff and do it well!"

Adrian Sladdin
Education Advisor

Chair and Chief Executive's Report



Mike Wojcik
Chair of the Board



Lee Willows
Chief Executive

We are incredibly proud to share with you the annual report and accounts for YGAM for the financial year 01 July 2017 – 30 June 2018. Enabling safer and more informed participation in gambling and gaming among young and vulnerable people is a social purpose that everyone connected to YGAM shares. Working in strong collaboration with many partners and stakeholders, we are ending 2017/18 in a more informed position having spent the last twelve months with a clear focus on the delivery of the charity's principle products.

The YGAM financial year runs from 1 July 2017 to 30 June 2018 and during the year YGAM has secured £673,132 (£292,101 secured in 2016/17 and £116,042 secured 2015/16) income for the charity, which has enabled us to work with 350 organisations (348 organisation in 2016/17 and 60 organisations in 2015/16). With this investment, we were able to train staff working directly with young or vulnerable people at each organisation, with the primary focus

on how to embed our preventative education programme directly into their work. In addition, we have continued to deliver our three university peer education projects (one in 2015/16), employing six psychology students in part-time Living Wage jobs in the year. Our reach for 2016/17 had almost doubled to 55,950 (28,648 in 2016/17) young people, students, teachers and practitioners given the way we now track practitioner follow-up.

We have also been able to secure £121,000 (£91,000 in 2016/17 and £87,000 in 2015/16) of pro-bono advice, evaluation, training venue and facilities hire, through our corporate partnerships and employees giving time to YGAM.

Our board of trustees made a strategic decision to work in collaboration with the gambling industry specifically three-years ago. Our approach to working with this industry specifically is one of purposeful, positive and impactful

engagement and no different to the clear majority of national charities who work with corporate partners.

Of course, like every charity, YGAM absolutely needs income, but by taking the proven approach we do, such as incorporating employee volunteering or looking at ways to off-set some of our core costs, we feel we can achieve an even greater social impact through this approach. It's really encouraging that almost all operators from different sectors are willing to help and support us in the delivery of our social purpose. YGAM does not seek to influence the way that gambling is regulated in Great Britain; we believe that is a function of the regulator, the UK Gambling Commission. As an official charity, registered with the UK Charity Commission, YGAM relies on voluntary funding in order to fulfil its social purpose. We actively seek funding from parties who share our concerns and our ambitions, including charitable trusts & foundations, the regulated gambling or unregulated

gaming sector.

2017/18 has been a year of absolute focus where we have sought to further strengthen our product quality and impact and thanks to new strategic collaborations we have been able to extend our reach in to the North of England and the Midlands through the appointment of two full-time Education Managers. In September 2017 we concluded our work with City, University of London where Dr Margaret Carran published the first phase of her pro-bono, independent evaluation into the effectiveness of the YGAM preventative education programme at the Symposium in September 2017. These were three major milestones for YGAM and significant achievements, of which we were very proud. We were also particularly pleased that YGAM secured further

quality-kite marks this year, including the prestigious Pearson Assured quality mark for the robustness of our education programme and the Investors in People accreditation.

Looking forward to 2018/19 (i.e. 01 July 2018 – 30 June 2019), we intend to publish a new national three-year strategy for safer gambling and gaming education in the United Kingdom by setting out a national programme to build digital and financial resilience among young and vulnerable people. We have set ambitious fundraising and delivery targets against this strategy which are set out within this document. We have also set out how we intend to continuously learn from and evaluate what we are delivering. YGAM has a proven track record now of quality delivery and product evaluation and over the next three years we will

maintain our focus absolutely around preventative education.

None of this impact would be possible without the huge number of supporters who have taken YGAM to their heart. We are immensely proud to be working with you; colleagues from the education, mental health, gambling, gaming and third sectors and incredibly grateful to you all for your support, counsel and commitment to YGAM. Finally our Board of Trustees, staff team and volunteers are amazing and we applaud all your hard work and commitment.



What have we done



YGAM's impact and geographical reach continues to grow as highlighted in the Chair and Chief Executive review of the year. Here is a summary of that impact



Review of the YGAM Education Programme



Recommendation

1

Recommendation	What YGAM did by June 2018	What we will do by December 2018
Offer more clarity of the intended aims of the workshop and the targeted audience	Delegate packs have been redesigned and updated and specific practitioner learning outcomes are now explicit in the opening presentation. The booking page on the YGAM website has also been redesigned and practitioner learning outcomes have also been added.	Consider developing a parents and carers area of the YGAM website, where resources are made available.
Development of sub-workshop to clearly differentiate between workshop for teachers / educators and to professionals working in other industries	YGAM offers a universal programme, which we market to all professionals who have 'influence over young people's learning'. However, we will continue to offer specific sub-workshops to specific audiences, which we do on an almost monthly basis.	Keep all workshop audiences under review and if there is a demand from a particular audience, we will consider developing a sub-section as we have with our parents and carers offer.
Add additional content on interventions, where to seek help, signposting, trigger points and symptom spotting	We now have specific signpost information, structured regionally. All our education materials carry the GamCare logo and telephone number of the National Problem Gambling Helpline.	YGAM are at the beta testing stage of a mobile app which allows users to log time and money spent on gambling / gaming. We envisage the app will be completed by December 2018 and will be available to freely download from the App Store and PlayStore on to any mobile device.
Add hands-on exercises on games that are attractive to young people to aid understanding.	We have incorporated two advisory groups, the first one will be made up of students and young people and the second of former problem gamblers and affected others. These advisory groups will provide insight for the development of all future resources.	We will have by December 2018 a full hands-on digital suite of resources aimed at young and vulnerable people for practitioners to use. This suite of resources will cover all six modules of the YGAM Curriculum and will be piloted and externally evaluated before a major roll-out.

September 2017
Dr Margaret Carran

In 2017, over a six-month period, YGAM was fortunate to be supported by Dr Margaret Carran who facilitated a pro-bono review of the YGAM education programme. The findings from her review were presented at a City, University of London and YGAM Symposium in the autumn of 2017. Dr Carran made a number of insightful recommendations and here is what YGAM did next:

Recommendation 2

Recommendation	What YGAM did by June 2018	What we will do by December 2018
Expand portfolio of resources to cater for one-to-one delivery and counselling.	We have a range of resources now for practitioners to use in a one-to-one setting.	Completed.
Add challenges where pupils/students can frankly and honestly discuss not only the negative side of gambling but also the positive side of enjoyment and pleasure.	Our resources have been updated to take account of these points and the experiential learning nature of the YGAM Curriculum is reinforced.	Completed.

Recommendation 3

Recommendation	What YGAM did by June 2018	What we will do by December 2018
Introduce systematic internal evaluation of the materials to ensure up-to-date correctness and accuracy of the resources	YGAM has developed and now implemented a Quality Assurance Cycle, which is a fundamental quality progress required by Pearson as part of their Pearson Assured Quality-Mark. This Quality-Mark is renewed annually with Pearson and evidenced systematic evaluation is a mandatory requirement.	Completed.
Avoid abstract component or superfluous examples	The YGAM programme has been updated to reflect this.	Completed.
Avoid 'fearmongering'	The YGAM programme has been updated to reflect this.	Completed.

Recommendation 4

Recommendation	What YGAM did by June 2018	What we will do by December 2018
Offer more clarity of the intended aims of the workshop and the targeted audience	Delegate packs have been updated and specific practitioner learning outcomes are now explicit in the opening presentation.	Completed.
Development of sub-workshop to clearly differentiate between workshop for teachers / educators and to professionals working in other industries	<p>YGAM offers a universal programme, which we market to all professionals who have 'influence over young people's learning'.</p> <p>We continue to offer specific workshops to specific audiences.</p>	Completed.
Additional content on interventions, where to seek help, signposting, trigger points, symptoms spotting		Completed.
Hand-on exercises on games that are attractive to young people to aid understanding.		Completed.





Strategic Priorities

2018 - 2021

We have established four goals for YGAM for the next three years. Three external goals focusing on our impact, and one internal goal ensuring our organisational development effectiveness. As we continue to grow, we want every aspect of our work to move from Good to Great and be recognised as high quality and high impact within a positive and engaging culture.

**GOAL
1**

**Strengthen
the reach and
influence of our
Education
Programmes**

**GOAL
2**

**Evaluate our
impact, share
knowledge
and increase
understanding**

**GOAL
3**

**Content &
Evaluation**

**GOAL
4**

**Continue
to improve
organisational
effectiveness**



Strengthen the reach and influence of our Education Programmes

by end 2021 we will:

- Reach 450,000 young and vulnerable people annually through our Practitioner Programmes
- Reach 175,000 students annually through our Peer Education Programmes.
- Reach over 750,000 people annually with information about YGAM's work and resources
- Develop a full product offering for parents to give them the tools to support their children's digital growth at home
- Establish YGAM as a leader in delivering education and providing strategic insight into gambling and gaming related harm and digital resilience
- Establish YGAM as a principle delivery partner in the emerging National Strategy to reduce gambling harms 2019 - 2021.

The next six pages set out the summary three-year strategy which builds upon the social impact we have achieved to date. Our strategy is focused around delivering a national strategy / reach (i.e. England and Wales) for preventative education. We have attempted to outline this strategy mindful of all public documents available from principle stakeholders and in particular the principles of the recently published RGSB 'Gambling and Children and Young People: A Case for Action'.



Evaluate our impact, share knowledge and increase understanding

by end 2021 we will:

- Establish a research programme to understand the impact of gambling and social gaming on young people in the UK
- Specifically carry out and publish primary research into the affects of gaming and gambling on students and propose a response
- Use this insight to inform and develop our work in the UK and contribute to the policy debate around gambling, social gaming and related issues
- Embed an evaluation framework for all YGAM's education programmes to maintain its exceptional levels of training quality, accreditation and resources
- Establish two advisory groups (i.e. Problem Gamblers & Affected Others Advisory Group and Student and Young People Advisory Group)to inform and review YGAM's programmes, research and evaluation putting young people, problem gamers and gamblers and those affected negatively by gambling or gaming at the heart of formulating our solutions



Maintain the highest standard and relevance of educational content

by end 2021 we will:

- Develop our support and resources as a full digitised offer for practitioners and young people, students, parents and vulnerable people
- Build upon, maintain and continually improve through external quality-assurance, accreditation and evaluation with organisations such as the PSHE Association; Pearson and City & Guilds and academic establishments



Continue to improve organisational effectiveness

by end 2021 we will:

- Build our organisational capacity and capability to professionally support YGAM's growth and aspirations to 2021
- Maintain and work towards Investors in People (Gold), Investors in Volunteers accreditation, ISO9001 accreditation, Matrix accreditation, Pearson Assured, City & Guild Assured
- Commission further academic evaluation of the impact of YGAM's programmes and share learning.
- Ensure YGAM maintains value for money and understand the investment on return the charity is making by commissioning a ROI study.
- Continue to develop the capability of the Charity and Trading Subsidiary Boards as effective leadership, decision making bodies who embody 21st Century Board Values.

Taking a three-year strategic approach: YGAM's strategic vision



Introduction

'The third licensing objective in the Gambling Act 2005 specifically singles out children as a vulnerable group who should be protected from being harmed or exploited by gambling. It follows that application of the precautionary principle should be regarded in their case as particularly important. Actions that might potentially be harmful to children and young people, now or in the future, should be avoided unless there is evidence that proves they are not harmful.'

Children and young people are different to adults because of their stage of physiological and psychological development, their inexperience and their position in society. They are more vulnerable to gambling-related harms; and the harms they experience are likely to have a large impact, both now and in the future. It is important therefore to identify the conditions,

01 | Commercial gambling should be regarded Principle primarily as an activity for adults.

YGAM agrees that it is undesirable for children and young people to be involved with a commercial activity with potential to impact their wellbeing negatively, either now or in the future. However the simple reality is children and young people are allowed to gamble in the United Kingdom on low-stake Category D machines which are located in seaside arcades, children and young people are exposed to gambling advertising and many young people participate in (unregulated) gaming on their devices, which often have gambling themes inbuilt. Understanding the potential risks and taking an evidence lead approach to raising awareness and the delivery of harm-prevention programmes is critical.

The recommended actions, and how YGAM will approach them, are as follows:

Recommended action	2018 / 19	2019 / 20	2020 / 21
Better understanding of the harms experienced by children and young people. The Responsible Gambling Strategy Board research programme proposes a longitudinal study of gambling behaviour to help measure gambling-related harms and understand its longer-term effects. Attention should be paid in the design of this project – the results of which may take some time to bear fruit – to longer-term impacts of gambling by under-18s.	Contribute to the Measuring Gambling Related Harms – a Framework for Action strategy by participating in expert groups and supporting the RGSB with young people for listening groups.	Publish the findings from our qualitative Research programme.	Launch a Global Research programme & publish the findings from our quantitative Research programme
Operators of Category D machines – particularly fruit machines – should be conscious however that even with the relatively small stakes and prizes involved, they still need to ensure consumers are not harmed. Bacta, the trade body that represents the venues that provide the majority of these products, has an important role in assisting operators to develop and implement appropriate measures – including appropriate supervision and staff training. Poor conduct by operators in relation to preventing risks to children should be treated severely, as grounds for licence removal.			Through YGAM's trading subsidiary, we will work with the trade body Bacta to build upon their member organisations Continuous Professional Development (CPD) to include a formal Pearson qualification for front-line workers in Arcades and Adult Gaming Centres.

Guided by the recommendations of the Responsible Gambling Strategic Board 'Gambling and Children and Young People: A Case for Action' paper which was published on 26 June 2018, YGAM propose to deliver a national education strategy for young and vulnerable people which will complement four of the nine RGSB principals which are clearly aligned with our social purpose.

and to reduce the hazards, that might impair childrens' ability to grow up safely¹.

Keeping children safe requires action by a range of organisations and YGAM is keen to work in collaboration to realise this RGSB plan. In particular YGAM will contribute to **four specific principles** which are most closely aligned with the charity's social purpose. YGAM will deliver against the recommended actions within the plan through thought leadership, actual delivery and evaluation of the following principles:

¹ Gambling and Children and Young People: A Case for Action



04 Principle | Priority should be given to protecting children and young people from the rapidly developing risks of online gambling.

Many professionals who attend our YGAM Practitioner workshops have direct anecdotal experience where students' time spent gambling is directly affecting their academic performance and mental health. Over the past three years in particular, as the online environment continues to evolve, new challenges are being posed to professionals for example the rise and popularity of (social) gaming. This is an unregulated activity in an unregulated market, yet game design seems to contain gambling features. These include, but not limited to skins for weapons to advance in games; loot boxes which can be purchased, which may or may not contain items to help the players advancement in the game or a simulated roulette wheel to potentially gain items to advance in the game. These very features may encourage risky behaviour, exposure to gambling content and contribute to peer pressure, among friendship groups who are playing particular games.

Of the recommended actions, YGAM will specifically:

Recommended action	2018 / 19	2019 / 20	2020 / 21
Government, schools and other agencies are already acting to protect children and young people from online risks such as cyberbullying, pornography and extremism. They should give a similarly high profile to issues related to gambling.	YGAM will continue to deliver its programme and scale.		
Parents may need support to become more aware of what their children are doing online, to take steps to prevent under-age gambling and to have conversations about features which are, or share similarities with, gambling.	YGAM will develop parent facing materials.	Delivery of parent facing materials.	

07 Principle | Children and young people have a right to information about the risks of gambling.

Schools, colleges, universities and community groups have often been the bedrock of preventative education around social issues among young people.

Of the recommended actions, YGAM will specifically:

Recommended action	2018 / 19	2019 / 20	2020 / 21
Approaches to preventive education on gambling-related risks that integrate it within personal, social and health education (PSHE) and other relevant subjects, such as maths, should be explored. Combining gambling issues with topics like money management may make sense on grounds of practicality, though it would increase the difficulty of measuring impact.	YGAM will continue to deliver and scale its programme.		
All professionals who work with young people should be informed about gambling issues and enabled to educate and support young people. More consideration should be given to ways that preventive education can be targeted at more vulnerable groups, learning from experience elsewhere. Children and young people should be involved in the design and development of education interventions.	YGAM will continue to deliver and scale its programme		

08 Principle | Parents and families can and should play a significant positive role in reducing the risks of gambling-related harms affecting children and young people.

Over the past two years in particular, schools, colleges and universities have been asking if YGAM can produce information for parents and more specifically host parents' evenings to deliver presentations and offer advice around practical tools parents can use to help keep gambling and gaming safe for their children. YGAM will continue to build upon this piece of work and develop a specific educational product for parents and carers. YGAM will continue to promote GamCare and the begambleaware website in these workshops and especially where parents or carers are affected personally by gambling-related harm.

Of the recommended actions, YGAM will specifically:

Recommended action	2018 / 19	2019 / 20	2020 / 21
Parents and families need to be aware of the risks presented by gambling to children and young people and of the harms they can inadvertently cause by their own actions. They need to be supported to have sensible and informed conversations about these risks. Work is required to understand what this will mean in practice. A range of public health agencies should consider how it can be achieved. Support should also be available to other family members, such as grandparents.	YGAM will continue to deliver and scale its programme.		

Policy Debate

YGAM's programmes contribute to the policy debate

In June 2016, GambleAware published the Children and Young People gambling review by Professor Gill Valentine. This review confirmed there is relatively little public information about, or awareness of, the potential risks associated with underage gambling in relation to other risk taking behaviours such as alcohol or drugs and the review calls for greater emphasis to be put on raising teachers' awareness of gambling in teacher education training and the establishment of prevention programmes.

In April 2016, the Responsible Gambling Strategy Board (RGSB) published the UK's new National Responsible Gambling Strategy 2016 – 2019. A Priority Action within this strategy of relevance to the work of YGAM is Priority Action 8: Education to prevent gambling-related harm. This action calls for better understanding of the steps that could be taken through education to minimise the risk of gambling-related harm.

"Age initiation is low for gambling and the issues should be addressed in health education programmes at or before the start of secondary school."

(Forrest & McHale, 2012)

"Educational institutions have the potential to strongly influence the health of our youth and represent an ideal setting in which to implement health promotion and problem gambling prevention strategies."

(Derevensky et al, 2004)



"To our knowledge it is not part of the standard school curriculum to advise children of the dangers of gambling, unlike the situation with regard to tobacco, drugs, alcohol and irresponsible sex. This is significant both because evidence suggests that adolescents have a higher incidence of problem gamblers than adults, and that, in general, the younger a person starts gambling the more likely he is to become a problem gambler."

(Gambling Review Report, 2001)

"Too little is still known about the potential role of education in preventing or mitigating gambling-related harm, particularly in relation to children and young persons for whom damaging life-time patterns of behaviour can become established."

(Responsible Gambling Strategy Board, 2016)



Introducing YGAM

We approach our social purpose in three ways:

- Enhance the UK's understanding of gambling and gambling-related harm specifically amongst young people.
- Help young people make informed choices through better understanding of gambling and its potential risks.
- Increase awareness of youth gambling as a public health issue with policy-makers, educators and key influencers.

YGAM delivers its social purpose and derives social benefit for the UK through the delivery of:

Train the Trainer workshops / Peer Education / Research

Additionally YGAM Innovation Limited, our trading subsidiary

- Will incorporate a Traineeship Apprenticeship Group to develop an apprenticeship standard and end-point assessment.
- Deliver nationally recognised Pearson Customised Qualifications.
- 100% profits fund YGAM's charitable purpose.



YGAM



delivery have been further
pearson & ASDAN, two leading
our education resources and
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and are a recognised investors

a Pearson or ASDAN certificate

s available

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voices for parents & young people

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Practitioner Feedback



In May 2018 YGAM's Director of Education was invited to deliver a twilight training session to a number of concerned parents at Kew House School in London.

I was delighted by the training and the attending parents were not only interested and engaged but promised to reach out to every parent in the school around the issues of young people and problem social gaming and gambling, with especial concern around students in years 7 and 8 who may be spending too much time on mobile devices and laptops. Many of the parents were surprised by the information they received, particularly with regard to the types of games which young people were playing as well as the amount of money they were spending.

Emma Oldham
Head of PSHE
Kew House School



At the beginning of the Autumn term at Ballard School, Adrian Sladdin, Director of Education at the Young Gamblers' Education Trust, joined almost 80 of our teaching staff to deliver a half day INSET on the issues of young people and problem gambling and social gaming.

There was an enthusiastic response from all the teachers during the three hour training session, with lively debate around some of the major issues within the PSHE context. Adrian was also able to spend time with our Head of PSHE, Andy Marshall, to look at how YGAM can support the school further during the next 12 months as part of its on-going social mission, as well as trial their new Primary Resources. His presentation was extremely well received by staff and by parents – thank you Adrian and YGAM!

Alistair Ballard
Headmaster
Ballard School





Back at the beginning of the year we invited YGAM to be part of our PSHE drop-down day, the first of its kind at the school. The overall focus was on years 10 – 13 in this instance, with a carousel of different PSHE specialists working with each year group in turn.

Each year group got its very own YGAM session and brought different ideas to bear, whether on attitudes towards gaming or gambling or in the more creative sessions around building and running a successful social media campaign around a specific gaming or gambling issue.

Feedback from the groups was very positive and the teachers also learned a lot more about gaming than they had known previously, with many understanding that Fortnite is a social game, not a stretch of two weeks. Roll on PSHE day 2019!

Jackie Butler-Smith
PSHE Co-ordinator
Halliford School



**Halliford
School**
SHEPPERTON

In January we invited Adrian Sladdin, the YGAM Director of Education, to attend and give two presentations at our "Leading Our Children Together to Happiness and Success in School and Life" event to parents on the issues around gambling and, more pertinently, social gaming.

Both sessions were well-attended and there was much interest in the room as well as lots of pressing questions.

The talks were very interesting and proved popular and I know that more parents would have liked to join the sessions. To that end, we hope to work more with Adrian and YGAM and plan a carousel for the young people and a twilight session for the parents when he returns in December.

Claire Robinson
Headteacher
Holme Grange School





We were delighted to invite YGAM to offer further training to staff and students this year to the London and South-East College Group across different campuses. In the last twelve months YGAM has trained two groups of support staff from student services at both Bromley and Greenwich sites, as well as run student training and a focus group at the Bromley site. The young people were able to take part in a workshop aimed at Responsible Gambling in both casinos and at bingo, deciding whether the industry message was appropriate and comprehensible, as well as offering some creative alternatives. At Greenwich most recently, 20 members of staff attended the specific gambling and gaming awareness training day as part of their on-going training week. Feedback was A-star from the delegates who attended, with many recommending that their colleagues attend the next session.

Sue Shillibeer
Learning Coach – Care Professions
London South East Colleges



Prior to attending the workshop, I wasn't sure how beneficial it would be to my role in school - my main reason for booking was that it was free to attend. However, I can now say it was one of the best and most useful CPD sessions I have ever attended. Gambling, and more significantly Social Gaming, is a major safeguarding concern for children and young people, and we need to do our bit in school to support them. Exploring people's vulnerabilities (with personal case studies), discussing how companies exploit these and then sharing an accredited curriculum we can use in school - the YGAM Train the Trainer workshop is well worth your time.

Callum Wetherill
Pastoral Welfare Leader
Joseph Norton Academy





I attended the YGAM training course to consolidate and refresh my understanding of how children and young people (especially those that are vulnerable) are using and being affected by gambling and social gaming. I have since taken the valuable learnings from this course and cascaded them to the broader team within the business.

Engagement with knowledgeable training organisation's such as YGAM is just one of the ways that we, as a business, ensure that our monitoring service and behaviour analysts are kept up to date with the language and terminology that children and young people employ, in the context of safeguarding risk.

The delivery of the training session was outstanding and I would highly recommend it to all practitioners working with children and young people.

Client Relationship Manager
eSafe Global Ltd.



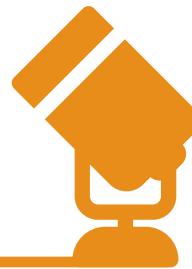
The workshop was a highly informative and enjoyable experience. Adrian was an excellent speaker who fully engaged the room. I went away feeling full of knowledge about gambling and gaming – and full of enthusiasm for making changes to ensure that knowledge reaches all educators!

The exercise where we designed PSHE lessons in groups was particularly helpful for exploring how best the knowledge could be communicated, especially when we considered how lessons could be adapted for classes with special educational needs. I enjoyed being able to contribute to some of the ideas for the YGAM PSHE curriculum. It was wonderful to witness its flexibility and acceptability to a diverse range of schools, educators and students!

Oliva Mohtady
Psychology Graduate
Bath University



Focus on: YGAM's Practitioner Workshops



YGAM runs accredited practitioner workshops for teachers, youth workers, community mental health colleagues, prison & probation colleagues and community volunteers to deliver the YGAM programme to young or vulnerable people in their care. This training is formally certificated by Pearson. The YGAM programme complements many subjects within the National Curriculum, PSHE education, student enrichment programmes and the latest Ofsted framework around creating confident, self-assured learners. The aim of these workshops is to equip professionals with skills, knowledge and educational resources to enable them to deliver the YGAM programme to young or vulnerable people in their care.

The one-day workshop includes:

- Background information on youth gambling and gaming in the UK.
- Introduction to and familiarisation with the accredited YGAM curriculum.
- Reviewing existing, and creating tailored, lesson plans or schemes of work for your organisation that can be taken away and used immediately.
- Practical tips on delivering the YGAM programme as part of PSHE in the curriculum or as part of student or young people enrichment programmes.
- Reviewing of adopted baseline testing and measuring progression for your organisation.
- Reviewing of the extensive paper, digital and film resources within the YGAM Academy

Why do practitioners choose to train with YGAM?

YGAM delivers the UK's first accredited, quality-assured and Pearson-certificated gambling and gaming awareness education programme. Our educational resources have been developed hand-in-glove with the PSHE Association and have been awarded their quality-mark. To strengthen our training offer further, this is also accredited by ASDAN, the Ofqual-approved awarding body. Finally, YGAM has achieved the Pearson Assured quality standard for the planning, delivery and continuous evaluation of our programme.

All the YGAM resources have been created in collaboration with teachers, youth workers, young people, gambling industry leaders, health professionals and former gambling addicts. Ultimately the YGAM programme has been designed to build digital resilience among young people and raise awareness of the potential mental health and financial impacts of problem gambling & social gaming.

YGAM Curriculum

Why People Gamble?	Money & Debt
Probability & Luck	Addiction & Mental Health
The Gambling Industry	Social Gaming



Focus on: Peer Education

YGAM's accredited peer education programme is all about giving year two and year three university students a part-time, meaningful Living Wage job. Students are trained and given the skills and knowledge to become a certified Peer Mentor. Once certified, students then deliver the YGAM programme and various awareness campaigns to fellow students within their university and to local community groups.

The YGAM delivery model includes:

- Building partnerships with Higher and Further education providers and their students' unions and wellbeing teams
- Recruit and develop student leaders at each partner university to ensure on the ground delivery
- Deliver regular events at partner universities to engage with students
- Develop links with student societies and volunteering, where appropriate, to deliver sustainable ongoing engagement with young people
- Continuing to grow and develop accredited training and campaign toolkits; to support our staff and volunteers

Why students and universities choose to partner with YGAM?

Awareness stalls on university campus, in the local community and at Festivals

These are events at which the students will be supported to set up a stall in a communal space and talk to students or attend local community events. This would be to either raise awareness, highlight support tools such as the YGAM app or recruit volunteers.

University Lecture "shout outs"

Lecture shout outs are where students will deliver a presentation at the start of a lecture talking about safer gambling and then leave some flyers/business cards for contact and follow up.

Debates and sessions

A speaker event is a higher profile, more in-depth exploration of the issues with either guest speaker(s), videos or a full presentation. Normally we will aim to record the event, so it can be edited down and used as a follow up social media campaign (see above).

Societies

University Societies are a great way to engage students and further develop student led activities. We aim to create a society at each university in which we work.

Social Media Campaign

Social media campaigns are a mix of call to action campaigns and awareness raising around safer gambling.

Public Benefit

Understanding the Potential Harm

Official survey data shows that children and young adults have the highest rates of problem gambling in Great Britain. In 2015, 1.8% of children between the ages of 11 and 15 years were classified as 'problem' or 'at risk' gamblers.

Such statistics don't really tell the story of the harm that could face those experiencing problems, their friends and their families. Problem gambling amongst children is associated with poor performance at school, truancy, drug and alcohol abuse, depression, anxiety and in some cases suicide ideation.

Given the vulnerability of young people and evidence that early exposure to gambling can be a predictor of future harm, this is an important – but poorly understood – public health issue.

Estimates vary in relation to the societal costs of youth problem gambling but to those experiencing harm (and families, friends and other affected parties), the impact can be significant.

At YGAM we believe that education to raise awareness of the risks of gambling has a part to play alongside regulatory controls, within an effective approach to harm minimisation. This view is supported by research from a range of international jurisdictions.



Ours is a three-pronged approach.

1. **Research** – to enhance understanding of the issue and so inform effective intervention.
2. **Education** – to make children and young people more aware of the risks of gambling; and to raise awareness and understanding of the issue amongst those who work with children (e.g. teachers and youth workers).
3. **Awareness raising** – to raise the profile of youth gambling as a public health issue. This approach has been used successfully in helping to protect young people in other public health areas, such as alcohol consumption, drug abuse and sex.

Our Relationship With The Gambling Industry

YGAM does not seek to influence the way that gambling is regulated in Great Britain; we believe that is a function of the regulator, the UK Gambling Commission. As an official charity, registered with the UK Charity Commission, YGAM relies on voluntary funding in order to fulfil its social purpose. We actively seek funding from parties who share our concerns and our ambitions, including charitable trusts & foundations, the gambling industry and private individuals. YGAM also secures income from the selling of delegate places on our education workshops, which are marketed principally to the education, third and health sectors, Local Authorities and Central Government.





Our Curriculum in Action

Milton Keynes College

How did you implement the YGAM curriculum into your education establishment? (Did you fit into allocated PSHE sessions?)

Q

We don't have PSHE classes as such and the students would not want to devote six weeks to one topic, so I created two lessons to be run on consecutive weeks.

A

Which elements of the YGAM curriculum did you use in particular? (Any specific sections and/or challenges?)

Q

The first lesson questioned the students about their knowledge of gambling and then provided information about the gaming industry. They had to practise their note-taking skills (an area for development) to record what they considered significant facts. I tried to get them to think about how businesses are constantly seeking to grow their customer base and why teenagers might be targeted as the next generation of gamblers. The second week we looked at the nature of addiction (this is relevant to their vocational courses). We looked at video testimonies of people who had become addicted and the stats behind this. The students then had to produce posters or leaflets of a high standard aimed at informing their peer group about gambling. These were then judged and the winner received a £25 shopping voucher.

A

How successful would you say your implementation of the YGAM curriculum has been? Is there anything in particular you felt went well?

Q

My cohort of students is about 250, aged between 16-19, all of whom took part in some shape or form in the lessons I created. They enjoyed the creative activities and still talk about the work they produced that we put up on display.

A

What has been the impact of the YGAM curriculum amongst the students/young people you used it with?

Q

The students created posters based on what they had learned and what they considered the most salient points. I would say that it made an impression on all of them; they sometimes refer to what we learnt months later.

A

What has been your overall view of the YGAM curriculum, and the charity as a whole?

Q

I thought the training was engaging and thought provoking. The curriculum was useful and detailed but I needed to adapt it quite a bit, but there was room to do that! I am a Learning Coach in the Care Professions School. I have quite a broad-ranging remit that includes supporting students with their academic work as well as providing information to support their personal development.

A

"I thought the training was engaging and thought provoking."



Sue Sullivan
Learning Coach -
Care Professions

Milton Keynes
College

Northampton Borough Council

Q How did you implement the YGAM curriculum into your education establishment? (Did you fit into allocated PSHE sessions?)

A Back in 2016 a local organisation came to speak to Northampton Borough council's Youth Forum about drugs, alcohol and gambling issues and inspired the group to take action. The forum's adult co-chairs, Cllr Anna King and Morcea Walker and NBC officer Aimee Luck attended YGAM's train the trainer sessions and brought back information for the young people. In Spring 2017 the forum met to discuss how they wanted to take the project forward and to choose sections of the curriculum to focus on. Using the YGAM Curriculum booklet they chose to create a survey to measure awareness and attitudes towards gambling in Northampton. The forum drafted the questions throughout the session, thinking about what they wanted to find and what information would be important to record.

Q Which elements of the YGAM curriculum did you use in particular? (Any specific sections and/or challenges?)

A A draft survey was taken to the Community Action for Responsible Gambling meeting where it was reviewed by representatives from a number of organisations. A couple of suggestions were carried forward, reviewed by the youth forum and changes made. The forum was supported by the council officer to produce a sheet on ethics that the public could read to learn more about how their information was being used.

Q How successful would you say your implementation of the YGAM curriculum has been? Is there anything in particular you felt went well?

A The Youth Forum attended many local events including National Play Day, Carnival and their own event for International Youth Day. They spoke with members of the public about the project and asked them to complete their survey. Then in September 2017 the Youth Forum were lucky enough to be invited to present their work to YGAM's Symposium, explaining what had been done so far and plans for the project going forward.

Q What has been the impact of the YGAM curriculum amongst the students/young people you used it with?

A The Youth forum are currently planning this year's International Youth Day event and will be putting together a display board to showcase all their work on the gambling project to date and will be signposting young people to relevant services, who are invited to have a stall on the day, for advice and support.

Q What has been your overall view of the YGAM curriculum, and the charity as a whole?

A The YGAM curriculum has been a fantastic resource to get the young people of the forum talking about gambling and the positive and negative impacts. It has encouraged some healthy debate and conversation and allowed members to express their concerns about the information young people receive about gambling and what is available to support them if they experience gambling related problems. Overall Northampton's Youth Forum have enjoyed working through sections of the curriculum and found the resources and YGAM staff to be knowledgeable, relevant and supportive.

"The Youth Forum have enjoyed working through the curriculum and found the YGAM staff to be knowledgeable, relevant and supportive."



Aimee Luck
Community Safety &
Engagement Project
Officer

Northampton
Borough Council

Thriftwood College

How did you implement the YGAM curriculum into your education establishment? (Did you fit into allocated PSHE sessions?)

Q

Each year group 10-13 has a timetabled one hour PSHCEe lesson a week so I have included YGAM resources as part of my online/addiction work (depending on the scheme of work for the different year groups)

A

Which elements of the YGAM curriculum did you use in particular? (Any specific sections and/or challenges?)

Q

We have looked at the film the 'secret addiction', had very interesting and lively discussions about gaming and gambling and how they can be a good thing or not depending on the individuals involved – a lot of them could see how habits encouraged in games etc could encourage vulnerable people to become a regular habit and especially as many of our young people are autistic the dangers of becoming reliant on gambling/gaming as a daily need.

A

How successful would you say your implementation of the YGAM curriculum has been? Is there anything in particular you felt went well?

Q

I will be expanding my use of your resources and plans in the new academic year as I will have more opportunity to introduce them over a whole academic year – I only went on the course during the spring term this year.

A

What has been the impact of the YGAM curriculum amongst the students/young people you used it with?

Q

Many students could relate the information to their own lives and with many students and especially ours who have SEND this is vital. They came up with their worries about their family members who gamble regularly and could understand the dangers.

A

What has been your overall view of the YGAM curriculum, and the charity as a whole?

Q

I have found the training and the resources very valuable, having contact with people outside of teaching was excellent especially those who work in the gambling industry. Adrian was a great presenter who showed enthusiasm and a passion for educating people about this growing sector and its potential threats. The inclusion of gaming allows this to be relevant for a greater age range and can educate younger people to look out for worrying signs of dependency.

A

Perhaps the NHS interest in gambling addiction will bring this area to the forefront of public concern!

"I have found the training and the resources very valuable, having contact with people outside of teaching was excellent especially those who work in the gambling industry."



Mary Booker
Class Tutor &
PSHCEe Lead

Thriftwood College

Queen Mary's Grammar School

Q How did you implement the YGAM curriculum into your education establishment? (Did you fit into allocated PSHE sessions?)

A So far, I have not been able to implement as much of the YGAM curriculum as I would wish into my school. I fully intend to increase the amount of time given over to the YGAM curriculum next year, but this year, circumstances prevented me, as another topic overran and I had to miss many lessons this year due to another project, which will not happen next year. However, I was very grateful to two members of YGAM for coming into school in February to deliver a presentation on gambling and social gaming to all of our Key Stage 3 pupils as part of our Mental Health Awareness Week, free of charge.

Q Which elements of the YGAM curriculum did you use in particular? (Any specific sections and/or challenges?)

A I created a carousel of 'debating tables' during my Y9 lesson on gambling, where pupils had a specific question to discuss during a set period of time, based on questions we discussed during my day's training back in November 2017 in London with YGAM. Before this, the pupils completed a quiz, also taken from the same day's training. This lesson was delivered as part of a module on money management. Next year, I fully intend to focus on social gaming also, as part of the e-safety topic, as of course, this is a big hobby for many of our pupils.

Q How successful would you say your implementation of the YGAM curriculum has been? Is there anything in particular you felt went well?

A I think I need at least another year to incorporate the curriculum as fully as I would like. What I am indebted to YGAM for, however, is how the training day in London vastly increased my awareness of gambling and social gaming as an issue, and I have since completed additional research from news websites to supplement my understanding.

Q What has been the impact of the YGAM curriculum amongst the students/young people you used it with?

A I am not aware of gambling being a specific issue for any of our pupils or, indeed their families, hence the desire to include social gaming as a major focus next year

Q What has been your overall view of the YGAM curriculum, and the charity as a whole?

A I have an overwhelmingly positive view of YGAM, and have recommended the charity on a Facebook group for PSHE teachers. Lee and Adrian, who ran the day's training, were so friendly, approachable and knowledgeable, and I can honestly say it was one of the best training courses I've done (and I've been lucky enough to do many since becoming PSHE lead two years ago). The curriculum is brilliant; the only thing that has restricted me is time, but isn't that always the problem?

*"I have an
overwhelmingly positive
view of YGAM, and have
recommended
the charity on a
Facebook group for PSHE
teachers."*







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