

**EVALUATION OF YGAM'S EDUCATION PROGRAMME
JANUARY 2018 TO SEPTEMBER 2019**

**REDUCING THE RISKS OF GAMING AND GAMBLING FOR
YOUNG PEOPLE**

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CHAMPIONING
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About NCVO Charities Evaluation Services

NCVO Charities Evaluation Services (NCVO CES) is the leading evaluation consultancy for the voluntary sector. Over 27 years, we have worked with tens of thousands of voluntary organisations and funders, helping them improve their effectiveness through evaluation, theory of change and strategy support. We consider evidence-based evaluation, a coherent strategy and sustainable resources to be essential components in helping organisations fulfil their mission. Each year NCVO CES works with more than 1,000 voluntary organisations. Our extensive [training provision](#), sector-leading [guidance and publications](#), and breadth of practical experience give us the expertise to support organisations in demonstrating their impact and championing their work.

We understand the voluntary sector, the challenges it faces and the vital role it plays in local communities and in society across the UK. As the go-to organisation for the voluntary sector, NCVO has over 14,500 members from across the sector, giving us a privileged insight into the vital work – and daily challenges – of charities. Our knowledge and expertise in monitoring, evaluation and strategy is combined with a flexible, supportive and realistic approach. [Our team](#) of dynamic experts enjoys working with and learning from organisations of all shapes and sizes.

Executive summary

About YGAM's Education Programme

Introduction

YGAM is a national charity that seeks to address the growing problems associated with gaming and gambling among young people in the UK. Through direct delivery and research, YGAM works to inform, educate, safeguard and build digital resilience amongst young and vulnerable people, helping them to make informed decisions and understand the consequences around gambling and gaming.

The Education Programme

The Education Programme is an accredited, practitioner-focused set of workshops and materials designed to enable teachers, youth workers and others who work with young and vulnerable people aged seven to 25 to make informed choices about gaming and gambling.

Through the Education Programme, YGAM aims to **inform, educate and safeguard** young people. The programme works with primary and secondary educators delivering education, information and resources that help young people make informed choices through better understanding of gambling, gaming and their potential risks.

It aims to influence practitioners' and young people's attitudes, thinking and behaviours. The intended impact of the Education Programme is to ensure young and vulnerable people are safe from gaming and gambling related harms.

Workshop attendees: practitioners

The workshop was initially tailored primarily for practitioners in 'traditional' education settings: in primary or secondary schools, directly implementing their learning to young people. This evaluation confirms anecdotal evidence that the workshop participants carried out a wider variety of roles.

The evaluation

NCVO Charities Evaluation Services (NCVO CES) was commissioned to evaluate the Education Programme for the period January 2018 to September 2019. The evaluation was carried out during October and November 2019 through primary data collection, including a follow-up survey and interviews with practitioners, participatory workshops with young people, and interviews with YGAM staff. The evaluation also accessed YGAM's workshop feedback data received between August 2018 and January 2019.

The evaluation was also intended as a pilot to test out and establish evaluation practice for the Education Programme when it scales up nationally in 2020.

Summary of evaluation findings

Practitioners have benefitted from attending YGAM's workshop. About half have been able to communicate YGAM's messages and use YGAM materials with young people.

Since 2017, YGAM has delivered the Education Programme to over 2,488 practitioners.

In workshop feedback, practitioners noted that overall YGAM's workshop content matched their expectations, and the majority of practitioners were highly likely or likely to recommend the workshop to a friend or colleague and to implement the programme within their setting.

In the NVO CES follow-up survey responses, most practitioners felt the materials for use with young people were relevant to the groups they worked with, though some mentioned that it would be helpful if these materials could be more easily adapted to different settings. Young people also did not find all materials equally relatable.

The evaluation found strong evidence that the following outcomes were occurring for practitioners:

- increased understanding of the subject matter
- improved familiarity with YGAM's work
- increased level of confidence to discuss the subject matter with young people
- a more sympathetic and understanding approach to the subject matter
- receipt of a Pearson accreditation.

The evaluation found evidence that the following outcome was occurring through practitioners' work, although there were barriers:

- more young people are reached and educated.

While practitioners were keen to educate young people about the topic and felt able to tackle the subject with them, only about half of practitioners responding to the survey had been able to do so. Most practitioners involved in the evaluation completed the workshop in the previous twelve months and half of those yet to implement their learning planned to do so soon. Common barriers to implementation were the time to design the lessons and the need for colleagues to support delivery. A supportive school environment in promoting the PSHE curriculum, of which gambling awareness could form part, was helpful to practitioners.

Young people have gained awareness and understanding of gaming- and gambling-related harms. They know where to go for support. It is too early to report on the extent to which young people have decreased their risks of gaming and gambling or having better financial capability or increased digital resilience.

YGAM estimates that, since the programme's inception, its information has reached 364,918 young and vulnerable people through YGAM-trained practitioners. However, it is difficult to assess these numbers accurately because practitioners are not required to keep in touch with YGAM after the workshop. The evaluation assessed outcomes for young people in a school context with whom practitioners had implemented their YGAM training. It was noted that young people also participated in activities relating to YGAM's anticipated outcomes through other elements of the school curriculum and outside of it. This meant that YGAM's input through practitioners was likely to have contributed to the outcomes, rather than to have been solely the cause of them.

The evaluation found strong evidence that young people:

- understand gaming- and gambling-related harms, potential risks and triggers
- are aware of resources they can turn to for help
- have financial knowledge as it pertains to gaming and gambling
- feel confident to discuss problem gaming and gambling with their peers and others.

The evaluation found evidence that young people:

- are confident to make informed choices about gaming and gambling
- have an understanding of how to be safe in the digital world.

Young people participated in the evaluation less than a year after the intervention from the practitioner. With this narrow time frame, evaluators were unable to gather longer-term data to assess whether young people:

- have decreased risk of gaming and gambling related harms
- have better financial capability
- have improved digital resilience.

Conclusion

YGAM had made several updates to its workshop content at the start of 2019, particularly focusing on problem gaming. This has positively impacted practitioners attending a workshop, who became accredited with increased knowledge and better resourced to educate young people about gaming- and gambling-related harms, risks, triggers, and resources for help. Practitioners attribute shifts in their attitudes, thinking and behaviour to YGAM's Education Programme workshop and resources.

Young people who have attended sessions given by YGAM-trained practitioners about gaming- and gambling-related harms are more aware of the topic and of the actions they

can take to safeguard themselves; they are knowledgeable about problem gaming and gambling and associated risks, and about resources for help and related basic financial knowledge. Young people also have a good level of awareness about safety in the digital world, though the extent to which this was gained through YGAM workshops versus other lessons which focus on this is unknown. They also feel confident in discussing problem gambling and gaming.

Recommendations

To strengthen and improve the programme further as it scales up to deliver the national campaign, we recommend that YGAM:

- continue to refine the Education Programme content, including resources, ensuring that the YGAM message continues to be delivered in a way young people and practitioners connect to
- support practitioners after the workshop, including providing signposting information
- consider issues potentially affecting access to workshops, including location, timing and format
- consider how to attract more practitioners from within its target audience, potentially adjusting how it markets and communicates the YGAM message, seeking innovative ways of dissemination
- consider reframing issues to do with problem gaming and gambling so that they link with health and safeguarding, without diluting key messages.

In relation to continuing its own evaluation practice, we recommend that YGAM:

- review the programme theory of change regularly
- using this evaluation as a pilot, deliver a comprehensive monitoring and evaluation framework that implements learning about data collection and analysis
- involve interested practitioners and young people as much as possible in the design of the evaluation at every step.

1. Introduction

1.1. About YGAM's Education Programme

YGAM is a national charity that seeks to address the growing problems associated with gaming and gambling among young people in the UK. Through direct delivery and research, YGAM works with practitioners, young and vulnerable people to enable them to understand the consequences and risks of gambling and to take personal action to address them. YGAM's current work focuses on workshops and materials for practitioners on gaming and gambling (the Education Programme), training of university students to deliver awareness campaigns to fellow students across their campus (University Student Engagement Programme) and on conducting and commissioning research on gaming and gambling.

The Education Programme is an accredited, practitioner-focused set of workshops and materials designed to enable teachers, youth workers, and others who work with young and vulnerable people aged seven to 25 years to help them make informed choices about gaming and gambling. Through a full day's training in a workshop setting and online access to over 100 teaching and other resources, practitioners are provided with the knowledge and tools needed to protect young and vulnerable people from the risks of problem gaming and gambling.

YGAM's Education Programme has three clear aims:

- **Inform:** Young people, parents and practitioners will be able to find information to increase their understanding and access help for themselves and others.
- **Educate:** Young people, parents and practitioners will be able to discuss the risks they may face from gaming, gambling or related issues and know how to take action to reduce or address them.
- **Safeguard:** Young people, parents and practitioners will have taken specific action or made a change in behaviour to reduce or address risks related to gaming or gambling that they, or others known to them, are experiencing or may experience.

The Education Programme hopes to influence practitioners' and young people's attitudes, thinking and behaviours. The intended impact of the programme is to ensure young and vulnerable people are safe from gaming- and gambling-related harms.

Since its inception in 2014, YGAM's Education Programme has seen rapid growth. By June 2018, YGAM had trained 350 practitioners and 1,286 more over the following year. A further 729 practitioners were trained between July and December 2019. The estimated number of young and vulnerable people that have benefited from YGAM content, via accredited practitioners, is 364,918. Direct work with parents is currently under development.

In November 2019, the National Strategy to Reduce Gambling Harm was launched by the UK Gambling Commission. In response, gambling companies in the UK announced their intention to address problem gambling through a set of Safer Gambling Commitments. Under this direction, YGAM has been awarded funding to scale up its Education Programme, mainly to reach young people aged eleven to nineteen years, as a national programme. Working in partnership with GamCare, which has a shared goal to minimise harm caused to young people by gambling, YGAM will be developing its full curriculum for young people aged seven years to 19 years across the themes of gaming, gambling and resilience. This will include working with and through practitioners and educators who work with young people, establishing a programme for parents as well as growing direct delivery to young people.

This scaling up is ambitious, with overall targets to reach in excess of 3.5m young people in four years. The emphasis is also moving from achieving outcomes for trained practitioners to making a demonstrable and measurable impact on young people's knowledge, attitudes and behaviours.

1.2. About the evaluation

In October 2019 YGAM commissioned NCVO Charities Evaluation Services (NCVO CES) to undertake an evaluation of the programme for the period January 2018 to September 2019. The evaluation was commissioned in the three regions YGAM currently runs the Education Programme in (North West, North East and Yorkshire and Humber, London and South East) before scaling up to a national level (11 regions) to lay the foundation for evaluation practice on the programme.

The evaluation began by reviewing YGAM's existing Theory of Change (TOC) for the Education Programme and further developing it to reflect the current and future programme. A monitoring and evaluation framework was also developed to enable NCVO CES consultants to focus on the key elements of the programme and gather relevant data. The TOC can be found in Appendix 1 and the framework in Appendices 2 and 3.

The aims of the evaluation were to:

- pilot an evaluation process for the programme which YGAM could use as the programme is rolled out nationally
- share feedback on the delivery of the programme
- assess the outcomes for practitioners who attended the workshop and used the materials, and find out how they used their knowledge and skills to share YGAM messages with young people
- assess the early outcomes for the young people that practitioners interacted with
- identify key learnings and recommendations for programme improvement, examining ways that YGAM could further support programme and practitioner delivery, as well as recommendations for the evaluation of the national programme.

The evaluation was carried out to meet a short timescale from October 2019 to November 2019. It was designed to be small scale, multi method and focused on the Education Programme during the period January 2018 to September 2019. It included a review of YGAM's monitoring data on the full-day training workshops for practitioners and primary data collected by NCVO CES consultants. This report aims to synthesise data from these sources and to make recommendations for consideration and action by YGAM Education Programme staff.

1.3. Methodology

All the data collection tools listed below were designed by NCVO CES consultants using the indicators identified in the evaluation framework and in consultation with the YGAM lead consultant:

- An online follow-up survey to practitioners who participated in a workshop between January 2018 to September 2019
- Qualitative semi-structured interviews with practitioners
- Short workshops with young people at schools where practitioners had delivered YGAM material
- Qualitative semi-structured interviews with YGAM programme staff.

Online follow-up survey responded to by 55 practitioners

NCVO CES designed an online survey and tested it with a few practitioners and the programme staff. The survey link was then sent out by YGAM to almost 800 practitioners who had attended a YGAM workshop in England between January 2018 and September 2019. A total of 55 practitioners responded. The survey responses were anonymous, so those who responded may include practitioners who were also interviewed. The survey link was open over the two-week period that included the school half-term, so this may have limited the number of respondents. The survey text is in Appendix 4.

Semi-structured interviews with three practitioners

The consultants conducted semi-structured qualitative interviews with three accredited practitioners who had attended a YGAM workshop between January 2018 and September 2019. Two of the three practitioners were educators, implementing the YGAM material through PSHE lessons to year-10 pupils at their schools. The third practitioner was an Education Manager at a Football Trust who had delivered the material to a wide range of children and young people. These practitioners were identified by YGAM Education Managers as highly engaged in the programme and implementors of YGAM's material. The interview schedule is in Appendix 5.

Workshops with 17 young people

NCVO CES facilitated a two-hour evaluation workshop with young people in two private schools: one in North East and Yorkshire and Humber region and one in London and South

East region. The students were aged 15 to 16 years, and had participated in lessons designed and/or delivered by a YGAM-accredited practitioner. One workshop had 10 participants; the other had seven. The practitioners chose the young people for these workshops specifically because they were more likely to engage with the materials. These interactive workshops included thought-provoking group activities and discussions around the activities. The young people were also asked to complete a paper form at the end of the workshop to enable them to share sensitive data in a safe and private manner. The details of the activities and materials used in the young peoples' workshops can be found in Appendix 7.

Semi-structured interviews with the YGAM Education Programme staff team

All four members of the programme staff team were interviewed by phone. This included the head of the Education Programme team, who had been at YGAM for two years, and the three Education Managers, each responsible for a region where YGAM's Education Programme is delivered and who had been in post since January 2019. All the Education Managers deliver YGAM's material through the workshops, where they train practitioners who then receive Pearson accreditation. The Education Managers and their team leader have also been redesigning the programme's content and materials. The interview schedule used with the programme staff can be found in Appendix 6.

YGAM's feedback data from 225 practitioners

YGAM has created and uses a feedback form which is given to practitioners to complete immediately following the YGAM workshop they attend. It is a paper form focused on gathering information on the level of satisfaction with the delivery of the various elements of the workshop and with the materials shared. YGAM collates the quantitative and qualitative information from these forms. This report incorporates summary feedback data for the time period August 2018 to January 2019, collected from 225 practitioners.

YGAM also keeps basic information about practitioners on its database. This information is collected when practitioners sign up to attend a workshop. Some of this data is also included in this report.

Evaluation constraints to consider

There are some constraints to consider when reviewing the findings of this evaluation:

- The time frame of the evaluation meant that many practitioners had not had a chance to implement their learning. For example, a practitioner who attended training in the summer term of 2019 may not have had an opportunity to implement the material by the autumn term. This has meant that assessing medium- and long-term outcomes (for both practitioners and young people) is difficult and premature.
- Our sample of accredited practitioners (55 of 794) is an acceptable size, but includes more practitioners who have received the training more recently and so have had

insufficient time to implement their learning back in their setting. The feedback data from the 225 practitioners who completed feedback forms for YGAM is from a short period of time (these practitioners attended the workshop between August 2018 and January 2019) and we are unsure whether they adequately represent the range of practitioners trained. Further work to ensure this data is represented will be needed in future evaluation stages.

- Practitioners who had the motivation and capacity to support the evaluation by participating in the interviews and organising young people workshops are likely to have been the most engaged and dedicated practitioners. The experience of less engaged practitioners is likely to have been different but, other than in the survey, this could not be explored in this evaluation. The survey respondents were also likely to have been more motivated practitioners.
- The young people were chosen for the workshops by the practitioners who had designed and/or delivered the YGAM materials from those most able and willing to engage in a two-hour voluntary workshop. Therefore, this report represents the views of young people who are most likely to have also engaged with the YGAM materials. The schools where NCVO CES was able to conduct the evaluation were of a similar type (private). The report therefore presents evidence of programme effectiveness from quite a narrow selection of young people. We concentrated on 'young people' although YGAM seeks to work with 'young and vulnerable' people.
- The evaluation focused on gathering the range of voices, including practitioners and young people, on whom YGAM intends to have an impact. It is a small, qualitative study that intends to give an indication of direction of change rather than being a comprehensive impact study.
- YGAM has made progress on its evaluation internally since its start up in Autumn 2014. As the Education Programme has now grown to reach over 1,200 practitioners per year, YGAM has asked an independent agency (NCVO CES) to review its theory of change, support the development of a detailed evaluation framework and collect primary evaluation data for the first time. This is the first time that the programme has looked to capture outcome data based on a theory of change and with an evaluation framework. Within the constraints of a short time frame, NCVO CES has gathered data and shared findings mainly about practitioner outcomes, with some initial outcomes for young people who have received the YGAM material from these trained practitioners.

1.4. Report overview

The sections of the report cover the following:

- Section 2: What the programme has delivered and how delivery has been received by recipients.
- Section 3: What the programme has achieved for practitioners (outcomes).
- Section 4: How the programme has benefited young people (initial outcomes).
- Section 5: Programme learning and recommendations.
- Section 6: Recommendations for the programme's future evaluation practice.
- Section 7: Appendices.

2. What the YGAM education programme delivered

This section details the extent to which the YGAM Education Programme has been successful in:

- engaging and accrediting practitioners who work with young and vulnerable people
- supporting and providing resources to trained, accredited practitioners to enable them to deliver YGAM's gaming- and gambling-related harm-prevention programme to young and vulnerable people.

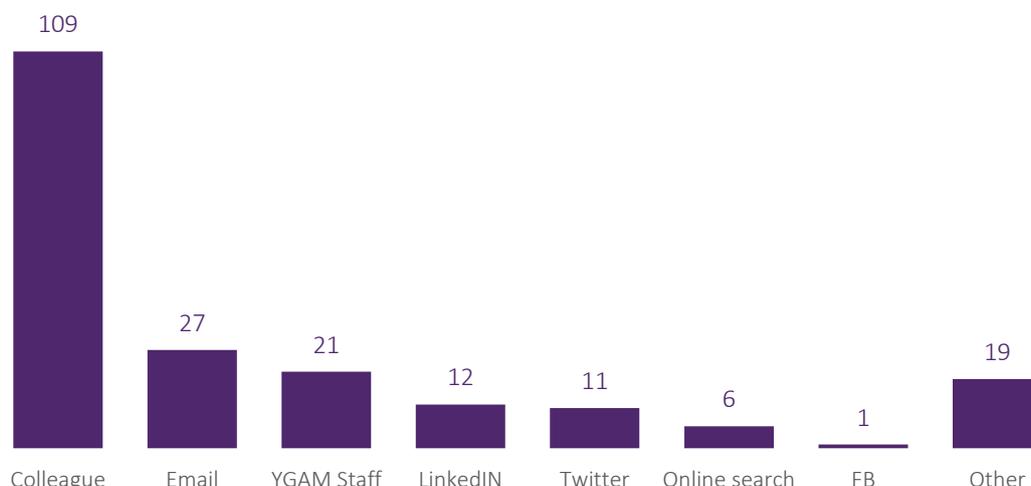
The analysis in this section is based on the workshop feedback from 225 participants collected by YGAM (between August 2018 and January 2019) and the follow-up survey responses from 55 practitioners who had participated in YGAM training between January 2018 and September 2019. Between July 2018 and December 2019, just over 2,000 practitioners participated in 196 YGAM workshops.

In summary, our findings on the delivery of YGAM's workshops are that these have been attended by a range of practitioners who work with young people. They attended mainly because the workshops had been recommended to them by a colleague. Most practitioners who attended were satisfied with the workshop content and with the post-workshop materials and follow-up support.

2.1. Communication and marketing

The practitioners participating in YGAM training were asked what prompted them to book onto a training workshop. Just over half the participants who completed the YGAM feedback forms had heard about YGAM training from a colleague, suggesting that word-of-mouth was a key driver in YGAM reach. Other sources of information included YGAM staff, email and social media (mainly Twitter and LinkedIn).

Chart 1: How practitioners heard about the YGAM workshop



Source: YGAM feedback forms (August 2018 to January 2019)

It was suggested by a number of respondents that YGAM should promote their offer more widely to education providers as well as to other practitioners working with young people.

Training course [is] very good but I have not heard of you. Need to get your name out there. –

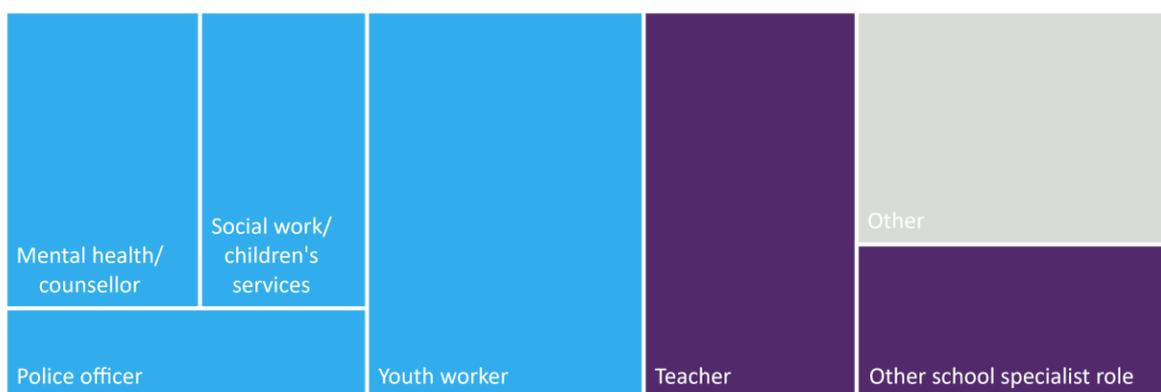
Practitioner, YGAM feedback form

2.2. Practitioner profile

The YGAM Education Programme aims to engage practitioners who work directly with young people, with workshop and materials tailored primarily to enable educators to implement their YGAM learning. As explored in the Programme's TOC and corroborated by Education Managers' experiences, educators working in a school setting are no longer likely to be the only audience, so the evaluation enquired about practitioners' roles, work setting and the ways they transferred knowledge to young people.

The results of the follow-up survey show that the programme has successfully engaged those who work directly with young people. Most respondents (46, n=55) worked with young people daily, either in traditional education settings (most often in primary and secondary schools, but also in further and higher education) or in youth clubs and other community settings. The chart below provides an overview of the job roles of the practitioners who completed the survey; 29% of respondents work in schools, either as teachers or in other specialist roles. One-quarter of respondents were youth workers. A smaller proportion of respondents worked in a wider community setting (9, n=55), for example in a health setting, in the police force or in social work.

Chart 2: Job roles of follow-up survey respondents



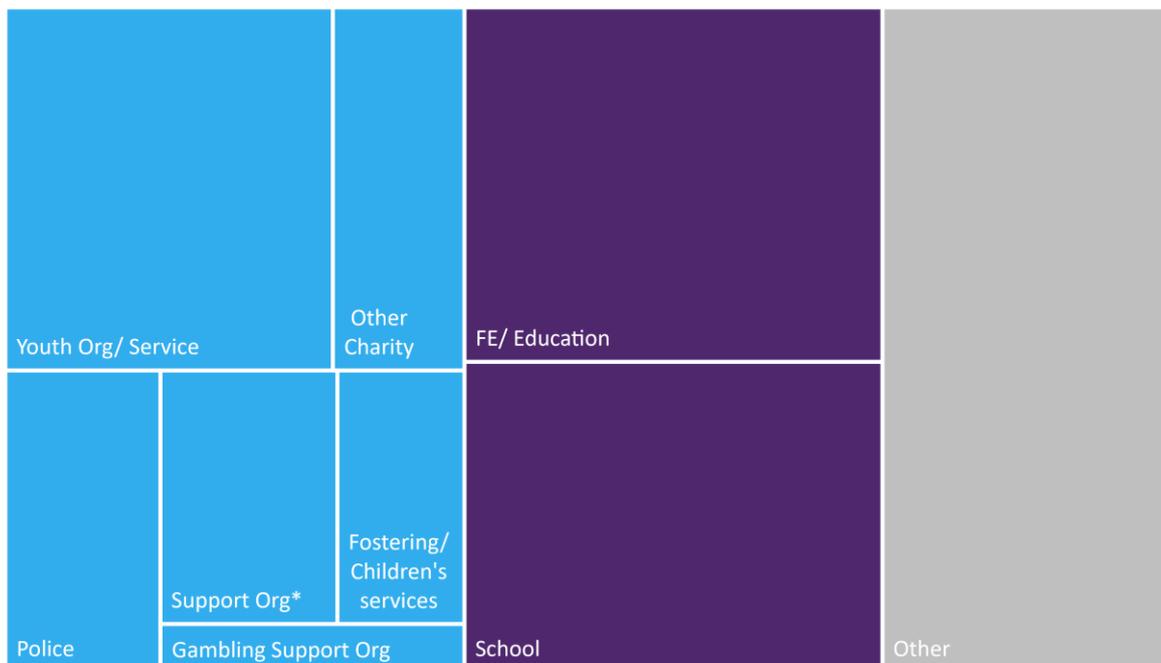
Source: NCVO follow-up survey (November 2019)

Practitioners that worked directly with young people typically worked with them in a group setting, for example, delivering PSHE lessons at school (10, n=44) or delivering workshops in a youth club or other community setting (15, n=44). Some practitioners worked with young people on a one-to-one basis, providing social and personal development support (10, n=44). In addition to reaching young people, a minority of respondents (4, n=55) worked with parents and teachers rather than with young people directly.

To better understand who is attending YGAM's workshops, the graph below shows the variety of work settings from which the practitioners who received the survey came (794

YGAM workshop attendees). They all attended a workshop between January 2018 and September 2019. While the largest type of organisation is a traditional educational institution (FE/ Education and schools), they make up just 36% of workshop attendees.

Chart 3: Organisation types of practitioners who received the follow-up survey



Source: YGAM data (January 2018 to September 2019)

2.3. Satisfaction with YGAM workshops and resources

Training

The results from YGAM's training feedback survey suggest that, overall, the training content matched with participants' expectations, and the information received in the training course was mostly new to them. None of the respondents scored the material as 'not useful' or 'not as expected.' Training participants scored their presenter as 'very engaging' (210, n=225) and most (199, n=225) stated that they were 'very likely' to recommend YGAM training to a friend or colleague. The training was praised as being very informative and engaging.

I thought the workshop was great, very informative on a subject which is kept so quiet in the safeguarding sector. I think we need to do more trainings on these, and it was such a shame that on my course there were not many schools attending. – Practitioner, NCVO follow-up survey

Chart 4: Practitioners recommending the YGAM workshop

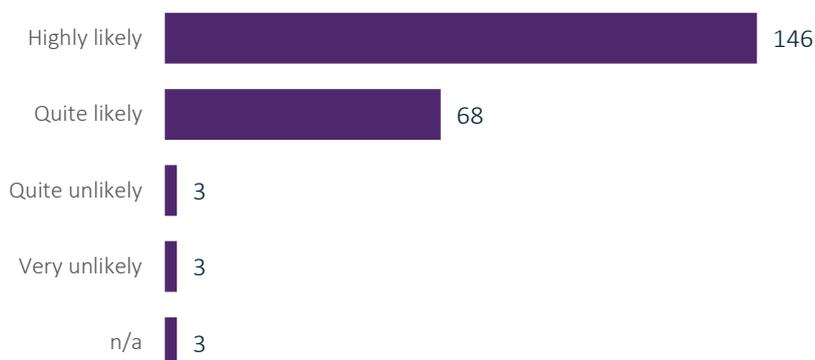


Source: YGAM feedback forms (August 2018 to January 2019)

YGAM material

The YGAM feedback form asked respondents their plans to implement the programme in their organisations. The majority of respondents (146, n=223) confirmed that they would be likely or highly likely to implement the YGAM programme.

Chart 5: Practitioners' likelihood to implement the programme



I can see how to roll out material as part of my PSHE programmes and will be recommending [it] to colleagues. – Practitioner, YGAM feedback form

Source: YGAM feedback forms (August 2018 to January 2019)

Overall, NCVO CES' follow-up survey found that respondents were happy with the YGAM support post-training and found the material useful in assisting them to help young people to better understand gaming and gambling, and their potential risks. Specifically, the material was seen as useful in the following ways:

- **giving insight into the gaming and gambling industry**, and the links between gaming and gambling; getting young people to think about how they bet or gamble
- **helping to create interactive and short activities**, which could be incorporated into lessons and schemes of work

- **providing real life examples and facts**, such as amounts of money people spend through online gaming.

Most respondents (33, n=43) also knew whom to contact at YGAM if they needed help in accessing content or to ask questions.

A small proportion (13, n=43) had created their own resources to share information on the risks of gaming and gambling, and most said they would be happy to share these with YGAM.

A similar proportion had also used other resources on gaming and gambling in addition to YGAM resources. Other sources included: YouTube videos, Raising Children Network, PSHE Association, GamCare, Aquarius, the Gambling Commission, Citizens Advice Bureaux and the Sheffield Safeguarding Team.

3. Outcomes for practitioners

This section evidences the Education Programme’s achievements for practitioners. The outcomes for practitioners are in YGAM’s direct ‘sphere of control’ and pivotal in their goal to keep young and vulnerable people safe from the risks of gaming and gambling. The questions asked are:

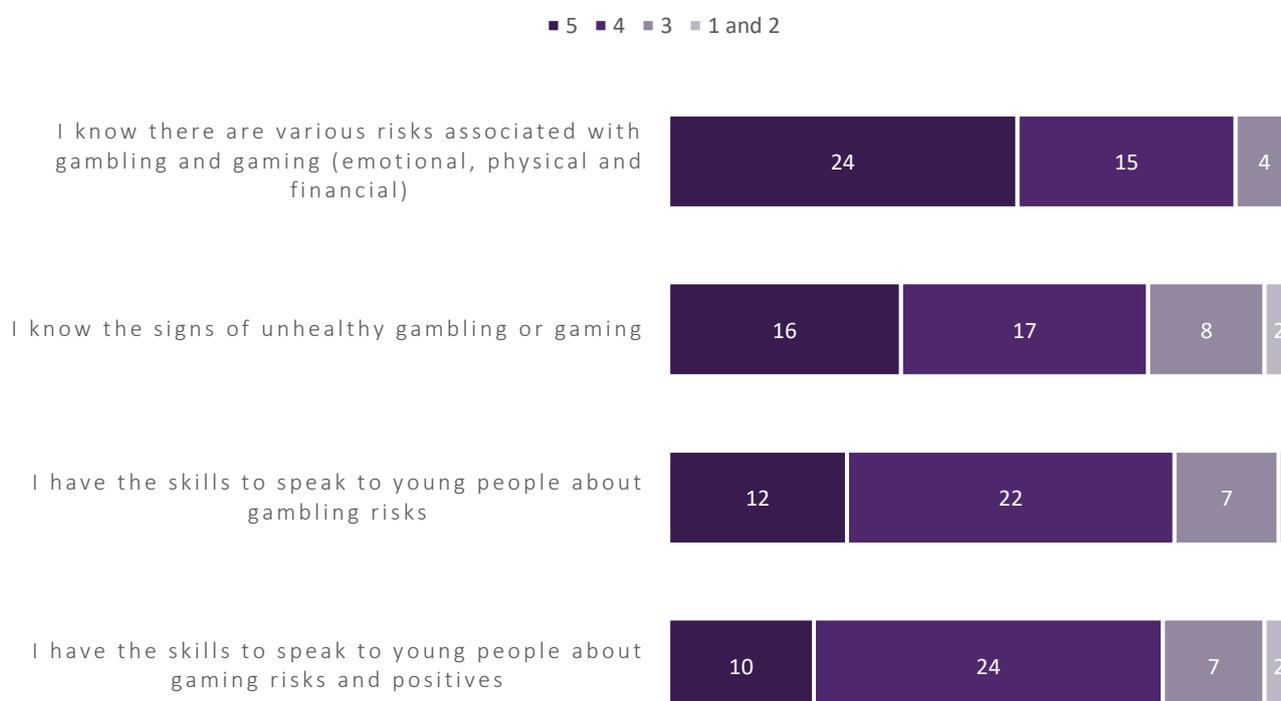
- To what extent have YGAM’s training workshops and resources shaped practitioners’ thinking, attitudes and behaviour toward problem gaming and gambling?
- As a result, to what extent do practitioners feel sufficiently skilled, confident and knowledgeable to share YGAM’s messages with the young and vulnerable people with whom they interact?

3.1. Better understanding of the subject matter (TOC outcome 1)

Overall, practitioners reported a high level of knowledge across all areas, including their awareness of gaming- and gambling-related harms, triggers and risks associated with gaming and gambling, and how to discuss such harms with young people.

The chart below provides weighted averages of practitioner responses to their level of knowledge regarding various elements of the YGAM curriculum.

Chart 6: Practitioner knowledge and skills relating to problem gaming and gambling



Source: NCVO follow-up survey (November 2019)

Education Managers noted that most practitioners attending the YGAM workshops had quite low levels of knowledge before the workshop, particularly in topics related to gaming.

Respondents said that, after attending the workshop, they were more aware of resources available to them when offering support with problem gaming and gambling. Practitioners' initial approach to a young person struggling with problem gaming or gambling was to follow the usual school escalation procedures, but some practitioners had also signposted to local GPs, Young Minds and GambleAware.

I think the majority of people [who attend workshops] come feeling more comfortable understanding gambling than gaming. I think they understand ... all the traditional types of gambling. I think, you know, the more we talk about things like bongo bingo, or the more that we talk about the different types and opportunities to gamble on mobile devices [the better].
– Education Manager, interview

A few practitioners discussed the digital context within which young people live their lives; they stated that they felt they had a good understanding of this because they had children and/or worked with children.

[I learned a] lot! A lot! In fact, practically everything was quite surprising and shocking. I had no idea how prevalent gambling was. I mean gaming yes, gambling I had no idea how prevalent gambling was amongst young people. I think there has clearly been a huge generational shift and I wasn't aware of that. I also wasn't aware of the way gaming overlaps into gambling, I'd never heard of a loot box, I just wasn't aware of those things at all. – Practitioner, interview

Responses from our practitioner survey and interview samples indicate that YGAM's workshops are successfully adding to practitioners' knowledge on gaming and gambling.

At the same time, more discussion with practitioners about their level of comfort with the topic at the start of the workshop and an exploration of gaps in their knowledge may help to develop further their understanding of the digital world in which young people live.

3.2. Improved familiarity with YGAM's work (TOC: outcome 2)

Practitioners became familiar with YGAM's Education Programme and resources during the training workshop. They were broadly satisfied with the resources when they were shown them during the workshop. Some did not plan to use them, while those who planned to use them would have valued the resources more if they were more adaptable.

The results from NCVO's follow-up survey suggest that the workshops enabled practitioners to implement the programme in their organisations to tackle the subject of gaming- and gambling-related harm with young people. Just over half of respondents (26 of 51) had already used the YGAM materials with young people and, of these, nine out of ten respondents planned to use them again in the future.

As shown in Chart 6 below, nearly half of the follow-up survey respondents (25, n=55) had used YGAM's *In the Know* booklet and a smaller number (21, n=55) had used YGAM's online resources. It is not clear why the online resources have had less take-up than the booklet. Technical issues concerning logging in online and accessing some of the materials were mentioned by a small minority of respondents; these issues might partly account for the lower take-up.

Chart 7: Whether used *In the Know* and YGAM online resources



Source: NCVO follow-up survey (November 2019)

A minority of respondents (10, n=24) stated they were not planning to use YGAM material soon, although the reason for this was not clear. Most of this group said that additional support or resources from YGAM would not assist them to use the material in the future.

However, two respondents did think that additional YGAM support and resources would have assisted them to use the material in the future. One respondent felt they needed additional tools for exploring gaming addiction and another suggested that extra funding would provide them with additional time needed to incorporate material into their existing learning programme.

One practitioner described the added benefit of hearing at the workshop from someone with lived experience of problem gaming and gambling.

It was really good to have [the practitioner with lived experience] on there. Just having him there and chipping in, it really helped you to understand how it could happen and the whole way it's a silent addiction, different to heroin and things like that. It's much less visible. I know it's not standard practice to have something like that, but it could be. I did look into getting [him] into the school, but then he did the video which covered the material anyways.
– Practitioner, interview

I honestly really am confident that the majority of people leave feeling in a better position to speak to people or in a better position just in terms of their understanding of the issues as well. –
Education Manager, interview

YGAM staff felt that YGAM's current resources were best suited for an educational setting with young people aged eleven to eighteen. Both Education Managers and practitioners noted the resources could benefit by being more flexible and adaptable.

Given that their resources are designed for a 'traditional' education setting, YGAM may consider reviewing them with a view to making them adaptable to different contexts and for different age groups. This could start with a focused discussion with non-educator practitioners about what adjustments they would find useful.

3.3. Increased level of confidence to discuss the subject matter (TOC: outcome 3)

Practitioners reported a growth in their confidence to discuss gaming- and gambling-related harms with young people through the YGAM curriculum. This was also observed by YGAM Education Managers.

As one education manager pointed out, practitioners at these workshops were usually already experts in how to talk to young people about tough issues, given their roles. The change in confidence was usually about discussing gaming and gambling specifically and therefore linked to the growth in their knowledge and understanding of the subject matter.

3.4. More sympathetic and understanding approach (TOC: outcome 4)

Practitioners indicated having high levels of sympathy and understanding about the topic, particularly with regards to risk factors in gaming and gambling. Education Managers observe a shift in the attitude of practitioners during the workshop regarding their preconceived concerns, though their experience reflects that practitioners already mostly come to the workshop with a sympathetic approach.

The NCVO follow-up survey results show that the majority of respondents have high levels of sympathy with those who game or gamble in a harmful way; they understand the reasons for gaming and gambling and are aware that gaming can help young people in various ways. Although the level of understanding of what young people gain from gaming is also relatively high, it ranks slightly lower than an understanding of the risks. This very slight difference may be linked to the occasional biases in workshop attendees noted by

I would say on the whole when people are learning about the potential harms [of gaming] then there is a shift of attitude and people are coming with great concerns about the amounts of time people are spending online and online gaming in particular. They have pre-set concerns. They are there because they know young people, family members, students they work with who are in their eyes precluding other activities and social events and, you know, neglecting other areas of their lives because of their gaming and their habits online. – Education Manager

Education Managers, particularly against gaming. The results of the survey relating to this topic can be seen in Chart 8 below.

Chart 8: Practitioner attitudes to gaming and gambling



Source: NCVO follow-up survey (November 2019)

If practitioners are to reach young and vulnerable people with YGAM messages, this outcome related to practitioner sympathy and understanding is critical to the success of the programme, even though potentially more difficult to measure than other outcomes.

We're humans at the end of the day. Most of the behaviours that are played out online, you can find in the real world as well. I think gaming on your own can be relatable. I used to play patience on my own – lots of that is similar. I think the difference is that ... online games use tricks and psychology to emphasise and exaggerate the addictive traits of real-world games. – Practitioner, interview

3.5. Practitioners receive Pearson accreditation (TOC: outcome 5)

All practitioners receive a Pearson accreditation on completion of the YGAM workshop. Of those surveyed, four people (n=51) reported not receiving their accreditation.

Chart 9: Pearson accreditation



Source: NCVO follow-up survey (November 2019)

The accreditation should be highlighted by the YGAM Education Programme so that the practitioners' qualification to raise awareness about the risks associated with gaming and gambling is recognised and given more value.

We recommend that YGAM follow up all practitioners to ensure they receive the accreditation; the opportunity could be used to also collect some post-programme evaluation data. This could be done through either a programme graduation or a follow-up survey, or through both.

3.6. More young people are reached and educated (TOC: outcome 6)

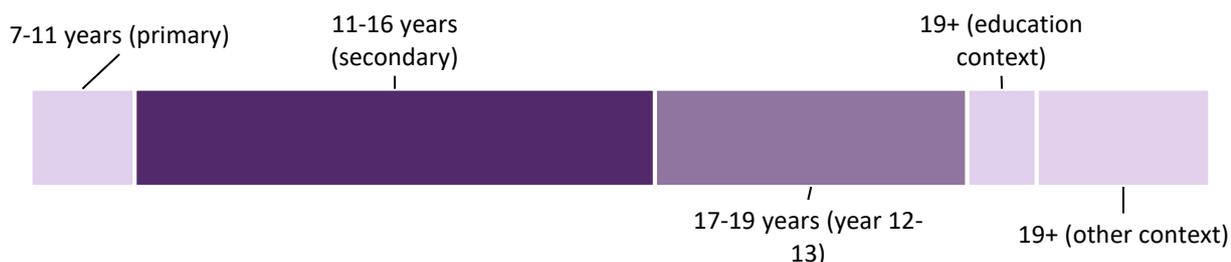
Without a baseline, it is not possible to conclude whether more people have been reached and educated. This evaluation gathered preliminary data on this, which requires further testing. Practitioners have given an estimate of the number of young people reached as 1,800. From the practitioner data, we can say with some degree of confidence that YGAM's messages and material are reaching groups of young people in a variety of settings.

YGAM's Education Programme is ultimately aiming to increase the safety of young and vulnerable people at risk from gaming and gambling. This impact relies on the practitioners whom they train and accredit sharing the messages and materials with young and vulnerable people in schools and other settings.

The NCVO CES follow-up survey asked practitioners whether they had already used, or planned to use, YGAM material to educate young people about gaming- and gambling-related harms, risks and triggers, and to signpost them to resources and sources of help and support. Most respondents stated that they had already used or planned to use YGAM material after training (45, n=55).

In most cases the respondents worked in a secondary school setting, educating small groups (12, n=23), although a few had reached larger audiences of up to 500 young people. The chart below illustrates the age bands of young people engaged with YGAM material.

Chart 10: Age of young people reached



Source: NCVO follow-up survey (November 2019)

The respondents said they worked with young people in a variety of ways, most commonly through PSHE lessons, group activities, or one-to-one work. In the survey, the 23 practitioners who responded to this question estimated having used the material with approximately 1,800 young people in total.

NCVO CES explored the outcomes for young people who participated in lessons created by YGAM-trained practitioners in school settings in two qualitative, interactive workshops. Through these, it was clear that young people remembered quite a few elements of the lessons they were involved in, including watching some videos of personal experience, project work and discussions; some remembered having been surprised by certain statistics.

Young people's feedback about the lessons included, for some, wanting to learn in an interactive way (rather than have someone 'talking at' them) and the relative value of the personal experiences they heard about. A few young people felt the topic was not very relevant to them so, while they remembered the stories, they felt they did not add much to their understanding.

3.7. Assumptions (TOC: assumption 2 and 3)

The TOC highlighted some assumptions. To effectively implement their workshop learning, it was assumed that practitioners would:

- have the resources, opportunity and support to effectively share their knowledge with young people
- feel able to tackle the subject with young people.

Our findings show that practitioners felt they had the resources and support to effectively share their knowledge with young people; however, the opportunities and time to do so varied. There were also some barriers to implementation.

For practitioners who had not yet used the materials, the most common reasons cited in the follow-up survey related to time: practitioners stated they had not found the right occasion, or it was too early to implement the lessons, or they simply did not have time.

Of the practitioners who responded to the survey, 45% (n=51) had attended a YGAM workshop between April and June 2019 and therefore had not had the chance to work the materials into new school terms.

However, 58% of those who were yet to use the materials said they would like to use them soon. Some had not directly implemented them, but had shared them with other practitioners or arranged for others to be trained.

A few respondents felt the materials were not relevant to the groups they worked with (younger children, foster carers, and settings where the issue had not come up yet).

Practitioners had also told Education Managers about other barriers, such as the challenge of disseminating the information to other practitioners, and the competition faced by the topic of gaming and gambling from the large number of other PSHE topics.

A supportive school environment in promoting the PSHE curriculum was highlighted as helpful to practitioners. YGAM might consider providing resources or supporting practitioners in disseminating the learning to other colleagues. This could be done through promotion of the closed workshops where a number of practitioner colleagues are trained together, for example.

Practitioners feel able to tackle the subject with young people.

Practitioners feel confident (in theory) to discuss problem gambling and gaming with young people (as mentioned in section 3.3.) However, most practitioners had not been in a situation where a young or vulnerable person had confided in them or asked for advice with their problem or addictive behaviour. The nine respondents who reported having been in such a situation all felt they were able to assist them. This was done by signposting to resources and support or working through understanding the behaviour using their own coaching/therapeutic work. One person mentioned bringing a group of victims together ('a bit like Anonymous Gamblers'). Practitioners noted seeing this work as part of awareness-raising so that if/when young people faced such a challenge in the future, they would more easily recognise the signs and know there was support available and what YGAM had to offer.

4. Outcomes for young people

In this section, we explore the data on outcomes for young people as a result of their interactions with practitioners who had shared their YGAM knowledge. The outcomes for the young people are set out in the Education Programme TOC agreed by YGAM and NCVO CES (Appendix 1). These anticipated outcomes can be achieved in a variety of settings and through a range of methodologies. They are beyond the direct control of YGAM's Education Managers but in the 'sphere of influence' for the Education Programme (and will be a greater focus in the national programme).

This section draws mainly on findings from the two interactive workshops carried out by NCVO CES with 17 young people across two schools and, where relevant, on reflections from practitioners.

4.1. Better understanding of gaming- and gambling-related harms; potential risks of gaming and gambling; triggers to problem gambling and gaming for young people (TOC: outcome 7)

Feedback from both practitioners and young people themselves suggest that young people have increased their understanding of the risks and triggers around gaming and gambling as a result of the YGAM messages and materials shared by YGAM accredited practitioners.

The practitioners interviewed reflected that young people understood the material about gambling and gaming. One practitioner noted that for the age group they worked with (years 5/6, ages 9 to 10 years), gaming was more relevant than gambling – it was easier for them to relate to. While unable to recall specifics, young people remembered hearing about gaming and gambling statistics that shocked them, including the total number of gamblers and the correlation between the prevalence of betting shops and the economic welfare of different neighbourhoods. They recalled that, prior to their sessions, they had not expected problem gaming and gambling to be as prevalent, and they felt the lessons on the topic helped them understand this.

Young people recognised numerous forms of gambling and placed them in a range from *worst* to *least bad* gambling. One determining factor was the perceived level of skill involved, with slot machines ranked as low (worst) because they were entirely externally controlled. Another factor considered was with whom the activity was undertaken (playing cards with friends was *least bad* because it was 'just a bit of fun with friends,' so any money involved 'evens out'). They also noted that some activities like Premier Fantasy Leagues did not always involve money and therefore they did not always consider them to be gambling.

Young people heavily associated gambling with a terminology of risk, addiction and consequence (Figure 1) and understood that it may have a cyclical nature: 'You lose, you feel frustrated, so you try again.'

Chart 11: What is the first word that comes to mind, when I say 'gambling'? (wordclouds via mentimeter.com)



Source: School-based workshops with young people (November 2019)

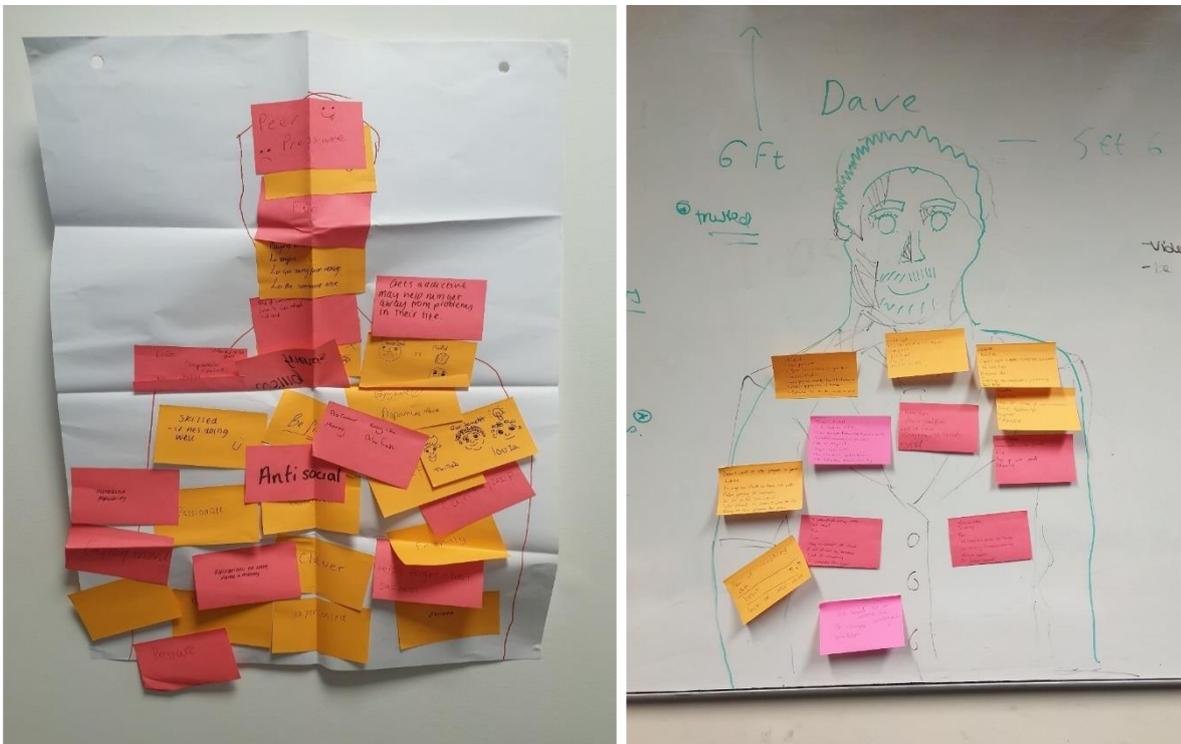
The cycle of addictive behaviour was also identified in problem gaming, as young people could identify both positive feelings associated with it and the negative spiral it could turn into. Positive feelings associated with gaming in a non-problem way focused on how 'fun' it is and included feeling joyful, hopeful, respected, and passionate. Young people identified a

number of examples of how someone's gaming hobby can spiral into a problem; these focused on a sense of achievement driving the addictive nature – such as wanting to become a competitive gamer - and anti-social elements in the offline world – such as losing friends in real life.

Young people did not link together the similarities between the triggers of problem gambling and problem gaming until these were explicitly mentioned during the data collection workshop. However, young people clearly articulated the causes of both problem gambling and gaming as an addiction, noting that it's not the person's fault.

Young people could also identify signs of when gaming and gambling become a problem for individuals, as captured by the post-it notes below. Young people commonly listed spending money that went beyond an average spend on leisure - which they noted would result in not being able to pay for bills or dipping into savings - and the impact on family life, for example the individual feeling isolated and not spending time with family as examples of signs of problem gambling. For gaming, the disassociation from the offline world was the most cited sign of a problem; young people gave examples of the person being anti-social, having poor hygiene, not engaging with and doing poorly in school. Young people discussed the signs of a problem related to mental health in relation to both gambling and gaming; specifically, they mentioned lack of sleep, anxiety, stress and depression as indicators of a problem.

Photo 1: young people's workshop output



As gaming is a topic young people are inherently more familiar with, YGAM may consider training practitioners to implement the YGAM curriculum by starting with topics focused on gaming. This could also provide an opportunity for practitioners to explicitly note the links between problem gaming and gambling in the YGAM curriculum for young people as young people only noticed these links in the data gathering workshop when prompted.

4.2. Better awareness of resources for help with problem gaming and gambling (TOC: outcome 8)

Young people know where to turn for help and support. They would turn to trusted sources (online and in person) for help if confidentiality, quality and empathy were assured.

The young people who participated in the research could name several online resources they would turn to for advice if someone had a problem gaming or gambling. Most commonly they named Childline and the NHS. In particular, they would access these resources online directly or look up how to access them online.

They would also feel comfortable to consult trusted adults and their peers. However, two of the 17 young people said they would feel uncomfortable bringing such an issue to the established school support channels, as they were not sure if the information would be kept confidential or that the adults providing support would understand.

Young people stated they would take up resources they consider 'trusted'. They said they would feel more trust if teachers and parents were also educated about the signs and dangers of problem gaming and gambling. They would want to know that online resources were trustworthy and accurate too.

4.3. Better basic financial knowledge (TOC: outcome 9)

Young people identified the financial consequences of spending money on gaming and gambling, including debt issues for them as individuals as well as for their families. They were aware of loot boxes as an example of gambling and saw it as unnecessary spending. With regards to their YGAM lessons about the financial consequences of problem gaming and gambling, some young people felt that the examples they were shown were not relatable to their own lives.

When asked to identify the financial harms of problem gambling, the young people pointed out that it was a leisure activity that became a problem if spending on it compromised financial areas they viewed as a higher priority (such as bills, housing, family, savings, etc). They also recognised the social impact of the financial the harm of gambling, such as the inability to spend money on or time with family.

Every young person who participated in the workshops said they tracked how much they spent on gaming each month. Six young people said they 'always do' and nine responded

'sort of – I have a good idea'. Young people also discussed not having a pile-up of games they did not play, as they only purchased ones they used.

When discussing loot boxes, young people independently noted that they prefer to buy the contents they wanted outright, rather than chancing it by purchasing loot boxes. They explicitly identified loot boxes as a form of gambling. They also noted that they would rather wait for sales in a game than pay the full price, unless there was a social benefit to buying a game at full cost, such as owning it immediately meaning they could play with their friends.

Young people were able to vividly describe the financial implications of debt (not having savings, unable to pay for necessities), though a few noted that the image this conjured up felt a bit 'exaggerated'. The implications of debt on family (can't afford things for your kids) and physical life (unable to afford rent) were recognised, but young people did not discuss any criminal implications of debt. The feeling that these consequences were 'exaggerated' echoes the comment from a young person that the video of lived experience was difficult for young people to relate to.

YGAM may wish to discuss this further with young people to see what type of resource is most appropriate and effective.

4.4. Better understanding of how to be safe in the digital world (TOC: outcome 10)

Online safety is a topic discussed extensively as part of the school curriculum, so young people already knew the correct measures for staying safe online and could make the connections to gaming online. In particular, they recognised that peer pressure to game can lead to problem gaming.

Young people identified peer pressure as a pathway through which a gaming hobby could become problematic. Three of the 17 explicitly brought this up and the groups agreed.

It is easy to get carried away playing a game through peer pressure and procrastinating.
– Young person, workshop

A third (33%) of young people (n=15) agreed or somewhat agreed that they had friends they only knew online. The groups also discussed playing a game to keep in touch with friends who did not go to the same school.

The link between the topics of online safety and gaming were quite clear to young people. They mentioned tactics to stay safe, like telling a friend, or not meeting in person someone they only knew online and video calling.

Young people will have incorporated previous learning about staying safe online into their increased understanding from the YGAM-resourced lessons, which will not have been the only source of their increased knowledge and understanding. It is also likely that the amount of discussion that young people had already had on the topic of online safety and gaming limited how far they wanted to discuss it in-depth in the NCVO CES workshop.

YGAM might consider how to coordinate their resources with other lessons on digital safety and digital resilience if they wish to engage deeply on the topic.

4.5. More confidence to make informed choices about gaming and gambling (TOC: outcome 11)

The young people we spoke with demonstrated the ability to balance gaming with other aspects of life and were, in the main, able to stop playing a game when they had had enough.

Young people named many hobbies (social and solitary), with only two mentioning gaming. Approximately one-third of young people (5 of 16) disagreed or somewhat disagreed that they had time for everything important in their day-to-day lives. This seems unrelated to gaming, as the young people noted schoolwork as the activity taking up most of their time.

Almost two-thirds (9 of 14) of young people agreed or somewhat agreed that they felt close to people in their offline world. While this is a very small sample, in combination with the digital safety knowledge young people displayed, this evidence suggests that the young people in the sample had a healthy balance between their online and offline lives, giving them the confidence and ability to make informed choices.

The majority of young people showed an ability to stop a game when they wished to: most (13 of 16) agreed or somewhat agreed that they would find it easy to walk away from a game when they felt they had had enough, though less than half (6 of 14) disagreed or somewhat disagreed that it would be easy for their friends to convince them to continue playing even if they felt ready to stop.

4.6. More confident to discuss problem gambling and gaming with their peers and others (TOC: outcome 12)

Some young people felt confident to raise the issue of problem gaming or gambling either directly or indirectly, if supported to do so.

Young people in the workshop expressed a desire to speak to a friend directly if they noticed them showing signs of problem gambling or gaming. Two (of 17) young people mentioned writing a letter if they felt the topic was too personal, but most would feel confident discussing it face to face. They also reported feeling confident to ask an adult for their advice and also to consult other resources. Three (of 17) young people said they would like more training themselves in how they could be supportive in such a situation.

Young people were confident about identifying signs of problem gambling and gaming. The data from the evaluation does not make it clear whether they would have already had the confidence to address it in a direct way or if this was a product of their learning on the topic through YGAM-trained practitioners.

In future evaluations, YGAM might consider asking young people if they would feel confident asking for help for themselves if they thought they had a problem with gaming or gambling. This would be in addition to the topic explored in this evaluation, which was young people's confidence to discuss and seek help for a friend's problem gaming or gambling.

4.7. Assumptions (TOC: assumption 4 and 5)

The evaluation aimed to test two assumptions which impact young people's ability to put into practice their learning about problem gambling and gaming:

- Young people are able to retain and put into practice their knowledge.
- Young people have other basic skills, such as maths knowledge, to help put into practice their learning about problem gambling and gaming.

Practitioners and Education Managers interviewed noted that the learning disseminated was intended as 'preventative'. It is difficult to assess the effectiveness of prevention, and therefore the validity of these two assumptions, particularly with an evaluation conducted less than 12 months after the young people participated in the lessons. However, it is possible to identify and look for indicators of reduction in risk. Our findings on these are discussed in the next section.

4.8. Long-term outcomes: early signs (TOC: outcome 13, 14 and 15)

The evaluation design did not allow for exploration of long-term outcomes for young people, particularly regarding potential behaviour change. The identified outcomes which YGAM aims to achieve for young people are for them to have:

- a decreased risk of gaming- and gambling-related harms
- better financial capability
- improved digital resilience.

During the workshops, two discussions alluded to shifts in attitude which make such changes more likely. One group of young people noted that their perception of casinos had changed; for example, they 'used to think it's glamorous, now grimy.' A young person also mentioned that it was easy to fall into the trap of not realising how much money was spent, due to techniques like subscriptions or loot boxes; this led to a discussion around keeping track of finances. Both of these discussions point towards young people taking a careful, knowledgeable approach to finances and gambling.

In future evaluations of the Education Programme, YGAM might consider gathering evidence from young people at a later point after their participation in an intervention. It should also be noted that both financial capability and digital resilience are elements covered by other areas of the educational curriculum, so it may not always be possible to separate the effects of different inputs.

Case example – composite of the two schools visited

Implementing the YGAM materials with young people as part of the PSHE curriculum

Our case study follows a (fictitious) Amy from Middlesbrough whose experience is based on our learning from YGAM's pilot impact and outcomes evaluation.

Amy attended an open workshop in the North East in late Spring 2019. As a PHSE lead she was used to discussing sensitive subjects with young people, but she was surprised to learn so much particularly about the wider perspective of gambling and young people's experiences. The workshop session on using the resources gave Amy the chance to think about how she might explore gaming and gambling with young people in her large secondary school; she planned to integrate it into the PHSE curriculum. One of the other attendees at the workshop was keen to try out the 'probability and luck' resource YGAM had developed for use in maths lessons, which inspired Amy to discuss this with the Head of Maths at her school.

Back at school, Amy explored the online resource bank that YGAM made available to all workshop attendees so that she didn't have to recreate all the materials. She'd particularly liked the gambling statistics quiz used at the workshop, so she adapted it for year 9 and 10 students to introduce the topic. Amy also did her own research online and found the NHS pages for problem gambling, including their questionnaire and where to go for help, which she added to her supporting materials. She also searched for national and local support for young people and was a bit disappointed to not find many resources that focused on gaming support. She emailed YGAM to let them know she thought more would be needed in this area.

Finally, Amy mapped out the 6 week PHSE plan for years 9 and 10 for the second half of the summer term and added the YGAM messages and resources to the lesson plans for the three lessons that each cohort would have in that time.

Ready to discuss this with the other teachers involved in the PHSE curriculum, Amy met them shortly after the Easter break to agree the approach. This proved challenging, as, although she was confident in the materials from YGAM and the resources she'd developed, the workshop had not helped her plan how to engage and train her colleagues. Gaming and gambling is not part of the National Curriculum, so it took a while for Amy's usually responsive colleagues to discuss the benefits and agree to include the new themes. The YGAM handbook turned out to be very helpful in convincing them as it laid out the different pathways for use of the resources in different subjects and helped show how relevant particularly gambling was to everyday life. The group agreed to discuss problem gaming and gambling with years 9 and 10 and chose a series of

activities including quizzes, watching videos, and creating informative posters. Amy updated the slides she created to accommodate her colleagues' suggestions.

After two of the three sessions, one of the teachers noted that the sessions had been remarkably well received, but she did find one challenge during the discussions; the students easily grasped the risks associated with gambling and had come up with a great poster campaign to share their knowledge, but were much less receptive regarding the subject of gaming. She found they were far less open and quite defensive at the suggestion that gaming might cause harm. They readily understood the risks of being online and 'meeting' people they didn't actually know, but saw gaming and social media as an integral part of their culture and so felt they were being judged. The teacher shifted the conversation, she explained to Amy, and managed to open a more constructive discussion about gaming, which demonstrated the seriousness of problem gaming as well as gambling in young people. One student acknowledged that 'it [gaming] can consume your life', but the teacher and Amy agreed the lesson plan needed to be reviewed. Amy also agreed to relay this learning back to YGAM. Amy called the YGAM Education Manager who ran the workshop she attended to feed back the following five reflections.

- *As teachers, we realise we don't really understand why young people game. We see being on their mobiles as such a barrier to building relationships and playing games as time-stealer, but what we're missing is their perspective.*
- *Young people like watching things. They engage better and it's a good way to get them talking and discussing. They started to see the seriousness of gaming and gambling by watching videos of people's first-hand experiences.*
- *While young people remembered the videos and personal stories clearly, not all of them connected with the personal stories. A few said that the stories felt 'inadequate' and too extreme.*
- *We're thinking about adding in a quiz next year to see if we can test the change in young people's knowledge immediately after the lessons.*
- *It has been difficult to deliver every part of the material because of time and resource limitations. We wanted to deliver a lesson on probability, but found there was not enough time in the curriculum to add this in. We may look at using it in the context of a maths lesson next year.*

YGAM has taken this feedback on board to update its curriculum for 2020.

5. Programme learning and recommendations

The overall evaluation finding is that the delivery of YGAM workshops and the follow-up support and materials have been largely successful. There are some suggestions for refining the delivery – mainly around making the content and the resources more relevant and adaptable to different groups and learning situations. There have been positive results for both practitioners and young people in terms of knowledge gain around the risks and harmful effects of problem gaming and gambling. Practitioners are beginning to share YGAM messages and materials. Young people's understanding and confidence to apply their understanding is starting to show.

Practitioners who have attended YGAM's one-day workshops have gained knowledge about gaming and gambling which has grown their confidence to speak about this subject with young and vulnerable people. Some practitioners have shared YGAM messages and used YGAM material with young people and have seen positive benefit. Practitioners are keen to share the messages but time often does not allow for them to do so – especially within the school timetable. Practitioners would like more relevant, adaptable activities to share with young people.

Satisfaction rates of the workshops have been consistently high and most follow-up survey respondents did not identify any challenges in using the YGAM material. However, a minority of respondents suggested some improvements, which are incorporated into the recommendations in this section.

A number of young people have participated in lessons and sessions that practitioners have facilitated. The young people have gained knowledge around the risks and triggers of problem behaviour and are aware of where to go for help and support. They too are keen to have more relevant examples that apply to their lives.

5.1. Learning and making recommendations together

Recommendations emerged when the evaluators spoke with the Education Managers to understand their views on how well the programme has been running and the extent to which they have been supported in their roles.

Recommendations co-creation day

In addition, a recommendations co-creation day was facilitated by the evaluators on 29 November 2019 for NCVO CES to share early evaluation findings and work with YGAM to identify and discuss its implications. The YGAM Education Team, consultant and the Head of Parental Engagement were presented with the data as 'emerging findings'. Individuals read through and shared their initial reactions. Overall feedback was that the findings were 'as expected' and that they highlighted some known challenges and concerns including: the higher than expected variety in the roles of workshop participants (not just educators); and a concern that the material may not be relevant to all settings, such as foster care.

The team went on to identify recommendations that were grounded in the data and were within YGAM's control to action. These recommendations were shared, discussed and were then prioritised for action, using an 'ease-impact' matrix. The YGAM Education Team have committed to review these recommendations for implementation.

Chart 12: Ease-impact matrix tool

Ease of implementation	Impact		
	High	Medium	Low
Easy	Must do: CONTENT	Worth doing: RESOURCES	Consider
Medium	Worth doing: SUPPORT	Consider: FORMAT DEBATE	Don't bother
Difficult	Consider: REACH MESSAGING	Don't bother	Don't bother

We recommend for future impact practice, when YGAM's programme goes through a national rollout with partners, that an exercise of co-creating recommendations should also involve practitioners and young people, which this evaluation was not able to incorporate due to the short timescale.

The recommendations are categorised as follows:

- Content of YGAM's offer
- Resources for practitioners
- Support for practitioners, including signposting
- Format of YGAM's offer
- Moving the debate on gaming and gambling
- Reaching the changemakers
- Marketing / communicating the YGAM message.

5.2. Content of YGAM's offer

Below are recommendations for what YGAM should do regarding the content it delivers to practitioners. This category was given a **'high impact, high ease'** rating so must be the first set of recommendations to be carried out.

- Continue to deliver the current content as it increases the knowledge, understanding and confidence of practitioners on the subjects of gaming and gambling.
- Continue to take a balanced approach to gaming, identifying the benefits and risks of gaming.
- Include case studies of how to deliver the material. For example, show the video or tell the story of a practitioner's experience of implementing YGAM materials so that practitioners can see how to take their learning and share it with children and young people.
- Share case studies of young people's feedback on YGAM-accredited practitioners' sessions and the YGAM resources as an inspiration to practitioners who have yet to use the material.
- Coordinate YGAM materials with other PSHE materials, particularly on digital resilience and safety (and finance).
- Create effective, not exaggerated, examples of lived experience and consequences of problem gambling and gaming material for use with young people, so that these examples are more relatable for young people.
- Engage with young people to further research how they experience the link between gaming and gambling – and how this link can most appropriately be made.

5.3. Resources for practitioners

Within this category of recommendations there were some recommendations that were rated differently in terms of impact and ease of implementation. Overall, this category is given a **'medium impact, high ease'** rating, and as such is worth carrying out.

We recommend the following actions to further develop YGAM's resources for practitioners, to enable them to apply their knowledge and understanding to inform, educate and safeguard young people.

- Review online resources to make sure they:
 - are easy to access (a few practitioners have had challenges logging in)
 - relate correctly to the printed resources
 - contain a 'hook' to inspire people to use them
 - are up-to-date, with accurate statistics and other information.
- Upgrade the content online to include:
 - greater depth on gaming resources

- information on why people game and its benefits
 - videos from a young person's perspective to help children and young people to explore rather than be scared by words like 'addiction'
 - case studies developed with partners/other agencies, for example, GambleAware
 - guidance on how to spot the signs of risk and what to do if risky behaviour is occurring.
- Make online resources more adaptable, so that practitioners can use them in different circumstances, including in environments outside of traditional education. Recognising the need to protect core material, editing rights might be limited, with a potential content rating, such as: 'could – should – must' use.
 - Collaborate with GamCare as the organisations prepare to implement the young person focused element of the National Strategy to Reduce Gambling Harm. For example, an intervention pack for young people 'on the edge' would help practitioners to discuss the issues and to work with young people who are at high risk of becoming problem gamers or gamblers and need urgent support.
 - Consider a portal for practitioners to support one another, communicate with each other and share resources (medium ease).

5.4. Support for practitioners, including signposting

After the training workshop, practitioners need support to implement their learning and to discuss the subject of gaming and gambling with young people. This category was given a '**high impact, medium ease**' rating and is therefore worth carrying out.

These are the recommendations of what YGAM should do.

- Provide information and support to help teachers (especially) to convince their colleagues that gaming and gambling is an important topic to discuss in school. For example, produce a checklist of how to use resources, or a video giving an overview of the risks and benefits to young people.
- Highlight the Pearson accreditation: remind practitioners that they have this, celebrate it and suggest ways they can use their accreditation to convince colleagues to share the YGAM messages.
- Offer post-workshop follow up, such as a short phone call to the practitioner soon after the workshop to discuss future plans, and/or an offer to do a whole-school presentation.
- Be a strong partner to practitioners, especially teachers. For example, do regular check-ins to find out if they have been able to share the messages with young people and, if not, what can be done to help.

- Consider how to help practitioners who are not teachers and want to know what to do if children come to them as the trusted adult and need advice, support or an intervention.
- Further develop YGAM's existing list of organisations and trusted sources, so that practitioners and young people can be clearly and accurately signposted where to go for help. This should include an explanation of each resource and why YGAM trusts and endorses these resources. YGAM could also consider expanding this list of resources beyond gambling-related materials to other support identified by practitioners (for example, supplementary resources) and young people (for example, young people's addiction support that includes gaming or gambling addiction) in this evaluation.

5.5. Format of YGAM's offer

The data collected for this evaluation is from practitioners and schools that have participated in the YGAM programme. The absence of data from those who have not participated also contains some learning relating to the format of the current offer. This is a one-day workshop, face-to-face in a variety of locations, including a casino. This category was given a '**medium impact, medium ease**' rating, so is a set of recommendations worth considering.

YGAM should consider the following:

- **Where the workshops are located.** Some practitioners sign up to attend the workshop and then do not attend on the day. This may be due to the location or time of the workshop.
- **The length of the workshops.** A half-day or two-hour seminar may work better than a whole day for some practitioners such as teachers, who may find it particularly problematic to find time for further education training during regular working hours.
- **Online modules.** The content could be accessed by more practitioners if it was available online as well as, or instead of, in person.

5.6. Moving the debate on gaming and gambling

YGAM's work relies heavily on practitioners being able to inform and educate young and vulnerable people about gaming and gambling, thus safeguarding them against risks. This requires an environment which is conducive to YGAM's input; indeed YGAM currently influences that environment our recommendations concern how YGAM might influence it further. This category was given a '**medium impact, medium ease**' rating, so is a set of recommendations worth considering.

YGAM should consider the following:

- Talk more about habit changing and being safe rather than just the risks of gaming and gambling.

- Consider links between gaming, gambling and social media and mental health. This should be done without diluting messages around problem gambling and gaming, which are the focus of YGAM's social purpose and funding. The organisation could consider adding resources with a wider scope, such as additional information about gambling behaviours within the gaming world which may lead to problem behaviours.
- Design and disseminate a guidance document on how to spot the signs of problem behaviours and how to respond.

5.7. Reaching the changemakers

As the main influencers of children and young people, teachers are highly sought-after participants in the YGAM programme, yet only approximately one-third of the NCVO follow-up survey practitioner sample were teachers. It is possible that teachers are less likely to complete the survey than practitioners in other roles due to the burden of administrative work on the role and that the timing of this evaluation – which fell during half term in many schools – was inconvenient for teachers. We have found that format, length or location of the workshops may make attendance difficult for teachers. It is also possible that teachers experience resistance or lack of buy-in within their schools. This category was given a **'high impact, low ease'** rating, so is a set of recommendations worth considering.

YGAM should also consider the following recommendations.

- Make sure teachers are aware of the opportunity to get educated on gaming and gambling and why it is important.
- Review the recruitment process to make sure that teachers are aware of workshops and are proactively invited by YGAM to attend.
- Continue to log details of applicants in the database, monitoring attendance at workshops and implementation of materials.

5.8. Marketing and communicating the YGAM message

YGAM's programme will roll out nationally from 2020. This means that the key messages need to be clear and targeted to the greatest number of influencers of young and vulnerable people, especially teachers. This category was given a **'high impact, low ease'** rating, so is a set of recommendations worth considering.

YGAM should consider the following recommendations for the future marketing of the programme and communications.

- Situate YGAM as a school partner for subjects like PSHE and RE.
- Reframe the issues to do with gaming and gambling so they link more clearly with safeguarding. This may require unpacking what safeguarding means.

- Use the evidence and research that shows the health challenges associated with problem behaviours, so that the risks of gaming and gambling are considered as a health issue.

5.9. Next steps

The YGAM Education Team have committed to review all the above recommendations in order of priority (from high-impact/easy- to medium-impact/medium-ease) and discuss the advantages and disadvantages of each before deciding which ones to take forward for implementation.

YGAM should make a plan for implementing priority recommendations, including a timeline and resources required.

6. Recommendations for YGAM’s future evaluation practice

The overall purpose of this evaluation has been to test out tools and approaches so that, as the programme rolls out nationally, mechanisms can be put in place that ensure a robust, useful and useable system for monitoring and evaluation.

The system should enable YGAM to keep track of the programme’s delivery (of workshops and materials/resources) as well as the outcomes for practitioners and young people.

Chart 13: Suggested evaluation timeline for the Education Programme to follow – please note, this only includes contact for evaluation data collection purposes and is in development.

 When ¹	 How	 Who	 What
Pre-workshop	Online registration follow-up, online survey	All practitioners who attended the workshop	<ul style="list-style-type: none"> • Baseline of knowledge and understanding outcomes before workshop • How the practitioner plans to use the materials
At the end of the workshop	Workshop feedback survey for practitioners	All practitioners who attended the workshop	<ul style="list-style-type: none"> • knowledge outcomes for practitioners • workshop feedback • note about follow up points • Permission to follow up regarding interview and/or young person workshop (to be explained in workshop too)
3 months post-workshop	Follow-up call	All practitioners who attended the workshop	<ul style="list-style-type: none"> • Implementation progress and needs (behaviour outcomes for practitioners) • Accreditation update • Reminder of future evaluation points

¹ barring notes on timing in section 6.3

6 months post-workshop	Online follow-up survey (version 1)	All practitioners who attended the workshop	<ul style="list-style-type: none"> • Knowledge outcomes for practitioners • Attitude outcomes for practitioners • Implementation progress and needs (behaviour outcomes for practitioners) • Accreditation update
12 months post-programme	Online follow-up survey (version 2)	All practitioners who attended the workshop	<ul style="list-style-type: none"> • Behaviour outcomes for practitioners – implementation details (such as how many young people they've disseminated to) • Permission to follow up regarding interview and/or young person workshop
Quarterly or twice per year, depending on volume and capacity.	Semi-structured interviews with practitioners	An agreed number of practitioners can be identified using the online follow-up survey (version 2) ²	<ul style="list-style-type: none"> • Detailed knowledge, attitude and behaviour questions • Challenges and opportunities practitioners face in disseminating YGAM learnings • How YGAM can support practitioners in sharing knowledge
Once per term.	Workshops with young people who have had YGAM sessions with practitioners at least one term prior	An agreed number of practitioners to reach out to set up workshops with young people can be identified using the online follow-up survey (version 2) and by YGAM staff ³	<ul style="list-style-type: none"> • Knowledge and attitude questions • Early behaviour outcomes can be assessed, though not fully • Feedback about the YGAM sessions (content, delivery, etc) • Permission to follow up

² Candidates should reflect the diversity of practitioner roles, settings and how long ago they attended the workshop, as noted in section 6.3 of the evaluation report.

³ The young people at these workshops should reflect the diversity of young and vulnerable people from a variety of learning settings, demographics and locations, as noted in 6.3 of the evaluation report.

<p>Once enough time has passed for long-term outcomes to come to light (ie: when young people are at a different stage in life)</p>	<p>Semi-structured interviews including a survey with young people</p>	<p>The young people who participated at the YGAM evaluation workshops (or ones identified by YGAM through other means) can be asked for permission to follow up. Once the young people reach a 'milestone', YGAM can reach out for follow-up interviews, which include a survey element⁴</p>	<ul style="list-style-type: none"> • Long-term evidence of knowledge and attitude outcomes • Behaviour outcomes • Permission for case study follow-up
<p>At annual programme review (or another appropriate opportunity to reflect on experiences)</p>	<p>Semi-structured interviews or focus group with YGAM Education Programme staff</p>	<p>YGAM Education Programme staff</p>	<ul style="list-style-type: none"> • Feedback on programme, challenges of implementation • Expert view on outcomes as seen in the workshop and through follow-up work with practitioners • Suggestions for programme improvement

6.1. Theory of change

Review the programme TOC regularly. The programme theory of change aims to capture the concrete changes YGAM wants to achieve through the Education Programme and how the team see those changes happening. Given that the external context in which the programme is operating is likely to change, the TOC should be reviewed regularly – where possible annually – to ensure that any assumptions still hold true, that any new

⁴ Ideally, the young people interviewed would reflect the diversity of young and vulnerable people from a variety of learning settings, demographics and locations, as noted in 6.3 of the evaluation report, though take-up might be lower this far post-intervention.

assumptions are factored in, and that the connections between the outputs and outcomes are still correct.

6.2. Evaluation plan

Develop a comprehensive monitoring and evaluation framework. YGAM, working with NCVO, should adopt and further define the evaluation framework developed as part of this evaluation, to clearly identify what is to be measured, how, when, by whom and for what purpose.

Setting clear output indicators, to ensure that data is gathered on all the elements that the programme delivers, will enable YGAM to share information on what it has been doing, where, with whom, and what the satisfaction rates have been. Finalising outcome indicators will enable YGAM to collect data on the results experienced by practitioners and young people as a result of the programme.

The evaluation plan should also list the various ways in which the data is to be collected, for example, through annual follow-up surveys to all practitioners who have attended a YGAM workshop over the year. This is outlined in chart 1.

To ensure there is adequate time allocated to monitoring and evaluation, the evaluation plan should also identify how regularly the programme should report on its outputs (for example, monthly) and how frequently it should share progress on outcomes (for example, quarterly).

These monitoring and evaluation activities should be integrated into YGAM staff roles; the evaluation plan should include names of individuals/roles that have the responsibility for data collection, analysis and reporting. As YGAM scales up, it might be considered if responsibility for evaluation elements should form part of individual job descriptions.

6.3. Data collection and analysis

Data collection tools and approaches need to be considered carefully in light of what has been used in this evaluation, and what has worked and not worked. Below are some considerations.

- **Good, ongoing communication.** It is important to explain to practitioners and young people that YGAM's education programme has, at its heart, the desire to inform, educate and safeguard. They should also be invited to stay in touch and permission should be sought to contact them over a period of time so that YGAM can keep track of their journey from awareness to action. This can be presented to practitioners as a visualisation of the evaluation journey YGAM would like to take them on. Practitioners and young people should be invited to provide their feedback – formally and informally – on the delivery of the programme and its results. This

includes using programmatic opportunities for post-workshop follow-up to gather evaluation data, as suggested above.

- **Timing of data collection.** Given that the main target group of practitioners is (believe to be) teachers, it is important to make sure that data collection is done during term time, avoiding half-term and other school holidays.
- **Making it fun.** Young people in particular are more likely to participate in evaluation if they are invited to give their views in an engaging, interactive and enjoyable way. Wherever possible, the tools identified for data collection from young people should be fun.
- **Share findings.** It is important that, following this and future evaluations, for findings to be shared with all those who provide views, opinions and feedback. This can be done by sending round the executive summary of the report or putting together an 'easy read' presentation or one-pager. This will demonstrate YGAM's commitment to being a learning organisation and will encourage participants – whether practitioners or young people – to continue to stay in touch and share their journeys.
- **Involving a range of young people and learning settings.** As noted in the section 'Issues to consider with the data' on page 12, young people involved in this evaluation were from a specific and similar educational setting. However, YGAM knowledge is disseminated by practitioners in a variety of ways. YGAM should be able to ensure that its evaluation represents the views of a larger cross-section of its ultimate beneficiary groups by considering and setting targets for different settings in which to speak to young people (and other relevant categories, such as age), and by spreading data collection workshops throughout the year. This can also include groups considered 'vulnerable' rather than exclusively young people so that the mission of YGAM is included in its full in future evaluations.
- **Invest in data collection.** As the young person feedback workshop is an intensive two-hour session, it would be helpful to have a second YGAM staff member present to take notes so that the primary staff member responsible for data collection can focus on running the workshop.
- **Use tools that support anonymity, but focus on discussion.** Young people felt more comfortable expressing and discussing their views when asked to respond on mentimeter.com, rather than directly, as this online package protected the anonymity of responses, while also showing the live results so the group could discuss the trends and anomalies.
- **Consider self-/random selection for young people workshops.** Rather than practitioners being responsible for selecting young people to participate in the workshop, YGAM could consider inviting young people to volunteer or randomly select participants to get a good mix of views.
- **Consider how to reach a larger number of young people.** Besides the in-depth young people workshops, YGAM should consider building a tool to support data

collection from a larger number of young people delivered to by practitioners. This may be done via an online quiz the practitioner implements at the end of the YGAM sessions so that both the practitioner and YGAM have access to the results of it. This tool would only be suitable for assessing the knowledge gained by young people, rather than attitude or behaviour changes.

- **Explore a tool for baseline data collection from young people.** Before running YGAM sessions, practitioners could ask young people to complete a quick online survey to test their baseline level of knowledge, attitudes and behaviours about YGAM topics. Whether this is feasible in the practitioners' context should be explored first to ensure it supports – rather than burdens – dissemination of YGAM knowledge.

Content suggestions for existing tools

In a separate document titled YGAM: Evaluation next steps are the collected suggestions for refining the data collection tools used in this evaluation.

6.4. Co-design

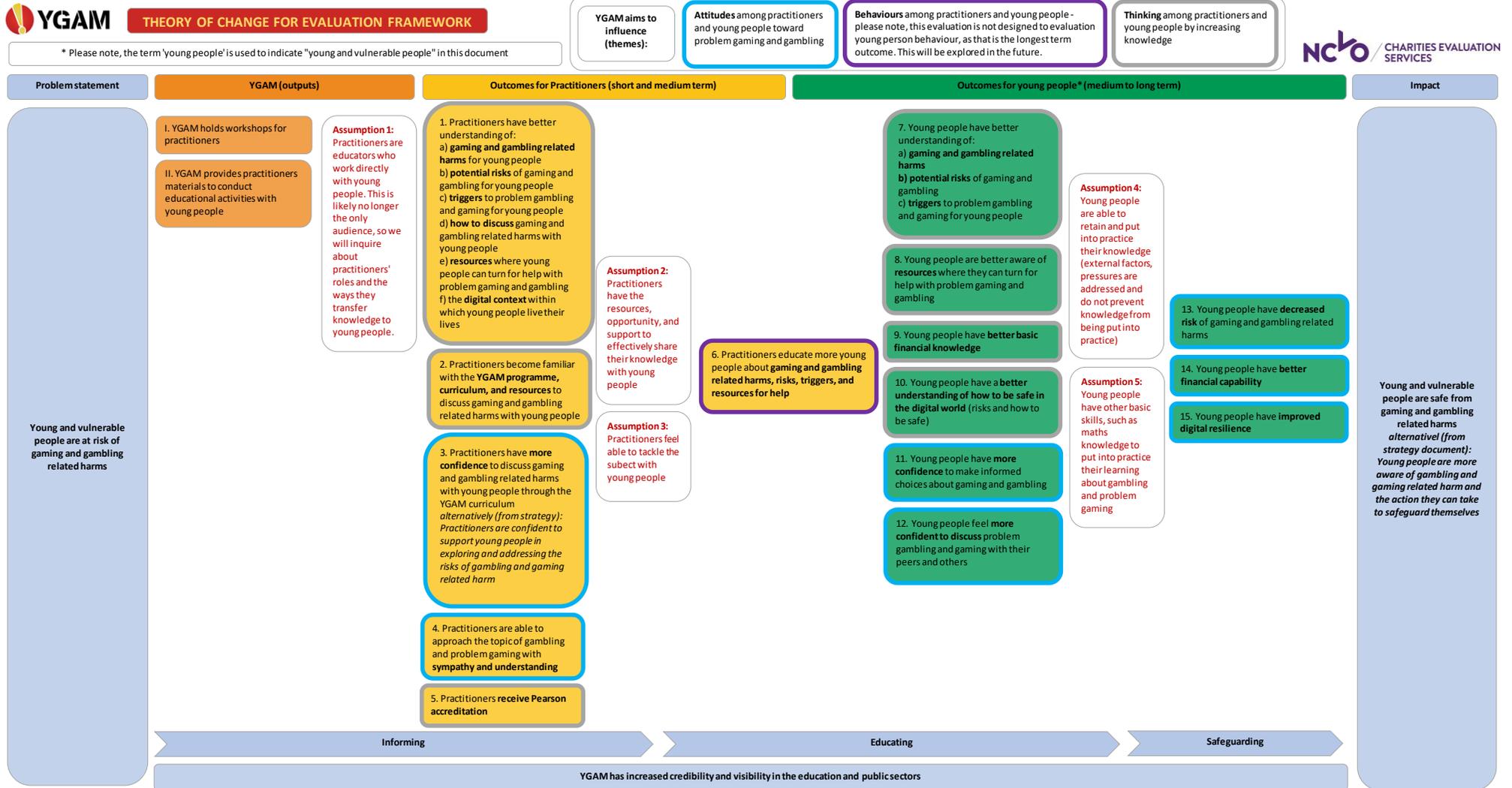
YGAM should consider ways in which stakeholders in the programme are involved in the co-design of the evaluation practice.

YGAM could consider involving practitioners – both those who use materials in 'traditional' education settings and those who use them otherwise – in the design of post-workshop follow-up activities, such as a graduation ceremony, or in carrying out a needs analysis to develop resources, for example through an online portal. These could be excellent opportunities, not just for post-workshop support to practitioners, but also for follow-up data collection. Highly engaged practitioners YGAM identified for support throughout this pilot evaluation may be keen to support in this further development.

Involving young and vulnerable people, ideally from a cross-section of locations, profiles, and learning settings, would be useful to ensure that a range of experiences are fed in to the design of feedback forms, follow-up workshops and any other methods for gathering feedback and information on outcomes.

7. Appendices

APPENDIX 1: THEORY OF CHANGE



Excellent workshop, very informative. I advise everyone I see to go on the training, best training I have been on in a long time. Thank you!

- Practitioner, NCVO follow-up survey

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