



CVR Insights

**CO-CREATION
GROUP
REPORT**



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We work best with organisations who want to make a genuine impact, and want to be game-changers.

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Authors & Acknowledgements

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We would like to thank YGAM for commissioning ClearView Research to conduct this research project.

We would also like to thank all the people who participated in the co-creation group and worked closely with us on this project. Without their views, thoughts and opinions, we would not have the extremely helpful insights to write this report.

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Our special thanks go to our **Lee Willows** and **Kev Clelland** at YGAM for actively being present and contributing to all our planned conversations online with the co-creation group.



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THE WHY?

The Why?

The Young Gamers and Gamblers Education Trust (YGAM) are expanding as an organisation and are increasingly working with more young people and practitioners across the nation. However, the charity is also aware that as part of its drive to impact those who are most vulnerable to gaming and gambling harms, more needs to be done.

For this reason, YGAM commissioned ClearView Research (CVR) to complete two phases of work. The first phase was to do an external audit of YGAM organisation and their 'In The Know' booklet. As part of this phase we also reviewed YGAM's website, social media channels, staff team, senior leadership team and the board of trustees. The report and extra materials produced for this phase were presented to YGAM in May 2020.

The second phase, which this report focuses on, involved CVR working closely with a co-creation group of seven people aged between 16 and 35 from a black, Asian and minority ethnic (BAME) background to further develop YGAM's strategy of delivering culturally appropriate materials and services that meet the needs of those from BAME communities.

As part of this phase the co-creation group also reviewed a sample of YGAM resources and gave constructive feedback on the materials. Also, a member of the group who is a teacher attended a YGAM training workshop delivered online and then provided detailed feedback on her experience. The co-creation group's feedback on both the YGAM materials and the training workshop have been sent separately to YGAM and are not included in this report.

Discussion with the co-creation group members and our in-house expertise have informed our thinking and our recommendations in this report.



**THE CO-CREATION
GROUP**

The Co-creation Group

The co-creation group involved seven people aged between 16 and 35 from a BAME background to further develop YGAM's strategy of delivering culturally appropriate materials and services that meet the needs of BAME communities.

The group was recruited via open call from Friday 27th April to Sunday 10th May, 2020. 173 people registered their interest to join the group but only 154 completed the application form.

It was agreed before recruiting the group that we were looking for the following:

1. At least three people who are aged 16-19 and are from a BAME community.
2. One person who is currently a teacher working in a school with the target population.
3. One or two people who have extensive knowledge of the Muslim and Christian faiths and the cultural challenges among people of colour with gambling or gaming.
4. At least one or two will be people with lived experience of gambling.
5. At least one person from outside London.
2. A 27-year-old woman, who has gambled before but not in the last six months. She identifies as Mixed (Black and Asian) and is of Christian faith. She is a teacher who lives in London
3. A 29-year-old man, who has gambled before but not in the last six months. He identifies as Black African and is of Christian faith. He works with young people, is a Christian music artist, and he lives in London.
4. A 32-year-old man, who has never gambled before. He identifies as Mixed (Arab/Middle Eastern, including geographic mixes) and is of Muslim faith. He is the CEO of a Muslim faith organisation and lives in London.
5. A 17-year-old woman, who has gambled in the last six months. She identifies as Asian and is of Muslim faith. She also lives in London.
6. A 24-year-old man, who has gambled in the last six months. He identifies as Mixed (Black and Arab/Middle Eastern). He is a Taoist and lives in Leeds.
7. A 21-year-old woman, who has never gambled before and identifies as Chinese. She is an atheist and lives in Birmingham.

The chosen group members comprised the following people (in order of: age, gambled before or not, ethnicity and location):

1. A 16-year-old man, who has gambled in the last six months. He identifies as Black British. He is of Christian faith and lives in Kingston.

The Co-creation Group

All co-creation group members committed to the following:

- Attending three online co-creation session;
- Reviewing and providing feedback on YGAM materials; and
- Bringing their 'A-Game' and making the most of this experience.

All group members were remunerated £250 for their time and effort. These payments were all made to them by CVR after our final meeting took place.



CO-CREATION GROUP DISCUSSIONS

Co-creation Group Discussions

Our online group session took place via Zoom at the following dates and times:

- **First Session:** Thursday 21st May (6pm - 8.30pm);
- **Second Session:** Thursday 4th June (6pm - 8.30pm); and
- **Final Session:** Thursday 25th June (6pm - 8.30pm).

At least four people from the CVR team were in all these sessions, including Lee Willows and Kev Clelland from YGAM. All co-creation members were present in all sessions. In the final session, the following people joined from YGAM: Amy Evans, Sam Robinson, Mike Wojcik, Gabriella Tamas, Daniel Bliss, Caroline Gallagher, and Linda Scollins Smith.

We discussed many questions in our sessions; however, the key questions explored in our three sessions and the key responses given by co-creation group members can be seen below. We also asked a member of the co-creation to review this section of the report (Co-creation Group Discussions) to ensure that what we have captured below is truly reflective summary of our conversations.

What type of information would you want to know in relation to gaming and why?

The key responses to this question mainly fit into two key areas, which are **education on gaming** and **education on game-related harms**.

Firstly, in terms of education on gaming, the information that co-creation group members wanted to know in relation to this were:

- **What is gaming?**
Participants wanted a clear understanding of what is considered as gaming and how it has developed over time.
- **Why do people game?**
Participants wanted to gain a better understanding of people's motivations for gaming.
- **Why do people not game?**
Participants wanted to gain a better understanding of why some people do not game despite possible motivations.
- **What are the grey areas?**
Participants wanted to be informed about when gaming becomes gambling. They wanted to understand what the slippery slope between the two is.
- **Is gaming ethical (right or wrong)?**
In relation to the participants' religious and cultural beliefs, they wanted to explore the point at which gaming switches from a leisurely activity to an activity that goes against their beliefs.
- **What is the pricing structure?**
Participants wanted to understand the thinking behind the differences of the prices of games and what makes some games more expensive than others.
- **How much do people spend on games?**
Participants wanted to understand what people were spending on games due to in-game or in-app purchases.

Co-creation Group Discussions

- **What information is given to parents for awareness?**

Often parents may not be aware of exactly what their children are involved in. It was believed that having further information on this would prevent the possibilities of their children incurring unauthorised or excessive gaming bills or getting themselves into debt.



Gaming is as destructive as gambling.



Secondly, in terms of education on gaming-related harms, the information that co-creation group members wanted to know in relation to this were:

- **Where and from whom to receive support?**
Participants wanted to know places where to receive support from if they or someone they knew became addicted to gaming.
- **What are the early signs of gaming addiction?**
Participants wanted to find out how to identify early signs of addiction and other potential psychological harms.
- **What are the harmful effects of gaming addiction?**
Participants wanted more information on the psychological, emotional, lifestyle impact excessive gaming can have on young people, such as not being able to do their homework.

- **How quickly do people become addicted?**

Participants wanted to find out whether existing research shows how people get addicted, and how rapid the process is.

What type of information would you want to know in relation to gambling and why?

The key responses to this question mainly fit into three key areas, which are: **education on gambling, education on gambling-related harms** and the influence of **culture and religion on gambling**.

Firstly, in terms of education on gambling, the information that co-creation group members wanted to know in relation to this were:

- **What is gambling?**
Participants wanted a clear understanding of what is considered as gambling and how it has developed over time.
- **Why do people gamble?**
Participants wanted to gain a better understanding of people's motivations for gambling.
- **Why do people not gamble?**
Participants wanted to gain a better understanding of why some people do not gamble despite possible motivations.
- **What are the grey areas?**
Participants wanted to be informed about when an activity involving risk becomes gambling.

Co-creation Group Discussions

- **What information is given to parents for awareness?**

Often parents may not be aware of exactly what their children are involved in. It was believed that having further information on this would prevent the possibilities of their children incurring unauthorised or excessive gambling bills or getting themselves into debt.

Secondly, in terms of education on gambling-related harms, the information that co-creation group members wanted to know in relation to this were:

- **Where and from whom to receive support?**

Participants wanted to know places where to receive support from if they or someone they knew became addicted to gambling.

- **What are the early signs of gambling addiction?**

Participants wanted to find out how to identify early signs of addiction and other potential psychological harms.

- **What are the harmful effects of gambling addiction?**

Participants wanted to find out more information on the psychological, emotional, and lifestyle impact that excessive gambling can have on young people, especially in school settings where gambling is prohibited.

- **How quickly do people become addicted?**

Participants wanted to find out whether existing research shows how people get addicted and how rapid the process is. Participants expressed a need to understand just how addictive gambling is.

Lastly, in terms of the influence of culture and religion on gambling, the information that co-creation group members wanted to know in relation to this were:

- **Is gambling ethical (right or wrong)?**

In relation with the participants' religious and cultural beliefs they wanted to explore the extent to which gambling is a social activity that goes against their beliefs.

- **How open are faith and cultural groups on having conversations about gambling addictions?**

Participants were concerned that those who have gambling addictions or like to gamble often struggle to speak out for help. This caused fear of ostracism and an inability to seek help due to feelings such as shame and anxiety about others, knowing they have an addiction. However, it was also mentioned that there were two types of religious people: traditional and more modern. An attempt should be made to discuss the issue of gambling (and gaming) with both.

“

Young Muslims people often call helplines the most during Ramadan, (which we are currently in), and in September-October when they are about to start university and are anxious.

”

Co-creation Group Discussions

Who is best placed to share this information with and why?

The key responses to this question mainly fit into two key areas, which are **hearing from voices of influence** and **active research to give more information on the impact of gaming and gambling harms**.

Firstly, in terms of hearing from voices of influence, the responses that co-creation group members mentioned in relation to this were:

- **Teachers**
Participants expressed the view that lessons such as PSHE would be an effective way to spread messages around the dangers of gambling and gaming.
- **Community Leaders & Local Councillors**
Participants suggested that these groups can get involved, to help children who are disengaged from school.
- **Faith Leaders**
Participants felt that places of worship may be more accommodating for discussions around these issues.
- **Relatable Young People**
Participants suggested that university students acting as YGAM ambassadors could deliver information to other students on campus.
- **People in the Gaming/Gambling Industry**
Participants thought capturing the thoughts of CEOs, regional managers and other employees of gaming and gambling stores would be useful.

- **Influencers**

Participants expressed the view that having influencers who had an authentic lived experience in gaming or gambling could be used as a tool for mass-marketing messages.

Secondly, in terms of active research that provides more information, the responses that co-creation group members mentioned in relation to this were:

- **Mental Health Impacts**
Participants wanted to find out whether there are case studies of those who have suffered mental health issues due to gaming and gambling.
- **Pupil to Teacher Relationship & Influence**
Participants thought deeper research into the level of influence teachers have on their students may help to understand whether teachers should be given responsibility for educating students on the effects of gaming and gambling.

What challenges do you believe there are in regards to ensuring people in your community get this information (considering the stigmas around these issues)?

The key responses to this question were focused on challenges there are in regards to ensuring people get information. Participants spoke of:

- **Feelings of Shame, Guilt & Hopelessness**
Participants again expressed the concern that those who have gambling addictions or like to gamble often struggle to speak

Co-creation Group Discussions

out for help. This inability to seek help can be fuelled by feelings of shame, guilt and hopelessness, causing fear of ostracism and anxiety about others finding out they have an addiction.

- **Spotting People Exhibiting Damaging Behaviours**
Participants shared personal anecdotes about their challenges in not being able to identify damaging behaviours as a result of gaming and gambling.

List ten actual and possible challenges in relation to educating young people from BAME backgrounds about gaming and gambling safety?

Participants listed the various challenges in relation to educating young people from BAME backgrounds about gaming and gambling safety:

- **Apathy**
Participants mentioned that some people will not care enough to engage.
- **Stigma & Taboo**
Participants expressed the view that young people from BAME backgrounds may not be willing to seek education due to stigmas attached to gaming and gambling.
- **Language Barriers**
Participants mentioned that language barriers can be found when working in some communities.

- **Building Trust**
Participants expressed concern about the possibility that often people from BAME community groups do not trust certain organisations or people doing work that seems tokenistic. Participants suggested that YGAM could find ways to build trust within the community. It was said youth workers may help in facilitating this.
- **Cultural Sensitivities**
Participants pointed out that cultural sensitivities could be a challenge.
- **Lack of Information & Levels of Misinformation**
Participants expressed concern about the amount of misinformation that people have come to believe about these issues. People may already feel they are informed, despite their lack of awareness on factual information.
- **Lack of Attention**
Participants indicated that people not paying attention to the information being given to them is also a challenge, as they may feel as though they are being lectured.
- **Complex Motivators**
Participants pointed out that when young people's parent(s), or someone they saw as a role model, were involved in gaming or gambling, this affects how they see the issues related to gaming or gambling. Additionally, the reasons people gamble differ and therefore, knowing how to communicate with them in a way that relates to them in order to educate them becomes difficult.

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Discussions

- **Lack of Importance**
Participants suggested that the spaces, places and people that are meant to educate young people on gaming or gambling could also not see it as a priority and therefore, information may not be effectively communicated to young people.
- **Mixed Messaging**
Participants identified the fact that media on gaming and gambling tends to be more positive than negative, which reinforces ideas that the harms are not that big of an issue.
- **Social Isolation**
Participants stated that some young people, because of either gaming or gambling or another issue such as bullying, may withdraw themselves from spaces, places and people that could help educate them.

“

We want something from you, without doing anything for you.

”

How do we overcome these actual and perceived challenges in relation to educating young people from BAME backgrounds about gaming and gambling safety?

Participants were able to suggest the following ways to solve the challenges faced in relation to educating young people from BAME backgrounds:

- **Provide Information on Video Games**
Participants expressed the view that highlighting information on the dangers of gaming and gambling on video games would be beneficial. However, it was also said that even making people aware of the dangers, or trying to do so, may push them towards indulging in gaming and gambling by exposing them to it.
- **Gatekeepers in the Community**
Participants believed that having relationships with key community leaders would be a step in the right direction, ensuring that people considered ‘hard to reach’ could get this vital information.
- **Working with Multiple Partners**
Participants recommended that an organisation like YGAM collaborating with other community-based organisations would be an effective strategy to overcome certain challenges.
- **Printed Materials**
Participants suggested materials printing in the language of the local community and distributed in key community locations, such as bookmakers and game stores.
- **Case Studies**
Participants recommended having case studies in the form of pamphlets, and videos using real-life examples, as a way of educating young people.

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- **Providing Support Differently**
Participants suggested that support could be provided in different ways to ensure that different types of young people were catered to. This could include having a peer-support programme or anonymous buddy system of support via an app.
- **Encourage and Facilitate Difficult Conversations**
Participants expressed the view that some of the challenges could be addressed with honest cross-generational conversations within families. However, at the core of this, is also helping people to have conversations where people are able to separate the person from the gaming or gambling.
- **Cautious Approach to Community Conversations**
Participants expressed the view that often, openly discussing past or current 'sins', in this case addiction (to gambling and gaming), is frowned upon, so safe spaces need to be created for people to feel comfortable sharing. "It is important to separate the sin from the sinner." Examples of people who have successfully recovered from a life negatively impacted by gambling may help to draw this separation.
- **Relatable Role Models with Lived Experience**
Participants expressed concern over a lack of relatable role models with lived experience. These types of people would be great people to work with to get YGAM's resources used and in front of those most at risk of gaming and gambling harms.

What else should YGAM be considering in terms of how it can get its resources used and in front of those most at risk of gaming and gambling harms?

Participants were able to suggest the following ways of how it can get YGAM's resources used and in front of those most at risk of gaming and gambling harms:

- **Street Outreach**
Participants mentioned that YGAM could do outreach in the community on the street, similar to evangelical type of work, perhaps near betting shops and gambling institutions. Outreach could also be done at fresher's fairs and school fairs, which could be facilitated by university students or teachers.
- **Dialogue with a Range of People**
Participants expressed the view that that it would be good to speak to people from different communities about best approaches too.
- **Treatments**
Participants suggested looking at new forms of treatments, for example creating therapeutic centres for gaming.
- **Awareness Workshops**
Participants advised running awareness workshops for parents both in gambling and gaming.

Co-creation Group Discussions

- **Primary Schools Resources**
Participants mentioned that they would create resources for children in primary school.
- **Community Partnerships**
Participants suggested working in partnership with community organisations to deliver services.
- **Diversified Resources**
Participants suggested creating a wide range of resources, such as video content, infographics, apps etc.
- **Community Relation Work**
Participants advised working to build relationships in communities, in order to gain trust and achieve relevance in different communities.



RECOMMENDATIONS

Recommendations

Based on the evidence gathered in all three co-creation group discussions, as well as all the insights we have gathered for YGAM so far to shape YGAM's strategy of delivering culturally appropriate materials and services that meet the needs of those from BAME communities, we would strongly recommend the following as the next steps for YGAM:

Research

1. **YGAM to create more time-limited co-creation groups** that can feed into the development process of developing/innovating new products and services that YGAM seek to offer. The group can be a valuable asset in ensuring materials, products and services at YGAM are kept fresh, relevant and up-to-date.
2. **YGAM to do listening exercises with specific communities that fall under the BAME umbrella** to better understand in detail the best approaches of working with people from their community.

Employment

1. **YGAM to intentionally hire people of colour to their staff** (and board of trustees) to engage with people in communities where YGAM do not have much reach.
2. **YGAM to recruit people with lived experience** of gaming or gambling-related harms to deliver workshops.

3. **YGAM to work with influencers** who have a genuine connection with gaming or gambling-related harms, to produce content.
4. **YGAM to partner with key Christian and Muslim faith-based organisations** to ensure that their content can be accessed and reach people of these faith groups.

Development

1. **YGAM to develop more diverse case studies** that can be used in materials and serve as important content.
2. **YGAM to develop an app** to empower people by helping them to track the amount of time and money they are spending on gaming and/or gambling. This would be an app that has a reward system built in, which praises achievements and progress.
3. **YGAM to consider opportunities to become a treatment provider** for gaming and/or gambling addiction.
4. **YGAM to develop interactive and experiential learning games** that could teach people powerful lessons through play, rather than just through giving them information.

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