



What is the social impact and return on investment resulting from the expenditure on the Cadet Forces? Year 3 Interim Report

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Year 3 Interim Report – Autumn 2019

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Executive summary

This is the third interim annual report from a four-year longitudinal study of the social impact resulting from the Ministry of Defence's expenditure on cadets. It presents the findings of the University of Northampton's research team and is based on new data gathered and analysed since the second interim report of autumn 2018. Where relevant it builds on the findings of the first two interim reports. It is based on a cumulative total of over 600 in-depth interviews and over 5,400 responses to questionnaires. The key themes covered by this report relate to the impact of a CCF unit on academy schools; the effect of participation in the Cadet Forces on the wellbeing of young people; the impact on community cohesion that the Cadet Forces can have; how the development of self-efficacy through participation in the Cadet Forces is helping young people to be better citizens, while also reducing their levels of vulnerability; and the value of the adult volunteers that run the Cadet Forces, and the benefits they get from their volunteering. The report uses calculations from Government sources to estimate the potential financial value of some of these themes.

The impact of a CCF on Academy Schools

Analysing the extensive data gathered from case study academy schools that are part of the Cadet Expansion Programme (CEP) resulted in a number of sub-themes being identified. These sub-themes were: Connectedness (how cadets feel part of a larger entity); School Wellbeing (the impact of a CCF unit on attendance and behaviour); and Community and Inclusion (the impact of being a cadet on attitudes to inclusion and behaviour in the community). These sub-themes have a positive cumulative impact on the attitudes and behaviour of many young people that have joined their school CCF unit. Moreover, they are very relevant to the Ofsted inspection framework introduced in 2019.

The effect of participation in the Cadet Forces on the wellbeing of young people

Interviews with cadets, based in community units and CCFs, parents, CFAVs and teachers revealed a rich tapestry of the impacts of a Cadet Force on a range of personal attributes, such as confidence, resilience, independence, mental wellbeing, education, qualifications and life experience. Cadets take part in a variety of activities that are strongly associated with good physical and mental health. In addition to sports and physical activities carried out at camps and at cadet weekends, they are heavily involved in cultural and heritage events including small- and large-scale parades, visits to museums and historic sites, and formal (i.e. assessed) and informal educational activities

Calculations carried out by the research team predict that each year the young people in the Cadet Forces carry out activities that support their physical and mental wellbeing and that it is possible to quantify the benefit delivered each year as being in the region of £84 million (NHS savings and lifetime benefits delivered p.a.). The research team is confident that the impact of participation in the Cadet Forces on the health and wellbeing of young people is positive, and that the return on investment is significant.

The impact on community cohesion that the Cadet Forces can have

Uniformed groups, such as the Cadet Forces, provide opportunities for young people from different backgrounds to work together. This research supports the findings from prior research about the positive impact of participation in youth groups on skills and behaviours, and improvements in social mixing and integration. This research does not attempt to measure the financial value of community cohesion, but it is possible to suggest, based on the available data that youth groups, such as the Cadet Forces, improve community cohesion which can bring benefits across a range of areas, such as health, wellbeing, crime and education which result in savings across Government departments.

How developing self-efficacy helps cadets become better citizens, while reducing their vulnerability

The research into the social impact of the Cadet Forces suggests 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. It is worth repeating our 2018 finding that 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. As we noted in 2018, this is an important finding. It is very possible that those cadets who are eFSM have higher self-efficacy scores because of their cadet experiences. 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 the Cadet Forces are important for success in both education and the labour market, and can make a significant difference to the lives of young people. The potential impacts of the Cadet Forces on reducing the vulnerability of young people could be very important.

Nearly all teachers, social workers, and members of the police force that volunteer to help run cadet units said that participation in the Cadet Forces particularly benefits disadvantaged children (including those with learning difficulties). It is suggested that this subset of respondents is an expert and informed group and that the finding should be viewed as important.

The value of Adult Volunteers and the benefits they gain

The adults that give up their time to run the Cadet Forces are essential. Without them there are no CCF, ACF, ATC or Sea Cadet units. A detailed survey of over 350 adult volunteers reveals that the great majority of the nearly 28,000 volunteers give significant amounts of time to the Cadet Forces. Encouragingly, nearly two-thirds of the employers of the adult volunteers support their work with the Cadet Forces in some way.

Calculations carried out by the research team suggest that the financial value of adult volunteering could be well over £450 million p.a., and that this benefit accrues to the individual that volunteer. In considering the social impact and return on investment of expenditure on the Cadet Forces, the value produced by, and for, the CFAV is clearly very significant.

Conclusions

The research team concludes that the expenditure on the Cadet Forces produces very great, and very positive social impacts. We further conclude that the return on investment is very positive. Spending

taxpayers' money on the Cadet Forces is an excellent investment, producing both short- and long-term returns.

Introduction

This report builds on the previous interim report published in October 2018, available on the [University of Northampton website](#). The Executive Summary of the 2018 report is attached at Annex A to this report.

This third interim report includes our findings based on interviews, on-line surveys, observations and quantitative data. To our already extensive dataset, we have added new data from over 550 cadets, adult volunteers, teachers, parents and police officers. We have intensively studied a small sample of schools with CCFs.

In July 2016, on behalf of the MOD and CVQO¹, 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 and return on investment 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.

Background

Latest statistics² show that at 1 April 2019, there were 85,620 Community Cadets (Sea and Royal Marine Cadets, Air Cadets, and the Army Cadet Force) and 25,000 adult volunteers (Cadet Force Adult Volunteers, CFAVs). There were also 42,720 cadets in the Combined Cadet Force (CCF), supported by 3,370 CFAVs. The proportion of female cadets in Community cadet units and CCFs has continued to increase during the period of the study, in the Community Cadet Forces it has risen from 30.8% in 2015 to 33.4% in 2019 and in the CCF the figures have gone from 30.7% in 2015 to 34.1% in 2019.

The Cadet Forces have multifaceted aims, including 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. However, it should be stressed that the Cadet Forces are not recruiting organizations, and are not regarded as such by HM Forces. The skills that young people acquire in the Cadet Forces can, of course, benefit the Armed Forces as well other Government departments, such as the Department of Health and Social Care and the Department for Education. The MOD has a commitment³ to ensure its sponsored cadet forces help to promote UK prosperity and civil society, a key objective of the MOD's Single Departmental Plan. The MOD's commitment to the Cadet Forces should be seen in the context that

¹ The Cadet Vocational Qualification Organisation (CVQO) is an education charity, providing vocational qualifications to youth group members and the adult volunteers who devote their time to running them.

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/804484/MO_D_Sponsored_Cadet_Forces_Statistics_April_2019.pdf

³ <https://www.gov.uk/government/publications/ministry-of-defence-single-departmental-plan/ministry-of-defence-single-departmental-plan-may-2018>

local authority spending on youth services continues to fall⁴, despite the acknowledge importance of youth groups.

This four-year study was given three aims by the Ministry of Defence:

- 1.To identify the social impact resulting from the UK (MOD) expenditure on the Cadet Forces?
- 2.To identify the benefits of the qualifications provided by CVQO?
3. To identify 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?

Achieving these aims is important. Tax payers' money is used to fund the Cadet Forces, CVQO and the CEP. It is necessary to identify whether this expenditure results in positive impacts. Other studies have concluded that young people enjoy their participation in the Cadet Forces, and benefit from it. However, previous studies have not attempted to put financial values on impact. This study was tasked with 'going beyond the anecdote' and identifying, where possible, the returns on investment that result from 128,000 young people and 28,000 adult volunteers taking part in Cadet Force activities.

In the 2018 report it was noted that further investigations into several areas were planned, some of these, such as expanding its investigation of the relationship between school attendance, attainment and CCFs to include more schools across the UK are covered in this report, via school case studies. It is planned that this will be supplemented by new quantitative data from schools in the final report.

Methodology

Research methods

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

The new data gathering comprised four components:

1. A series of semi-structured interviews with a variety of stakeholders, including parents, cadets, school staff and CCF staff (n = 124). See Annex A for the interview schedules.
2. Self-completion online/paper- based surveys of cadets (n = 45).
3. Paper-based surveys of CFAVs (n = 353).
4. Visits to Academy schools with CCF units during which the research team gathered data through observation of cadet and non-cadet activities.

⁴ <https://ukyouth.org/wp-content/uploads/2018/02/UK-Youth-State-of-the-Membership-2018.pdf>

Our previous reports have outlined the method (GECES, 2014) utilized to evaluate the social impact⁵ for this report. In this 2019 report, in addition to analyzing data using qualitative and quantitative methods, we have conducted an economic analysis using our primary data to attempt to calculate the return on investment of the Cadet Forces with particular focus on schooling, health and wellbeing, and the development of self-efficacy. The value of the input to the Cadet Forces by CFAVs, and the benefits they get from volunteering has also been calculated. The results of the analysis were grouped into a number of themes that consistently emerged from the data, see diagram below.

Of course, any research project of this type has limitations. As described above, we have gathered data from a range of stakeholders from across the UK. However, as we noted in our previous reports, we continue to struggle with accessing some data, especially from schools. All schools record the attendance and behaviour of their pupils. This data could be examined to identify possible impacts resulting from participation in a CCF unit. Some, a few, schools have made impressive efforts to assess whether introducing a CEP CCF has had the desired benefits. We report some of their results in this report. However, our repeated requests for data from large numbers of schools have been unsuccessful. While we accept that schools are very busy, we also note that there do not seem to be requirements placed on schools by the Department for Education in respect of identifying the impact of the CEP. We conclude that the CEP is an initiative (to be delivered), rather than an experiment (to be tested).

We hope that a more complete dataset from CEP schools will be available for analysis in the final report in 2020.

Results

We represent our summary of the results of the research we have carried out since our 2018 report in a themes diagram, shown below. The analysis of the data we have gathered enables us to identify five clear themes, each of which represents a positive social impact. The economic analysis we have carried out has enabled us to identify potential returns on investment for three of these themes.

⁵ The definition of social impact agreed with the MOD is, “using Government data and figures, and data gathered through original research, the project will measure and report on the economic and social benefits delivered by the Cadet Forces to individuals and society”.

Themes

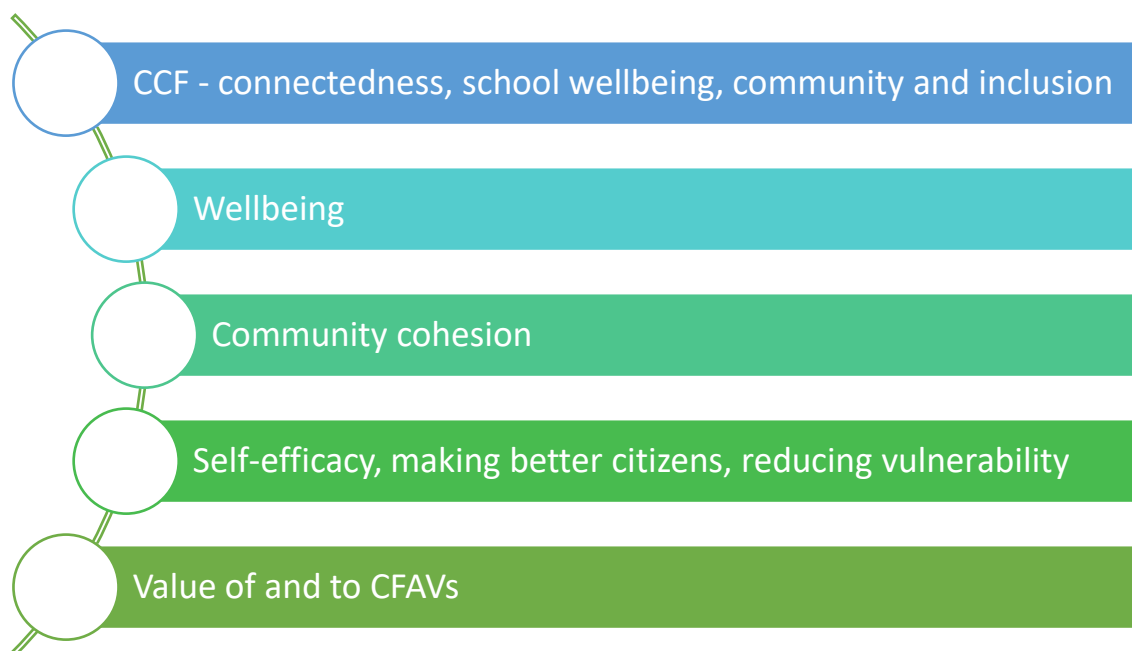


Figure 1- Summary of key research themes - Year three

The impact of a CCF on an Academy School

One of the key aims of the CEP is to instill values in young people that will help them get the most out of their lives and contribute to their communities and country through developing qualities such as self-discipline, loyalty, respect, strong leadership, teamwork and resilience⁶. The research team has visited over 30 schools as part of its research into the social impact of the Cadet Forces (CF) and the case studies they have compiled highlight how being a member of a CCF unit is making a significant difference to the lives of many young people, adult volunteers, school staff and communities.

The CCF case study data analysed for this report has been produced from research conducted in three schools, each of which has been extensively studied. Data has been anonymised to ensure confidentiality is maintained, and where names are used these are pseudonyms.

School	Context	Data collected via
1.	Mixed, non-selective community, 11-16 secondary school, with approx. 970 students on roll. High number of Gypsy, Roma and Traveller families and the highest number of settled Travellers in the county and a higher than average	Interviews with stakeholders: parents (n=2), school staff (n=6) and students (n=10).

⁶ <https://combinedcadetforce.org.uk/get-involved/cadet-expansion-programme>

	<p>number of students eligible for Free School Meals (eFSM), 13.1%⁷ compared to the national average of 12.4%⁸.</p> <p>42 students are members of the CCF/CCF Juniors, ranging from Years 7-11, (17 -female, 25 – male), 6 of them have English as an Additional Language (EAL), 5 have SEND, 6 of them are EVER 6 FSM, and 11 receive the Pupil Premium (PP).</p>	Quantitative data on cadets.
2.	<p>Mixed, non-selective community, 11-16 secondary school, with approx. 1,400 students on roll</p> <p>The school has a high proportion of disadvantaged students, 41.1% of students are eligible for the Pupil Premium and 47% of students in Year 8 are Pupil Premium. High number, 40%, of students are BAME and higher than average 20.9% are eFSM.</p> <p>41 students at the school are members of the CCF, ranging from Years 9-11, (15 – female, 26 – male), 23 of the cadets receive the Pupil Premium, 10 have SEND.</p>	<p>Interviews with stakeholders, staff n=2 and students (n = 25). Qualitative data from cadets.</p> <p>Quantitative data on impact of CCF on attendance and behaviour from school.</p>
3.	<p>Mixed, non-selective, 11-19 secondary school, with approx. 1,100 students on roll.</p> <p>The school has a high proportion of disadvantaged students as it is based in an area of high deprivation. Higher than average eFSM at 45.4%.</p> <p>88 students at the school are members of the CCF, ranging from Years 9-11, (approx. 44 – female, 44 – male), 23 of the cadets receive the PP, 10 have SEND.</p>	<p>Interviews with stakeholders, staff n=4, students (n = 19). Qualitative data from cadets.</p>

It is possible to use the simple statistics from the case study schools outlined above to evaluate the economic impact that being in the cadets can have on disadvantaged young people, the table below considers two basic criteria, the Deprivation Pupil Premium (PP) funding and eligibility for Free School Meals (eFSM) and summarizes key findings from our research to date.

⁷ <https://www.get-information-schools.service.gov.uk/Establishments/Establishment/Details/125271>

⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719226/Schools_Pupils_and_their_Characteristics_2018_Main_Text.pdf

Disadvantage criteria	Disadvantage gap	Impact of CCF
Pupil premium	Research (2016 ⁹) shows that disadvantaged students (such as those in receipt of the deprivation PP or eligible for FSM) fall behind their advantaged peers in terms of educational attainment. By the end of secondary school, the gap between them is 19.3 months.	Quantitative data from the second interim report demonstrated that being in the CCF can improve student attendance. The highest impact was found to be on disadvantaged students. Students with no absences are 1.5 times more likely to gain 5+ GCSEs at grades A*-C. ¹⁰
eFSM		

If 50% of the disadvantaged students (eFSM or Pupil Premium) at School 1, i.e. 8.5 students, did better in their GCSEs (through improved attendance and behaviour) because of being part of the CCF, Government figures¹¹ (2014) predict that their lifetime productivity would improve considerably (£100,000 x 8.5 = £800,500) as would their contribution to taxation. The latest data¹² from the Children’s Commissioner on children who leave education without getting 5 GCSEs (grade A*-C or equivalent), i.e. a Level 2 qualification, shows that there has been a steep rise since 2015 in the proportion of students eFSM who fail to achieve this standard. 37% of young people who are eFSM leave school without achieving a Level 2 qualification, compared to 15% of non-eFSM students. Leaving school without a Level 2 qualification can mean a young person is more likely to be Not in Education, Employment or Training (NEET), the cost of becoming NEET to the State is significant - between £97,000 and £300,000¹³. (It must be caveated that it is not always possible to definitively differentiate the impact of the CCF from other interventions undertaken by a school.)

Analysing the extensive data gathered from the three CEP schools resulted in a number of sub-themes being identified. These sub-themes were: **Connectedness** (how cadets feel part of a larger entity); **School Wellbeing** (the impact of a CCF unit on attendance and behaviour); and **Community and Inclusion** (the impact of being a cadet on attitudes to inclusion and behaviour in the community). These are explored in the next section of the report.

⁹ https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf

¹⁰ 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

¹¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/387160/RR_398A_-_Economic_Value_of_Key_Qualifications.pdf

¹² <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/09/cco-briefing-children-leaving-school-with-nothing.pdf>

¹³ 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, available online at <https://www.nfer.ac.uk/publications/RSRN01/RSRN01.pdf>

Connectedness

This was one of the strongest themes to emerge from the interviews and is clearly something that has a significant positive impact on the cadets. A recent Action for Children report¹⁴ (2017) highlighted how 80% of adolescents' report feelings of loneliness at some time and 33% describe these feelings as persistent and painful. A lack of closeness, trust and a sense of belonging can combine to cause chronic loneliness, which can lead to poor mental and physical health outcomes and lower academic attainment.¹⁵ Evidence from participants across the CCFs suggests that being part of the CCF was helping students feel like they belonged, one student's words below are typical, Steven told us:

[In cadets] we all trust each other and we can talk to each other about anything. And if there's something happening there's always somebody to go to. And we're all friends. Even if we didn't even know the person before now, we're really close friends... It's had quite a positive impact because, like we were saying, you've always got someone to talk to. ...It's our safe space. If we've got something going on outside of Cadets we can just forget about it and have fun with the people that we don't have problems with.... I don't know how to say this without it sounding weird but I'm going to say it anyway - it gives us the hope that things will get better because we've got people to talk to and they're always there to support us. So we're like, 'Wait, maybe it will get better, maybe this argument will stop; maybe people will stop laughing at me; I should just keep going and trying anyway... I know people that are at Cadets that have not talked to anyone, they've been the quietest person, they don't talk. There is one that we had that came in in Year 7 this year, he would not talk to anyone and - only just to now and it's only been five or six months and he's already got the confidence to talk to people and put his hand up in lesson. And it has quite a big impact because you are like, wow, he's changed in six months from not talking or looking at anyone to putting his hand up, talking in lesson, trying (Cadet)

Other students had similar comments about the way that being in cadets made them feel, the quotes below are indicative:

I joined because it's like a second family. We all trust each other; we learn self-respect and responsibilities are high... Yes, if I'm upset or stuffs happened at home, I always have someone to go to and they're there for me. And sometimes, like say I said to <name>, 'My parents have argued', for example and <name> was like, 'That's happened to me before', we can relate and go through the thing together. (Cadet)

Well a benefit is basically just your own other little family. Because I've got my family at home but then at school it's just this one big (Cadet) family and it's really nice (Cadet))

Because when we go on Camp you really see how they are and it's just - when you are at school sometimes people are a little bit not who they say they are, if that makes sense? But people at Cadets, they're just who they are. (Cadet)

Well you have someone else to go to if one of your closest friends have just broken ties with you. You have someone else to go to and you know that you can trust them. Because if you can be trusted with a

¹⁴https://www.actionforchildren.org.uk/media/9724/action_for_children_it_starts_with_hello_report__november_2017_lowres.pdf

¹⁵ Margalit, M. (2010) Lonely Children and Adolescents: Self Perceptions, Social Exclusion and Hope. New York: Springer.

weapon, you can be trusted with a friendship, can't you? There's a big thing about trust and I think once we've joined Cadets we all get to know each other and the trust, the bonds really connect and we are all there for each other. (Cadet)

The thing I love most about cadets is how close people get, how everyone helps each other and the atmosphere created. On the Duke of Edinburgh's expedition we all spent a few hours in the park and, honestly, the atmosphere was incredible and I just can't explain it. At Central Camp all the cadets were at the disco...and because we've all been through the same thing it was nice to celebrate it. (Cadet)

It's having the ability to be in charge and also to be close to people that you wouldn't expect to be friends with (Cadet)

A lot of people now ask me for info in classes and it's like, 'Do you know this; do you know that? And they've basically been saying that I'm their little helping hand because not everyone is a 'big, mean, shoulders out, elbows wide, trying to be the boss of everyone' type person. A lot of people just don't know how other people work and I don't know why people just can't see through that mirror that they're looking at, metaphorically. (Cadet)

The first time I went to a place I had never been to, I felt nervous and it felt great that I wasn't the only person in the group that felt nervous (Cadet)

The increased sense of self and the trust that being in the cadets is having on the young people at 1 is tangible. For some students being in the CCF has contributed positively to their growing maturity, a parent shared her reflections,

She was going through the terrible teenagers, as they all do, but I've noticed that at home if there's an issue she'll take that deep breath and she'll go, 'Right [sigh], I now need to go. That's my Mum, she's in charge, my brother's being a pain in the bum, let her deal with him', and she'll walk away from situations. Whereas before it was a bit of a World War 3 situation at home...her role with cadets has given her the maturity to step back from a situation and take stock of what's going on. (Parent of a cadet)

Staff commented on the support that they felt that cadets provided, some of their comments are below,

You need something outside your family to be a support network. I was lucky, I had a strong family. That's not the case for a lot of our children as well so that becomes more necessary. (School staff)

And whilst Jenny and myself sit on the pastoral team, so we've got good knowledge about the kids – and Karen is teaching the PSHE and has that more pastoral head role. When you then get to know them on the weeks away and the weekends away that we do, they see you in a completely different manner as well, so they are more likely to come and say, 'I'm having an issue with this', or 'So-and-so has said this. There are quite a few that are socially isolated from the cool ones that will go out drinking and partying. They are isolated from them and they find that community with us instead. Which can only help - far healthier attitude! (School staff)

Young people were very open in the interviews and many commented on their feelings of loneliness, some of their comments are below,

Before Cadets I was really lonely, not able to tie up with anyone because of my potential disability. But now I know I can go somewhere where people will have my back, where people will stick up for me. I'm not saying I can't stick up for myself but it's just another helping hand. (Cadet)

Before I joined Cadets and a bit now, I'm quite lonely at home. I'm the only sibling and I don't go out a lot. But as I've been with Cadets for a little bit longer, I'm getting to know people and going out a lot more, like weekends and that. (Cadet)

If something bad happens that's the thing I turn to. I just think - you zone on Cadets, just think about Cadets, that always cheers me up. (Cadet)

Relationships with peers and friends are significant when it comes to mental wellbeing, they are one of the most important aspects of school life, features of such relationships include trust, talking, listening, sharing problems and support during troubled times are mechanisms which can help young people avoid depression. Good relationships can help young people feel safe and relieve anxiety and stress, whilst poor peer support networks can be a risk factor for depression. Improving adolescent wellbeing will allow young people to develop to their full potential as they transition to become adults¹⁶. This is covered in more detail in the Wellbeing section later in this report.

School wellbeing

As well as the social support and connectedness that being a cadet can bring previous reports have highlighted the benefits that CCFs are having on the behaviour and attendance of some cadets. Students believe that better behaved classes help them do better at school¹⁷. Previous research¹⁸ shows that in those young people who are eFSM, levels of anti-social behaviour and hyperactivity are higher and levels of self-regulation are lower. Extra-curricular activities that can help students manage their behaviour and build their confidence are welcomed by staff and students alike. The participants at the CCFs explained their views,

There are some people that will join and they just don't listen and they always mess about and then slowly but surely when they get told off and they realise, 'Oh wait, this isn't right, I shouldn't be doing this', they'll stop doing it in Cadets and slowly but surely they'll stop doing it in school and they actually get a lot better in school. (Cadet)

It's made me think. Because if you are told off you get sent out of the class. If Sergeant Major sees you outside the class, you know you are in for a good telling off. So that's always kept every Cadet in line. You don't want a detention on Monday night because that would be stopping you from going to Cadets. And

¹⁶ Viner, R.M, Ozer, E.M., Denny, S. (2012) Adolescence and the social determinants of health. *Lancet*, 379, 00.1641-1653

¹⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184078/DFE-RR218.pdf

¹⁸ Sammons, P; Sylva, K; Melhuish, E; Siraj-Blatchford, I; Taggart, B and Jelcic, 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://eppe.ioe.ac.uk/eppe3-11/eppe3-11%20pdfs/eppepapers/DfE-RR049.pdf>

with the Cadets you learn so much discipline stuff, you end up just not messing around...It certainly helps in subjects like Geography when you have map references. (Cadet)

I feel like when you are wearing the kit you have to be a good student and you are expected to have standards and things like that. But even if you are not in kit you still have to have those things as a cadet I guess. (Cadet)

And then group tasks, you can take charge or you can fall back. I can help if I need to, I know exactly how to take care of a situation basically. (Cadet)

Some of the leaders in the Cadets are children who've never had a behaviour point in the school, never missed their homework and have praise points through the roof. It does straighten up some of the naughty kids but if all you did was put all the naughty children in one area, you'd have a naughty kids' youth club. That's not what the Cadets are at all. It's an opportunity for students to really get involved in leadership. They don't always see it that way at the start, they become leaders without realising it. (School staff)

I'm developing a good mindset and growing as a person (Cadet)

The CCF teachers are five of the most caring, selfless people you will ever meet. Without them I wouldn't have as much confidence as I do, I wouldn't have got as close to some of the people that I have...The cadets means so much to me as there is a lot of pressure placed on our shoulders for exams etc. But when I got into cadets the environment is always so chilled and we still get the work completed to a high standard. For me, cadets is one of the only lessons I can go into and not have to stress or panic, we can all relax, do the work while having a laugh, a joke and general chit chat with the staff. (Cadet)

The new Ofsted Inspection Framework¹⁹ (2019) requires that learners are given support to develop their resilience, confidence, independence alongside their physical and mental wellbeing. Being a member of the CCF provides learners with this support and the opportunities cadets have develops resilience, another feature of the new Framework. Ofsted also expects relationships between learners and staff to be positive and respectful and for the school environment to be free from bullying and discrimination, with staff able to deal with issues effectively to stop them spreading. The impact of the CCF on staff and students at the schools we visited was apparent,

It gives me something else to do that isn't just teaching. It's teaching but I'm developing skills I didn't have and I see the impact on the kids and what is happening to their self-esteem, their confidence, their leadership skills, their being able to think slightly outside the box and the resilience they've got to actually face the challenges. I would like to think that the ethos that we've got is we never get them to do anything that we can't do but we push them into doing things that they think they can't do, which then boosts their confidence and makes them aware. (School staff)

She would never sing in front of anyone apart from at home. She's now doing voice lessons, she's now out there in the choir, applying to do solos. I just think it's really boosted the way she perceives herself (Parent of a cadet)

¹⁹[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Ed
ucation_inspection_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)

I already had friends in class and everything else. But Cadets has definitely given me the confidence to speak louder and things like that. (Cadet)

I never used to be like that and then I joined Cadets and it's given me a new - seeing different situations, I can definitely look at things and I'm more confident about taking charge of the situation. (Cadet)

Cadets got me into cycling. My Dad before, he tried to get me into cycling...on the Central Camps with Cadets we do quite a lot of mountain biking and things like that... It's getting me more active and meeting new people, getting me more friends and things like that. (Cadet)

It's great, knowing how to do CPR if ever someone needed it and a medic wasn't there. (Cadet)

I feel cadets has changed me for the better. Before I joined cadets, I was a quiet girl with no self-confidence. After I joined cadets, although I'm still quiet, my confidence has improved a lot. I now believe I can do things that I wouldn't before and I now try my best and not give up. Cadets has taught me how to persevere and how not to give up. I've learned a lot of valuable skills that will help me throughout my life into my adult years.... It prepares us for the world, gives us skills that will carry us on our way, and makes young people mature and prepared and ready for anything. (Cadet)

The things I learn in Cadets is not how to use a calculator, or to analyse a source, but it's life skills and friends and memories that'll truly last a lifetime. I may not be the most confident, the most good at Cadets or the most skillful person, but Cadets helps everyone have fun, experience things from a different perspective, and how to bond together as a really unique, second family. (Cadet)

For young people, having a range of opportunities (for example, music, sports, Cadets) inside and outside of school is beneficial. Previous research²⁰ shows that 15-year-olds who scored highly on an index measuring opportunities for participation and supportive relationships, such as those described by a range of stakeholders in relation to the CCF, were more likely to do well at school than those who scored lower on the index. They also have a greater sense of purpose and hopes for their future. Schools that offer students the opportunity to join a CCF are extending the range of extra-curricular opportunities available, thus enabling students, who may not traditionally have found a place to fit in, the chance to do so. Hopefully future Ofsted inspections will comment explicitly on the role of CCFs in these areas.

Community & inclusion

Previous reports have commented on the role of the Cadet Forces in enhancing inclusion and raising awareness of the Armed Forces in the community. Data from the CCFs supports previous findings about the impact that being a cadet can have on communities and inclusion,

I always assumed, wrongly obviously, that CCFs were private school-based. I didn't realise they would go into just a general school. I think for the area it's brilliant because you do get a lot of problems in the area with youth. There are certain groups in the area that you desperately pray day in and day out that your children don't get involved with. And I think it's another way to - not 'keep them off the streets', that's the wrong way to put it but it's that kind of - it's something they want to do and it's a stronger pull than the bad things are...I'm a single mum so quite often my guys will bring their friends back to ours so that

²⁰ Scales, P.C., Roehlkepartain, E.C., & Benson, P.L. (2010). Teen Voice 2010: Relationships That Matter to America's Teens. Minneapolis and Richfield, MN: Search Institute and Best Buy Children's Foundation.

they know that I know where they are. And quite often I've got, from Years 10 to Year 7, all out front, in the front garden, laughing, playing. And it's lovely to see. (Parent of a cadet)

We're sitting on 25% pupil premium. I think it improves our reputation with the local community because we've got something that is seen as the domain for rich and privileged. I'm doing it because I think it's good for young people. I think there's a lot to be gained out of it. If I've got 40 children a year yes, it's a small percentage of - 2.5% of my school. But 2.5% of my school are getting opportunities they could not get in any other way. (School staff)

I've been in the Cadets for about two years now and it's actually made a really big impact on my life. Because usually at home - because my Mum's challenged, disabled, she can't get out of the house much so we're usually running around, trying to help her... this is my opportunity to get out of the house, do the activities. (Cadet)

No, this is the only one (activity) I feel that I am able to get along with people in, basically, because a lot of the time I'm picked on and bullied. But yes, my Mum reckons I have ADHD and anger management issues...But it's just really fun because if I wasn't in this Cadet group now I wouldn't know any of these people. It's changed my life. (Cadet)

The cost of school exclusion was reported in the last report, the 2017 IPPR report, Making the Difference²¹, estimates the whole-life cost of exclusion at £370,000 per young person (in lifetime education, benefits, healthcare and criminal justice costs). Childhood bullying also results in significant and long-lasting harm²², with studies showing mental health symptoms in childhood and adolescence²³ and lasting well into adulthood²⁴. Research²⁵ shows that the cost of SEND can be considerable, for example the average ADHD related costs between £9,000-14,000 per patient, these costs include health care, social care and parents' loss of productivity. Keeping young people with SEND in school, helping them feel included and reducing bullying is of significant economic benefit to society, the data gathered from school visits shows how the CCF is one group contributing to such inclusion at these institutions. The peer support that CCFs provide

²¹ <https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf>

²² Arseneault L., Bowes, L., Shakoor, S. (2010). Bullying victimization in youths and mental health problems: 'much ado about nothing'? *Psychological Medicine* 40, 717 -729 .10.1017/S0033291709991383

²³ Copeland W.E., Wolke D., Angold A., Costello, E.J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry* 70, 419 -426 .10.1001/jamapsychiatry.2013.504

²⁴ Evans-Lacko, S., Takizawa, R., Brimblecombe, N., King, D., Knapp, M., Maughan, B. And Arseneault, L., 2017. Childhood bullying victimization is associated with use of mental health services over five decades: a longitudinal nationally representative cohort study. *Psychological medicine*, **47**(1), pp. 127-135.

²⁵ Le, H. et al (2014) 'Economic impact of childhood/adolescent ADHD in a European setting: the Netherlands as a reference case', *European Child and Adolescent Psychiatry*, 23(7), pp. 587-598.

for many young people can protect them against the negative impacts of bullying which can affect attainment and wellbeing²⁶.

The impact of participation in the Cadet Forces on Wellbeing

Previous reports have highlighted some of the challenges that young people face growing up in the 21st century, including cyber bullying, self-harm and loneliness. These phenomena have arisen at a time of continued austerity. Local Government figures show that 603 youth centres across the UK closed between 2012 and 2016, with a loss of 138,000 places for young people²⁷. The evidence of a 2013 study²⁸ suggesting that austerity policies since 2008 may have had a detrimental impact on health outcomes, particularly for the more disadvantaged in society, continues to grow. The continuing rise²⁹ in figures on mental health disorders particularly among young people living in low-income households, those with poor general health and those with SEND is a national concern. Figures published in 2015 showed that spending on children's mental health services in the UK had fallen by 5.4%³⁰, approximately £41 million since 2010, despite an increase in demand³¹ (NHS 2018). Mental health problems cost the UK an estimated £105 billion per annum³². Organisations that support the development of young people with their mental and physical wellbeing can make a significant difference to individuals, their families and communities and,

²⁶ Rothon, C., Head, J., Klineberg, E., & Stansfeld, S. (2011). Can social support protect bullied adolescents from adverse outcomes? A prospective study on the effects of bullying on the educational achievement and mental health of adolescents at secondary schools in East London. *Journal of Adolescence*, 34(3), 579-588.

²⁷ <https://www.unison.org.uk/content/uploads/2016/08/23996.pdf>

²⁸ De Vogli, R. (2014) The financial crisis, health and health inequities in Europe: the need for regulations, redistribution and social protection. *International Journal Equity Health*. 13 (58) and Stuckler, D, & Basu, S. (2013) *The Body Economic: Eight Experiments in Economic Recovery from Iceland to Greece*. Penguin, London.

²⁹ <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

³⁰ Neufeld, S., Dunn, V., Jones, P., Croudace, T. and Goodyer, I. (2017) Reduction in adolescent depression after contact with mental health services: a longitudinal cohort study in the UK. *The Lancet Psychiatry*, 4(2):120-127.

³¹ NHS (2018) *Mental Health of Children and Young People in England 2017: Summary of key findings*. Available at: <https://files.digital.nhs.uk/9B/6F123E/MHCYP%202017%20Summary.pdf>.

³² Mental Health Taskforce (2016) *The five year forward view for mental health*. Available at: <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>.

ultimately, to the economic wellbeing of the UK, through savings to the NHS, social care, justice, and increased employability and productivity. A 2009 Audit Commission report on the benefits of sport and leisure activities in preventing anti-social behaviour amongst young people, put a figure of £200,000 per person on the costs to tax payers of young people in the criminal justice system. The same report suggests that it would cost £50,000 per person to provide the support, such as youth services, to keep them out of the system³³. Ofsted³⁴, in its new framework for inspection (2019) is required to make a judgment on how far a school's curriculum and work supports young people to develop their resilience, confidence and independence, and help them understand how to keep physically and mentally healthy.

Interviews with cadets, based in community units and CCFs, parents, CFAVs and teachers revealed a rich tapestry of the impacts of a Cadet Force on a range of personal attributes, such as confidence, resilience, independence, mental wellbeing, education, qualifications and life experience. CFAVs, interviewed about the impact of cadets on young people, gave a broad range of examples of impact. The opportunities for young people to travel and gain qualifications were described by many, two examples are given below,

“We did a thing at Camp last year, ILM 2 Level, (equivalent to a GCSE). For the first time we allowed CVQO and the ILM to come in and run a two-day package. 72 (cadets) passed and got a GCSE. Out of those 72 I imagined 50 would never have got a formal certificate. I think it will help in education. I think a lot of those 72, they're 15-year olds with a GCSE ILM Level 2 and I think it's stirred the pot and it's given them the interest to go a bit further...having Cadets with qualifications they would never have had. They've been to Canada, shooting. They've been to South Africa...we had a ski trip to Sarajevo in February, we're going to Bulgaria in February with another ski trip. We've had battlefield tours to the Somme. We've just had them back from Rome...That's a 17-year old who's done more in those five years than most adults do in their life...” (CFAV)

“So many of our young people leave school without formal qualifications...because of the link with Cadets there's a cross-reference there. So much of what they already do, like expedition work, adventure training, Cadet in the Community, those are cross-referenced to the BTEC Teamwork and Personal Development... we offer BTEC level 2, and the ILM in Youth Leadership Programme is Level 2...it's funded by CVQO...it gives young people a sense of pride and a feeling of worth.” (CFAV)

³³ <http://www.sportsthinktank.com/uploads/tired-of-hanging-around-audit-commission.pdf>

³⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

The chance to earn new qualifications is also valuable for some CFAVs, as described in the examples below,

Part of my trying to get promoted within the police service, one of the stipulations put on by my manger was to gain an outside management qualification, outside the police. I was doing...the ALM Course, Adult Leadership and Management Course. That was accepted within the police services as'...that was a massive boost to me. It was ticking the box in that it was development as an Army Cadet adult but it was helping my police career, which was great... now where I've retired, I'm doing the Level 3 Mentor in January coming. And I've also started the CVQO Level 5 Leadership and Management... having joined the police at 18 with very little qualifications, I'm now going to end up...with more qualifications than I ever could have dreamt of. (CFAV)

"I really enjoy the fact that we can gain, you know, we can get qualifications ourselves and that's always really valuable whenever you are a teacher because we're always expected to be updating our skill set"
(School staff)

Government figures³⁵ (2014) show that there are considerable lifetime productivity benefits to obtaining five or more good GCSEs (Level 2) (including English and Maths), gains worth on average £100,000 compared to those with below level 2 or no qualifications. There is clearly a strong economic imperative, both personally and to society, to support young people (and adults) to gain Level 2 qualifications as any improvement in qualification levels can deliver large returns. This is true of traditional academic qualifications and vocational qualifications such as those completed through the Cadet Forces. CVQO programmes enable many cadets to improve their academic qualification levels. The economic impact of this benefit is considerable. Access to accurate records of the qualifications that cadets (and CFAVs) gain (perhaps through Westminster and BADER) would allow the research team to estimate such economic impacts as part of their analysis.

Other skills (e.g. team work and communication) which participants commented on relate back to the new Ofsted inspection criteria and show how being a cadet can help build confidence, resilience and leadership skills. These are the kind of skills that often Academy schools are unable to develop with the pressure on them to get students through examinations. The development of personal and social skills by the Cadet Forces is particularly important for young people from disadvantaged backgrounds. Unlike their

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/387160/RR3_98A_-_Economic_Value_of_Key_Qualifications.pdf

more affluent contemporaries whose parents, with their cultural capital and economic power, are able to afford for their children to attend more 'enrichment' activities³⁶, children from poorer homes struggle to engage in this type of development. The comments below are indicative of what cadets from disadvantaged backgrounds told us,

“(You) learn a lot quicker learning from your friends and from other people showing you than a teacher sitting you down and talking you through it...it works better I think than an adult trying to show everyone how to do the one thing...skills that you don't really learn in school, that you can apply to school, like leadership and team work and things like that. And it does give you a lot of confidence, it almost teaches you confidence for your skills and Drill and things like that. And it does, it definitely builds character that can be applied to school.” (Cadet)

“(Cadets) offer opportunities, like going shooting or going on expeditions, places, stuff that no other club in school offered or anywhere else really. I really enjoy the social aspect, I've made a lot of good friends in the Cadets, maybe some people that I wouldn't have originally mixed with in school. But we do have a really good, close friendship now with being in Cadets for six years together so it's pretty good. The social aspect, like going away on weekends and going away to Camp at the end of the year really does help to make really good, strong friendships. (Cadet)

I went to Latvia with the Cadets so I feel like that's - it boosts your confidence I was with people from England who I hadn't a clue before and you have to be confident, getting to know them. You can't just sit around and let them come to you, you have to go in and just be like, 'This is me, I'm here'. (Cadet)

“Whenever you have to adopt a leadership role or something or you are in charge of section it really challenges your communication skills and being able to delegate to people and being able to take control of people. I would have been struggling to keep in control of people or take a lesson or present a presentation and the Cadets has really helped me with that. (Cadet)

Confidence in yourself, you actually see things you've achieved and you now have a mindset where you can look at things and just go, 'Yes, I can do that'... you are used to taking on new experiences. You are a lot less frightened of new things... It gives them a mindset that they can switch on whenever they need to

³⁶ Ball, S., Reay, D., & David, M. (2002). “Ethnic Choosing: Minority Ethnic Students, Social Class and Higher Education Choice”. *Race, Ethnicity and Education*, 5 (4). pp. 333-357. ISSN Print: 1361-3324 Online: 1470-109X.

tackle these things or overcome a challenge. They have that mindset now within them. And they have a maturity...and when you compare them to their peers they are big time more mature, more capable young people, far better equipped. (CFAV)

“It’s hard work occasionally but - and you won’t progress if you don’t go to this training day or that training day or if you don’t apply yourself... The biggest thing for me, is that sort of giving them the opportunity to have that learning and to own it. And own their success, and that’s the other that I keep coming back to is that whilst we may facilitate a lot of the stuff they’re the ones that achieve those hurdles, that do those expeditions, that win those competitions. It’s them, it’s their effort and it’s that realisation for them that they can do these things that perhaps they thought they never could, or never even wanted to do and they quite enjoyed it.” (CFAV)

One area that the research team continue to gather evidence on relates to mental health and wellbeing and inclusion within the cadets, previous reports have highlighted the rise in self-harm and estimated that mental health problems are the largest cause of disability in the UK, with the annual cost to the economy calculated to be £105 billion.³⁷ CFAVs spoke of taking young people out of their comfort zones and diversity, young people told us about time away from their phones, lasting friendships and one participant told us how volunteering had saved him from complete despair. The rates of male suicide in the UK continue to rise, with the Office for National Statistics³⁸ reporting a rate of 17.2 deaths/100,000 as a ‘significant increase’ from 2017, with males aged 45-49 having the highest rate. The estimated cost³⁹ of completed suicide for those of working age is £1.67 million (made up of costs relating to loss of life, pain and suffering, lost output, police time and funeral). The positive mental and physical health benefits of volunteering have been researched⁴⁰ but findings are inconclusive, future research could investigate this further. The quotes below are indicative of what young people and adult volunteers said,

³⁷ <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-HealthTaskforce-FYFV-final.pdf>

³⁸

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/suicidesintheunitedkingdom/2018registrations>

³⁹ [http://eprints.lse.ac.uk/39303/1/Mental_health_promotion_and_mental_illness_prevention\(author\).pdf](http://eprints.lse.ac.uk/39303/1/Mental_health_promotion_and_mental_illness_prevention(author).pdf)

⁴⁰ Anderson, N. D., Damianakis, T., Kröger, E., Wagner, L. M., Dawson, D. R., Binns, M. A., . . . The BRAVO Team. (2014). The benefits associated with volunteering among seniors: A critical review and recommendations for future research. *Psychological Bulletin*, 140(6), 1505-1533. <http://dx.doi-org.ezproxy.northampton.ac.uk/10.1037/a0037610>

“Because they’re maybe not lifted out of their comfort zone enough. I think young people get too much time to dwell on their own issues and their own problems and they need to be out there getting fresh air, getting exercise...There’s tremendous pressure on our young people and I know our school Detachment suffers because of the impact of exams and academic qualifications and the pressure from parents, the pressure from themselves to do well, to achieve. So, the pressure is on and I think to come away and escape for a weekend here is great.” (CFAV)

I always liked doing PE and stuff and there was quite a lot of physical side to it... do new things, like you can do adventure training, it really appealed to me...going on Company weekends and shooting weekends, it was like an escape sometimes from normality...I got to go and do what I really enjoyed to do and it was just sometimes you got away from your phone, you just got the outdoors and fresh air and all that. (Cadet)

“In my Detachment we have a transgender child. So, he’s a boy wanting to become a female... I have had to re-educate CFAVs as well and say, ‘Guys, opinions, outside the gate. This child is under our care, we have a duty of care to do what’s right and we accommodate her 100%’...The cadets weren’t fazed, we worried about how to tell them and what might happen, but they were like ‘Yes, fine, what are we going to do now?’. (CFAV)

“I probably was at the worst place of my life, a very dark place. I could see no way out, couldn’t see any light at the end of the tunnel. And there was a guy I knew - the Deputy Commandant...He spoke to me...and said, ‘Why don’t you get yourself over to the Cadets? ... I’ve had some rough experiences, I’ve seen some rough things in my time in (police force). And my personal life suffered massively because of that. So how do I combat that? Then I turn it on its head and I use my experiences and put my energy where I’d be sitting in the corner feeling sorry for myself, then I just got involved and ...now life is very different...my peers are all the same, I could discuss pretty much anything. And anybody that comes to me - Cadet, adult anybody, my door is open because somebody opened the door for me. (CFAV)

Evidently the impact of being in the cadets as a young person or adult volunteer can have a positive impact on wellbeing, both mental and physical, the value of this is considered in the following section, however, the quotes are powerful testimony to the good that the Cadet Forces are doing.

Value of Health and Wellbeing outcomes of Cadet Forces

“Cadets at school gives me education by teaching me life skills. It gives me a boost up in how I feel about myself.”

“I have got my confidence built up because of the Cadets.”

CCF Cadets, Year 9, North East England

It is possible to estimate the potential financial value of the activities that the Cadet Forces undertake on health and wellbeing.

The report ‘Mental Health of Children and Young People in England 2017’⁴¹ produced by the NHS, states that the mental health of young people is a cause for concern. The report highlights include:

- One in eight (12.8%) 5-to 19-years old had at least one mental disorder when assessed in 2017;
- Specific mental disorders were grouped into four broad categories: emotional, behavioural, hyperactivity and other less common disorders. Emotional disorders were the most prevalent type of disorder experienced by 5-to 19-years-old in 2017 (8.1%);
- Rates of mental disorders increased with age. 5.5% of 2 to 4-year-old children experienced a mental disorder, compared to 16.9% of 17 to 19 years old;
- Data from surveys reveal a slight increase over time in the prevalence of mental disorder in 5 to 15-years-old. Rising from 9.7% in 1999 and 10.1% in 2004, to 11.2% in 2017;
- Emotional disorders have become more common in five to 15-year-olds – going from 4.3% in 1999 and 3.9% in 2004 to 5.8% in 2017. All other types of disorder, such as behavioural, hyperactivity and other less common disorders, have remained similar in prevalence for this age group since 1999.

Adding to this rather bleak picture, the Children’s Society, in their annual ‘Good Childhood’ report 2017, claimed that nearly a quarter of 14-year-old girls had self-harmed in the previous 12 months. Out of the 11,000 children that took part in the survey, 22% of girls and 9% of boys said they had intentionally harmed themselves.

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 report published in 2017 for the Children’s

⁴¹ <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

Commissioner⁴², 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.

We noted in the 2018 interim report, and reinforce the point in this report, that 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. Since the publication of the 2018 interim report, the research team has looked for valid ways of putting a value on the impact of participation in the Cadet Forces on the wellbeing of young people.

The Cadet Forces do not formally record instances of physical or mental illness that cadets experience, although individual unit CFAVs often know when a child is experiencing issues. Therefore, it is not possible to compare the incidence of cadets with that of their non-cadet peers. However, the interesting and robust work of Fujiwara et al (2015)⁴³ does enable the quantifiable benefits of the impact on wellbeing of participation in the Cadet Forces to be estimated. As Fujiwara points out, “wellbeing measurement, quite apart from whether the impacts are subsequently valued for the purposes of economic appraisal, is an increasingly prominent part of policy discussions.” Therefore, estimating the value of a wellbeing impact is an appropriate undertaking.

Cadets take part in a variety of activities that are strongly associated with good physical and mental health. In addition to sports and physical activities carried out at camps and at cadet weekends, they are heavily involved in cultural and heritage events including small- and large-scale parades, visits to museums and historic sites, and formal (i.e. assessed) and informal educational activities. The impact of these activities on physical and mental health is predicted by Fujiwara et al (2015) as follows:

⁴² https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/10/VoicesMental-health-needs-1_0.pdf

⁴³ Fujiwara. D, Kudrna. L, Cornwall. T, Laffan. K, and Dola. P (2015) *Further analysis to value the health and educational benefits of sport and culture*, DCMS, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/446273/Health_and_educational_benefits_of_sport_and_culture.pdf

Fujiwara, now at the LSE, is the ex-senior economist at the Cabinet Office and lead on cost-benefit analysis for the DWP.

- Reduction in GP visits leads to cost savings for the NHS of £13.25 (all sports), £7.14 (team sports), £12.12 (individual sports), £5.07 (audience arts), £2.59 (heritage), £1.05 (library) and £1.89 (museum) per person annum.
- Reduction in the use of mental health services leads to costs savings for the NHS of £17.86 (all sports), £9.63 (team sports), £16.34 (individual sports), £6.84 (audience arts), £3.50 (heritage), £1.42 (library) and £2.55 (museum) per person per annum.

Since these are different medical services the cost savings can be added together.

In addition, Fujiwara et al (2015) point out that young people who take part in the arts, and visit heritage sites and libraries, are more likely to go onto further or higher education. They calculate that:

- After controlling for the main determinants of education attendance and looking at the subsample of 16-18-year-olds, participants in arts are about 1% more likely to go on to further education than those who do not. For those who visit heritage sites and for those that visit libraries this figure is estimated to be about 1% and 0.7% respectively.
- The per-person lifetime private benefits in wages from the higher likelihood of attending further/higher education are estimated as £2,380 (participants in arts); £2,465 (heritage visits) and £1,587 (libraries).
- The per-person lifetime public benefits in increased tax receipts from the higher likelihood of attending further/higher education are estimated as £790.59 (participants in arts); £818.62 (heritage visits) and £527.06 (libraries).

Before putting an estimated value on the wellbeing benefits that youngsters derive from participation in the Cadet Forces, the team has to allow for 'churn' (those youngsters that remain in cadets for less than six months) and the fact that not every cadet will take part in the full range of activities each year. Therefore, in order to be prudent, the assumption is made that 20% of cadets will take part in activities that deliver the benefits predicted by Fujiwara et al (2015). There are c. 127,000 cadets, either in community or CCF units, thus 25,400 = 20%.

Assuming that 25,400 cadets take part in sports, heritage and museum visits each year (audience arts and library visits are not included in the following calculations), then the cost savings to the NHS are in the region of:

- Reduction in GP visits – £452,286

- Reduction in use of mental health services – £607,314
- Total savings to NHS p.a. = £1,059,600

Given the size of the NHS budget, these figures could be argued to be trifling. However, as a result of taking part in sports, heritage activities and museum visits the 25,400 cadets in our prudent sample gain per person lifetime private benefits from their increased likelihood of attending FE/HE of £62,611,000 (25,400 x £2,456). In addition, they deliver per person lifetime public benefits in increased tax receipts from their increased likelihood of attending FE/HE of £20,792,948 (25,400 x £818-62). Therefore, the total lifetime benefit is in the region of £83 million; and this benefit is being delivered by the Cadet Forces each year!

Therefore, it is reasonable to predict that each year the young people in the Cadet Forces carry out activities that support their physical and mental wellbeing and that as a result it is possible to quantify the benefit delivered each year as being in the region of £84 million (NHS savings and lifetime benefits delivered p.a.).

It is recognized that the calculations in this section of the report have not been carried out before now. Therefore, the figures arrived at should be regarded as interim. The research team will carry out more work before its final report in autumn 2020 to assess the potential value of the health and wellbeing outcomes that result from young people being part of the Cadet Forces. However, the research team is confident that the impact of participation in the Cadet Forces on the health and wellbeing of young people is positive, and that the return on investment is significant.

Community cohesion

The Local Government Association defines a cohesive community as one where there is a sense of belonging from all communities; diversity is valued; those from different backgrounds have similar life

opportunities and are developing strong and positive relationships⁴⁴. The Casey Review⁴⁵ highlights the potential of a range of youth groups and the impact of youth volunteering in promoting positive social interactions between young people. Uniformed groups, such as the Cadet Forces, provide opportunities for young people from different backgrounds to work together. This research supports the findings from prior research⁴⁶ about the positive impact of participation in youth groups on skills and behaviours and improvements in social mixing and integration.

“I’m a Protestant but Cadets has taught me that religion doesn’t matter. So, there’s some Catholics that were really good friends of mine that were in Cadets. And at the end of the day we both did exactly the same things. It’s not like they were any different, just because they believe in something different doesn’t make them any different.” (Cadet)

There’s a lot of youth in (name of) city itself which I could relate to and I could communicate to, in order to get them off the streets...coming from a military background and a police background, thought it was a good way to channel these kids away from wrongdoing... One of the aspects that I was able to bring to the table in (name of city) was the political divide at that particular time. I’ve got two from the political divide who come along and there’s no politics, obviously, it all stops at the gate. I make it very clear your political view stays out there. In here, this is for all. I don’t care who or what you are, where you’re from anything about you, you’re for all...The cross-community element I thought was vitally important to try and introduce in the city, which I have done so and those guys went on to join the British Army... Three of them, they’re in the Royal Engineers... these were guys from a Catholic community who would have never had any interest in the British Army.” (CFAV)

“In some respects, the Cadets, like probably other youth organisations, has become an interface and they are mixing and people are just taking people for being people. They’re not worried about where they’ve (the young people) come from or the politics of their parents... just seeing that there’s hope, that we can

⁴⁴ <https://www.london.gov.uk/sites/default/files/communitycohesionactionguide.pdf>

⁴⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575973/The_Casey_Review_Report.pdf

⁴⁶ Kerr, D. et al. (2011) Evaluation of the schools linking network: Final report, Research report DFE-RR090, National Foundation for Educational research. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182402/DFE-RR090.pdf

all live together and perhaps all those other things eventually will just go away and people be just accepted.” (CFAV)

The Cadet Forces in Northern Ireland provide a number of interesting examples of how well-run uniformed youth groups can promote community cohesion and enable both children and (especially) adults to overcome their traditional prejudices. One CFAV interviewed is from a very protestant community in Belfast. It was not until he joined the Air Cadets (in the 1990s) that he mixed with Catholic children, as well as those with very middle-class backgrounds, for the first time. It was then he, “realized I was equal to everybody else in the cadet unit, it was a great leveler and ignored societal barriers. Cadets made me realise I could compete with anybody, at anything.” This CFAV is now a detachment commander. As the research team is repeatedly told, both by CFAVs and the cadets themselves, ‘Cadets Don’t Have Labels’.

The Government Green Paper, Integrated Communities 2018, sets out its aims to build stronger more united communities, and suggests that young people need to have the opportunity ‘for meaningful social mixing’⁴⁷ with others from different backgrounds, Cadets provides one such opportunity and CCFs and community units can make a significant contribution to the Government’s aim of helping integrate communities.

Research⁴⁸ has found that levels of crime are lower in areas that have high community cohesion. Estimates from a DCLG report⁴⁹ (2009) that calculated potential savings from increases in community cohesion put savings for some crimes, e.g. violent crime, as high as £422 million and for others, e.g. theft from a vehicle, as low as £17 million. Whilst it is beyond the capacity of this research to measure the impact of community cohesion, it is possible to suggest, based on the available data that youth groups, such as the Cadet Forces,

⁴⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696993/Integrated_Communities_Strategy.pdf

⁴⁸ Hirschfield, A. and Bowers, K. J. (1997) The Effect of Social Cohesion on Levels of Recorded Crime in Disadvantaged Areas. *Urban Studies*. 34: 1275 – 1295

⁴⁹

<https://webarchive.nationalarchives.gov.uk/20120920021221/http://www.communities.gov.uk/documents/communities/pdf/1303560.pdf>

improve community cohesion which can bring benefits across a range of areas, such as health, wellbeing, crime and education⁵⁰ which can lead to savings across Government departments.

Are all youth groups the same?

As mentioned above, and in the recent report *Social Integration: The Role of Uniformed Youth Groups*⁵¹, the role of Uniformed youth groups in integrating communities is significant as they are an effective way of encouraging young people to mix socially with people from different backgrounds. The Heads of the schools examined in the section on the CCF are very proud of the CCF and believe that, like many of the other groups at the school, it provides young people with opportunities and experiences that they might not otherwise get. Research⁵² shows that involvement in youth groups, is strongly related to adult social capital and community engagement. In some areas of the UK groups may be run in premises associated with certain religions, this may have an impact on the membership of such groups, Cadets, seem to overcome this particular issue. The quotes below highlight some of the differences and similarities between Cadets and other youth groups,

"I was in the Scouts and the Boys Brigade for a few years and it's all centred round having fun really. You get some things, like the challenge badge or a badge on community health or something. But that doesn't really transfer into real life, if you know what I mean. Like a working badge or something, it's not a qualification you can use in a job. Cadets offers a load of really valuable courses and things you can do. It teaches you different lessons that are applicable for the workplace and going into life. It's like you are also pushed more. You do have fun doing it but it's not so much centred round fun it's building character and things like that." (Cadet)

Scouts, Boys Brigade and Guides in Northern Ireland (NI) are perceived as something that the Protestant communities join, partly because they meet in churches. Parts of NI are still no-go areas when it comes to Cadet units but cadets from those nationalist communities and areas travel many miles to be part of their nearest detachment. Estimates suggest that the CFAVs are made up of approximately 40% (Catholics),

⁵⁰ Putnam, R. (2002), *Community-Based Social Capital and Educational Performance*, in Ravitch, D. and Viteritti, J. (eds), *Making Good Citizens: Education and Civil Society*, New Haven: Yale University Press.

⁵¹ <http://yuf.org.uk/wp-content/uploads/2018/07/FULL-REPORT-COMJ6149-Social-Integration-Youth-Groups-Report-0106-WEB.pdf>

⁵² Polson, Edward C.; Kim, Young-Il; Jang, Sung Joon; Johnson, Byron R.; and Smith, Buster, "Being Prepared and Staying Connected: Scouting's Influence on Social Capital and Community Involvement" (2013). Faculty Publications - Department of World Languages, Sociology & Cultural Studies. 35.

and the cadets of 35-40% Catholic. Religion is not an issue in cadets, it is not mentioned, “Cadets seem to see each other as Cadets, not colour, religion or anything silly” (CFAV).

“There are Catholic Scouts of Ireland and Scouts of Ireland so I don’t think there’s that much cross-community.” (CFAV)

“It (sexuality) didn’t matter in Cadets whereas when I was in (another uniformed youth group) I started off having a good time but then when they were making jokes about sexuality and stuff, a lot of it would be hurtful and so it was like, ‘Why am I still doing this when I’ve found something new (the local Cadet unit) that goes out of their way to make everybody feel included and is more inclusive about everybody,’ I understand banter, cruelty and having a joke with someone but in Cadets there’s a much more defined policy about no bullying whatsoever. (Cadet)

“Some children or families, when they hear about rifles and things, they might not want their children to join, some people don’t understand that they are not going around shooting everything. So, they might gear towards Scouts a bit more. But I don’t think it’s one or the other, the skills in terms of teamwork, leadership, confidence, things like that, I think both do that for the young people. So, if they need something like that, as long as they go to one or the other, fabulous.” (Parent of a cadet)

“I don’t think you’ve got that as much now. Kids are looking for something to do. I don’t think that what the money was spent on, what type of activity would make any difference. However, I just think with the Cadets, and even to an extent with the Scouts or the Boys Brigade, you do get taught to do things, Girl Guides as well, they learn how to become self-sustainable, I would say. Because they’re learning different types of skills - get up in the morning, get washed, get dressed. They should be learned that by the parents but that’s not always the case.” (Parent of a cadet)

Our evidence suggests that, for some young people being in any uniformed youth group is beneficial. However, for other young people in our samples, the structure and overt anti-bullying policies in Cadets were particularly important and impactful.

Self-Efficacy and Making Better Citizens

“Cadets keeps you out of trouble, you learn the correct ways to behave in different situations.”

“People in my classes don’t understand that it’s much more than a uniform, it’s about maturity, growing as a person, discipline and it can lead you into a good life.”

The majority of cadets have supportive homes and are described as well behaved. However, many cadets, especially (though not exclusively) those from disadvantaged areas, grow up in chaotic homes, suffer from economic and personal deprivation, and lack positive adult role models. This study has used eligibility for free school meals (eFSM) as a proxy for this latter group. 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.

As we reported in our 2018 report, among the general population of young people who are not cadets, those who are classed as eFSM score lower in measures of self-esteem and self-efficacy, which correlate to poorer academic performance. Students who are eFSM are four times more likely to be excluded from schools than students who are not eFSM. Moreover, 70% of this group do not meet expected standards at age 16⁵³. Being excluded from school often leads to the individual becoming one of the people classed as NEET⁵⁴ (Not in Employment, Education or Training).

The 2017 report by the Institute for Public Policy Research, Making the Difference⁵⁵, claims that, “exclusion blights educational opportunities and can stall or halt altogether the transition from school to further study and the world of work. Only 1 per cent of excluded young people achieve five good GCSEs including English and Maths (DfE 2017g). Last year (2016), the average Attainment 8 score of pupils in England was 48.5; for excluded pupils it was less than a seventh of that: an average score of 7.8. This measure is calculated based on an assumption that a student has taken eight subjects at GCSE; the majority of excluded children are not even enrolled in the two core GCSEs of English and Maths.”

The IPPE estimated in 2017 that the cost of exclusion is c. £370,000 per individual. This cost reflects the costs of: education in the alternative provision sector; lost taxation from lower future earnings; associated benefits payments (excluding housing); higher likelihood of entry into the criminal justice system; higher likelihood of social security involvement; and increased average healthcare costs. As the IPPR points out, in 2016 the number of children permanently excluded from school was 6,685. Therefore, the cost for the cohort is c. £2.1 billion⁵⁶.

⁵³ <https://www.jrf.org.uk/mpse-2015/free-school-meal-status-and-educationalattainment-age-16>

⁵⁴ The IPPR found that 15% of children that had been excluded were NEET for more than two years. IPPR (2017) Making the Difference.

⁵⁵ <https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf>

⁵⁶ Ibid p. 22

The research into the social impact of the Cadet Forces suggests 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. It is worth repeating our 2018 finding that 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. As we noted in 2018, this is a significant finding. It is very possible that those cadets who are eFSM have higher self-efficacy scores because of their cadet experiences. 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 the Cadet Forces are important for success in both education and the labour market⁵⁷, and can make a significant difference to the lives of young people. Some cadets come from sectors of society classified as 'disadvantaged'. 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.

The cost of the Cadet Forces p.a. is c. £200,000,000. There are c. 128,000 young people in the Cadet Forces. It is interesting to note that, if the IPPR calculation of the lifetime cost of exclusion is used, then if the Cadet Forces enables 541 young people a year to not be permanently excluded, then the costs of the Cadet Forces are met! This calculation is, of course, simplistic. However, it demonstrates the very great social impact and return on investment that the Cadet Forces can have.

The impact of the Cadet Forces on reducing vulnerability

"The ATC builds confidence. We treat the cadets as 'our kids'. We speak to them about their home lives and try to help. We have 40 cadets, aged 12 – 18 from all ethnic backgrounds and religions. Many don't have fathers living with them, some live with their grandparents. In places like this (North London Borough), the ATC is the stop-gap, we are the parent substitutes, nowadays more than ever. The CFAVs are the only positive made role models for many cadets. All of the cadets have good qualities, you need to find them and build them up." Squadron Commander Air Training Corps

⁵⁷ Heckman, J. J., Sixrud, J. and Urzua, S.: 2006, The effects of cognitive and noncognitive abilities on labor market outcomes and social behavior, *Journal of Labor Economics* 24(3), 411–482.

According to the Metropolitan Police⁵⁸ Gangs prey on vulnerable youngsters. Gang members will wait outside schools and target those children that are not met by parents, or those that do not go home with a group of friends. Vulnerable youngsters are often looking for adult role-models and gangs seek to entice them with offers of money, status and support networks. Vulnerable youngsters are also at risk of manipulation by terrorist and paedophiles.

In some parts of the UK gangs are very prevalent and high profile. A CFAV with the ATC said⁵⁹ that, in his area of North London, “all the cadets know people in gangs. The ‘offer’ from gangs is money and possessions. If you have a local assertive gang member he will groom youngsters, he will buy them things etc. This offer can be very impressive to a 13 – 14-year-old.” The situation is not confined to the mainland. A senior officer in the Police Service of Northern Ireland has pointed out that⁶⁰, in his (extensive) experience, children are desperate for structure and a sense of belonging; they want to be part of something. He believes that social media gives the impression that everybody is ‘in’ something, there is as great deal of negativity in social media that youngsters look at. Therefore, gangs are attractive to the more vulnerable youngster.

As noted above, the Cadet Forces may develop the self-efficacy of disadvantaged youngsters. However, it is important to note that it is not just the disadvantaged that are at risk of recruitment by gangs. A detailed survey of 353 CFAVs carried out in 2018 – 2019⁶¹ asked respondents to say, in their own words, what attributes were developed in young people as a result of participation in the Cadet Forces. The results indicate that CFAVs believe that cadets are less likely to be vulnerable as a result of their participation in the Cadet Forces, with the top four attributes cited being:

- Confidence/self-confidence x 87
- Discipline/self-discipline x 62
- Social/life skills x 58
- Camaraderie/friendships x 46

⁵⁸ Interview conducted with Neighbourhood Sargent for Westminster, 24 July 2019

⁵⁹ Interview conducted on 7 March 2019

⁶⁰ Interview conducted on 16 July 2019

⁶¹ More results are reported in the CFAV section of this report.

Many CFAVs that work in units that are in areas where gangs are present believe that the Cadet Forces provides a positive alternative 'gang'. Being in cadets provides a 'counter-narrative': there is lots to do, life can be good, your life can be better – no matter what your background. Cadet units have a structure: they take place at set times, they have set activities, there is a rank structure. It sets standards: how to dress, how to march etc., how to speak to people on formal occasions. As one CFAV, a policeman, said "kids enjoy drill, room inspections, and meeting standards. They get a sense of pride in achievement. At a recent camp we ran, cadets completed feedback forms and drill and room inspections were rated more highly than a trip to the cinema. The cadets liked the fact that some of them did not get a prize and that some had performed better than others."

"In Cadets the youngsters get discipline, which they like, and fun. They do things like flying and shooting which are more tempting than being in a gang. The ATC combination of discipline and activities is a fantastic offer."

Squadron Commander Air Training Corps

CFAV responses to the survey completed in 2018 – 2019 indicate that the Cadet Forces strongly benefit youngsters with self-doubt. As one CFAV noted, "Cadets is not like school, where everybody wins". CFAVs maintain that youngsters respond to constructive criticism and get a tremendous sense of pride from completing challenging activities.

Interestingly, it is not only CFAVs that think cadets respond well to high-pressure activities. The following quote from an interview⁶² held with a female cadet is enlightening,

"Finally, Central Camp, this was one of the toughest Cadet trips to date. However, it was definitely one of the best. This is because we lived a fraction of what an Army life is like and it is an amazing experience. Central Camp was amazing fun and a memorable experience, it brought me closer to my friends but also helped me gain new friends from other schools. I have become more independent and have become better with teamwork. I have become more confident with myself and the things I do." (Cadet)

The potential impacts of the Cadet Forces on reducing vulnerability of young people could be very important. The initial, tentative, findings reported here will be investigated further. The research team is liaising with the Metropolitan Police in pursuit of this aim.

⁶² Interview conducted on 16 January 2019

The experiences of two such vulnerable young people were shared with the research team by their mother. She told us about her two adopted boys, both currently aged 16, one of whom joined cadets when he was 13,

I met (Chris⁶³) when he was three and we adopted him...hadn't been parented properly...had devised his own ways of surviving, his survival instinct is extremely strong. He didn't receive rules very well, his behaviour was very problematic and throughout primary school that was the case, Chris didn't want to do what he was told, he wanted to be in charge all the time... when he joined the Cadets it was life changing for him and for us and for school...he has completely thrived. I never get any calls from Cadets, his behaviour is great. He's getting on at school, he's got drive, determination, he knows what he wants to be (a paramedic) and he's learnt that through Cadets...it's just been an absolute transformation.

He fought education, he fought us, he fought discipline and yet when he came into the Cadets the discipline, he didn't have a problem with it at all... that is quite common in a lot of children from care, the Cadets gives them the structure that they're actually yearning for but fighting at the same time. And yet it's in an environment where the emotions are removed so they can focus on pure trust. The rules in the Cadets are very black and white. The rules at home and the rules in school can have grey areas in them and you don't always apply things the same way. But in the Cadets...there's no doubt. So, Chris has followed the rules because they're clearly set out. And that has given him then the ability to follow rules in school and at home.

There's a lot of team work, they rely on each other and help each other. And for the Duke of Edinburgh as well, Chris would not be what you would call a particularly sporty person, he never liked PE. But that's because PE tend to focus around maybe football, which he hates. But in the Cadets, the physical side, he does. The Duke of Edinburgh, walking you know, with all the kit...no problem away he goes, tackles anything. I tried to encourage him (the other son) to join a Cadet group but he joined (a different uniformed services group). I have to say that the opportunities there were not good compared to the Army Cadets, there's a lot of sitting around. They didn't have the opportunity to do Duke of Edinburgh, they didn't do First Aid, so he ended up bored. So, his thing is football and he's in the football team and that's it...But he doesn't have all the experience that Chris has and he's not as confident, he's not as good a communicator. He would not want to take charge of a group, there'd be no leadership qualities at all.

⁶³ The name 'Chris' is used as a substitute for the child's real name.

I did wonder if Chris would be statemented at primary school because (he could be) very challenging and while he was a smart boy, it was holding his education back but it was never picked up on in school. He was assessed by the Educational Psychologist but he didn't fit any of the boxes that were available at that time. He was since diagnosed with development trauma and attachment difficulties but those weren't known about at the time either... Because of this fog to do with learning about behaviours and rules and things, it was keeping back his learning, he was very disorganised and he was focussed in the wrong direction. But again, coming through secondary school he was not seen as having special needs but that experience of Chris' first years - and I thought it's been with him and it has impacted on him, But the Cadets, through the Cadets he has learnt the discipline, he has learnt all those other things and it is impacting on reducing any needs Chris had in school, most definitely... I'd like to tell the MOD, that your investment has been extremely worthwhile, you've touched the lives of our children. We are forever grateful... We don't get the chance to say that, maybe through a forum like this. Maybe they should all ask the parents for a bit more for feedback. (Parent of cadet)

Young people in care and those adopted from care may have suffered adverse childhood experiences (ACEs). Previous research⁶⁴ shows a strong connection between ACEs and health outcomes, with those who were exposed to four or more ACEs having a greatly increased risk of suffering from alcoholism, drug abuse, depression and suicide attempts. Adoption can provide young people with greater stability⁶⁵ and improve educational outcomes⁶⁶ and, for some young people, perhaps the structure of the Cadet Forces can also have a positive impact and help reduce vulnerability. Further research is needed to substantiate such a relationship. If adoption and being in care were recorded as criteria on Westminster and Bader, such research could be undertaken.

⁶⁴ V.J. Felitti, R.F. Anda, D. Nordenberg, D.F. Williamson, Q.M. Spitz, V. Edwards and J.S. Marks (1998), Relationship of childhood abuse and household dysfunction to many leading causes of death in adults. *American Journal of Preventative Medicine*, 14(4) pp. 245-258

⁶⁵ J. Selwyn, D. Wijedasa and S. Meakings (2014) *Beyond the adoption order: Challenges, interventions and adoption disruptions*. University of Bristol School for Policy Studies

⁶⁶ R. Barth and R. Lloyd, (2010) *Five-year developmental outcomes for young children remaining in foster care, returning home and adopted*

E. Fernandez, R. Barth (Eds.), *How does foster care work*, Jessica Kingsley, London, pp. 47-62

CFAVs

“The ACF had an enormous impact on me when I was a cadet, which is why I am involved as an adult”.

ACF adult volunteer, SW London

The adult volunteer is the life-blood of the Cadet Forces. In our 2018 report⁶⁷ we noted that there are c. 27,740 adults volunteering to help run the Cadet Forces, either in community units or in CCF detachments. We reported some very encouraging findings from our surveys of CFAVs:

- 96% said the impact of volunteering was either very positive or positive for them;
- The majority of CFAVs said that the training they had received from the Cadet Forces had improved their career prospects
- The majority of CFAVs said that they had improved physical and mental wellbeing as a result of their volunteering;
- The great majority of CFAVs that were teachers said that their Cadet Force training and experiences had helped them to be more effective in the classroom; and
- Almost all CFAVs said they would recommend volunteering with the Cadet Forces to other adults.

In our third interim report we will review the findings of a detailed survey (22 items) of CFAVs that gained 353 completed responses. We will also provide a calculation of the value of the volunteering that CFAVs provide. We have studied the MOD sponsored Cadet Force Statistics for 2018 and 2019. These statistics report the gender of CFAVs, but age, ethnicity, previous military experience, and current employment are not covered. Therefore, we believe our survey contains information not previously reported.

Survey respondents

Respondents were drawn from adults volunteering with the ACF (217), Air Training Corps (121) and Sea Cadets (15). Respondents, who were all from England, were from the North East, North West, East Anglia, East Midlands, London and the South East. Comparing the data gathered by the 2018 – 2019 survey, it is consistent with data gathered in previous surveys of CFAVs. The sample reflected the gender, age and employment status data known about the CFAVs and is geographically diverse. The number of CFAVs working with the Sea Cadets was low, compared with those associated with the CCF, ATC and ACF. To give

⁶⁷ <https://www.northampton.ac.uk/research/research-institutes/institute-for-social-innovation-and-impact/social-impact-resulting-from-expenditure-on-cadets/>

a 90% confidence level for a population of 27,000, allowing for a 10% margin for error, the ideal sample size is 68⁶⁸. Therefore, a sample of 353 is deemed large enough for the results to be reported.

Gender

68% of CFAVs were male and 32% female. None of the CFAVs in the sample chose any other description of their gender. The figures are representative of CFAVs as a whole. On 1 April 2019, 33% of Sea Cadet CFAVs were female, 31% of ATC CFAVs were female, and 30% of ACF CFAVs were female⁶⁹.

Age

CFAVs were asked to say which age-range they were when they completed the survey. Table 1 summarizes the results. When the result of this question was compared with other items, it was noted that 97% of CFAVs aged 18 – 24 were ex-cadets that had transitioned to becoming CFAVs (n = 35). Although the numbers involved were small, and thus a note of caution should be introduced, it is interesting to note that 88% of the CFAVs aged 60 or more were male (n = 27). It is encouraging that there is such a spread of ages among the CFAVs, many of whom act as role models for their Cadets.

Age-range	Percentage of respondents
18 – 24	16%
25 – 31	13%
32 – 38	11%
39 – 45	18%
46 – 52	19%
53 – 59	16%
60 – 66	7%
67 +	5%

Table 1: Age-range of CFAVs⁷⁰

Ethnicity

CFAVs were asked to describe their ethnicity, in their own words. Table 2 summarizes the results. While those CFAVs that described themselves as White South African, Black South African or White European had not been cadets themselves, all of those that described themselves as Mixed race, British Pakistani or Black British had been cadets.

Ethnicity	Percentage of respondents
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⁶⁸ Using the Qualtrics sample size calculator

⁶⁹ MOD sponsored Cadet Force Statistics

⁷⁰ Percentages shown in tables do not always add up to 100% due to rounding.

White British	90%
Mixed race	2%
British Pakistani	0.4%
Black British	0.4%
White South African	0.4%
Black South African	0.4%
Black Caribbean	0.4%
White European	1%
No response	5%

Table 2: Ethnicity of CFAVs

Are CFAVs 'military'?

The analysis of responses showed that 67% of the CFAVs had been cadets. Typically, ex-cadets become CFAVs in the Cadet Force they were in as youngsters. However, the great majority (70%) of CFAVs had never been in the Regular or Reserve Forces. Of the 30% of the CFAVs that did have some military experience, 71% had served in the Army, 22% in the RAF⁷¹, and just 8% in the Royal Navy. Interestingly, those CFAVs that had been in the Regular or Reserve Forces were nearly all ex-cadets themselves (95%).

Employment

91% of the CFAV respondents were employed or self-employed, with 7% retired and only 2% unemployed. Respondents that said they were students were counted as 'employed'⁷².

Table 3 summarizes the sectors in which employed CFAVs work.

Employment sector	Percentage of employed respondents
Business/industry	51%
Education	13%
Healthcare	9%
Civil service ⁷³	12%
Professional	3%
Student	3%
Other	10%

Table 3: Employment sectors of CFAVs

Employers attitude to staff volunteering with the Cadet Forces

The great majority of CFAVs that are employed tell their employing organization about their work with the Cadet Forces. 81% of employed CFAVs said their employers know about the role, with only 5% saying they had not told their employer. The other 14% are either retired or self-employed.

⁷¹ The great majority of ex-RAF staff were CFAVs with the Air Training Corps

⁷² Counting students as employed might be thought generous by some people.

⁷³ Including the Police Force and the Fire and Rescue Service

It was interesting to note that 66% of CFAVs whose employers know about their role are supportive of the Cadet Forces. 48% of these employers provide paid leave or time off so that the CFAV can support their cadets. Some employers allow up to two weeks of paid leave a year so CFAVs could attend camps etc. Other employers allow their CFAV employees to use telephones and computers at work for cadet activities, or give a grant or donation from company funds to particular cadet units. Five CFAVs that are teachers report that their schools allow them time to recruit cadets from within the school for community cadet units. Only 10% of respondents said their employer was not supportive of their CFAV role. The remaining respondents (23%) gave no answer to this question. The Cadet Forces are not covered by the Military Covenant, but the MOD might consider whether recognition, or thanks, for the support given to CFAVs by many employers should be introduced.

Which youngsters gain the most from participation in the Cadet Forces?

The survey asked CFAVs whether the Cadet Forces have more impact with some groups of young people than others. CFAVs from ACF units (especially those in the North East, North West and London areas) were much more likely to say that participation in the Cadet Forces was particularly impactful for youngsters from under-privileged or disadvantaged backgrounds and those with low self-esteem, with 56% of respondents making this statement. However, almost all CFAVs from the ATC (East Anglia and South East) responded that Cadets had the same impact on all youngsters. It is hypothesized that this result reflects the socio-economic circumstances of the areas in which the cadet units are located.

When the responses of CFAVs are correlated with their occupation, one very interesting finding emerges: 97% of CFAVs that are teachers, social workers or in the police force (n = 34) said that participation in the Cadet Forces particularly benefits disadvantaged children (including those with learning difficulties). It is suggested that this subset of respondents is an expert and informed group and that the finding should be viewed as significant.

The value of Adult Volunteering

CFAVs were asked to say how many hours a week they typically spent on cadet unit activities, excluding camps. Table 4 summarizes the results.

Hours per week spent on Cadet activities	Percentage of respondents
0 – 4	19%
5 – 9	39%
10 – 14	22%
15 – 18	7%
18 +	13%

Table 4: Hours spent by CFAVs on Cadet activities

CFAVs do not keep detailed time logs and, as Jacobs (1988)⁷⁴ noted, survey respondents often overestimate the time they spend on a particular activity. However, interviews with CFAVs (as well as meetings and telephone calls with them in the evenings and at weekends) indicate that many adult volunteers devote considerable time to the Cadet Forces. Moreover, the respondents were asked to exclude time spent on camps from their answers. Therefore, it is reasonable to assume for the purposes of attempting to put a value on CFAV time to say that the typical CFAV spends 10 hours a week on Cadet Force activities, for 40 weeks of the year i.e. 400 hours a year.

There is no single accepted way of calculating the value of volunteering time in the UK. Different methodologies have been proposed by organisations either seeking to use volunteering hours as match funding for funding applications, or by those striving to prove their value to society. This report will not use all available methodologies to try and put a value on Cadet Force adult volunteering, but will use two different models (one simple, one more sophisticated) to give some indication of the likely value of the time CFAVs devote to the Cadet Forces.

Simple ‘minimum wage’ model

The Community Works organization⁷⁵ suggests it is possible to work out the economic value that volunteers make to an organisation by multiplying the total volunteer hours by an hourly wage rate. This could be the national minimum wage or a median hourly wage. The minimum wage probably underestimates the value, while the median wage may overestimate it. If the national minimum wage for an adult aged 25 or more (£8-21 per hour) is used as a base line, and assuming that the sample of CFAVs covered by the survey is representative, then the value of CFAV volunteering is in the region of £91 million p.a. (27,740 CFAVs x 400 hours p.a. x £8-21).

⁷⁴ <https://www.bls.gov/mlr/1998/12/art3full.pdf>

⁷⁵ <https://www.bhcommunityworks.org.uk/voluntary-sector/volunteering/good-practice-guide/evaluating/working-out-the-economic-cost-of-volunteering/>

Sophisticated 'life-satisfaction' model

Fujiwara, Orovemi and McKinnon (2013)⁷⁶ use data on life satisfaction and volunteering status shown in the British Household Panel Survey. Analysing four waves of data, using two stage least squares regression and instrumenting for income they estimate that the value of volunteering to frequent volunteers (the definition of which includes CFAVs) is c. £13,500 p.a. at 2011 prices. This figure equates to £16,335 at 2019 prices. As they note, this figure is “not necessarily be seen as an amount that people would be willing to pay to partake in voluntary work; it is simply the monetary equivalent of the wellbeing benefit derived from volunteering. Also note that this is an average value which will clearly increase or decrease for different groups across society.”

The authors also consider the impact of not being able to volunteer on life satisfaction and conclude that the negative impact of not being able to volunteer on life satisfaction is similar to divorce, and about a third of the effect of being unemployed!

If we use the life satisfaction model of valuing volunteering, then we get a very different answer from that derived from the simple, minimum wage, model. The Fujiwara et al approach gives a value of CFAV time devoted to the Cadet Forces as £453 million p.a. (27,740 CFAVs x £16,335), nearly five times the calculation gained from using the simple model.

So, what is the value of Adult Volunteering?

It is, of course, not possible to put a single authoritative figure on the financial value of CFAV volunteering. In reality it does not matter whether the value figure is only £91 million p.a., or as much as £453 million p.a. What this section of the report does show, for the first time, is that the value of the time, energy and effort CFAVs put into the Cadet Forces is a very large number indeed. In considering the social impact and return on investment of expenditure on the Cadet Forces, the value produced by, and for, the CFAV is clearly very significant.

⁷⁶ Well-being and civil society: estimating the value of volunteering using subjective wellbeing data, Department for Work and Pensions, working paper 112, Daniel Fujiwara, Paul Orovemi, Ewen McKinnon. 2013

Conclusions

The data analysed for this third interim report suggest that the impact of having a CCF in a school is considerable. Improvements in behaviour and attendance can lead to benefits such as: increased lifetime productivity; increased contributions in taxation; and decreased chances of becoming NEET, both of which will be of significant benefit to disadvantaged young people and the state. An improved sense of belonging and feeling positively connected to others was evident from the data analysis, both of which can lead to significant benefits in mental and physical health outcomes as well as improved attainment. At a time when adolescent mental health is at crisis levels and funding is stretched these benefits cannot be underestimated in terms of social impact. Parents, school staff, adult volunteers and young people believed that the opportunities cadets have access to make a real impact on their life experiences. It is hoped that, as part of the new Ofsted framework for Inspection (2019), future inspections will comment on the impact that CCFs have in schools, especially in relation to resilience, independence and an environment free from bullying and discrimination. Alongside previous findings, this report continues to support the impact that being a cadet can have on the wellbeing and inclusion of young people with SEND in schools. Furthermore, the development of the transferable non-cognitive skills which are highly sought after in the job market and improved attendance and behaviour can lead to reductions in school exclusion for disadvantaged young people, or those with SEND. Using the IPPR calculation of the lifetime cost of exclusion, if the Cadet Forces enables 541 young people a year to not be permanently excluded, then the annual costs of funding the Cadet Forces are met, demonstrating the very great social impact and return on investment that the Cadet Forces can have

As well as the impact in schools the data reveals how the Cadet Forces provide opportunities for young people and adult volunteers to travel, gain qualifications, build confidence, leadership skills and resilience through participation in a wide range of activities both within CCFs and community units. The social and personal skills that many cadets acquire is particularly important for those from disadvantaged backgrounds who often lack the cultural capital and economic power of their more advantaged peers. Alongside the development of such skills there is growing evidence on improved mental and physical wellbeing for young people in the cadets, as well as the positive impact that volunteering can have on the mental wellbeing of adult volunteers at a time when the suicide rates in the UK and globally continue to rise. Estimates in this report suggest that it is reasonable to predict that each year the young people in the Cadet Forces carry out activities that support their physical and mental wellbeing and that as a result it is possible to quantify the benefit delivered each year as being in the region of £84 million (NHS savings

and lifetime benefits delivered p.a. The final year of research will endeavor to explore this finding in further depth.

At a time when the UK is perhaps more divided than it has been in the recent past, the impact of the Cadet Forces in relation to community cohesion has been explored. A cohesive community as one where there is a sense of belonging from all communities; diversity is valued; and those from different backgrounds have similar life opportunities and are developing strong and positive relationships. The Casey Review highlighted how youth groups and volunteering can promote positive social interactions between young people, groups, such as the Cadet Forces, provide opportunities for young people from different backgrounds to work together and, the evidence gathered here suggests, they can make a significant contribution to the Government's aim of helping integrate communities.

As well as integrating communities, the data shows how the Cadet Forces can also have an impact on reducing the vulnerability of young people in relation to gangs and ACEs, which can increase the risk of suffering from alcoholism, drug abuse, depression and suicide attempts. Further research and data are required to substantiate these initial tentative findings.

The final consideration of social impact in this report is in relation to volunteering. Fujiwara, Orovemi and McKinnon (2013)⁷⁷ use data on life satisfaction and volunteering status shown in the British Household Panel Survey and estimate that the value of volunteering to frequent volunteers (the definition of which includes CFAVs) is c. £13,500 p.a. at 2011 prices (£16,335 at 2019 prices). This figure is simply the monetary equivalent of the wellbeing benefit derived from volunteering, a value which will clearly increase or decrease for different groups across society, they also consider the impact of not being able to volunteer on life satisfaction and conclude that there is considerable negative impact. It is not possible to put a single authoritative figure on the financial value of CFAV volunteering, but using Fujiwara et al's methodology it may be as much as £453 million per annum. However, it is possible to show, for the first time, that the value of the time, energy and effort CFAVs put into the Cadet Forces is a very large number indeed and the value produced by, and for, the CFAV is significant and should be considered in any social impact evaluation.

⁷⁷ Well-being and civil society: estimating the value of volunteering using subjective wellbeing data, Department for Work and Pensions, working paper 112, Daniel Fujiwara, Paul Orovemi, Ewen McKinnon. 2013

In our third interim report we have gathered and analysed data that builds on the findings of our 2017 and 2018 reports. We conclude that the expenditure on the Cadet Forces produces very great, and very positive social impacts. We further conclude that the return on investment is very positive. Spending taxpayers' money on the Cadet Forces is an excellent investment, producing both short- and long-term returns.

Next Steps

In the final year of this study the research team will continue to assess the impact of the Cadet Expansion Programme. This task is increasingly important as the CEP has recently announced its 500th Academy with a CCF. The research team will also continue the work it started in 2018 exploring the value of cadet units to Further Education Colleges and traditional public schools.

Initial work with Police Officers in different forces has suggested that participation in the Cadet Forces reduces the likelihood of a young person being involved in criminal and anti-social behaviour. The research team will seek evidence to establish whether this is the case.

In 2019 we started investigating the effects of participation in cadet bands. We have gathered data from over 120 cadets and CFAVs and will continue this work as we seek to establish whether there is a measurable impact resulting from this discrete area of Cadet Force activity.

We will, of course, continue to gather quantitative and qualitative data from both cadets and CFAVs to both test the conclusions reached in our interim reports.

We look forward to producing our final report on the social impact and return on investment of the Cadet Forces in autumn 2020.

Glossary

ACE – Adverse Childhood Experiences – stressful events occurring in childhood

ACF – Army Cadet Force

ASD – Autistic Spectrum Disorder

ATC – Air Training Corps

BADER - Management Information System for the RAF *Air Cadets*

BAME – Black, Asian, Minority Ethnic

BTEC – Business and Technology Education Council (qualification)

CCF – Combined Cadet Force

CCFA – Combined Cadet Force Association

CEP – Cadet Expansion Programme

CFAVs – Cadet Force Adult Volunteers

CV – Curriculum Vitae

CVQO – Education charity, providing vocational qualifications to youth group members and adult volunteers

DBE – Dame Commander of the Order of the British Empire

DCLG – Department for Communities and Local Government

DfE – Department for Education

EAL – English as an Additional Language

eFSM – Eligible for Free School Meals

EVER 6 FSM - Students who have been eligible for free school meals at any point in the last six years or those who have been looked after by their LA for more than six months

FE – Further Education

GCSE – General Certificate of Secondary Education

GECES - Groupe d'Experts de la Commission sur l'Entrepreneuriat Social – Social Impact Expert Sub-group

GMACF – Greater Manchester Army Cadet Force

GP – General Practitioner – a medical doctor

HE – Higher Education

HMRC – Her Majesty's Revenue and Customs

ILM – Institute of Leadership and Management

IPPR - Institute for Public Policy Research (UK think tank)

ISII – Institute for Social Innovation and Impact

MOD – Ministry of Defence

NEET – Not in employment, education or training (young person)

NHS – National Health Service

Ofsted - Office for Standards in Education, Children's Services and Skills

ONS – Office for National Statistics

PP - Pupil Premium

PREVENT – part of the government's counter terrorism campaign

RAF – Royal Air Force

SEND – Special educational needs and disability

SNCO – Senior non-commissioned officer

STEM – Science, technology, engineering and maths

UK – United Kingdom

Westminster - Management Information System for the Army Cadet Force.

Annex A – Interview schedule

Cadets Interview schedule

Cadet unit/location:Air/Sea/Army/Marines/Navy Gender: M/F Age:

Date: Length of service: Interviewer: MBP/RH/SD/

1. Can you please explain why you think you are here talking to me?
(Check understanding and explain research/your role and check informed consent form signed)
2. Have you been on holiday this summer? Where did you go?
3. How long have you been a cadet and why did you join? Are you in any other youth groups?
(Scouts, Boys Brigade, Guides etc.)
4. Have you got any friends who are cadets? Do you have any military background?
5. (Community cadet groups) How do you get on at school? How would your form tutor describe you? Do school know you're in the cadets?
6. Do you have any special needs/disabilities? If yes, has being a cadet had any impact on them?
7. What are your career/employment aspirations/plans? Do you think being in the cadets will impact/has impacted on those plans/aspirations in any way?
8. Is there anything else that you want to tell me about cadets that might help me understand the impact that being in the cadets has had on you? (e.g. physical/mental wellbeing, social mobility, inclusion, education, community).
9. (If they've got another youth group is cadets similar impact or different, please explain.)
10. Do you think you might be a CFAV when you're older?
11. Do you have any questions about this research/process that I can answer for you?

Thank you for your time and help with this research.