



Developing Education on Gambling Harm Prevention in Sports

Research report - PROtect Integrity Responsibly
EPIC Global Solutions & European Athletes and Players
Association

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Introduction

The general objective of the PROtect Integrity project is to provide professional and elite athletes with effective education around integrity and safer gambling, mitigating the possible risks of problematic gambling for sports people. This report represents the first phase of the project, conducting research on education on the topic of gambling harm prevention in order to create high-quality education, with a specific focus on online educational tools. The results from this report will be used to inform the development of online learning modules and educational materials on gambling harm prevention for sports people. Recommendations wfor the creation and implementation of the education in the next phase will be provided.

Background

Gambling is a socially accepted leisure activity and has a strong presence in the sports industry worldwide (Constandt et al., 2022¹). However, gambling has become a public health concern and has had problematic implications for athletes and society (Turk et al., 2023²). Sports people perceive gambling to be a 'part of the game', a normalised activity (Vinberg et al., 20213; Constandt et al., 2022).

Previous research investigating problem gambling levels have shown significantly higher rates amongst athletes when compared to the general population around the world (Grall-Bronnec et al., 2016⁴; Jensen et al., 2019⁵; Pensgaard et al., 2021⁶, Constandt et al., 2022, González-Moret et al., 2025⁷). The most recent study by González-Moret et al., (2025) has shown that in Spain, professional football players are nearly 7 times more likely to develop a gambling problem when compared to the general population. This is due to several cultural and environmental factors (Gherghel et al., 2024⁸).

Some studies found that athletes who play in team sports as part of a club in which gambling is normalised, where there are regular talks about gambling puts them at a higher risk for gambling problems (Rhind et al., 2014⁹; Lim et al., 2017¹⁰; Constandt et al., 2022; Turk et al., 2023), as there is an element of peer pressure for athletes to gamble if everyone around them does it. There is also an association between salaries and more frequent gambling for athletes as they have more disposable income to spend on gambling (Lim et al., 2017, Vinberg et al., 2021; Kwillemo et al., 2023¹¹).

Additionally, there are factors related to athletes' personality traits. Their competitive nature can translate into them engaging in gambling to capture the thrill and euphoria associated with competitive success on the field, especially when they are injured and cannot play the sport (Harris et al., 2015¹²; Lim et al., 2017; Hakansson et al., 2023¹³). This has highlighted the need for education around the potential harms of gambling for athletes, helping them understand the potential risks and educate them on how to spot the signs of gambling harm.

Designing gambling harm education for elite athletes

A prominent intervention strategy to prevent and reduce gambling harm amongst multiple relevant groups are often to develop and/or increase educational initiatives early on. In other words, providing educational initiatives are an established strategy to address and prevent gambling harm for those that could be at risk including elite and professional athletes (Nelson et al., 2024; Rodda, 2021)¹⁴.

Given the abovementioned literature indicating that certain priority groups (like elite athletes) are at a higher risk for gambling harm than others, ensuring educational interventions that are salient to the perspectives and contexts of those receiving it, could impact the engagement and effectiveness of such programmes (McCarthy et al., 2019)¹⁵. However, only a limited number of studies evaluating educational programmes specifically relating to the elite athlete's context could be found.

Previous research on gambling prevention programmes have highlighted two important points of recommendation that could be relevant across different at risk groups 1) When an education programme is developed it is crucial to consider the context of those receiving the gambling harm education in terms of their developmental phase, associated gambling harm risks, special circumstances and training needs, and tailor the training accordingly and 2) The support of others involved in the lives or careers of individuals at a higher risk for gambling harm are crucial (Hilbrecht, 2021¹⁶; Davidson et al., 2025¹⁷). Therefore, consider expanding the education to other individuals that play a role in the lives of athletes in a whole system approach to education, i.e. expanding education programmes to people involved in the entire ecosystem of professional athletes' lives.

A central notion when considering gambling harm reduction initiatives is to help and encourage people to make informed decisions when it comes to gambling participation (a framework originally introduced by the Reno Model¹⁸). Since, education is one of the ways in which informed decision-making can be promoted, the development of educational programmes in any gambling context should incorporate the necessary information that will help relevant individuals make informed decisions. The information is often used to create awareness on three levels 1) how gambling works and its risks (e.g. gambling harm risks, odds and probabilities of winning, etc.), 2) understanding and identifying warning signs when self or others experience problems with gambling, 3) help available (Dickson-Gillespie et al., 2008¹⁹).

Upon considering the unique context of professional athletes and that they can be at a higher risk for gambling harm than general populations as seen in studies conducted in some EU countries (González-Moret et al., 2025; Turk et al., 2023)²⁰, some of the information proposed to be included for their effective education are similar to that proposed by Dickson-Gillespie and co-

authors (2008) in the above paragraph. A more recent review (Nelson et al., 2024) also proposed educating athletes about the odds and probabilities of winning games and gambling-related risks, while also indicating increasing education about the risks of gambling for athletes and gambling restrictions specific to the organisation athletes are signed with.

When considering different educational programmes relating to gambling harm or integrity which are developed for the athlete context, studies focus on the education of different athletic groups like student athletes as an early intervention strategy, athletics staff members, and/or athletes in general (e.g. Holden & Harris, 2021; Daroglou et al., 2024; Garzola & Vaccarino, 2024)²¹. However, no studies could be found that had a sole focus on effective education programmes for professional or elite athletes specifically. Consequently, it is recommended to draw from the existing research regarding programmes with some sort of relation to the athletic context to inform the development of an effective education programme for EU elite athletes, which will be evaluated in the next phase of this project.

When considering types of gambling harm education that athletes often receive, there is early primary prevention education, designed to prevent or at least delay engagement in initial or problematic gambling behaviour (Dickson-Gillespie et al., 2008) and there is moral or value-based education, where values associated with ethical behaviour form the basis of learning to help athletes prioritise them as part of their own value-system (Clancy et al., 2022)²².



Primary prevention education programme

Primary prevention education is often focused on creating awareness and informing athletes on the ins and outs of gambling participation and harm in an attempt to foster informed decision making (Dickson-Gillespie et al., 2008).

Content

Specific content that was proposed to cover in these primary prevention educational programmes included:

(From Daroglou et al., 2024)²³

- Balanced education for pre-service coaches about sports integrity-related behaviour, how to deal with offers of corruption in sport on all levels.

(From Garzola & Vaccarino, 2024)

- Risks specifically associated with gambling, micro betting, and fantasy sports (especially for college athletes).
- Potential harms that can occur when fantasy sports exposure becomes too much.
- Strategies to look out for and protect against in gambling advertising.
- Safer gambling practices especially when using money in fantasy sports and betting (e.g. safe parameters and betting frequencies)

(From Nelson et al. 2024)

- The odds and probabilities of winning games,
- Gambling-related risks and the risks of gambling for athletes,
- Gambling restrictions specific to the organisation athletes are signed with.

(From Stanmyre, 2024)²⁴

- Education for coaches regarding how their behaviour could influence athletes under their supervision
- How to identify problematic red flags in their own gambling behaviour.
- Gambling consequences.

(From Harris & Holden, 2021)

- Mental health concerns related to gambling.
- Types of information that should not be disclosed outside of the team and/or areas where it is allowed.
- Where to seek help when concerned about mental health, gambling or other related challenges.
- The process and place to report concerns about gambling behaviour.
- Risks of engaging in inappropriate gambling behaviour.
- gambling regulations, policies, rules and disciplinary processes relevant to the department or environment where athletes find themselves.

(From Deans et al., 2017)²⁵

- Approaches used and harms related to gambling industry products should be included in education that is developed independent from the gambling industry.

(From Lim et al., 2017)²⁶

- Education should also include descriptions of broader gambling harm risks like extreme spending and unnecessary loss of time or relational disruptions, instead of just focussing on identifying problem gambling indicators in their lives.

Modes of education

Another important point to consider when developing effective educational programmes are that the face of gambling has changed along with technological advancements in recent years. Instant mobile internet access on smartphones and other devices has provided new modes of gambling participation, while also opening the door for new training and treatment initiatives (Hilbrecht, et al., 2021).

Online training and in-person seminars have been proposed for student, club or recreational athletes as mode of education (Garzola & Vaccarino, 2024), while Harris and Holden (2021) proposed ongoing education that is delivered on a regular basis, are comprehensive and reinforce the educational message from previous programmes about gambling related issues. For example, they recommended gambling harm and awareness education for student athletes at least yearly as part of an induction course or as a refreshment course, with another repeat in preparation for a big sports engagement or when players have been approached in relation to sports betting. Providing education in such a consistent way can be the start of forming a strong culture mindful of gambling harm.

Educational programmes should also create a safe environment and have dedicated time available for facilitated discussions surrounding gambling harm and integrity concerns and uncertainties. Inserting role-playing opportunities to more clearly experience certain potentially

harmful scenarios relevant to their context could foster better understanding for athletes. Resource materials additional to the educational programmes could also be useful, especially as a reminder for athletes on where to seek help (Harris & Holden, 2021; Lim et al., 2017).

Sometimes young athletes tend to model the gambling behaviour of more senior athletes or more easily imitate the gambling attitudes of the broader team or group they find themselves in. Therefore, another mode of gambling harm initiatives could be by educating and encouraging senior players, coaches or administrators to model desired safer gambling attitudes and behaviour for the benefit of other players. Moreover, a particularly effective method that aided athletes to seek help was learning from other players who might have experienced problems with gambling and/or sought treatment (i.e. learning through the lived experience from a credible source) (Lim et al., 2017).

Consequently, as part of this current endeavour it is recommended that the gambling harm educational programme includes an online element, while (as proposed previously for young adults) supplementing the online education modules with other modes or approaches to education like in-person discussions, role-playing, micro-learning, and learning through lived experience. This emphasises that the repetition of the educational message in mode of education as well as time frequency are important to consider.

Education groups

As discussed above, the context of a group receiving education is of extreme relevance. Some literature proposed that education be provided to other sports-involved groups as well, expanding education programmes to the entire ecosystem of the athlete target group (Vinberg et al., 2021)²⁷. Harris and Holden (2021) listed these groups as athletes/student-athletes, all coaching and medical staff, trainers, staff from the athletic department, etc. Further groups of importance in the context of elite athletes were that club management also needed more education about gambling and associated problems in order to ultimately minimise harm caused. Educating management is advisable instead of putting the responsibility only on coaches and elite athletes (Vinberg et al., 2021).

Similarly, Stanmyre (2024) suggested that coaches receive their own gambling harm education interventions due to them also being at an increased risk of gambling harm. Apart from the increased risk of harm, coaches and other leaders from sports-involved groups are in a position to influence athletes under their supervision by modelling certain attitudes and behaviour. Additionally incorporating gambling education in a team setting, where the development of peer norms often take place, were also advised. Education in this setting could assist educators to utilise connections between players and help prevent gambling harm and strengthen the education message in all team structures.

The literature from this section strengthens the recommendation to expand education sessions beyond elite athletes to all involved in the sports system for a maximum effect.

Methodology

The main aim of this research was to identify how to develop effective education on gambling harm prevention for elite and professional athletes. This research is conducted to enable the provision of at least 10 recommendations for developing online educational materials and implementing in-person education to athletes. The initial plan was to conduct at least five interviews with players associations' representatives. However, after a group discussion with the different associations, it was decided that data will be collected using surveys.

Sample

EPIC Global Solutions collected data from 12 members from eight players associations representing five major team sports in five different European countries: AJSF (men's futsal, Spain), AJFSF (women's futsal, Spain), RPI (rugby, Ireland), HSF (handball, Denmark), GIBA (basketball, Italy), AIP (volleyball, Italy), SNB (basketball, France) and AJPH (handball, France). There was one representative from Ireland, two from Denmark, two from France, three from Italy and four from Spain.

Data collection & analysis methods

An online survey consisting of 11 closed and open-ended questions was translated in Spanish, Italian and French and was distributed to representatives of the different organisations. The questions in the survey were built around identifying the main elements and approaches that must be included and followed when delivering education around the potential harms of gambling to athletes (e.g. story-telling approach). The development of the survey included an exploratory stage in which a few members of the different organisations reviewed the survey draft in English and gave feedback. Changes were made to ensure the questions are as clear as possible.

Surveys represent a key research strategy in social sciences as it can save time and allows a wide geographical coverage (Denscombe, 2024). As the participants are located in different countries within different time zones, with different language requirements, the online survey method was the most beneficial and effective research data collection strategy. The survey allowed the researcher to provide participants with anonymity which can encourage honest responses (REF). Participants were also encouraged to complete the survey in their own time, taking as

much time as they need to give detailed responses. To make it as time efficient as possible, the survey was translated into different languages appropriate for each of the representatives, since English were not their first language. The added logistics of arranging translators for interviews and focus groups was not only costly but it would have been significantly time consuming. The surveys and data collected were then translated by the company The Translation People and analysed in English.

The qualitative data from the open-ended questions was analysed in Excel, summarised and divided into themes and the quantitative data from the closed-ended questions was analysed using descriptive statistics in IBM SPSS Statistics 26.



Results

The first part of the survey covered whether respondents were aware of any gambling harm education initiatives. Most respondents (75%) were aware of initiatives and gave some details about them. Representatives from Spain and Denmark mentioned being aware of the Protect Integrity while participants from the other countries mentioned other projects/ programmes:

- Keep Rugby Onside - World Rugby (P1 - Ireland)
- Many projects under EAPA auspices (P3 - Denmark)
- Programmes from individual bodies but not well known (P4 - Italy)
- The Spanish Football Federation visited dressing rooms a few seasons ago to speak to male and female players about betting and match-fixing. The thing is they didn't visit female futsal players, at any level, for men the first division. And in men's and women's football in the top levels. (P9 - Spain)
- We do this at the SNB with professional players and young players at training centres. (P11 - France)

Moving on, respondents were asked what they believe the goal or purpose of gambling harm education should be. The main theme occurring from the responses was 'awareness' as respondents spoke about the importance of sharing awareness around the risks and consequences associated with gambling:

'A general awareness. The goal should be for every player to be aware of the risks taken each time they play. The consequences for themselves as players, when their career is over, for their family, for those around them...' (P12)

‘From knowing the risks and rules of gambling, passing through dangers of addictions and mafias, to responsible gambling.’ (P8)

‘I think athletes need to be made aware of the risks that it can cause’ (P5)

‘Making players aware of the professional and sporting risks of certain actions and practices.’ (P10)

‘Explain the potential impact of gambling generally even if not gambling within own sport.’ (P1)

‘Explain the dangers of gambling (even those allowed: “just because it’s allowed doesn’t mean it’s safe”)’ (P11)

Another theme was ‘integrity’ with respondents explaining the importance of ensuring athletes understand the rules around gambling to protect the integrity of the sports:

‘Explain the rules, what they can or cannot do’ (P11)

‘Avoid risks, protect the integrity of the sport’ (P4)

‘Explain the dangers of gambling (even those allowed: “just because it’s allowed doesn’t mean it’s safe”)’ (P11)

‘No more match fixing in international sports’ (P2)

‘Preventing irresponsible gambling, warning about gambling problems and addiction and fighting match-fixing in sports’ (P7)

‘When dealing with athletes, explain the regulations and legislation which they should follow.’ (P1)

Respondents recognised that there are a number of risks that exist for sports organisations in case they are not committed to ensuring their players and their staff receive gambling education. It was recognised that there are significant performance, commercial and reputational/ brand risks if gambling education is not part of clubs. Some participants also acknowledged that there are human, operational and mental health risks associated with this. Additionally, they indicated that the gambling education delivered to sports organisations must include the following gambling harms for athletes:

- Emotional/ psychological harm
- Financial harm
- Sports performance harm
- Relationship harm
- Health harm
- Cultural harm



Respondents had to select the main approaches or strategies that can be used in order to ensure that the gambling education delivered to sports organisations is effective and long-lasting. 11 out of 12 respondents believed storytelling is the most effective strategy in delivering this type of education especially when it comes from other athletes 'the idea of fellow athletes explaining their stories always resonates' (P1). Other effective approaches include graphical representation, self-reflection, and critical discussion. One participant emphasised the importance of using multiple methods to catch the athletes' attention taking into consideration the short attention-span athletes have:

'I think that several methods can be used and be interesting. However, they must be effective. For example, a story that is too long, a reflection that is too deep or a discussion that is too precise can sometimes lose players.... It therefore requires a striking, perhaps "shocking", effective prevention presentation. For this, a well-known athlete identified by the players, striking stats can be interesting. But I think it has to be visual enough for them (video, for example) and not get lost in the details.' (P11)

The effectiveness of using lived-experience testimonials from other athletes who experienced gambling harm was emphasized by another participant:

'Real testimonies if we had people willing to tell their own testimonies, even if it were anonymously, this could illustrate that it is not something separate from our sport, that we really can see it around us.' (P10)

Participant 9 expressed the need for sporting bodies to get involved in delivering gambling education to ensure the message continues to be shared:

'There should be greater involvement of sporting bodies in real support along with the athletes' associations, which do work on this. I think that we work alone quite a lot in protecting rights and teaching during visits to dressing rooms about many things they need to know that affect or will affect their sporting career, it is vital to have support and means to carry out correct training and information to give during our visits' (P9)

With regards to continuous education, participations offered recommendations for how often and for how long the players associations should interact with safer gambling education. Most respondents believe that there should be 'a minimum of one conversation a season, although this will depend on the associations' resources' (P7). In addition to having one main meeting/ presentation a year, they believe the message could be continuously reinforced through different channels:

'Even if physically, we cannot do prevention throughout the sports season, we can use other tools: social networks, videos, our materials.' (P11)

'I think holding annual meetings could be effective. I also think it would be interesting to do publicity through networks more often (perhaps once a quarter), so that these questions are not left forgotten.' (P10)

'I think that nowadays, to make up for this lack of time in face-to-face visits, we can use media on social networks, WhatsApp or email groups to provide clear and relevant information to players without overwhelming them with information or making them feel things that might generate rejection in them.' (P9)

In terms of how long the gambling education should be delivered for, participant 11 acknowledged the difficulties they are facing in terms of time they have available with players, highlighting the importance of making the most out of it:

'Ideally, of course, several times a year would be a good rate. But we also have real life to consider. - I think that a first time at the beginning of the season, during the club tour is a very good opportunity. The ideal time would be at least ten minutes. The difficulty is that we have an average of one hour with professional players... For training centres with young players, we have the opportunity to talk about it for longer as we usually have an hour and a half to two hours with them and we approach sports betting. Gambling could therefore find its place there.' (P11)

Additionally, every participant believes that there is a role for digital content in providing harm education to sports organisations and they explained the role they believe it plays. The main theme occurring is ease of access as respondents believe players can access digital content easier as they have access to the internet at all times with social representing a key communication channel:

“it is a medium where they are always present, they always take their mobile phones everywhere, there are many hours travelling by coach and weekends where it is possible to check striking and clear digital content, that contains key messages and statistics that reflect what is happening.” (P9)

‘Digital media, especially social networks, are currently fundamental for transmitting information to our members. Also doing this by using multimedia materials (reels, video, interactive presentations, etc.) captures their attention more.’ (P10)

‘Fundamental, as for young people it provides easy access’ (P8)

‘Much more user-friendly and easy to share and view’ (P6)

Another theme was complementary as some respondents believe digital content can help complement the face-to-face sessions, especially when there is a lack of time, but it cannot replace them:

‘Because it supplements the lack of time we have in visits and the possibility of speaking to them.’ (P9)

‘Yes but should not replace the physical presentation. The French Basketball Federation is currently only providing prevention via their website and an interactive game that players can look at. For me, it’s a mistake to think that this replaces training in person. There’s nothing better than having them face to face to explain and introduce the subject to them. In addition to conveying the message better, they identify a contact person who they can get in touch with, in the event of a problem. It should be remembered that for an athlete, having a bond of trust with the person is essential. If players call us today when they have a concern, it is because they identify us and trust us.’ (P11)



It is crucial to use the most effective tools and materials to communicate safer gambling messages to ensure they have a real impact. When asked what kind of messages would be most impactful, some respondents believe using videos that are designed to capture athletes’ attention, using different elements would be really effective:

‘For me, a strong video account can be very effective if it is well edited, not too long and “shocking”. An account that leaves its mark on people’s minds. We could also devise a campaign on social networks with a video montage without sound, with just the breathing of an unidentified sportsman and the muffled sounds of the court punctuating the video with moments of joy and moments of sorrow, with a descent into hell in a way.’ (P11)

‘..short videos (maximum 1 min.) on what happened, it is better to do more short videos than one long one, if we want them to watch it and for it to catch their attention.’ (P9)

‘Video accounts, questionnaires to raise awareness of the numbers and the reality of the danger of gambling ’ (P12)

Social media can play a huge role in transmitting safer gambling messages when using other athletes who have had negative experiences with gambling:

'I think that media transmission of personal experiences can be decisive*. Perhaps being able to turn to a relevant player from the level who could give her opinion and launch the message of caution could be more effective than if this message comes directly from the associations.' (P10)

'Social media. Negative experiences' (P4)

'Transmitting information digitally is the simplest and most economical way of making sure it reaches everyone.' (P7)

Some believe having in-person conversation or meetings is the most impactful way to communicate the safer gambling messages:

'There can be more impact with in-person talks or workshops with people who have lived the situation and with experts on the subject, as this is more likely to have a direct impact on the person' (P7)

'Face to face meetings' (P3)

'I think the best way is to communicate face to face with players.' (P2)

'in-person meetings with players in arenas, short but effective.' (P6)

What should be included:

'Definition of gambling - What is or isn't legal as an athlete? - What are the risks? At-risk period (e.g. injury, difficult personal time, unemployment, etc.) and dangers (addiction prevention, vicious circle, etc.). - Who can help?' (P11)

'Addiction. The big post-career risk, financial risk' (P12)

'Being specific in the explanation Giving X number of situations that they have to take into account whatever happens, Giving some real examples that they feel they identify with Leaving some time open for doubts, questions, we even sometimes did practical examples.' (P9)

'Clear simple easily accessible information with impactful data and testimonies. Also, the consequences of gambling at all levels. Knowledge of rules.' (P8)

'Clearly explaining what the punishable cases are and what legal and sporting consequences they can have.' (P10)

'Direct experience of stories that have ruined the lives of athletes'(P4))

'In-person meetings, short but effective. Simple but direct flyers. Help and partnerships with the clubs, the League, the Federation, and the government.' (P6)

'The impact of not following the rules (potential loss of career/reputational damage) and the impact of irresponsible gambling.' (P1)

'Warning of the many risks associated with it compared with the few benefits that can be obtained.' (P7)



What should not to be included:

'No content sponsored by sports betting companies that usually distort the message' (P12)

'Criticism as I don't think it would be constructive' (P5)

'From my point of view, there is no taboo to have. If we ourselves have taboos, athletes will have them too. They should not feel uncomfortable. We must talk about the subject in the same way as others. The main thing is not to target one player or another. No need to target on a case-by-case basis; an education session is intended for a team and not a single individual.' (P11)

'No content that might be attractive for the athletes to try or challenging for them, as the aim is to push them away from it not bring them closer.' (P7)

'Publicising gambling platforms and their different options.' (P10)

'Guides that are too complicated or documents that are too long.' (P6)

'The success of others who have made gambling work for them!' (P1)

Conclusion and recommendations

The purpose of the report was to identify how to develop effective education on gambling harm prevention for elite and professional athletes. The importance of delivering gambling harm education to sports people has been highlighted throughout the report. Participants in this research highlighted a number of risks such performance and reputational risks if education is not provided. Additionally, this research found that there is need for a combination of face-to-face education at least once a year and digital products to reinforce the message. The use of lived-experience stories to educate athletes has been identified as an effective strategy to make it as relatable as possible for them.

In line with previous research, the findings from this report highlight the importance of gambling education covering why athletes at the higher risk of developing a problem, negative consequences as a result of problem gambling and the integrity rules around gambling. The message must be conveyed in a simple, straight-forward way to ensure athletes are engaged. The findings of this report have a number of practical implications and therefore, the following recommendations have been made:

- Education on gambling harm awareness to be embedded as part of routine training for athletes within their care at every stage of their athletic career, from junior athlete all the way through to senior level where funding and resources are available.
- Everyone involved in the sports industry to be educated on the potential risks of gambling, noting that it is not just the athletes who are at risk, but everyone who is involved at all levels across multi-disciplinary roles.
- Education on gambling harm awareness to be provided, face-to-face, when possible, at least once a year.
- Education on the links between gambling and sports integrity to be provided with a focus on player care.
- Short video content to be created and used with athletes to reinforce the potential risks of gambling harm for them.
- Access to relevant online resources to be provided for anyone to be able to easily access.
- Education on gambling harm prevention to use power of real-life testimonies from other athletes who have experienced the dangers of gambling harm.
- Education and awareness via multiple touch points, especially using social media, to be provided to ensure constant reach and assurance of the key messages.
- Case studies to be used to show real life examples of lives and careers that have been ruined/ severely impacted, be it via Lived Experience or awareness raising using stories that are in the media and public domain in the education on gambling harm prevention.
- Organisations implementing gambling harm education to create safe spaces to have discussions around gambling harm and the vast range of dangers, from individual harm through to integrity of the sport.



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