

What is the social impact resulting from the expenditure on the Cadet Forces?

Year 2 interim report - Autumn 2018

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Executive summary.

This is the second interim annual report from a four-year longitudinal study of the social impact resulting from the Ministry of Defence's expenditure on cadets. The key themes covered by this report relate to Social Mobility and cadets' attendance, behaviour, and attitude at school. The report includes the views of schools, Ofsted and Cadet Force Adult Volunteers (CFAVs) on the benefits of cadets. In addition, this report comments on findings on the value and contribution of adult volunteers, cadets' health and wellbeing including special educational needs and disability, and the role which cadets can play in improving community cohesion. The report is based on data gathered from 202 in-depth interviews and 3,753 responses to questionnaires.

Social Mobility

There is a significant correlation between self-efficacy – defined as an individual's belief in their ability to complete a specific task (a theory that suggests that people who believe they will succeed are more likely to do so) – and work-related performance and motivation. In the UK data shows that young people who are eligible for Free School Meals (eFSM) tend to score lower on measures of self-efficacy. However, longitudinal survey data shows that there were no statistically significant differences in self-efficacy between cadets who were eFSM and cadets who were not.

This is an important finding as it demonstrates that eFSM cadets have higher self-efficacy than their non-cadet peer group. Although it is not possible to definitely say that this difference is only due to participation in cadets, it is very possible that cadets who were eFSM have improved self-efficacy because of the activities they undertake as members of the Ministry of Defence (MOD) Cadet Forces. The development of non-cognitive skills (such as leadership, communication, self-confidence, resilience, self-discipline and teamwork) which are key outcomes for young people in cadets are

important for success in both education and the labour market, and can make a significant difference to the lives of young people.

Many cadets come from sectors of society classified as 'disadvantaged'¹. Research suggests that less than 50% of disadvantaged young people participate in organised out of school activities, compared to 80% of those from a higher socio-economic background. The learning that occurs out of school, for example in the Cadet Forces, supports the academic learning in schools by developing the transferable non-cognitive skills which are highly sought after in the job market.

Education - Attendance

Many (90%) of the cadets that participated in surveys conducted by the research team between January and April 2018 believed that their school attendance had improved due to their membership of the Cadet Forces. Improved school attendance can result in improved attainment at the end of Key Stage 4 (Years 10 to 11, pupils aged between 15 and 16 years old). Quantitative analysis on cadets and a matched comparison group of students from the same school shows that being in the cadets has a positive impact on school attendance, and improved attendance correlates positively to improved attainment at GCSE level.

Only a very small number of participants (1.5%) said that time spent on cadets adversely affected their school attendance or time for homework/revision.

The highest positive impact is on disadvantaged students, defined as those who are eFSM (and for whom the school receives Pupil Premium funding). In relation to the social impact of the Cadet Forces this is an important finding, as it points towards the Cadet Forces having a positive impact on social mobility through improved attendance and hence attainment.

It is very possible that cadets who were eFSM have improved self-efficacy because of the activities they undertake as members of the Ministry of Defence (MOD) Cadet Forces.

¹Disadvantage is a complex issue, and a contested term, which can affect children from birth and, if unchallenged and unchecked, can negatively impact aspects of their lives such as health and educational outcomes. The Department for Education uses eligibility for the Pupil Premium as a measure of disadvantage. In addition, eligibility for Free School Meals is often taken as a proxy for disadvantage.

“ Many cadets also commented on how being a member of the Cadet Forces had improved their confidence, teamwork skills and homework completion. ”

Even moderate improvements in GCSE attainment can lead to significant increases in the economic benefits to society, so improving the attainment of students from disadvantaged backgrounds will result in increased national income.

Education - Behaviour and attitude

Many (85%) of the cadets who participated in the survey felt that their behaviour and attitude at school had improved due to their membership of the Cadet Forces. Improved behaviour can mean improved school attainment and better educational outcomes. Evidence shows that poor behaviour and lower self-regulation² is more common for young people who are eFSM. Many cadets also commented on how being a member of the Cadet Forces had improved their confidence, teamwork skills and homework completion. Some cadets commented on how being a cadet had enabled them to access Science Technology, Engineering and Maths (STEM) training. Some cadets also commented on how being a cadet had given them the confidence and motivation to gain an apprenticeship place.

Education - Views from school stakeholders and Ofsted

All school headteachers who participated in the research explained that in establishing a Combined Cadet Force (CCF) contingent in their schools they had hoped to improve a range of areas including: student resilience, enrichment opportunities, leadership, teamwork, attendance, behaviour, and communication skills; and to reduce exclusions. Interviews with school staff provided consistent evidence of a positive impact on students in many of these areas. However, a review of a small sample of Ofsted reports of schools with cadet units, (n = 15) revealed that only two of them commented on the positive role of

CCFs in school extra-curricular and enrichment offers in helping develop students.

Education - CFAV views on cadets and school

School based CFAVs explained the many positive impacts that they felt the Cadet Forces had on the schooling and personal development of cadets. A majority of the CCF CFAVs surveyed said that being in the Cadet Forces helps some young people settle down at school. If being part of the Cadet Forces is having a positive impact on behaviour for many young people, this may in turn lead to better educational outcomes which can contribute to increasing social mobility.

Health and wellbeing

The clear majority of cadets surveyed reported that being in the Cadet Forces had a positive impact on their mental and/or physical wellbeing. Young people's mental health problems are linked to an increased risk of issues in adulthood, including continuing poor mental health, unemployment and a greater chance of coming into contact with the criminal justice system. A recent report for the Children's Commissioner highlights how young people mentioned physical activity and sport, which are features of the activities undertaken across the Cadet Forces, as one of their most important ways of relieving stress. Many cadets surveyed reported that being in the Cadet Forces helps young people cope with the pressures of everyday life and is a positive experience. The evidence of the impact of Cadet Forces across a whole range of areas, from confidence, mental and physical wellbeing, improved attitude to schooling and friendships makes a strong case for continued funding and volunteering. The majority of cadets surveyed reported that being in the Cadet Forces helps young people improve their leadership skills and become more responsible citizens.

² Bandura (1986) defines self-regulation as the process of influencing the external environment by engaging in the functions of self-observation, i.e. the process of managing one's thoughts and feelings to enable goal directed actions.

Executive summary cont.

The value of CFAVs

CFAVs make a huge voluntary contribution per year. The great majority of CFAVs surveyed (96%) believed that volunteering had a positive impact on their lives. The majority of CFAVs surveyed also felt that volunteering had improved their mental wellbeing and leadership skills. CFAV views on the extent to which volunteering improved their physical wellbeing were more mixed. When asked whether their volunteering training led them to feel less stressed very few reported that this was the case. CFAV views on the impact of training on their career prospects were also mixed; 43% felt it had had a positive impact, compared to 22.5% who felt it had had no impact. The majority of CFAVs reported that they would recommend being a CFAV. Those CFAVs who work in schools say that their work in the CCF helps build secure relationships with students, which benefits both parties back in the classroom. Better relationships with students can mean less stress for teachers, a positive impact which could in turn help to improve retention rates.

Special Educational Needs and Disability (SEND)

School staff reported that the Cadet Forces had a positive impact on inclusion for students with SEND, some of whom are at an increased risk of school and social exclusion. If being in the Cadet Forces can support young people with their mental wellbeing and educational outcomes by helping them build friendships and develop resilience, and the results presented in this report suggest that it does, this could lead to a reduced need for frontline services and future interventions and provision. This in turn could result in significant savings to social care budgets. However, as the Cadet Forces do not currently record SEND consistently, a full evaluation of social impact and accountability is difficult.

Inclusive communities

In Northern Ireland, the Cadet Forces are helping improve community cohesion as they are seen as a group which is above religious divides. The social impact of improved community integration and cohesion is invaluable, as was made clear by the 2016 Casey review into opportunity and integration, which estimated the huge economic costs of poor integration alongside the increased anxiety, prejudice and disadvantage for many groups in society. With the relations that are built between cadets from different communities in the Cadet Forces (c. 30% of cadets are from the Catholic community), the organisation could play a vital role in helping maintain peace in the province.

Conclusions

The data presented in this second interim report builds on the previous report published in Autumn 2017 and shows the positive impact of the Cadet Forces across a range of areas for young people, schools and volunteers. Longitudinal evidence shows how the Cadet Forces are having a positive impact on the self-efficacy of cadets who are eFSM; an improvement which could be because of the activities they undertake in cadets. Young people who take part in learning outside school, such as that provided by the Cadet Forces, develop the non-cognitive skills which are sought after by employers and which can contribute towards educational success. Overall, the impact of the Cadet Forces on young people, schools, CFAVs and families is reported to be positive. For some young people being a cadet has allowed them to make new friends, undertake new experiences, build a better CV, be successful in school and develop their confidence and resilience. CFAVs play the biggest role in facilitating the Cadet Forces and many of them feel that they too benefit, although there is unquestionably stress for a small minority.

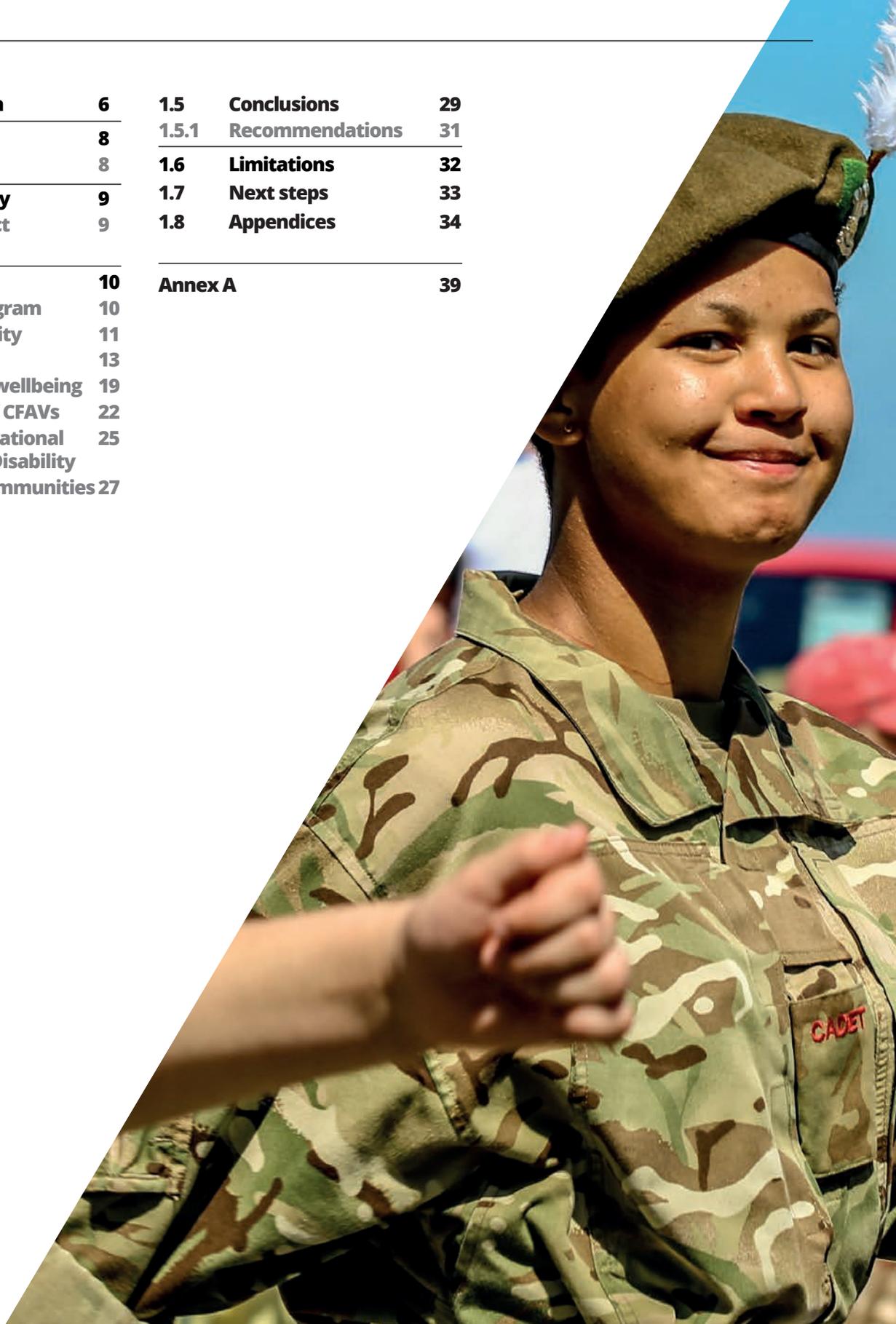
The impact on both cadets and CFAVs resulting from participating in Cadet Force activities has a positive impact on the work of several government departments, including the Ministry of Defence, the Department of Health and Social Care, the Department for Education, HM Revenue and Customs, and the Department for Communities and Local Government.

Recommendations

- The benefits a CCF can bring for staff and students, especially to schools in need of improvement or in areas of disadvantage should be promoted to the Department for Education, and Multi-Academy Trust executives
- School Head teachers and the Department for Education should ensure Ofsted Inspectors are made aware of the work done by and impact of CCFs
- Cadet Forces should record SEND data more consistently and in line with DfE labels to allow for more accurate monitoring and assessment of equality and impact
- The impact of the Cadet Forces upon community cohesion should be brought to the attention of the Department for Communities and Local Government, and the Northern Ireland Office
- The benefits that adults get from becoming CFAVs should be communicated widely and used to help attract new volunteers
- The pressures on CFAVs should be constantly monitored to ensure they do not result in large numbers leaving the Cadet Forces.

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1.1 Introduction.

This report should be read as a follow up to the previous interim report published in October 2017, which is available on the University of Northampton website. The Executive Summary of the 2017 report is also attached at Annex A to this report.

This second interim report focuses on findings based on data collected using interviews, on-line surveys, and quantitative data from a small sample of schools with CCFs, whilst building on the findings reported in the first interim report and reflecting on developments.

In July 2016, on behalf of the MOD and CVQO³, the Combined Cadet Force Association commissioned the Institute for Social Innovation and Impact (ISII) at the University of Northampton to undertake a four-year longitudinal research project. The research project is designed to help understand the social impact resulting from the MOD's expenditure on cadets and the Cadet Expansion Programme (CEP), as well as the benefits of the qualifications provided by CVQO (see separate Appendices document, Appendix 1.1 Research Questions⁴).

³ CVQO is an education charity, providing vocational qualifications to youth group members and the adult volunteers who devote their time to running them.

⁴ www.northampton.ac.uk/socialimpact-cadets-2018





What is the social impact resulting from the expenditure on the Cadet Forces?

1.2 Background.

The Ministry of Defence sponsors and supports five Cadet Forces (voluntary youth organisations). They comprise the Community Cadets (Sea Cadet Corps, Volunteer Cadet Corps, Army Cadet Force and Air Training Corps) and the school-based Combined Cadet Force, whose contingents contain one or more sections from the Royal Navy, Royal Marines, Army or Royal Air Force.

Latest statistics show that at 1 April 2018, there were 83,790 Community Cadets (Sea cadets: 14,100, Army Cadets: 38,080, Air Cadets: 31,610). The overall ratio of community cadets to CFAVs at 1 April 2018 was 3.5. The data also show there were 43,400 cadets in the Combined Cadet Force (CCF). The figures for CCF CFAVs have increased in the Royal Navy, Royal Marines (730) and Army (2,300) and decreased slightly in the RAF (610). The overall ratio of CCF cadets to CFAVs at 1 April 2018 was 11.9. A key trend across community cadets and CCFs has been the increased proportion of female cadets, up over 31% since 2017 figures, although this can be partly explained by the decrease in the number of male cadets in the

same time. MOD statistics show that approximately 38% of officer cadets and 19% of recruit trainees have been members of the Cadet Forces.

The Cadet Forces have multifaceted aims – which include providing young people with interesting and challenging activities and invaluable life skills – as well as raising awareness of careers in Defence and the Armed Forces. The social and financial impact of the Cadet Forces also benefits other Government departments, such as the Department of Health and Social Care and the Department for Education. The MOD has a commitment⁵ to provide MOD sponsored cadet forces to help to promote UK prosperity and civil society – a key objective of the MOD's Single Departmental Plan. Despite the acknowledged importance of youth groups, local authority spending on youth services continues to fall⁶.

In the first report it was noted that further investigations into several areas were planned, some of these, such as the impact on health and wellbeing of cadets and CFAVs are set out in this report, others, such as the financial savings to the Defence budget from cadets joining the Armed Forces, are still being researched and findings will be presented in subsequent reports.

1.2.1 Aims

This four-year study was set three questions to consider:

- 1. What is the social impact resulting from the UK (MOD) spending on cadets?**
- 2. What is the benefit of the qualifications provided by CVQO?**
- 3. What is the social impact of the joint MOD/DfE Cadet Expansion Programme (CEP) on the individuals who join the cadet units, their schools, the adult volunteer instructors, their local communities and wider society?**

⁵ <https://www.gov.uk/government/publications/ministry-of-defence-single-departmental-plan/ministry-of-defence-single-departmental-plan-may-2018>

⁶ <https://ukyouth.org/wp-content/uploads/2018/02/UK-Youth-State-of-the-Membership-2018.pdf>



1.3 Methodology.

This section provides a summary of the research methodology for this second interim report; further details can be found in the appendices document.

The research comprised three components:

- 1. A series of semi-structured interviews with a variety of stakeholders, including parents, cadets, school staff and governors (n = 202)**
- 2. Self-completion online/paper surveys of cadets, CFAVs and headteachers (n = 3,753)**
- 3. An economic analysis using primary data to evaluate the social impact of the Cadet Forces on cadets and CFAVs with a particular focus on schooling.**

1.3.1 Social Impact Research

When engaging in social impact research there are a number of recommended approaches if the study is to be considered as 'best practice' (GECES, 2014)⁷. These include the identification of 'measures' commonly known as outputs, outcomes and impacts and their measurement either directly through research or indirectly through proxies. These measures should be embedded within a 'theory of change', which seeks to provide a theoretical explanation of the changes in the measures identified and hence the impact delivered (GECES, 2014). In the frame of this study, this theory of change was expressed in the notion that Cadet Forces achieve social impact through the development of individuals' confidence and leadership and their ability to communicate effectively with others. This theory of change underpinned the selection and design of the research methods used as it informed the questions asked in the interviews and the specific quantitative survey methods adopted (i.e. self-efficacy surveys).

⁷GECES is the European Commission's GECES sub-committee on social impact measurement. Full reference if required: Clifford, J., Hehenberger, L., & Fantini, M., (2014), Proposed Approaches to Social Impact Measurement in European Commission legislation and in practice relating to: EuSEFs and the EaSI, European Commission Report 140605 (June 2014), available online at http://ec.europa.eu/internal_market/social_business/docs/expert-group/social_impact/140605-sub-group-report_en.pdf



1.4 Results.

The primary and secondary data gathered was analysed and the areas of social impact identified were categorised into six main themes: Social mobility, Education, Health and Wellbeing, SEND, CFAVs, and Inclusive Communities.

The qualitative findings were analysed using data-driven coding, which is where the codes derive from the raw data and relevant themes are examined in more detail in the report. Some of the themes that emerged relate back to MOD priorities⁸, whilst others relate to priorities for other Government departments.

1.4.1 Themes diagram

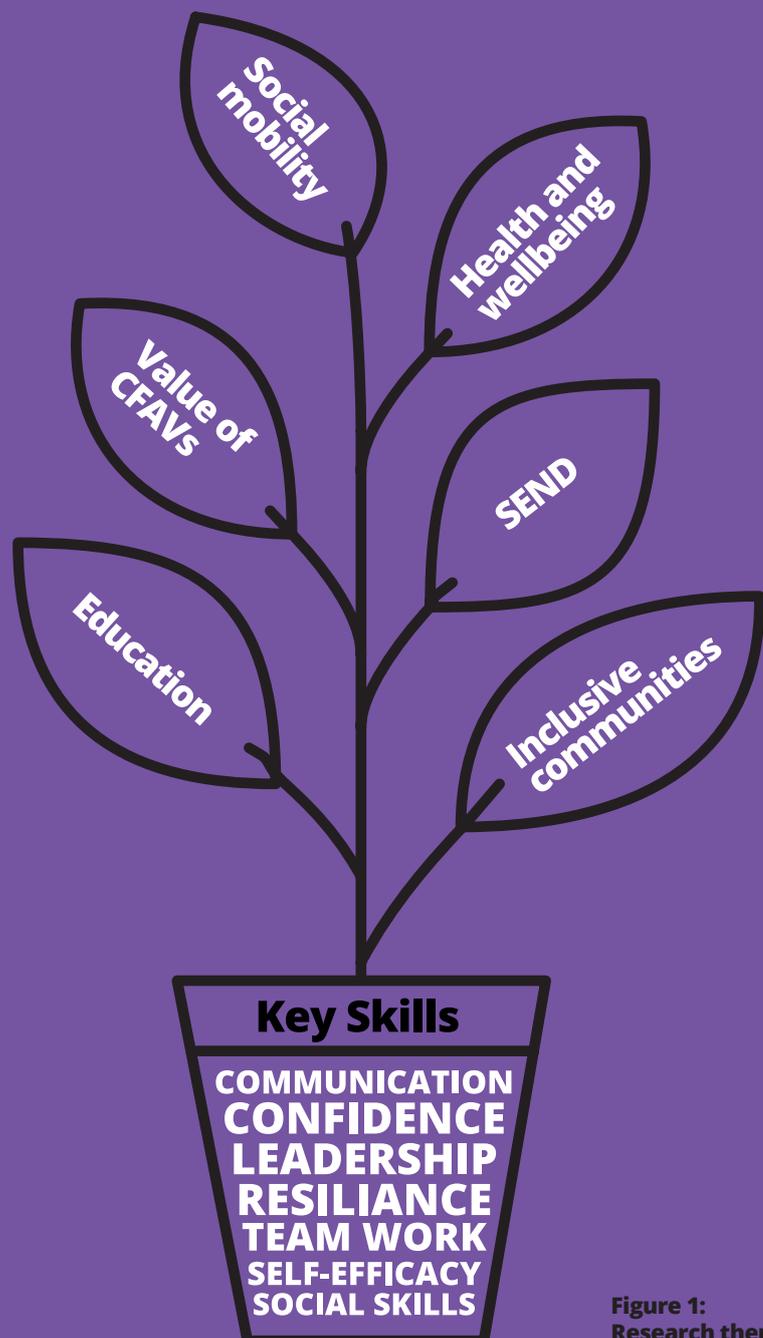


Figure 1:
Research themes

⁸ Promote UK prosperity and civil society - <https://www.gov.uk/government/publications/ministry-of-defence-single-departmental-plan/ministry-of-defence-single-departmental-plan-may-2018#promote-our-prosperity>

'Self-efficacy - lynchpin to a successful future'

1.4 Results cont.

1.4.2 Social mobility

Improved self-efficacy and out of school activities

There is a significant correlation between self-efficacy, defined as an individual's belief in their ability to complete a specific task (a theory that suggests that people who believe they will succeed are more likely to do so), and work-related performance and motivation. In the UK data shows that young people who are eligible for Free School Meals (eFSM) tend to score lower on measures of self-efficacy. However, longitudinal survey data gathered for this study shows that there were no statistically significant differences in self-efficacy between cadets who were eFSM and cadets who were not.

This is an important finding as it demonstrates that eFSM cadets have higher self-efficacy than their non-cadet peer group. Although it is not possible to definitely say that this difference is only due to participation in cadets, it is very possible that cadets who were eFSM have improved self-efficacy because of the activities they undertake as members of the Ministry of Defence (MOD) Cadet Forces. The development of non-cognitive skills (such as leadership, communication, self-confidence, resilience, self-discipline and teamwork) which are key outcomes for young people in cadets are important for success in both education and the labour market, and can make a significant difference to the lives of young people. Some cadets come from sectors of society classified as 'disadvantaged'⁹. Research suggests that fewer than 50% of disadvantaged young people participate in organised out of school activities, compared to 80% of those from a higher socio-economic background. The learning that occurs out of school, for example in the Cadet Forces, supports the academic learning in schools by developing the transferable non-cognitive skills which are highly sought after in the job market.

This section outlines the findings of one section of the on-line survey, which looked at the same sample of cadets over three surveys conducted at different times across an 18-month period. Anonymised longitudinal data on demographics and self-efficacy were analysed to assess impact. Self-efficacy is a measure of an individual's belief in their ability to complete a specific task, a theory that suggests that people who believe they will succeed are more likely than others to succeed, shows a significant correlation between self-efficacy and work related performance and motivation. Advani¹⁰, speaking at the World Economic Forum Annual Meeting (January, 2018), referred to the 'soft skills' that will be essential for young people today to cope with the demands of the job market of their future, and listed self-efficacy as the 'lynchpin to a successful future'.

In assessing socio-economic status amongst cadets, the demographic criterion that was used as a proxy was Free School Meals (FSM). Eligibility for FSM (eFSM) is a key metric that has been used to demonstrate the systemic underachievement of young people across England and Wales¹¹, although of course not all young people from low socio-economic backgrounds can be identified as eFSM¹². Government figures show that 12.9% of secondary school pupils in England were eligible for and claiming free school meals¹³ compared to a sample average across the three surveys carried out for this study of approximately 10%.

	Eligible for Free School Meals (eFSM) %	Not receiving FSM %	Unsure of eligibility %
Time 1 (T1)	10.4	87.7	1.9
Time 2 (T2)	8.5	88.6	2.8
Time 3 (T3)	11	88.3	0.7

Table 1: A summary of survey participants Free School Meals eligibility

⁹Disadvantage is a complex issue, and a contested term, which can affect children from birth and, if unchallenged and unchecked, can negatively impact aspects of their lives such as health and educational outcomes. In education eligibility the Pupil Premium and for Free School Meals is often taken as a proxy for disadvantage.

¹⁰ <https://www.weforum.org/agenda/2018/01/teaching-optimism-fractured-world/>

¹¹ Cook, R., Rutt, S. and Sims, D. (2014) Deprivation in Education (Slough, NFER) and Department for Children, Schools and Families. (2009) Deprivation and Education: the Evidence on Pupils in England (London, DCSF, Foundation Stage to Key

Stage 4) Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222172/DCSF-RTP-09-01.pdf

¹² Chris Taylor (2017) The Reliability of Free School Meal Eligibility as a Measure of Socio-Economic Disadvantage: Evidence from the Millennium Cohort Study in Wales, British Journal of Educational Studies, 66:1, 29-51, DOI: 10.1080/00071005.2017.1330464

¹³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/650547/SFR28_2017_Main_Text.pdf

1.4 Results cont.

'Cadets has improved my overall attitude towards school. The main thing that I notice with Cadets is that it makes me far more confident.'

At both T1 and T2, there were as many male as female cadets in the eFSM group as in the group that was not eFSM. At T3, in the eFSM group there were more females than in the group that was not eFSM¹⁴. Regarding the eligibility for free school meals across ethnic minority groups, there was no statistically significant difference in the proportion of cadets of White and BME ethnic background between the eFSM group and the group that was not eFSM at T1).

Among cadets participating in the T1 survey, there were no statistically significant differences in the reported general self-efficacy between White and BME cadets and between those cadets who were eFSM and those who were not eFSM.

Among cadets participating in the T2 survey, BME cadets reported higher general self-efficacy than White cadets. However, there was no statistically significant difference in the level of reported general self-efficacy between cadets who were eFSM and those who were not eFSM.

For those cadets who participated in the T3 survey, there were no statistically significant differences in the reported general self-efficacy between White and BME cadets or between those cadets who were eFSM and those who were not eFSM.

The fact that there were no statistically significant differences in the reported general self-efficacy between cadets who are eFSM and those who are not eFSM is an important finding.

Among the general population of young people who are not cadets, those in receipt of FSM score lower in measures of self-esteem and self-efficacy – which correlate to poorer academic performance. The activities that young people undertake as cadets, such as, leadership tasks, sailing, flying, First Aid, teamwork, sports, lifeguarding, and the Duke of Edinburgh's award are likely to develop their self-efficacy, and it is certainly possible that those cadets who are eFSM have higher self-efficacy scores because of their cadet experiences. The development of non-cognitive attributes and skills which are important for success in both education and the labour market¹⁵, can make a significant difference to the lives of all young people. However, for students who are eFSM – who are four times more likely to be excluded from schools than students who are not eFSM and 70% of whom do not meet expected standards at age 16¹⁶, such skills can make an important difference to their life chances.

It is hoped that future research will be able to test this finding further with the use of comparison group data from a sample of cadet units in schools. However, the savings to the state due to cadets who are eFSM being less likely to be excluded and more likely to reach expected educational standards are significant. A recent DFE report¹⁷ highlights how those students with above average school absence, exclusion and eFSM are some of those more likely to be Not in Education, Employment or Training (NEET). The cost of becoming NEET to the state is significant, with studies suggesting that this adds an additional lifetime burden to the taxpayer of between £97,000 and £300,000¹⁸.

Research¹⁹ into educational relationships outside school suggests that only 50% of disadvantaged young people participate in organised out of school activities, compared to 80% of those from a higher socio-economic background. There were many reasons for this difference, including the cost of attending activities, both in terms of time and money, as well as limited knowledge about how to access out of school activities, and confidence about doing so. The learning that occurs out of school, for example in the Cadet Forces, supports academic learning in schools by developing transferable non-cognitive skills which are highly sought after in the job market²⁰. The following quotes exemplify these factors:

“ Cadets has improved my overall attitude towards school. The main thing that I notice with Cadets is that it makes me far more confident. Sometimes it is difficult to fit in homework with cadets as well, this is also partly due to other extra-curricular activities as well, but generally I'm fine. Cadets has also been a good help in making it easier to talk to new people, it also builds good teamwork and leadership skills that are useful in school and impress teachers. (Cadet)

“ It has made me more confident that I can go into school and do what I need to. Whether it's going to be a bad day or not, Cadets has helped me be able to see the good things in a bad day and see that all the work (however unpleasant) is gonna be worth it if I put the effort in. (Cadet)

¹⁴ Chi-squared tests allow for a comparison of two or more categorical datasets to see if the observed differences between them arose by chance or not (e.g. here the differences between different stakeholder groups categorised by gender). This allows the research to state whether there are indeed significant differences between different stakeholder responses or not. In this case, the higher the χ^2 value then the greater the difference observed between the categorical variables, with a p-value of less than .05 being classed as significant, as this represents a less than 5% chance that this difference is a random occurrence in the dataset.

¹⁵ Heckman, J. J., Sixrud, J. and Urzua, S.: 2006, The effects of cognitive and non-cognitive abilities on labor market outcomes and social behavior, *Journal of Labor Economics* 24(3), 411–482.

Lindqvist, E. and Vestman, R.: 2011, The labor market returns to cognitive and noncognitive ability: Evidence from the Swedish enlistment, *American Economic Journal: Applied Economics* 3(1), 101–128.

¹⁶ <https://www.jrf.org.uk/mpse-2015/free-school-meal-status-and-educational-attainment-age-16>

¹⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/679535/Characteristics_of_young_people_who_are_long_term_NEET.pdf

¹⁸ Nelson, J and O'Donnell, L. (2012). Approaches to Supporting Young People Not in Education, Employment or Training: a Review (NFER Research Programme: From Education to Employment). Slough: NFER. <http://webarchive.nationalarchives.gov.uk/20130404085927/https://www.education.gov.uk/publications/eOrderingDownload/RR346.pdf>

¹⁹ Wikeley, F. et al. (2007) Educational relationships outside school: Why access is important. York: JRF.

²⁰ BIS (2011) Crawford, Johnson, Machin and Vignoles, (check ref)

1.4 Results cont.

1.4.3 Education

Attendance

Many of the cadets (90%) who participated in surveys conducted by the research team between January and April 2018 believed that their school attendance had improved due to their membership of the Cadet Forces. Improved school attendance can result in improved attainment at the end of Key Stage 4 (Years 10 to 11, pupils aged between 15 and 16 years old). Quantitative analysis on cadets and a matched comparison group of students from the same school shows that being in the cadets has a positive impact on school attendance, and improved attendance correlates positively to improved attainment at GCSE level.

Only a very small number of participants (1.5%) said that time spent on cadets adversely affected their school attendance or time for homework/revision.

The highest positive impact of participation in cadets is on disadvantaged students, which in this research are defined as those eligible for Free School Meals (and for whom the school receives Pupil Premium funding). In relation to the social impact of the Cadet Forces this an important finding, as it points towards Cadet Forces having a positive impact on social mobility through improved attendance and hence attainment.

Even moderate improvements in GCSE attainment can lead to significant increases in the economic benefits to society, so improving the attainment of students from disadvantaged backgrounds will result in increased national income.

As well as improved self-efficacy, data from interviews and surveys with young people, school staff and governors and CFAVs indicates that being in the cadets can have a positive impact on school attendance, behaviour, homework and attitude for over 99% of participants. The quotes below are indicative:

“ Cadets allowed me to gain more skills and enhanced my learning. It also allowed me to understand my style of learning better which allowed me to apply it to school studies. (Cadet)

Developing an understanding of learning styles has clearly made a difference to this cadet's school experience, and research²¹ demonstrates how understanding learning styles can lead to better learning outcomes. Improved attendance was another positive impact mentioned by many participants, cadets told us,

“ It has accelerated my attendance because it has taught me that there isn't anything to be scared of. (Cadet)

“ It has had a good impact because it teaches me that there are consequences for not doing well or having a good attendance. (Cadet)

“ The cadets have boosted my attendance and overall behaviour within the five years I've been in. (Cadet)

“ It's helped me not only improve on my attendance but it's improved on my overall confidence. (Cadet)

Government data²² shows that, in general, lower attendance figures mean lower levels of attainment at the end of Key Stage 4. Students with no absences are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent than pupils missing 15% to 20% of Key Stage 4 lessons. However, it must be noted that a very small minority of participants (1.5%) commented that cadets had left them with less time for homework/revision or had negatively affected their attendance, for example,

“ My attendance is probably lower because I take time to do cadet things and then I'm tired. (Cadet)

“ By having cadets two times a week it limits the amount of after school activities I can do. It's also harder to complete the large amounts of homework I receive because it's a lot of hours a week plus all of the extra activities and courses. (Cadet)

²¹ Bhagat, A., Vyas, R., & Singh, T. (2015). Students awareness of learning styles and their perceptions to a mixed method approach for learning. *International Journal of Applied and Basic Medical Research*, 5 (Suppl 1), S58-S65. <http://doi.org/10.4103/2229-516X.162281> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4552069/>

²² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf

1.4 Results cont.

As part of their analysis of the social impact of the CEP the research team studied a small sample of secondary schools across the UK who have agreed to supply anonymised school data on their cadets and a matched comparison group of students²³. Differences in aspects of school life, such as attendance or attainment, between these two matched groups could be attributed to the impact of being in the CCF. At the time of this report being produced, relevant data was available from four schools, three of whom form part of a Multi-Academy Trust (MAT). In this report the single school is referred to as Longtown, and the MAT is referred to as Metro MAT, with its schools called Metro House, Metro Low and Metro High. (Gaining access to relevant data from other Cadet Expansion Programme schools has been a challenge. Whilst many schools with CCFs are keen to participate in the research, the pressures on them mean that often data was not made available. It is hoped that as relationships are built and more schools come on board increased data will be available to analyse.)

To investigate the impact of participating in the CCF on the attendance levels of the cadets and the matched group of non-cadets in the four case study schools, a propensity score matching (PSM) method was utilised. In the analysis of observational data, the evaluation of impact is through a statistical matching technique that attempts to estimate the effect of a treatment, policy, or other intervention (for example, joining the Cadet Forces) by accounting for the individual characteristics (covariates) that predict receiving the treatment (through PSM²⁴). The basic premise is to find in a large group of non-participant individuals similar characteristics that do not change because of the programme, which in this case are gender, school year group, English as an Additional Language (EAL), SEND, eFSM, and Pupil Premium Funding (PPF).

Both sets of data from the sample CCFs show a positive impact on attendance for those students who are cadets²⁵. For Longtown School the impact on attendance is seen most clearly for Year 9 students, for those students whose first language is English and for those students who attract PPF. For the students in the Metro MAT schools, the higher impact is seen in two of the three schools, MetroHouse and MetroLow but all three show a positive impact. The impact on attendance is seen most clearly for Year 9 and Year 11 students, for EAL students and for those who attract PPF.

This data suggests that being in the CCF improves student attendance. This finding supports previous findings from the qualitative data analysed so far in this project and the small-scale Greater Manchester study referred to in the first interim report. The highest impact is on disadvantaged students, those who are eFSM, and those who attract PPF. In relation to the social impact of the Cadet Forces this is an important finding. DfE²⁶ data shows that for each student with the same prior attainment and characteristics for each one-session²⁷ increase in overall absence across Key Stage 4 there is a 1.8% reduction in the likelihood of achieving 5 A*- C grades at GCSE or equivalent (including English and Maths). Each extra day missed in Key Stage 4 was associated with a lower attainment outcome, if being a cadet means some students improve their attendance then their attainment will improve. If these students are disadvantaged, that is eFSM or attracting PPF, then the impact will be greater. Data from the Education Endowment Fund²⁸ shows that the attainment gap is greatest for disadvantaged students (and those with SEND), a majority of 19-year olds who have been eFSM leave education without good level English and Maths qualifications. DfE²⁹ estimates on lifetime productivity returns linked to achieving five or more good³⁰ GCSEs shows that, returns can be more than £100,000 compared to those with below level 2 qualifications. Even moderate improvements in GCSE attainment can lead to significant increases in their economic benefits to society, so improving the attainment of children from disadvantaged backgrounds will result in increased national income. Research³¹ shows that lack of progress in addressing the attainment gap and social mobility in general is costing the UK significant sums in either benefit claims or lost tax income. A recent report from The Sutton Trust³² showed that even a modest improvement in social mobility could lead to an increase in the UK economy of 2% or £39 billion p.a. The analysis outlined here suggests that CCFs could be part of the solution to the attainment gap and help improve social mobility across the UK.

²³ NB Randomized control trials are the 'gold standard' for evaluating the effects of interventions, for example being in the cadets, however, they are not always possible or ethical when studying human subjects and therefore we have used more observational techniques – in this case using the propensity score model.

²⁴ Further details on how PSM was used for this analysis can be found in the Technical Report.

²⁵ The data for the analysis is shown in the separate Appendices document.

²⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf

²⁷ A session is either a morning or afternoon registration

²⁸ https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf

²⁹ <https://www.gov.uk/government/publications/gcse-a-levels-and-apprenticeships-their-economic-value>

³⁰ Taken to mean Grade C or above.

³¹ [https://www.bps.org.uk/sites/bps.org.uk/files/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance,%20exclusion%20and%20persistent%20absence%20\(2017\).pdf](https://www.bps.org.uk/sites/bps.org.uk/files/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance,%20exclusion%20and%20persistent%20absence%20(2017).pdf)

³² https://www.suttontrust.com/wp-content/uploads/2017/07/Oxera-report_WEB_FINAL.pdf

‘I believe that Cadets is slowly building up my confidence levels which is something I don’t have at school.’”

1.4 Results cont.

1.4.3 Education

Behaviour and attitude

Many of the cadets who participated in the survey felt that their behaviour and attitude at school had improved due to their membership of the Cadet Forces. Improved behaviour can mean improved school attainment and better educational outcomes.

Evidence shows that poor behaviour and lower self-regulation³³ is more common for young people who are eFSM. Many cadets also commented on how being a member of the Cadet Forces had improved their confidence, teamwork skills and homework completion. Some cadets commented on how being a cadet had enabled them to access Science Technology, Engineering and Maths (STEM) training. Some cadets also commented on how being a cadet had given them the confidence and motivation to gain an apprenticeship place.

Improved behaviour at school was another area that many participants mentioned as being a positive impact of cadets. Ofsted surveys³⁴ show that students believe that better behaved classes would help them do better at school, so the impact of cadets improving their behaviour goes beyond just the personal impact on themselves. Evidence³⁵ shows that poor behaviour and lower self-regulation is more common for young people who are eFSM and the link between behavioural problems and the attainment gap for disadvantaged young people has also been explored³⁶. There is evidence³⁷ that some young people who display poor behaviour in school have fewer or no educational qualifications in later life. Research³⁸ on the impact of behavioural and emotional issues among disadvantaged young people shows that those with higher levels of such problems score lower in cognitive assessments in literacy and numeracy. The quotes are indicative:

“ Being in the Cadets has improved my behaviour a lot. I used to not care about school and misbehave in lessons, resulting in low test scores (I’m a set 1 student). Then I joined Cadets and my behaviour improved a lot, thus improving my test scores. It has also improved my mental well-being. It has had no effect on my homework as in my unit we are allowed to do homework at stand easy and sometimes during lessons if we have too much. My attitude has definitely improved as well as Cadets has allowed me to think about the future more. (Cadet)

“ I believe that Cadets is slowly building my confidence levels up which is something I don’t have at school, and it’s very disciplined so I get angry very easily so this helps me to try and keep my anger under control. (Cadet)

“ Cadets improved my behaviour when I first started as if I was in detention I couldn’t attend. (Cadet)

“ When I joined (the Cadet Forces) I was very troubled at school, the Cadets gave me a lot of discipline which made my school life improve. (Cadet)

“ Being a member of the Cadet Force has only improved my attitude and wellbeing as I know how to look after myself and it has taught me how to prioritise and gives me incentive to be organised and complete all homework tasks well in advance. (Cadet)

“ As a younger student, I was considered a cause for concern student. Since joining the (Cadet Forces) I have received the discipline and confidence to hold myself professionally and have improved massively. (Cadet)

“ Before I joined the (Cadet Forces), I wasn’t doing well in school. My grades were below where they needed to be and I had severe problems with my anger. However, after I started going, and went to my first camp...I learnt how to look after myself and I very quickly stopped worrying about what the future held, ...this realisation helped me grow to become more confident and more active and healthy. It took me miles out of my comfort zone, which enabled me to learn and grow as a person.

³³ Bandura (1986) defines self-regulation as the process of influencing the external environment by engaging in the functions of self-observation, i.e. the process of managing one’s thoughts and feelings to enable goal directed actions.

³⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184078/DFE-RR218.pdf

³⁵ Sammons, P; Sylva, K; Melhuish, E; Siraj-Blatchford, I; Taggart, B and Jellic, H (2008) Effective Pre-school and Primary Education 3-11 Project (EPPE 3- 11): Influences on Children’s Development and Progress in Key Stage 2: Social/behavioural outcomes in Year 6 DCSF Research Report DCSF-RR049 <http://epp.eioe.ac.uk/epp3-11/epp3-11%20pdfs/epppapers/DFE-RR049.pdf>

³⁶ Goodman, A and Gregg, P (Eds) (2010). Poorer children’s educational attainment: how important are attitudes and behaviour? York: Joseph Rowntree Foundation <http://www.jrf.org.uk/sites/files/jrf/poorer-childreneducation-full.pdf>

³⁷ Colman, I; Murray, J; Abbott, R.A; Maughan, B; Kuh, D; Croudace, T.J and Jones, B.B (2009) Outcomes of conduct problems in adolescence: 40 year follow-up of national cohort BMJ 2009; 338:a2981 <http://www.bmj.com/content/338/bmj.a2981.full>

³⁸ Chowdry and McBride (2017) Disadvantage, behaviour and cognitive outcomes. Longitudinal analysis from age 5 to 16. Early Intervention Foundation. <http://www.eif.org.uk/publication/disadvantage-behaviour-and-cognitive-outcomes/>

1.4 Results cont.

'Before I would have acted differently in a team, my team work skills have completely changed and developed because of cadets.'

Which, when I got back to school after the summer holidays, was noticeable in my raised grades (I went from a predicted C in most subjects to a B and even some A/A*s). And I was able to not only control and maintain my anger, but repress thoughts, and this led to me avoiding fights where possible. (Cadet)

I certainly have a better attitude and general manner due to Cadets, with my behaviour, attendance and homework never suffering because of this. Cadets gives me something to look forward to so I am more positive at school. (Cadet)

The Cadet Forces clearly have a positive impact across a range of education-related areas, from increasing confidence, improving attitude, developing self-discipline and improved attendance being some of the aspects that cadets commented on. However, it is important to note that the Cadet Forces can also impact those students who already have a good attitude and behaviour, one cadet explained why she joined the CCF,

I do a lot of stuff academically at school like, like I am really comfortable in that area and I wanted to branch out and get some life skills for the future, I feel like I have a lot of the academic skills and I wanted to get more confidence and improve my team work skills...I don't feel like I get important life skills from other subjects, I think it will give me the skills that an employer would like to see. Like if I've been in Cadets they can see that I can solve problems under stress and work as a team.... I am learning that I am capable of talking to new people as you have to work together and communicate, I'm normally quite nerve racked if I have to do that like in a shop or a restaurant but I can do it now, I felt okay. It's good to speak to new people and make new friends...It has helped me become a leader, I am happier to put myself out there and not care about being judged, because in Cadets you have to take charge and that's okay, no one minds. Before cadets I used to think people thought I was taking over and being in charge but now I know it's okay and no one minds. Before I would have acted differently in a team, my team work skills have completely changed and developed because of cadets. You can take charge, its normal to do that and that's given me a lot of confidence. (Cadet)

Some cadets also commented on the impact that being in the Cadet Forces had made in areas such as apprenticeships and STEM:

It gave me the confidence to apply and get an apprenticeship in an area of work that I enjoy.

The Cadet forces was a key factor in my after school success, as I went into an apprenticeship. Without cadets I would not have had the work ethic and motivation to succeed. (Cadet)

It has given me more interest in STEM activities after attending the STEM course in October. (Cadet)

Gives me a lot more opportunities that I may not be able to do in school (like STEM camps). (Cadet)

An increase in opportunities, whether for study or employment, is a clear positive impact for some young people as a direct result of their membership of the Cadet Forces. A report by the UK Commission for Education and Skills³⁹ highlights the importance of STEM skills for innovation and growth. If being in the Cadet Forces can improve these skills for some young people, this is a valuable impact.

³⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302973/evidence-report-77-high-level-stem-skills_1_.pdf

1.4 Results cont.

1.4.3 Education

Views of School Stakeholders & Ofsted

All school headteachers who participated in the research explained that by establishing a CCF contingent in their schools they had hoped to improve a range of areas including: student resilience, enrichment opportunities, leadership, teamwork, attendance, behaviour, and communication skills – and to reduce exclusions. Interviews with school staff provided evidence of a positive impact on students in many of these areas. However, a review of a small sample of Ofsted reports of schools with cadet units, (n = 15) revealed that only two of them commented on the positive role of CCFs in school extra-curricular and enrichment offers in helping develop students.

As well as the overwhelmingly positive data about the impact on schooling from membership of cadets, the research team also gathered data from school staff and a sample of headteachers explained why they had chosen to become involved and what impact they had seen:

“ A variety of reasons including: Developing resilience in our young pupils; providing an enrichment experience many would not access if they needed to go outside of school; to foster a sense of belonging and engagement with wider society. We were hoping for outcomes to include pupils having fun, making sensible choices, identifying a feeling of a sense of belonging. Also I was hoping to see the values/ ethos of the RN which match very neatly with the school values being developed (Head of a new CEP school)

“ I saw this an opportunity to give them (students): a range of different leadership and organisational opportunities; an experience of teamwork and developing skills of communication, problem solving, resilience and commitment; an insight into the Armed Services which they may wish to pursue for a future career. (Head of a single sex CEP school)

“ An improvement to attendance and behaviour for some and open doors otherwise not available to others. (Head of a new CEP school)

“ It isn't hard to justify the spending on the CCF to my governors, they know that having the CCF is saving me from having to exclude some of our students and that's priceless. (Head of a single sex CEP school)

There has been a 40% increase in school exclusion figures in the last three years, and the financial impact is well documented. A recent IPPR report⁴⁰ estimates the whole-life cost of exclusion at £370,000 per young person (in lifetime education, benefits, healthcare and criminal justice costs). If having a CCF helps a head teacher prevent one exclusion, the savings across many government departments are substantial. Another Head, part of a multi-academy trust (MAT), explained how the ethos of the Royal Marines, whose liaison team visited the school, fitted well with the specialism of the MAT and would help to develop social capital and behaviour skills across their very different schools. A different MAT Head explained how having a CCF helped their school come out of special measures by empowering students and improving attendance, behaviour and achievement. The MAT's senior staff and governors believe the CCF model is a good one for school improvement, as the CEO explained, “Chaotic lives appreciate the structure and framework of the CCF”. The evidence collected so far indicates that Heads see a huge range of benefits in having a CCF, and some Ofsted reports are now also commenting on the CCF as part of their inspection, ‘the Combined Cadet Force is a significant part of the school's current enrichment offer’.⁴¹ Another Ofsted report of a CEP school notes that,

“ The broad and balanced curriculum has a good effect on pupils as it provides many opportunities that prepare pupils for life and to develop into well-rounded British citizens. Visits to universities successfully raise pupils' aspirations. Spiritual, moral, social and cultural education is promoted through trips to theatres and museums. It is also developed through extra-curricular clubs such as debating, sporting activities and a combined cadet force.”⁴²

However, the research team has noted that Ofsted reports do not always mention that a school has a CCF unit and those that do describe it as another extra-curricular activity. Ofsted guidance⁴³ advises Inspectors that they are not expected to mention a cadet unit every time there is one. However, where schools can present evidence about the involvement in this initiative, it would be appropriate for the report to comment on the impact of a cadet unit on relevant aspects of the school for example spiritual, moral, social and cultural (SMSC) development.

⁴⁰ <https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf>

⁴¹ https://files.api.beta.ofsted.gov.uk/140941_1.PDF

⁴² https://files.api.beta.ofsted.gov.uk/138260_6.PDF

⁴³ Ofsted School Inspection Update December 2015 | Issue: 5 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/489087/School_inspection_update_January_2016.pdf

1.4 Results cont.

While participation in Cadet Force activities is extra-curricular, this research indicates that it has significant impacts on many pupils and on school outcomes. It is suggested that Ofsted should be briefed on the findings of this study, when it is completed in 2020.

If having a CCF is helping schools provide a balanced curriculum, including SMSC development and health and wellbeing then this is a significant impact. Improvements across these areas in schools will undoubtedly improve many of the areas that Heads and governors hope to develop such as resilience. One Head said, "(students) have developed resilience and a real sense and loyalty and commitment to the ATC and also to school", and confidence. Another Head explained,

"For a few pupils, Cadets has been valuable in managing behaviour. Their sense of engagement has helped them meet behaviour targets. For many pupils we have observed a growth in confidence. Additionally, because of the age range, pupils are developing, appropriate cross-year group relationships."

A Chair of Governors in an inner-city school, explained his thoughts on their CCF detachment,

"Our area is very insular, it's not easy for our kids to find ways of expressing themselves that are not anti-social. Cadets is a way for them to see life and take responsibility...the cadets I see parading, the way they hold themselves, their bearing is different...I don't think Cadets is about militarising schools, obviously some youngsters will go into the forces but the majority won't, they just learn skills and a new approach to life, they value it and they relate better to each other, they're more mature. It's just what our schools needed...the staff have more authority now as well...it's worth the money, it's invaluable...I think the common identity that Cadets brings and the positive relationships and experiences, has a positive impact on their wellbeing, it's opposite to the gang culture around here. These kids take that positivity with them, we've got male/female, Christians/Muslims/no faith kids, all of them coming together to do activities and work together across the normal boundaries."

1.4.3 Education

CFAV views on cadets & school

School based CFAVs explained the many positive impacts that they believed the CEP CCF units had on the schooling and personal development of cadets. The great majority of the CFAVs surveyed said that being in the Cadet Forces helps some young people settle down at school. If being part of the Cadet Forces is having a positive impact on behaviour for many young people, this may in turn lead to better educational outcomes which can contribute to increasing social mobility.

Data from surveys with school based CFAVs (n = 162 of which 147 were teachers) also supports the views of the cadets and school stakeholders, see Figure 1 below. Most of the CFAVs shared their views about the impact of being in the Cadet Forces on young people; the quotes below are indicative:

"Cadets allows young people to find themselves. Allows them to make new friends. Provide a safe environment to thrive. Allows them to go out doors and experience new things. (CFAV)"

"Being a cadet can be transformational for any young person but especially those with home or learning difficulties. (CFAV)"

"Cadets learn to work with others as a team. A key part of this is effective communication and interpersonal skills. (CFAV)"

"For many young people it opens up many different opportunities, some as simple as boosting their self-confidence to them gaining nationally recognised qualifications. (CFAV)"

"The opportunity to experience a different environment and structure to the modern norm is hugely beneficial. Cadets learn to be self-reliant and take responsibility for their actions and organisation. The challenges provided, whether mental or physical, stretch them but they always feel exceptionally proud when they have overcome them. (CFAV)"

'I can confidently say that being a member (of the Cadet Forces) has greatly improved my social, emotional and even physical wellbeing.'

1.4 Results cont.

Being in the cadets helps some young people settle down and do better at school

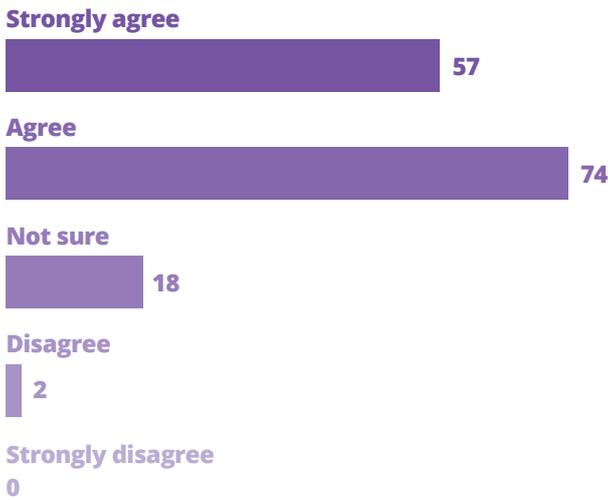


Figure 1: Results from the CFAV survey showing their views on the impact of cadets on young people and school

Improving behaviour and/or attitude, whether through discipline, confidence or to ensure attendance is undoubtedly a positive benefit of cadets. Being part of the Cadet Forces is having a positive impact on behaviour for many young people. This in turn is highly likely lead to better educational outcomes, which can contribute to increasing social mobility, which has stagnated in the UK in recent years⁴⁴. The Sutton Trust⁴⁵ suggests that improved social mobility will lead to better matching of people to jobs as the barriers that limit educational and career prospects for many are reduced.

1.4.4 Health and wellbeing

The clear majority of cadets surveyed reported that being in the Cadet Forces had had a positive impact on their mental and/or physical wellbeing. Young people's mental health problems are linked to an increased risk of issues in adulthood, including continuing poor mental health, unemployment and a greater chance of coming into contact with the criminal justice system.

A recent report for the Children's Commissioner highlights how young people mentioned physical activity and sport, which are features of the activities undertaken across the Cadet Forces, as one of their most important ways of relieving stress. Many cadets surveyed reported that being in the Cadet Forces helped them cope with the pressures of everyday life and is a positive experience. The evidence of the impact of Cadet Forces across a whole range of areas, from confidence, mental and physical wellbeing, improved attitude to schooling and friendships makes a strong case for continued funding and volunteering. The majority of cadets surveyed reported that being in the Cadet Forces helps young people improve their leadership skills and become more responsible citizens.

This study's first interim report (Autumn 2017) highlighted that most of the 1,648 cadets that had been surveyed said that their health and wellbeing had been positively affected by their membership of the Cadet Forces. The quotes below are indicative:

- “ My attitude and wellbeing improved. I made many friends which has improved wellbeing. I have increased mental wellbeing, which has made me feel not so alone. (Cadet)**
- “ My wellbeing has improved greatly and cadets has allowed me to gain useful qualifications and skills as well as an improved attitude towards discipline and respect. (Cadet)**
- “ I can confidently say that being a member (of the Cadet Forces) has greatly improved my social, emotional and even physical wellbeing. I feel more confident in myself and my choices. (Cadet)**

⁴⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/662744/State_of_the_Nation_2017_-_Social_Mobility_in_Great_Britain.pdf

⁴⁵ https://www.suttontrust.com/wp-content/uploads/2017/07/Oxera-report_WEB_FINAL.pdf

1.4 Results cont.

'It is encouraging that data from the survey of CFAVs indicates that being in the Cadet Forces can help young people cope with the pressures they face'

“ Being a cadet has improved my focus and motivation, as it gives me an outlet for restlessness and energy in a constructively way. It has also vastly improved my attitude and wellbeing because of the nature of friendships made through cadets, which has helped me through difficult episodes. (Cadet)

“ It definitely helps me focus on looking after myself as I'm able to follow a structure and it helps my mental health by letting me be away from the things that normally cause me stress. (Cadet)

“ Being in the Cadets improved my mental health and helped me deal with depression and eating disorders. (Cadet)

The CFAV survey results also support the views of the cadets, with many participants responding positively to the statement that being in the cadets improves the physical wellbeing of young people, see Figure 2 below.

Being in the cadets improves the physical well-being of young people

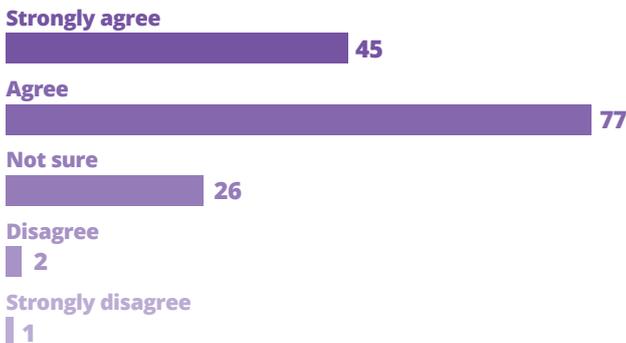


Figure 2: Results from the CFAV survey showing their views on the impact of cadets on young people's physical wellbeing

As mentioned in the first interim report, the cost to the UK of mental health problems is estimated to be £105 billion per annum.⁴⁶ Figures published in 2015 show that NHS spending on children's mental health services in the UK has fallen by 5.4%⁴⁷ in real terms since 2010 to £41 million, despite an

increase in demand, whilst data from the Millennium Cohort Study⁴⁸ shows that at age 14, 12% of males and 18% of females have a diagnosable health condition, which indicates an increase since 2004. Survey⁴⁹ results show the largest increases have been in the incidence of anxiety or stress. Young people's mental health problems are linked to an increased risk of issues in adulthood, these include continuing poor mental health, lower income, unemployment, relationship issues and more chance of contact with the criminal justice system. A recent report for the Children's Commissioner⁵⁰, highlights how young people mentioned physical activity and sport, which are a feature of the activities undertaken across the Cadet Forces, as one of their most important ways of relieving stress. If being a member of the Cadet Forces can help some young people manage their mental health more effectively then the savings to the NHS and wider society are very likely to be significant, although no single financial figure can be put on them.

The latest OECD PISA wellbeing tables⁵¹ show that in the UK one in six students are unhappy. These students are among the most likely to be bullied and to spend the most time online. Therefore, it is encouraging that data from the survey of CFAVs indicates that being in the Cadet Forces can help young people cope with the pressures they face (increase their resilience) and be a positive influence on them, see Figures 3 and 4.

Being in the cadets helps young people cope with the pressures of everyday life

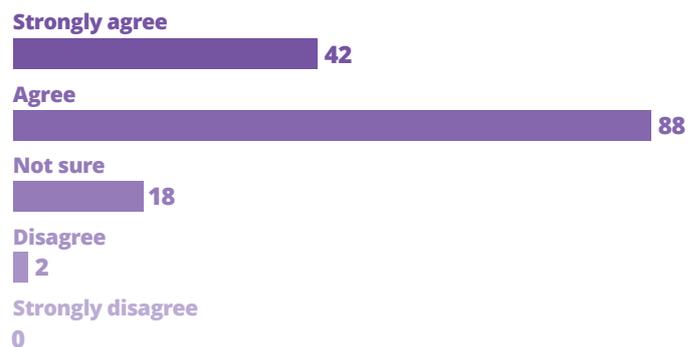


Figure 3: Results from the CFAV survey showing their views on the impact of cadets on young people and coping with pressures of everyday life

⁴⁶ <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

⁴⁷ <https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366%2817%2930002-0/fulltext>

⁴⁸ <file:///C:/Users/MBajwa/Downloads/Briefing%20paper%20-%20mental%20ill-health%20among%20children%20of%20the%20new%20century%20-%20September%2020%202017.pdf>

⁴⁹ <https://www.ascl.org.uk/download.D91C5B0A-72A6-4117-96A9B343E51FB296.html>

⁵⁰ https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/10/Voices-Mental-health-needs-1_0.pdf

⁵¹ <https://www.tes.com/news/new-pisa-happiness-table-see-where-uk-pupils-rank>

1.4 Results cont.

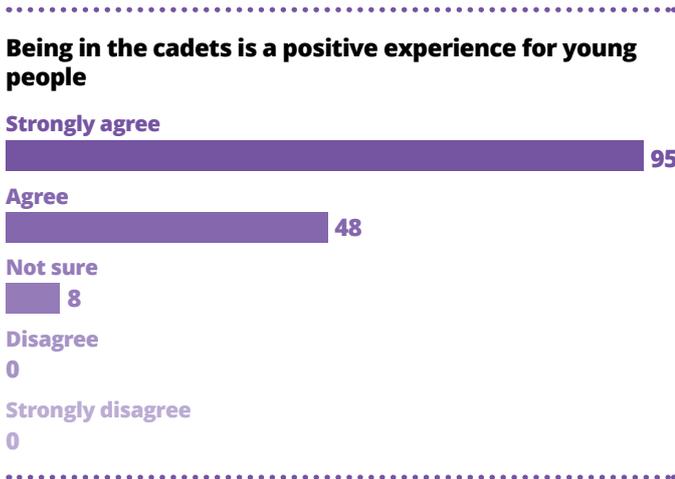


Figure 4: Results from the CFAV survey showing their views on whether cadets has a positive impact on young people

Data from cadets also supports the view of the CFAVs and demonstrates that the Cadet Forces make a real difference to the lives of real young people, indicative quotes below:

- “ I believe that participating in Cadets has made me more able to voice my opinion within school time, it has made me happier in the knowledge that I have friends outside of school all over my region that I can talk to if anything were to happen. (Cadet)**
- “ (Cadets) Made me happier and more confident. It has given me something to do other than hanging around in town. Most of my friends are cadets or people I've met because of cadets. (Cadet)**
- “ As well as this it has also improved my social skills massively and taught me to be friends with everyone rather than form negative relationships with anyone. (Cadet)**
- “ Cadets has helped me with my attitude towards life, kept me out of trouble and helped me make more friends. It's one of the best things I've ever done. (Cadet)**
- “ Cadets has really helped me make new friends and has helped me want to achieve my goals at school even more. (Cadet)**

- “ I've met amazing people and I would probably just sit in my room and not have any friends or be super shy if it wasn't for Cadets. (Cadet)**

I used to be really shy and not be able to speak up in class and I kept things to myself but now Cadets has shown me that actually I'm not alone and I can count on them to be there for me. (Cadet)

One of the emerging messages from the survey data gathered so far is that participation in cadets provides many young people with a safe space, where the usual 'labels' don't matter.

One MAT Head teacher told us that in Cadets students have status because of themselves:

- “ The belief in a person just because of who they are, not because they have a talent, like say football. (Head)**

A CFAV in a school explained,

- “ Cadets is great for inclusion, they all wear the same uniform and we're good at adapting for kids with physical difficulties, ADHD, ASD and those at risk of exclusion. (School staff, SSI)**

CFAV survey data shows that they also believed that young people improved their leadership skills by being members of the Cadet Forces and became more responsible citizens because of their experiences and the structured leadership training, and formal rank structure that cadets offers, see Figures 5 and 6 below.

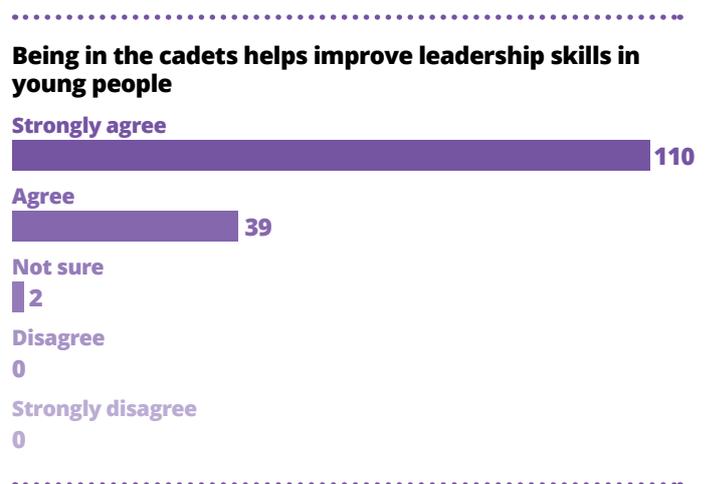


Figure 5: Results from the CFAV survey showing their views on the impact of cadets on young people's leadership skills

1.4 Results cont.

Being in the cadets helps young people become more responsible citizens

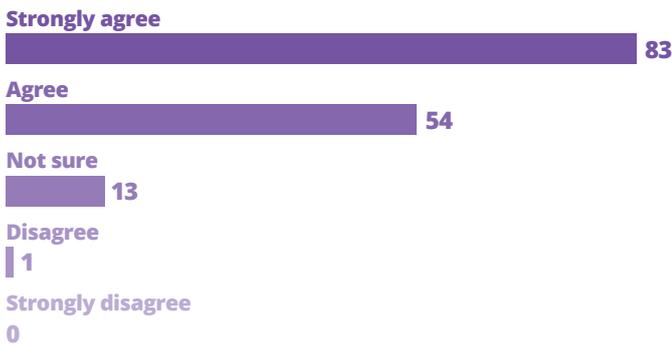


Figure 6: Results from the CFAV survey showing their views on the impact of cadets on young people becoming responsible citizens

1.4.5 The value of CFAVs

CFAVs make a huge voluntary contribution per year. The overwhelming majority of CFAVs surveyed (96%) felt that volunteering had a positive impact on their lives. The majority of CFAVs surveyed also said that volunteering had improved their mental wellbeing and leadership skills. CFAV views on the extent to which volunteering improved their physical wellbeing were more mixed.

When asked whether their volunteering training led to feel less stressed very few reported that this was the case. CFAV views on the impact of training on their career prospects were also mixed, 43% felt it had had a positive impact, compared to 22.5% who felt it had had no impact. The majority of CFAVs reported that they would recommend being a CFAV. Those CFAVs who work in schools as teachers say that their work in the CCF helps build secure relationships with students, which benefits both them and their pupils back in the classroom. Better relationships with students can mean less stress for teachers, a positive impact which could in turn help to improve their retention rates.

Latest available figures⁵² show that there is a total of 27,740 CFAVs, made up of 3,640 CCF and 24,100 in the community Cadet Forces. Survey data was analysed to assess the impact of volunteering on the CFAVs, see Figures 7 – 13 below.

What impact would you say that being a volunteer has had on your life?

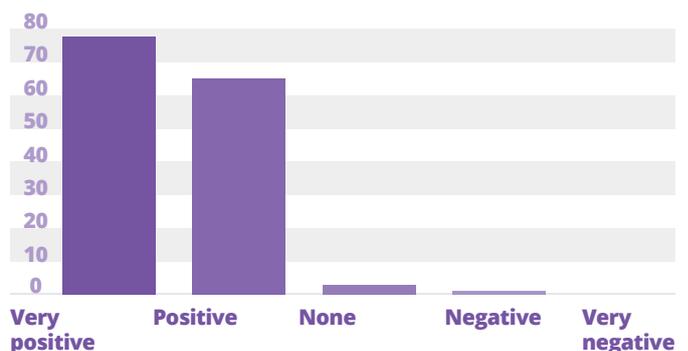


Figure 7: Results from the CFAV survey reporting what impact volunteering has had on them

⁵² <https://www.gov.uk/government/statistics/mod-sponsored-cadet-forces-statistics-2018>

The majority of the CFAVs felt that volunteering had a positive impact and improved their mental wellbeing'

1.4 Results cont.

The vast majority of respondents (96%) felt very positive or positive about volunteering as a CFAV. When asked to explain their answers CFAVs gave a range of reasons, from the altruistic 'I am doing something worthwhile for young people' or 'Ability to make a significant contribution to the lives of young people' to the personal benefits, 'Gained personal leadership skills - promotion in school life...qualifications useful both within and out of CCF' or 'Introduced me to a wider range of people than I might have otherwise met, and helped me develop and grow as a person'.

I feel that the training I have received as a CFAV has improved my career prospects

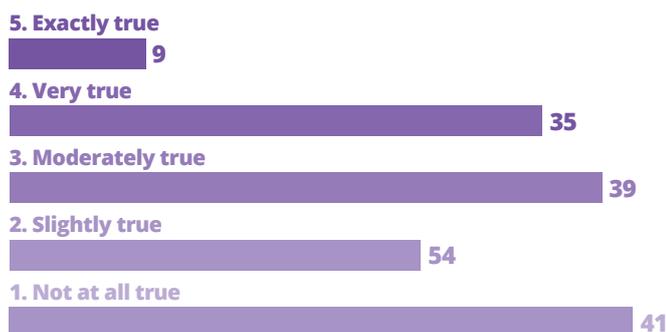


Figure 8: Results from the CFAV survey reporting what impact training has had on their career prospects

When it came to the impact on their career prospects the findings were mixed, 43% felt it had had a positive impact, compared to 22.5% who felt it had had no impact. Data from a small scale study⁵³ conducted in Sussex on ACF CFAVs concluded that 'serving adults do feel that there is a positive knock-on effect into the workplace'. This is also supported by this study's previous research⁵⁴, which found that the vast majority of respondents felt the training they received as CFAVs had made a positive impact in their lives. For many, this benefit was financial with improved CVs and further study leading to more opportunities at work.

⁵³ McGee, E. (2018) Does Active Membership as an Adult Instructor in the Army Cadet Force have a Positive Impact on the Members Employment?

⁵⁴ Bajwa-Patel, M & Brylka, A. (2017) CVQO Autumn 2017 Interim report

My volunteering as a CFAV has improved my mental well-being

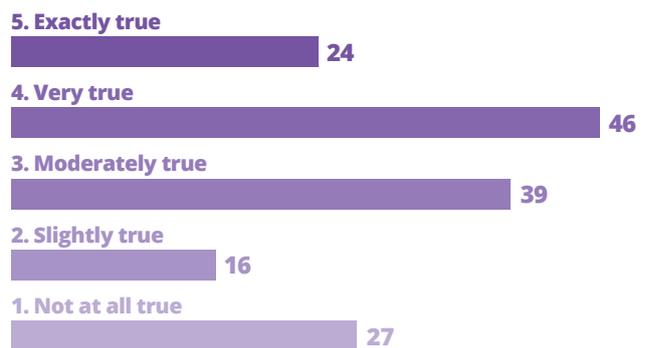


Figure 9: Results from the CFAV survey reporting what impact they felt volunteering has had on their mental wellbeing

Results indicate that, similar to the cadets, the majority of the CFAVs felt that volunteering had a positive impact and improved their mental wellbeing. The rewards of meeting other volunteers and satisfaction of working with young people and seeing them develop and for some, the feeling of serving a purpose (one CFAV commented on the 'sense of being of use since retirement') are undoubtedly a positive impact for most CFAVs surveyed.

My volunteering as a CFAV has improved my physical well-being

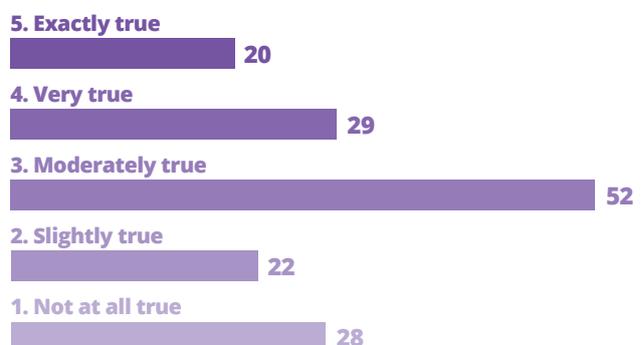


Figure 10: Results from the CFAV survey reporting what impact they felt volunteering has had on their physical wellbeing

1.4 Results cont.

'A lot of the skills learnt as a CFAV are transferable to other parts of my life, e.g. the teaching skills and leadership skills'

When it came to physical wellbeing the results were more mixed. Although some did mention the fitness aspect of the role, for others perhaps the time volunteering takes up has a negative impact on their physical wellbeing.

The training I have received as a volunteer has made me less stressed

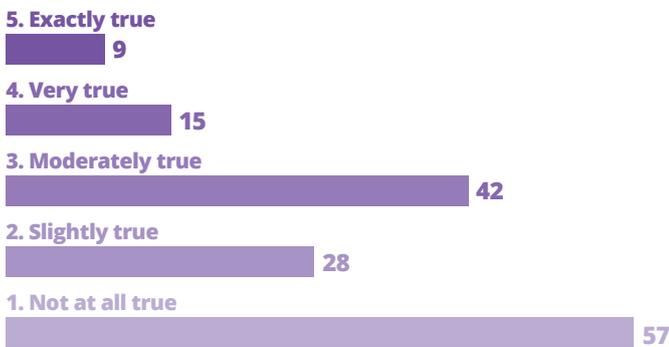


Figure 11: Results from the CFAV survey reporting what impact they felt volunteering has had on their stress levels

When assessing whether being a CFAV reduces stress, the results were mixed with only a small number reporting that this was true. For some, being a CFAV was more stress on top of their paid work, one commented, 'Pressure on top of an already stressful job' and another said, 'I've developed my personal skills and confidence considerably, although the job is stressful and time consuming'. Perhaps the time taken for volunteering, whilst bringing significant reward, is still proving stressful. Other causes of stress could relate to the IT and other 'bureaucratic' systems, one CFAV said,

"It has been very difficult to fit in CCF activities around a very busy teaching job. Administration is very difficult with the CCF systems being very hard to understand and filled with unnecessary acronyms.

My volunteering has improved my leadership abilities

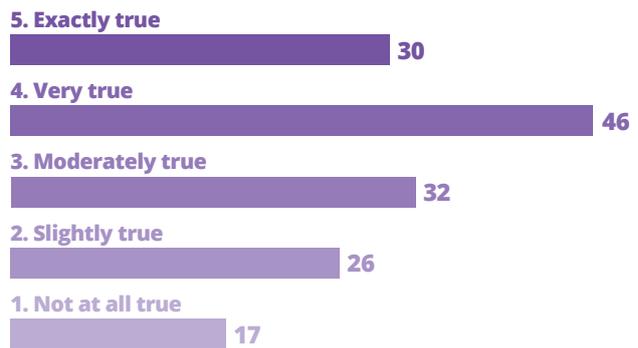


Figure 12: Results from the CFAV survey reporting what impact they felt volunteering has had on their leadership abilities

The findings on leadership abilities were positive with the majority of CFAVs responding that their abilities had improved as a consequence of their volunteering. Leading people and projects are valuable skills which can be rewarded in the workplace and help with career progression, for some CFAVs their volunteering has improved their self-development in this area. Some of them commented,

"I have developed great Leadership skills, developed confidence in my abilities through being a CFAV and improved management skills. (CFAV)

"A lot of the skills learnt as a CFAV are transferable to other parts of my life, e.g. the teaching skills and leadership skills. (CFAV)

I would recommend being a CFAV to others

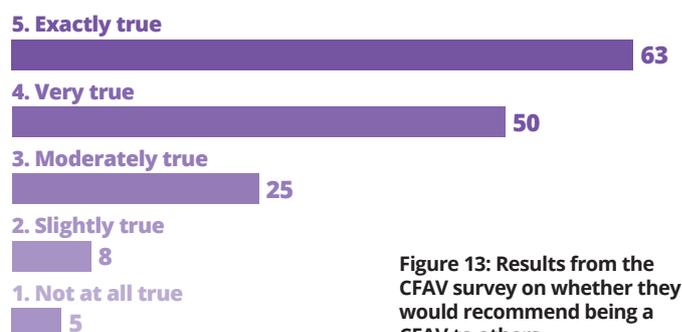


Figure 13: Results from the CFAV survey on whether they would recommend being a CFAV to others

Almost all of the respondents would recommend volunteering as a CFAV to others.

As well as the benefits to wellbeing and leadership, being a CFAV in a CCF seems to bring benefits to relationships within the classroom, the quotes from participants below explain how:

“ Sport, DofE and the cadets are extremely valuable extra-curricular activities that enrich the lives of young people and adult volunteers. Working with young people outside the classroom in these activities also has a positive impact when back in the classroom with them. Gaining qualifications and leadership experience as well as having fun accelerates the development of young people, many of whom go on to greater things as a result of starting in the cadets. Those who are not academically minded can find avenues at which they can achieve. (School staff/CFAV)

“ Being a CFAV helps build better relationships with the kids, which makes teaching easier because you already have that relationship. (Teacher/CFAV)

“ With the narrowing of the curriculum and less vocational subjects available, the CCF makes a real difference to those students who would have been more vocational in the past. (Head)

Teaching pupils in a way that is more relevant to them, and with secure relationships built through CCF activities outside of the classroom, helps to ensure more pupils achieve their potential and have successful educational outcomes. It is also claimed to mean less stress for teachers, which could result in better retention, increased personal development and less absenteeism, all of which are positive impacts for schools and young people. Further research is required to investigate whether having a CCF has any impact on staff recruitment and retention.

1.4.6 Special Educational Needs and Disability

School staff reported that the Cadet Forces had a positive impact on inclusion for students with SEND, some of whom are at an increased risk of school and social exclusion.

If being in the Cadet Forces can support young people with their mental wellbeing and educational outcomes by helping them build friendships and develop resilience, then significant savings can be made with a reduction in the need for frontline services and future interventions and provision.

As the Cadet Forces do not record SEND data consistently, it is not possible to thoroughly evaluate the potentially important and significant social impact of participation in cadets upon children with SEND.

Another area of impact that was mentioned in the first interim report related to young people with SEND. Data of impact on this area has continued to be gathered, although it has been restricted by the lack of reliable and consistent data on the numbers of cadets with SEND. The way SEND is recorded across the Cadet Forces varies greatly and this makes it difficult to compare or draw conclusions about impact across the Cadet Forces. To get a small insight into the issues, available data was analysed from one battalion⁵⁵ of approximately 760 cadets in Northern Ireland. The medical/special needs of cadets were recorded. The four most common SEND disorders were recorded as Learning difficulties, Attention Deficit Hyperactive Disorder (ADHD), Dyslexia and Concentration problems. Cadets with these four needs made up 10% of the battalion. Other needs were recorded as dyspraxia, and those relating to hearing, physical coordination and memory, see Figures 14 and 15.

⁵⁵The CFAVs in Northern Ireland referred to their cadet unit as a 'battalion'

1.4 Results cont.

Most prevalent SEND recorded by one battalion

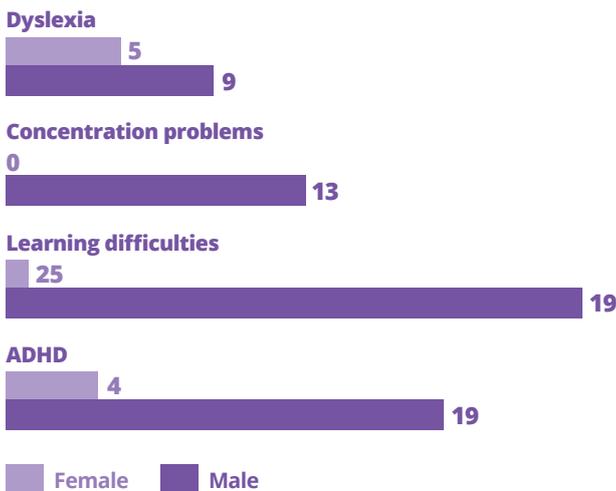


Figure 14: Four most prevalent SEND recorded by a battalion

Learning difficulties, which can of course encompass a large range of SEND, was the most common recorded need, followed by ADHD and concentration problems (DfE figures record Moderate Learning Difficulty as the most common SEND). In all four of these needs, boys were more likely to have difficulties than girls, which is in accordance with DfE figures⁵⁶ on the prevalence of SEND across UK schools.

Figures from the survey of cadets in Northern Ireland showed that approximately 11% of participants reported that they had a diagnosed SEND. Needs included ADHD, Autistic Spectrum Disorder (ASD), Asperger's, anxiety, dyslexia, dyspraxia, partially sighted and learning difficulties. Interestingly, the needs the cadets reported and those recorded by the battalion did not match in many cases.

Do you have any diagnosed Special Educational Needs or disability (SEND)

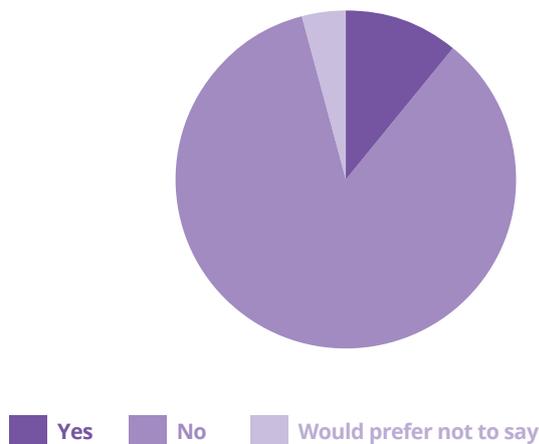


Figure 15: Results from the cadets' on-line survey showing reported SEND

School staff commented on the impact of the Cadet Forces on young people with SEND, one of them told us:

“ Students on the SEN register benefit by performing at the same level as others whereas that's maybe not the case in class, in cadets their SEN is not relevant. (CFAV/teacher)

Young people also commented, one of them explained:

“ With my ADHD, Cadets has helped me. Well because of this discipline and all... because you have to be certain places certain times and all the timings and stuff like that, it's helped with trying to focus my mind and not be all over the place like I usually was. (Cadet)

Another young person with ADHD reported:

“ My teachers wouldn't believe me, they wouldn't really try and understand or they'd just give me a detention... But in here they'll try and help you calm down, they'll try and find out why you're upset...It's more like they will understand... I used to be on report because I used to have a lot of fights in school, stuff, but (Cadets) has kind of made me control myself more. (Cadet)

⁵⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/633031/SFR37_2017_Main_Text.pdf

'Being in the Cadet Forces can support young people with their mental wellbeing and educational outcomes'

1.4 Results cont.

Young people with SEND, particularly those with less obvious needs, such as Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactive Disorder (ADHD), often find school challenging. There is evidence⁵⁷ that adolescents with ASD participate less in social and recreational activities than other young people, which can lead to increased social isolation and withdrawal. Many children with ASD struggle to make and keep friends as they may have few common interests and struggle to socialise⁵⁸. Evidence from cadets with SEND, CFAVs, parents and school staff indicates that participation in cadet activities can make a positive impact on many aspects of these young peoples' lives. For some it has helped them succeed in school and avoid exclusion. One parent explained the difference that the Cadet Forces had made to their daughter,

“ The improvement to their communication skills...my eldest daughter has some learning difficulties, she has Asperger's and dyslexia, she'd always struggled with friends. This (Cadets) has helped with all of those things, she's totally come out of her shell, which she wasn't at school or any other activity she did. She's a person, it's a complete change, she steps into a different world when she puts that (uniform) on, she has made many friends and has a proper life and she's not embarrassed about it, she's proud of her achievements with the Cadets. (Parent of young person with SEND)

The figures on bullying and exclusion for students with ASD, outlined in the autumn 2017 interim report, indicate that for many of these young people, schools are failing and not supporting their inclusion or development, either academically or socially. Previous research⁵⁹ shows that educational achievement for children with ASD is 20-40% lower than for children without ASD. In addition, young people with ASD aged 16-24 years are more than twice as likely to be classified as Not in Education, Employment or Training (NEET), an educational underachievement which is a huge cost to society. Furthermore, 2.5% of young people in the general population have a learning disability and nearly 40% of this group will develop significant mental health needs. This study has produced some evidence that being in the Cadet Forces can support young people with their mental wellbeing and educational outcomes by helping them build friendships and develop resilience⁶⁰. This finding needs to be examined with a much larger sample of cadets in the next part of the study as, if it confirmed, there are interesting implications for the way society supports people with SEND.

1.4.7 Inclusive communities

In Northern Ireland, the Cadet Forces are helping improve community cohesion as they are seen as a group that is above religious divides.

The social impact of improved community integration and cohesion is invaluable, as was made clear by the 2016 Casey review into opportunity and integration which estimated the huge economic costs of poor integration alongside the increased anxiety, prejudice and disadvantage for many groups in society.

With the relations that are built between cadets from different communities in the Cadet Forces, the organisation could play an important role in helping maintain peace in the province.

As part of the data collection the research team visited Northern Ireland (NI) and interviewed senior staff, local government officers, Cadet Forces (Sea, Army and Air) staff and cadets. Many of the impacts that were discussed were similar to those that arose from data collection on the mainland. However, the impacts around inclusive communities were distinct. One of the key issues highlighted by Cadet Forces staff and local government officers was the religious divide in NI, as one participant told us *"here everything always come back to politics and religion"*.

Whilst statistics on religion are collected by the Cadet Forces the question is not compulsory and so the data is incomplete, but estimates suggest that in some areas 30% of cadets are Catholic, with perhaps fewer represented in community detachments and more balance in CCFs. However, it should be noted that in areas of greater deprivation where the Nationalist community is in the majority, such percentages would almost certainly not occur, reflecting that in these sections of society there would be very little or no support for the Cadet Forces. Nevertheless, the role of the Cadet Forces in helping improve community cohesion was something that several cadets commented on, there was a belief that cadet units did not care about religious divides, that once the cadets put the uniform on, nobody cared about their religion. Cadets all wore the same uniform and treated one another the same. One young person told us that in cadets they were:

⁵⁷ Orsmond et al., 2004

⁵⁸ ONS, 2005; Dillenburger, Jordan, McKerr, & Keenan, 2014

⁵⁹ <https://www.executiveoffice-ni.gov.uk/sites/default/files/publications/execoffice/BASE%20Vol.5.%20Final%20report.pdf>

⁶⁰ Zeiger (2014) defines resilience as the ability to adapt and recover from adversity or changes that occur in life.

1.4 Results cont.

'I think the Cadets has a brilliant role to play in developing cross community links'

“ Being taught to accept everyone as they are and not what they believe in or their background, you are accepting them for who they are and who, you know, you are.

Another young person said that how cadets and CFAVs treated people of different religions in school and in cadets was different, he said:

“ Like, in school maybe you would treat someone differently because of their religion but in here everybody just treats everyone the same.

Whilst there are many more Protestant than Catholic cadets the values that they learn, 'Discipline, teamwork, friendship and selfless commitment', and the chain of command mean that the stigma and the confrontations that some of the cadets face on the streets are not part of their cadet experience. A cadet Chaplain explained:

“ Many of the youth clubs in our villages and towns are linked to churches so a young Protestant boy or girl is unlikely to go to youth club in a Roman Catholic church. And vice versa...But both will come to Cadets where there isn't that, you know, religious baggage to youth activities. And therefore, I think the Cadets has a brilliant role to play in developing cross community links.

The social impact of improved community integration and cohesion is invaluable, as was made clear by the Casey review⁶¹ into opportunity and integration, which estimated the huge economic costs of poor integration alongside the increased anxiety, prejudice and disadvantage for many groups in society. Teaching young people to work alongside, rely on and respect each other is clearly something that is being done by the Cadet Forces in NI, although of course, cadets is not the 'real world', as one young person explained:

“ Out in the streets it's different; you don't really have a choice. If someone starts on you, you've got to do what you've got to do, but here that doesn't happen.

The Cadet Forces may help to improve community cohesion. As one of the participants told us:

“ Politics in NI is becoming much more tribal and the language is hardening, this isn't helping community cohesion, with cadets we can try and overcome this by getting the next generation to mix. (CFAV)

Interestingly, the study found that in NI a few young people are joining cadets from outside traditional catchment areas; young people who live in towns with no Cadet Forces are travelling to neighbouring towns to join; and two cadets were even traveling over the border from the Republic of Ireland. Evidence suggests that people believe cadets can help bring about change, as one CFAV told us:

“ A lot of these young people from our background here are under the influence of people who would be... you are talking a paramilitary organisational type. You know, they would be, they would come under that influence and the Cadets would take them away from that influence.

Politics and communities in NI have seen a great deal of change over the last twenty years with more anti-discrimination legislation and a decrease in sectarian violence. However, with a 30% increase in reported racist attacks since 2013⁶², much work remains to be done. The research team were told by both adults and young people in NI that the Cadet Forces, with the relations that are built between cadets from different communities, could play an important role in maintaining peace in the province.

⁶¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575973/The_Casey_Review_Report.pdf

⁶² <https://www.bbc.co.uk/news/uk-northern-ireland-27325433>

1.5 Conclusions.

The research findings presented in this second interim report build on the previous report and show the impact of the Cadet Forces across a range of areas for young people, schools and volunteers. Longitudinal evidence shows the Cadet Forces are having a positive impact on the self-efficacy of cadets who are eFSM. This improvement is likely to be because of the activities they undertake in cadets. Young people that take part in learning outside of school, such as that done in the Cadet Forces, develop non-cognitive skills which are sought after by employers and can contribute towards educational success. Many (76%) of the cadets who took part in the survey reported that their school attendance had improved as a consequence of their cadet experience. Improved attendance can also contribute to improved educational outcomes such as more qualifications which can enhance the chances of employability and higher education.

Many of the cadets surveyed also reported that their confidence, behaviour, teamwork, social skills and homework rates had improved as a consequence of their cadet experience. They commented that their attitude and motivation had been impacted positively by their membership of the Cadet Forces. School staff and Ofsted reports also acknowledge the positive impact that CCFs can have on students, whilst Head teachers commented

that they had hoped for, and seen, improvements in many areas, such as leadership, teamwork, confidence and behaviour. CFAVs also reported the positive impacts that the Cadet Forces have on the young people they support, both in school and with their personal development. Mental and physical health were two significant areas that were linked to the positive impact of the Cadet Forces by many research participants, in an era of increasing loneliness and with mental health issues and obesity on the rise, impacts such as these can be life changing and help reduce state spending.

CFAVs make a massive contribution equivalent to many millions of pounds through their volunteering and are the 'lifeblood' of the Cadet Forces. The vast majority of CFAVs reported that volunteering had a positive impact on them, although their views on other areas such as stress and the impact on career prospects were less positive. If CFAVs are unhappy and leave, or are not recruited in sufficient numbers, the prospects of young people continuing to enjoy the benefits of the cadet experience will be jeopardised. CFAVs who work in schools felt that their volunteering work with cadets helped young people succeed in a way that some of them are not able to do in the classroom environment. CFAVs that were teachers also said that their experiences in cadets allowed them to build more secure relationships with students, which benefited both teachers and pupils when it came to educational outcomes. Improved teacher student relationships can help relieve some of the stress associated with behaviour management in schools.

Many cadets with SEND reported a positive impact from being in the cadets where they can build friendships and feel supported and included in a way that some do not in school. However, the recording of SEND in the Cadet Forces is inconsistent and makes it

1.5 Conclusions cont.

difficult to evaluate impact. In Northern Ireland the Cadet Forces seem to be building bridges across communities still divided by history and religion. The economic costs of poor integration as well as the stress and disadvantage could be reduced amongst the next generation by the work of the Cadet Forces in the province.

Overall, the impacts of the Cadet Forces on young people, schools, CFAVs and families is reported to be positive. For some young people being a cadet has allowed them to make new friends, undertake new experiences, build a better CV, be successful in school and develop their confidence and resilience. CFAVs play the biggest role in delivering the cadet experience and whilst many of them feel they too benefit there is unquestionably stress for some. The quotes below neatly sum up many of the impacts highlighted in this report and clearly show the huge difference being a cadet can make to individual lives:

I have become more optimistic about certain things, I have been aware of my surrounding and asking myself 'does that person need any help, if so what can I do? And my attitude has gotten better and I have thought about my career choice a lot more, thinking if this is the correct path to take and if not is there anything else I'm interested in doing. I've also been able to push myself more in the physical term too with PT, cadets has helped me to work through things and not give up as easy. Also my determination to do activities has gotten better as I push myself to go cadets weekly even if I'm not in the best of mood and cadets has helped my anxiety and depression a lot as I really enjoy cadets and the whole thought of it bringing new opportunities and making new friends has helped and in general cheers me up when I'm not at my best. (Cadet)

The cadets have allowed me opportunities for adventurous training that I would not otherwise have had. It has enriched my teaching career. I have enjoyed being part of the cadet organisation, the camaraderie amongst fellow minded professionals has given me purpose, pride and enjoyment beyond life as a teacher in a state secondary school. (CFAV/teacher)

When I joined secondary school, I became extremely anxious and mum took me out of school and home educated me, as I could not cope in school. I joined cadets while being home educated, shortly after leaving school, and now I am far more confident, so much so I have gone back to school and am doing really well. I now find it easy to make new friends and get on with people. I have overcome fears in cadets and this has meant I can approach scary situations better now, as I know I have overcome things in the past. This means that I feel a lot more comfortable with myself and am really happy and optimistic. (Cadet)

1.5 Conclusions cont.

1.5.1 Recommendations

- The benefits a CEP CCF can bring for staff and students, especially to schools in need of improvement or in areas of disadvantage should be promoted to the Department for Education, and Multi-Academy Trust executives.
- School Head teachers and the Department for Education should ensure Ofsted Inspectors are made aware of the work done by and impact of CCFs
- Cadet Forces should record SEND data more consistently and in line with DfE labels to allow for more accurate monitoring and assessment of equality and impact.
- The impact of the Cadet Forces upon community cohesion should be brought to the attention of the Department for Communities and Local Government, and the Northern Ireland Office.
- The benefits that adults get from becoming CFAVs should be communicated widely and used to help attract new volunteers.
- The pressures on CFAVs should be constantly monitored to ensure they do not result in large numbers leaving the Cadet Forces.



1.6 Limitations of this study.

It must be noted that this is an interim report after two years of a four-year study and the conclusions reached, based upon the research data gathered and analysed to date, may change as additional quantitative and qualitative data is gathered over the next two years.



1.7 Next steps.

In the next 12 months of the study the research team will expand its investigation of the relationship between school attendance, attainment and CCFs to include more schools across the UK.

An in-depth investigation will be undertaken into the value to employers of the skills and competencies that cadets gain.

Case study data will be used to explore the social impact across the different cadet services and comparisons will be made with other uniformed youth organisations.

The role of the Cadet Forces in supporting the mental wellbeing of cadets will be explored in greater depth.

Further investigation into the impact of having been in the cadets on recruitment and retention across the Armed Forces will also be undertaken.

The research team will broaden the study and look at CCFs in traditional public schools and Further Education Colleges (FECs). Preliminary research visits to three public school CCF units between January and April 2018 suggests that the social impact of participation in cadet activities benefits many pupils and also staff members, particularly newly qualified teachers. In June 2018 the research team started a new sub-study into the social impact of cadet units run in Further Education Colleges (FECs). FECs in such locations as Cambridge, Peterborough, Loughborough and Southampton run BTEC programmes in Uniformed Public Services. These courses, run at NVQ levels 1 – 5, have 'streams' for students interested in careers in uniformed services such as the military and the police. The Uniformed Public Services programmes are often very popular. One FEC generates over £250,000 income in fees as a result of running the scheme.

1.8 Appendices



What is the social impact resulting from the expenditure on the Cadet Forces?

1.8 Appendices cont.

Appendix 1 - Longitudinal survey results

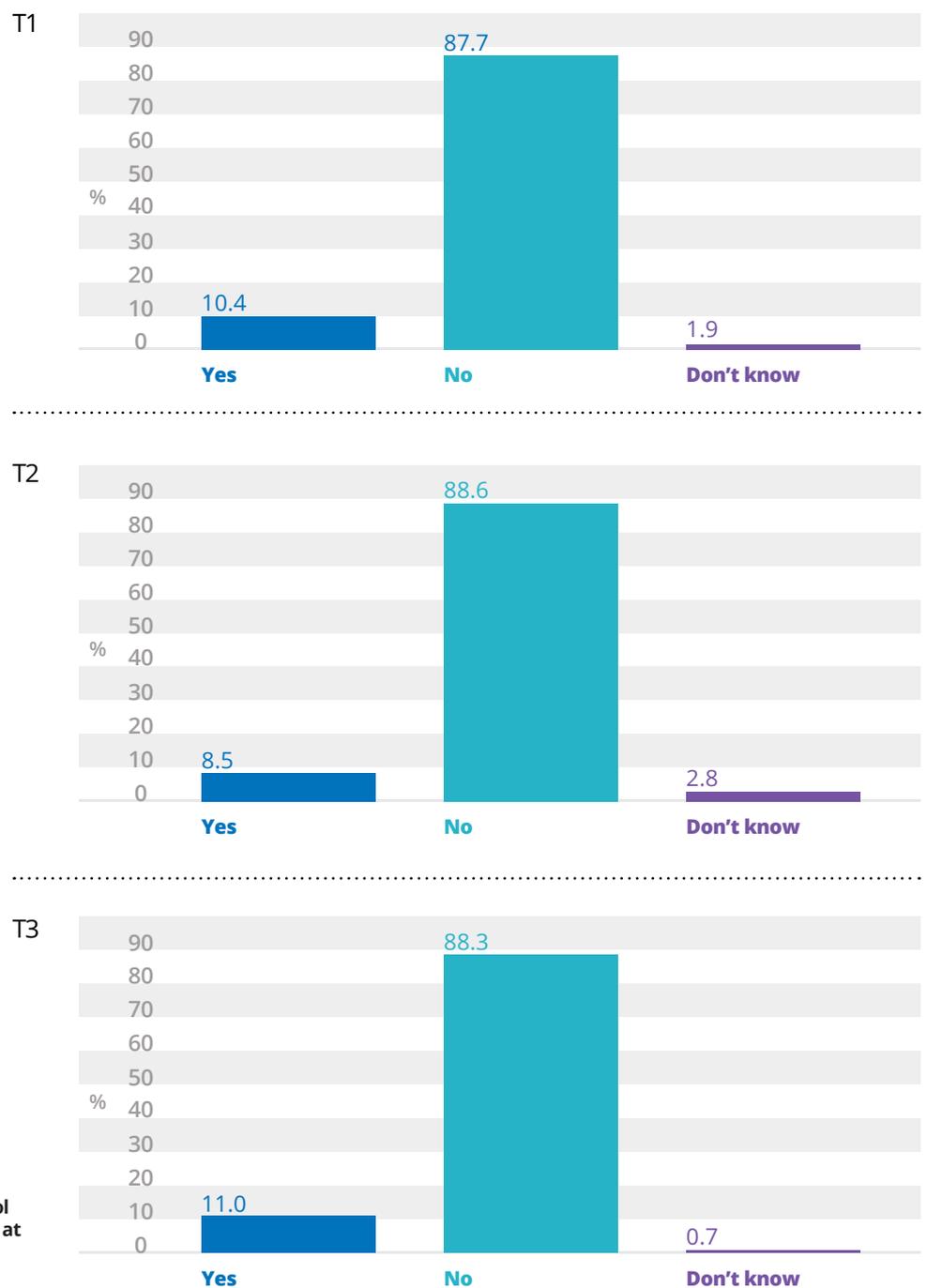


Figure16: Pupils' eligibility to a free school meal (FSM) during the previous six years at T1 (top), T2 (middle), and T3 (bottom) (%)

1.8 Appendices cont.

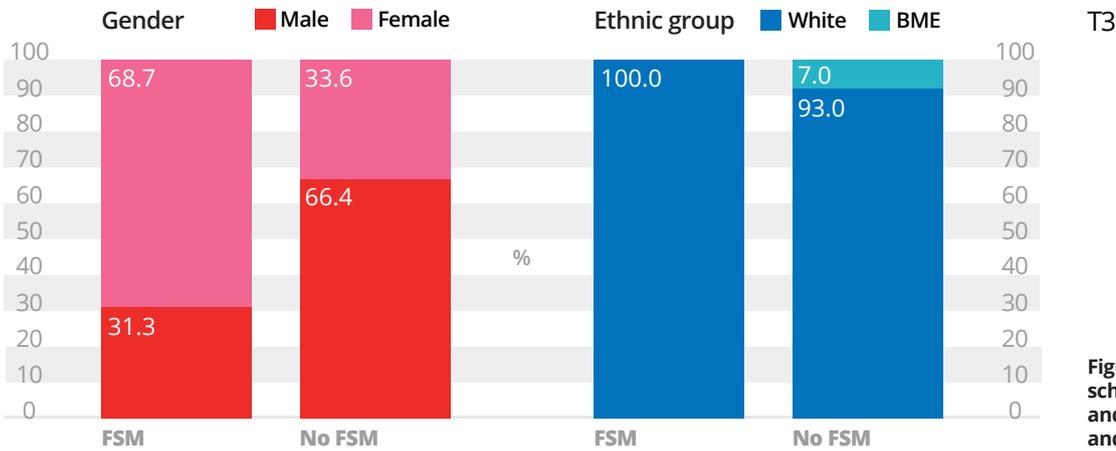
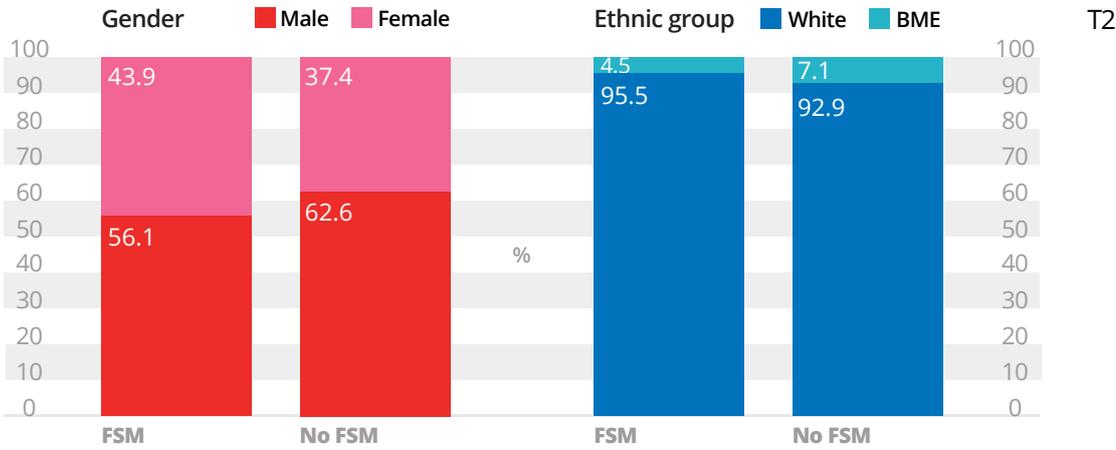
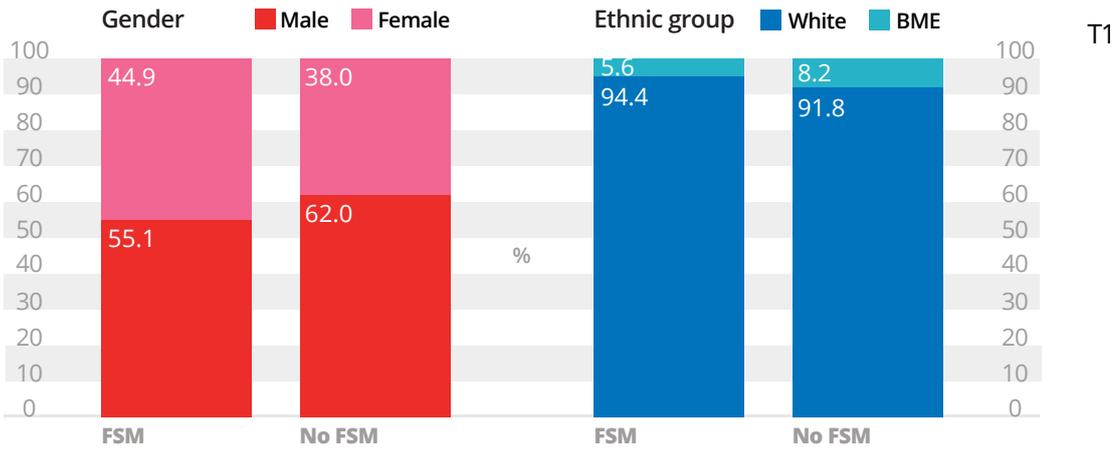


Figure17: Eligibility for a free school meal (eFSM) by gender and ethnic group at T1, T2, and T3

What is the social impact resulting from the expenditure on the Cadet Forces?

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Appendix 2 - Time 3 (T3) online survey results

Ages and numbers of cadets who participated in the survey

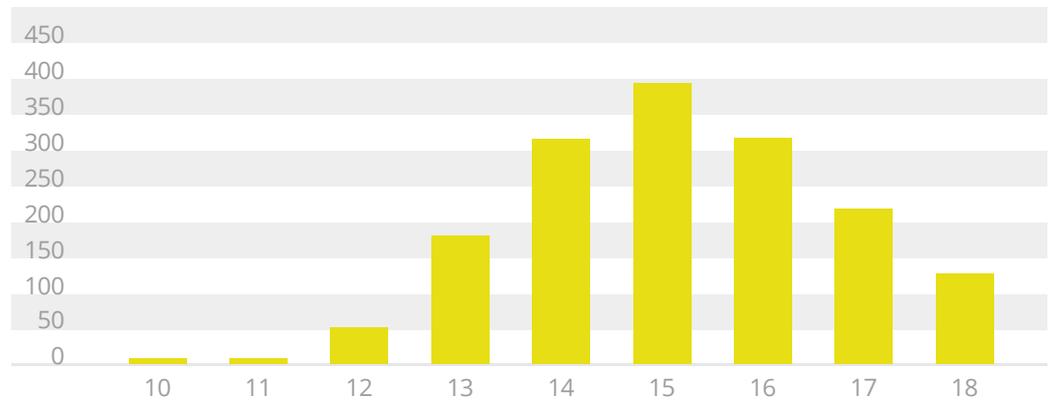


Figure18: Ages and numbers of cadets who participated in the on-line survey

Length of service in years

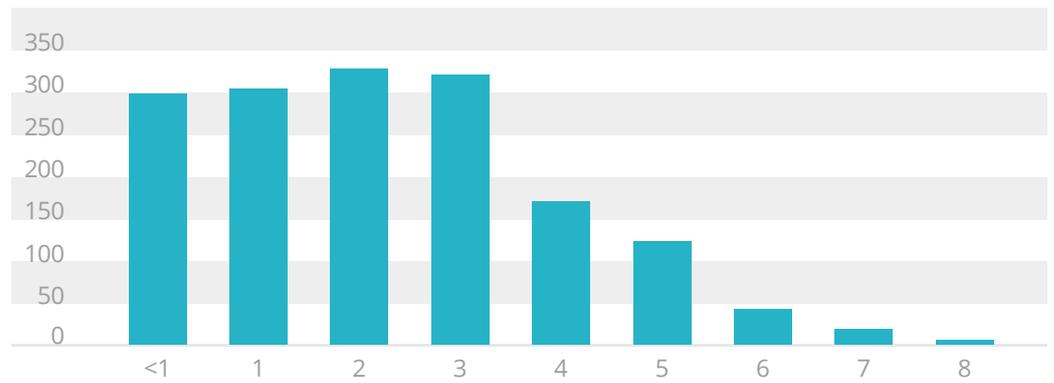


Figure19: Length of service of cadets in years of on-line survey participants

Gender of survey participants

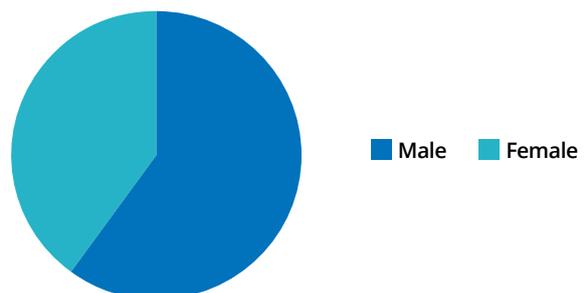


Figure20: Gender of cadet on-line survey participants

1.8 Appendices cont.

Which CF section survey participants were from

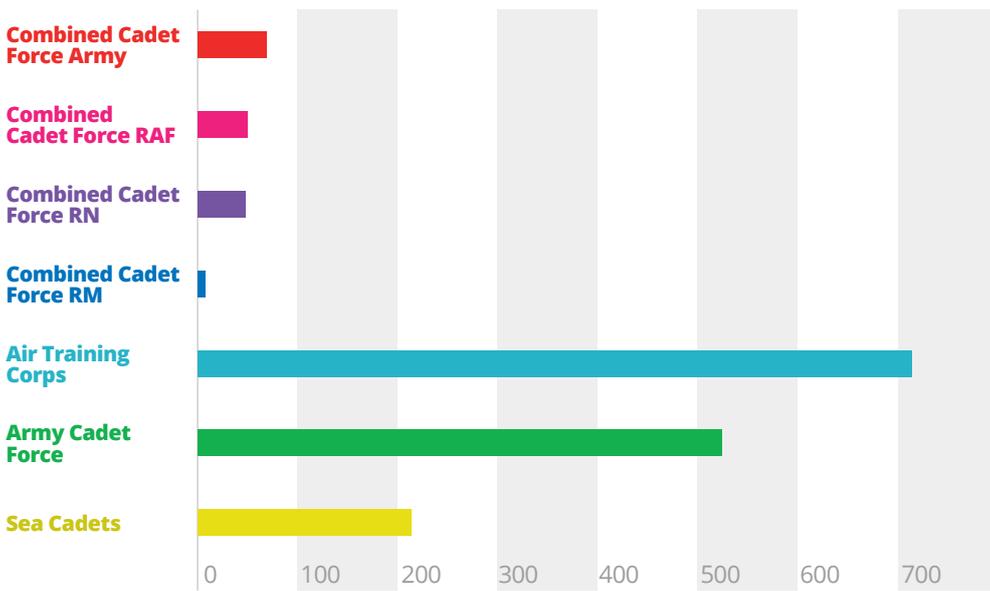


Figure21: Cadet Force service of on-line survey participants.

Ethnic group/background of survey participants

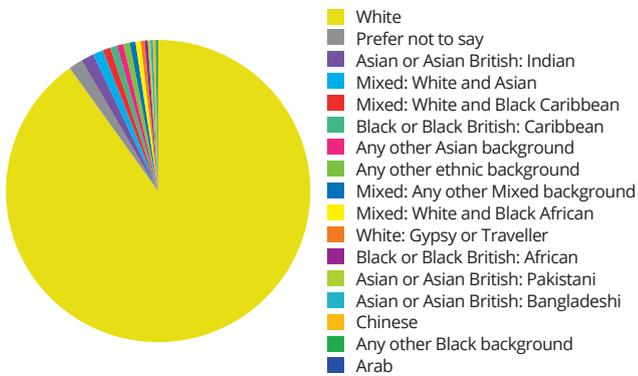


Figure 22: Ethnic group/background of on-line survey participants.

Free school meal eligibility of survey participants

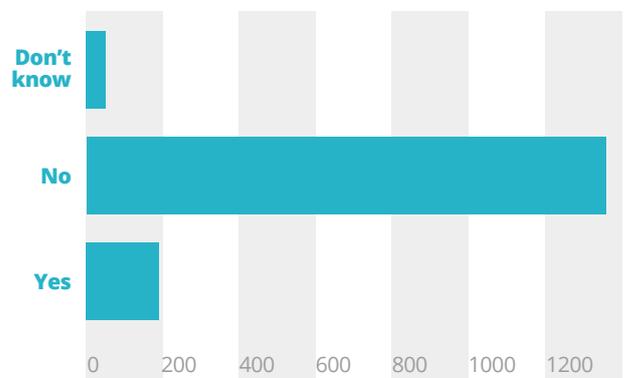


Figure23: Free School Meal eligibility of on-line survey participants.

What is the social impact resulting from the expenditure on the Cadet Forces?

1.8 Appendices cont.

Appendix 3

We first investigated the data from Longtown School¹. Calculating the simplest difference between the means of the attendance levels of the two groups of our survey, cadets and non-cadets, an initial evaluation of the impact can be made. The mean of the attendance for the control group is 95 and the mean of the beneficiaries is 96. Thus, the difference between the two shows a small positive impact of CCF participation on the beneficiaries' attendance level. However, to have a less biased measure, we then used PSM. The covariates (individual characteristics) used to estimate the propensity score were: gender, school year group, EAL, SEND, eFSM, and receipt of Pupil Premium funding (PPF)². Table 2 presents the results of the Average Treatment effect on the Treated (ATT) in percentage points, which is the increase (if positive) or the decrease (if negative) on the attendance level of the cadet, after we implemented the PSM³. Table 2 also presents the number of respondents belonging to the control group and the cadets that were used in the analysis.

	Average treatment effect on cadets	N of control group	N of cadets
Whole sample	1.49	154	165
Male	0.98	74	90
Female	2.09	80	75
Year 8	1.36	42	45
Year 9	1.80	56	61
Year 10	1.47	11	13
Year 11	-0.10 [^]	15	17
Year 12	0.96 [^]	16	16
Year 13	1.30 [^]	13	13
English as additional language - none	1.51	136	137
English as additional language	1.08	20	28
Free school meal - none	1.32	149	154
Free school meal	3.63 [^]	4	11
Pupil premium - none	1.12	136	143
Pupil premium	3.32	18	22

Table 2-The effect of the CCF program on the attendance of the students from Longtown School⁴

¹The names of the schools have been anonymised to ensure confidentiality.

²The Pupil Premium is additional funding for state schools in England, it aims to raise the attainment of disadvantaged pupils and close the gap

³We did not report the t score because it is beyond the purpose of the report, however all the results are significant unless specified otherwise.

⁴Results from the SEND are not included because the matching procedure reduce significantly the observations.

1.8 Appendices cont.

Table 2 show the results which reveal show a positive impact of the CCF programme on the students participating. The impact is greater for females (2 percentage points) than males (1 percentage point) and for students in year 9, (1.8 percentage points). The year group also shows some negative impact for Year 11. However, these results are not significant. Moreover, the major positive impact can be seen for the students that did not have English as an Additional Language (1.5 percentage points), for the students that were eFSM (3.63 percentage points, although this result is not significant), and those receiving PPF (3.32 percentage points).

The same analysis was carried out on data from the three schools in the Metro MAT. The simplest difference between the means of the attendance level of the two groups, showed the control group as 92.68 percentage points whilst the mean of the beneficiaries was 96.18 percentage points. However, as above, to have a less biased measure, we used PSM. This time the covariates to estimate the propensity score were: gender, schools (as there were three schools within the Metro MAT), school year group, EAL, SEND, eFSM, and PPF. The table below presents the results of the Average treatment effect on the treated (ATT) in percentage points, and the number of respondents belonging to the control group and the cadets that were used in the analysis.

	Average treatment effect on cadets	N of control group	N of cadets
Whole sample	2.74	469	121
Male	3.67	249	85
Female	0.52 [^]	214	36
MH school	5.79	50	31
ML school	3.61	88	32
MW school	0.38	330	58
Year 8	1.91	149	70
Year 9	3.41	118	22
Year 10	3.08	117	18
Year 11	6.38	86	11
English as additional language - none	2.57	424	98
English as additional language	6.09	44	23
Free school meal - none	1.24	402	87
Free school meal	8.69	64	34
Pupil premium - none	0.59	376	71
Pupil premium	5.91	83	50

Table 3-The effect of the CCF program on the attendance of the Metro MAT students⁵

⁵ The results from the Year 7, Year 12, and special education need are not included because the matching procedure reduce significantly the observations.

1.8 Appendices cont.

The impact estimate for the whole sample is equal to 2.74 percentage points. In this case, the impact is greater for males (3.67 percentage points) than females (0.52 percentage points) (although the female result is not significant). Moreover, the impact seems to be greater on the students from MetroHouse (MH) School, 5.79 percentage points, and MetroLow (ML) School, 3.61 percentage points. When looking at year groups, the major impact was on the students from Year 9 (3.41 percentage points) and Year 11 (6.38 percentage points). With respect to the other characteristics, the major impact is on the students that have EAL (6.09 percentage points), the students that were eFSM (8.69 percentage points), and those in receipt of PPF (5.91 percentage points).

Annex A

Executive Summary of Autumn 2017 Report.

The financial value of every aspect of social impact delivered by the four MOD-sponsored Cadet Forces¹ is not possible to quantify exactly (future reports will improve the reporting of financial benefit). However, the evidence gathered for this first interim report clearly demonstrates that the value of the social impact that Cadet Forces deliver is vastly greater than the annual cost of the Cadet Forces to the Defence budget. These benefits go across Government departments and are clearly relevant to Defence, Education, Social Services, HMRC and the Cabinet Office. Cadet Forces deliver impact that is directly relevant to the Prime Minister's vision of a "shared society" and clearly contribute to increasing social mobility and decreasing social disadvantage. Specifically, the research to date has identified that:

- Cadet Forces are effective at **supporting children that receive Free School Meals (FSM) to achieve their potential**. The potential saving to the UK that the Cadet Forces make by supporting, encouraging and developing current cadets that are FSM children, is greater than twice the amount which MOD spends annually on cadets.
- A study carried out in Greater Manchester strongly indicates that children that have been **excluded from school** and who join cadets are statistically significantly more likely to have **improved attendance and behaviour** on their return to education. The savings to the education budget of these social impacts are potentially huge.
- The Cadet Forces have a significant impact on **making communities more inclusive**. It is clear that cadet detachments enable people to overcome disadvantages in a way that schools do not.
- For most people, Sea, Army and Air Cadets are the visible face of the Armed Forces in the Community. The activities that cadets and Cadet Force Adult Volunteers (CFAVs) carry out as they deliver military values, results in **increased recognition and awareness of our Armed Forces** and improved respect for veterans.
- The formal training provided by all Cadet Forces is highly regarded. There is a very strong belief that CVQO courses have great value for CFAVs. They are deemed particularly useful for those adult volunteers with few or no qualifications. The qualifications and awards that adult volunteers have gained are estimated as providing the current adult volunteers with **potential lifetime earnings increase of £15.58 million¹**.
- Many adult volunteers **gain significant personal and social benefits** from being involved with cadets.
- Serving soldiers that were cadets have: **higher self-efficacy²**; are **four times more likely to be a SNCO or officer** than non-cadets; and **serve at least six years longer** on average than non-cadets. Furthermore, 94% of serving soldiers that were cadets said it had 'positively' helped their Army career, and 25% of them stated that being a cadet had been "very useful" to their career. Moreover, serving soldiers that were cadets reported that the main personality traits that had been developed by their experiences in the Army Cadet Force (ACF) or Combined Cadet Force (CCF) were **leadership and self-discipline**.
- The development of **communication, confidence and leadership skills** that all four Cadet Forces deliver, are valued by cadets, parents, educational organisations, and employers. This skills development underpins all of the social impact that the Cadet Forces deliver.

¹ The Sea Cadet Corps, the Combined Cadet Force, the Army Cadet Force; and the Air Training Corps.

² This is based upon an analysis of 338 CFAVs who gained accredited qualifications of NVQ Level 2 or higher. This does not include the other 186,000 qualifications gained since 1965. See Section 4.4 in the Methodology Paper for more information.



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