

The Societal Impact of Cadet Forces

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Executive Summary

Cadet forces, sponsored by the Ministry of Defence (MoD), provide young people aged 12-18 with training in leadership, team building and life skills in general. Cadet activities are delivered by civilian volunteers. The cadet experience has a potential impact that extends beyond the concerns of the MoD to include broader issues such as youth development.

This report sets out the findings of a comprehensive study of the societal impact of cadet forces in the UK. The study covers all MoD cadet forces: the Combined Cadet Force (CCF), Sea Cadet Corps/Royal Marine Cadets, Army Cadet Force (ACF) and Air Training Corps (ATC). It has been commissioned by the Council for Reserve Forces' and Cadets' Associations with two aims:

- To identify existing knowledge concerning the individual and societal impact of cadet forces.
- To ascertain views about the societal impact of cadet forces from (a) cadets, (b) volunteers, and (c) schools and other organisations hosting cadet forces.

The report is based on an online survey of 5100 cadets and 5342 adult volunteers, and telephone interviews with a sample of adult volunteers in community-based cadet units and head teachers in schools hosting CCF contingents.

For cadets, great value is attached to the personal gains that flow from the nature of the cadet experience and from belonging to the 'cadet family'. There is a particular emphasis on the richness of the activity package on offer in the cadets, including opportunities not generally provided to others. The opportunity to gain qualifications is also important. Cadets clearly see membership in terms of future benefits: for CV enhancement, for personal development and skills acquisition. There are, of course, many who contemplate a career in the armed forces, but there is also a general recognition of wider benefits. For several, the cadets have been a literal lifeline, providing positive direction in unfavourable circumstances. Results suggest that cadets tend to have high levels of respect for authority and others and high levels of self esteem. They are likely to be committed citizens and have heightened aspirations.

For adult volunteers, often well-supported by employers, there are many similarly positive benefits. Volunteers are motivated by a desire to help young people but are also aware of improvements in their own skill sets – particularly with regard to leadership and enhanced self-confidence. Like cadets, volunteers tend to be concerned, committed citizens

Interview findings gave added emphasis and depth to the themes identified in the surveys. The idea that cadet forces constitute a community that cares for its members and values each member was one important theme. Both community-based units and school-based CCFs saw the cadets as an enriching force, able to engage a diverse range of young people. A second theme was the effective way in which cadet forces are able to inculcate a respect for authority. This effectiveness is linked to the voluntary nature of adult and youth involvement and also to the nature of the activities. Uniform, presentation and 'being on show' provided a third theme. Cadet forces provide a service to their host communities and this service is often enhanced by its uniformed nature. Finally, there was consensus that cadets provide a good preparation for adult life and a strong antidote to prevailing negative stereotypes of youth.

These findings represent a significant contribution to *Every Child Matters* outcomes and to contemporary visions of a 'Big Society' in which individuals are empowered to take active roles in society. Membership of a cadet force confers numerous short, medium and long term benefits both on the cadets themselves and also on society generally. The Council for Reserve Forces' and Cadets' Associations (CRFCA) will wish to highlight these benefits in its ongoing work to raise awareness of the cadets.

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Introduction

This report examines the societal impact of the cadet forces sponsored by the Ministry of Defence (MoD). Its focus is on the interaction of cadet forces with the wider society in which they operate and the role that cadet forces play in the social development of the young people who form their membership and the volunteers who deliver the cadet experience. The report covers all MoD cadet forces: the Combined Cadet Force (CCF), Sea Cadet Corps/Royal Marine Cadets, Army Cadet Force (ACF) and Air Training Corps (ATC). It has been commissioned by the Council for Reserve Forces' and Cadets' Associations.

Some 130,000 young people are currently members of a cadet force. Cadets are generally aged between 12 and 18 although some members in the ATC can be in their early 20s. Cadet activities are delivered by adult volunteers. There are currently some 25,000 volunteers associated with the various cadet forces. Membership and volunteer involvement on this scale means that cadet forces are a significant youth movement and a major manifestation of voluntary work on the part of the adult population. For comparison, the Scouts have a youth membership of approximately 150,000 of similar age and 77,000 adult volunteers across all ages¹. St John's Ambulance has 18,000 volunteers aged under 18².

Cadet forces seek to provide young people with training in leadership, team building and life skills in general. This training has a potential impact that may extend beyond the concerns of the MoD to include broader issues such as youth development and responsible citizenship. There are important potential resonances with the idea of the 'Big Society', encouraging people to play a full and active part in society³.

Study Rationale

There are diverse pressures that may impact on cadet forces in the near and medium-term future. On the positive side, as noted, cadet forces are a manifestation of the 'Big Society' in action. They provide structured activity for young people and the MoD has been tasked with increasing the number of cadets from state schools. They attract a committed volunteer workforce. They also address the key outcomes identified in the former Government's Every Child Matters Green Paper⁴. On the other hand, the cadet forces are publically-funded and the current government is committed to reducing public spending. The twin related pressures in autumn 2010 of a Strategic Defence Review and a Comprehensive Spending Review thus provide a significant challenge for the cadet forces, not least to their funding base.

This challenge is complex, and an important part of the rationale for this report is the provision of an evidence base that will enable the cadet forces to confront this complexity. Put simply, cadet forces are presently a draw on MoD resources. They compete for this funding alongside front-line services, overseas military commitments and equipment. From this position, the wider societal impact of cadet forces may be seen as a diversion of MoD resources away from higher priorities. However, a wider societal impact also raises the possibility of interest from other government departments. Restrictions in public funding and the difficult nature of cross-departmental funding support may limit this possibility and it is further complicated by the devolved nature of the various funding schemes that would need coordination if they were to be applied to national UK-wide organisations like the cadet forces. Nonetheless it remains necessary to chart the societal impact of cadet forces if alternative sources of funding are to be explored.

Study Aims

- To identify existing knowledge concerning the individual and societal benefits of cadet forces.

¹ The Scout Association (2010) *Valuing Adventure: the Scout Association's annual report 2009/10*. The Scout Association: London.

² St John Ambulance (2010) *The Difference in Action: our annual review of 2009*. St John Ambulance: London.

³ Building the Big Society (2010) <http://www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf> (accessed 18 October 2010)

⁴ Chief Secretary to the Treasury (2003) *Every Child Matters*. TSO: London, Cm 5860.

- To assess the views of (a) cadets, (b) volunteers, and (c) schools hosting cadet forces concerning the effects of their participation in the cadet force.

Current Knowledge

The academic literature

A structured systematic literature search was undertaken with a focus on academic papers covering the social and wider benefits of cadet organisations. The search was limited to uniformed organisations and sought to distinguish military and non-military groups. Coverage was limited to the Anglophone literature. The bibliographic databases used were SCOPUS, Web of Knowledge and Google Scholar. These sources were supplemented by standard searches of the web. Advice on the literature search was sought from CRFCA.

Much of the relevant literature is underpinned by the idea that leisure activity assumes increasing significance in young people's lives in the transition to adulthood and the nature of that activity changes over the teenage years. Uniformed groups and other adult-led activities such as youth clubs feature prominently in the early- to mid-teens but structural factors such as socio-economic status, gender and ethnic group increasingly determine the type of activity young people seek out in later years. Many structured youth organisations can be seen as an extension to formal education and the choices young people make can reflect their commitment to secondary education⁵. The popular notion or 'conventional wisdom' is that the more young people participate in structured, supervised activities, the more likely it becomes that positive outcomes will emerge in terms of academic, behavioural and socio-emotional development⁶.

Despite the background, there is a conspicuous lack of research that specifically evaluates the impact of organised uniformed youth groups. There is even less that evaluates the impact of cadets. Looking broadly at the academic literature it is clear that studies often include uniformed and/or structured groups as part of a range of leisure contexts. A key motivation for these studies is the impact of group membership on academic performance. Much of this literature emanates from North America but a notable exception is the UK-based work carried out by Feinstein and colleagues in which young people's leisure contexts were mapped to later outcomes at age 30. Using data from the 1970 British Birth Cohort Study (BCS70) they identified a set of outcome indicators of social exclusion at age 30 and correlated these with measures of participation at an earlier age in a range of leisure activities. Cadets were included in the uniformed youth group category. They adjusted the analysis for individual characteristics and family background factors that are known to predict participation. Their key research objective was to identify which forms of teenage leisure potentially contribute to social exclusion and which potentially reduce this risk. Their analysis demonstrated a broad distinction between those youth activities that have some form of direct or indirect link to educating the individual (uniformed groups and church clubs) and youth clubs. Two general conclusions were drawn; first, that there is a clear difference between those who are drawn to youth clubs and those who are not. Youth club participants tend to be those who are at risk of social exclusion in adulthood. Second, participating in the other leisure contexts, including cadet organisations, at age 16 seems to reduce that risk. They acknowledge that a selection bias may be operating in that the leisure choices young people make are grounded in prior experience and later criminal activity may be associated with other earlier experiences rather than the effect of leisure contexts. Similarly, positive adult outcomes are also associated with more affluent and educationally supportive family contexts and it is young people from these backgrounds who gravitate towards structured leisure activities. In this way, it may be more appropriate to think of structured leisure contexts having a reinforcing effect on existing developmental processes rather than a redirection.

Further studies aim to go beyond simple dichotomous comparisons of youths who participate and those who do not. One example is a Canadian study that examined dimensions of participation: intensity (the amount of time spent in activities) and breadth (the range of environments) and their relationship to later outcomes⁷. They followed a group of 390 young people over a five year period (mean age at first survey

5 Feinstein, L., Bynner, J. & Duckworth, K. (2006). Young people's leisure contexts and their relation to adult outcomes. *Journal of Youth Studies* 9, 305-327.

6 Roth, J. L., Malone, L.M. & Brooks-Gunn, J. (2009). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American Journal of Community Psychology* 45, 310-324.

7 Denault, A.-S. & Poulin, F. (2009). Intensity and breadth of participation in organized activities during the adolescent years: multiple associations with youth outcomes. *Journal of Youth and Adolescence*, 38, 1199-1213.

was 12.38 years) and found that over this time both the intensity and breadth of activity declined. Various positive and negative outcomes were studied but only two outcomes were associated with both intensity and breadth; what the researchers called 'academic orientation' and 'civic development'. Academic orientation was measured by four indicators: academic achievement; educational aspirations, self-perceptions of academic competence and the number of times they missed class. Civic development was measured by three indicators: commitments to civic society, environmental sustainability and altruism. The positive association between dimensions of participation and academic orientation and civic development adds emphasis to the argument that high levels of participation in organised activities in the early- to mid-adolescent years may have particular significance for successful development into adulthood.

Further research has 'inventorised' the number of times young people attending various youth activities, reported positive and negative experiences⁸. Positive experiences included opportunities for personal and interpersonal development gains including increased emotional, cognitive and physical skills, teamwork and social skills, improved interpersonal relationships and enhanced peer networks and connections to adults. There is a broad consensus that participating in youth activities is a good thing but, as this research points out, potentially negative experiences can eventuate in certain contexts and these should be assessed alongside the positive. Competitive activities, typically sports, are a source of stress and anxiety and, under certain conditions, group dynamics can promote the use of alcohol and other less desirable behaviours. In addition, interactions with adult leaders can be experienced negatively. In general however, findings show that youth activities offer a wider range of developmental experiences than either 'hanging out' or school, with higher rates of learning flowing from 'initiative, identity exploration and reflection, emotional learning, developing teamwork skills, and forming ties with community members' (p.25). Two of the groups of youth activities identified in this research share characteristics with the cadet force: faith-based and community service activities, and community organizations and vocational clubs (which include non-military uniformed groups). Both groups offered well-defined sets of learning experiences. Experiences which linked to the development of identity and pro-social norms were most frequently reported in these two contexts as well as the opportunity to develop positive youth-adult relationship models.

The significance of this successful relationship between supportive staff and young people in youth development organisations has been taken up elsewhere. For example, one study investigated how young people's participation in The Boys and Girls Clubs (US) establishes such relationships and how, consequently, these contribute to positive attitudes and behaviours relevant to academic achievement⁹. In this study, 149 Boys & Girls club members were surveyed and asked to rate the quality of their relationship with adult staff. The study found that increased pro-social attitudes and behaviour were associated with supportive relationships with staff and that this led to an increase in academic achievement and simultaneous decrease in anti-social behaviour. The study also suggested that supportive relationships act as the 'glue' which keeps young people involved. Again however, as the researchers acknowledge, there is the ever-present possibility that a selection bias may be in operation as the young people who opt in to such an organisation may be the type who will develop positive relationships. Other individual protective factors may also be at work so that there can never be absolute certainty that involvement with a youth organisation accounts for the impact on the young person.

Another theme within the academic literature concerns the voluntary nature of the role played by adults. Youth work in the UK is heavily staffed by volunteers and it is relevant to the present study to examine what motivates them to take on such a commitment. Volunteering is: 'a form of altruistic behaviour. Its goal is to provide help to others, a group, an organization, a cause, or the community at large, without expectation of material reward'¹⁰. A study of volunteers in the Sea Cadet Corps has examined women's

⁸ Hansen, D. M., Larson, R.W. & Dworkin, J.B. (2003 p.29) What adolescents learn in organized youth activities: a survey of self-reported developmental experiences. *Journal of Adolescence*, 13, 25-55

⁹ Anderson-Butcher, D., Cash, S.J., Saltzburg, S., Midle, T. & Pace, D. (2004). Institutions of youth development : the significance of supportive staff-youth relationships. *Journal of Human Behaviour in the Social Environment*, 9, 83-99.

¹⁰ Musick, M.A. (2008) *Volunteers : A social profile* [Electronic version]. Bloomington: Indiana University Press

experiences of volunteering as a form of serious leisure¹¹. A key discourse of 'troubled youth' (p.254) emerged. The idea that, by volunteering, the women played an important part in keeping young people 'off the streets' (p.254) was a theme which ran through many accounts. Importantly, this belief provided them with a social justification for their involvement and provided them with the moral high ground when challenged on the time spent at cadets. In these situations, they used what they called 'the kid card' (p.254). An important point is that there was, in these women, a genuine conviction of the 'seriousness of their serious leisure' (p.256) and, at the same time, a repetition of the commonly-held view that the provision of structured, supervised activities diverts at-risk young people away from less desirable occupations and instils in them a set of normative values.

Whilst many youth activities are universally available – cadets, for example - some are targeted on disaffected young people. A study of one such programme provides convincing evidence that placing such young people into a structured, disciplined environment which demands close group work not only benefit the young people involved but is also cost-effective and provides a social return on investment¹². Young people with high levels of truancy or exclusion from school, involved in antisocial behaviour or known to the youth offending teams were enrolled on a programme of activity which involved them in local fire and rescue services. The programme was structured around basic fire-fighting skills including live fire fighting, team building and other outdoor activities as well as those which developed an awareness of water, fire and the implications of hoax calls. The broad aims were to develop citizenship, social skills, a sense of responsibility and to encourage re-engagement at school. The intervention was not successful for all young people, and not all completed the full course, but positive outcomes were reported in terms of attitudinal and behavioural changes in home, school and peer group contexts. Feedback from young people themselves showed that they appreciated being treated by the instructors as an equal, that they enjoyed themselves, felt energized and had come to understand that their behaviour had consequences for themselves and other people. Several went on to become Fire Cadets or started the Duke of Edinburgh's Award. Aspirations were raised as young people developed a more positive self concept and became aware of what they could achieve. A positive impact on the community was measured by fewer hoax calls and deliberate starting of fires, a decline in the number of offences committed by young people in the area and permanent school exclusions. A Social Return on Investment method allowed outcomes, including intangible not readily measured outcomes, to be given tangible, monetary values which demonstrated that the net benefit of the strategy over four years was £697,059.30. For every £1 invested in the strategy, there was a benefit of £3.70.

It should be noted that it is targeted programmes that tend to achieve these outcomes. In large part this is a consequence of the lack of structured general provision in more deprived areas¹³.

Past surveys

Two recent surveys in the UK provide focussed background on the societal impact of cadets. One study was undertaken in two Welsh state secondary schools with newly introduced CCFs¹⁴. The two schools were co-educational comprehensives with sixth forms and the CCF contingents were part of a pilot expansion of CCFs away from their traditional base in independent schools proposed by the Labour government in 2006. One contingent had been up and running for two years; the other for only nine months, so comparisons between the two must take into account this difference. In consultation with the two schools and the Army, a set of performance indicators were compiled. Attendance and truancy, the only two direct measures, were collected by the schools as a matter of routine. Questionnaires and interviews with teachers, cadets and cadets' parents were used to evaluate perceived impacts on academic performance, behaviour, and attitudes towards authority, social relations and cadets' self-

¹¹ Raisborough, J. (2006). Gender and serious leisure careers: a case study of women Sea Cadets. *Journal of Leisure Research*, 39, 686-704; Raisborough, J. (2007) Getting onboard: women, access and serious leisure. *The Sociological Review*, 54(2), 242-262

¹² Ward, F., Thurston, M. & Alford, S. (2009) *RESPECT: a personal development programme for young people at risk of social exclusion*. Final report. Chester: University of Chester

¹³ Margo, J. and Sodha S (2007) *Get Happy – Children and Young People's Emotional Well Being*. NCS: London.

¹⁴ Glover, A. & Sparks, J. (2009) *The impact of Combined Cadet Force contingents in state secondary schools in Wales*. Newport: University of Wales

esteem and confidence. The research found evidence of improvement across all indicators but there are methodological issues which undermine the credibility of these findings. The sample size in each category of respondent was small but the main problem is they were not evenly distributed across the two schools. The most extreme example is that 22 parents completed the questionnaire in one school, but only 4 in the other, lower achieving school. Teachers in both schools believed that it was the more able students who gravitated to the CCF and this also raises the issue of selection bias.

Attendance rates in the lower achieving school were compared for the year prior to the introduction of the CCF and the year after (2007-8 and 2008-9) alongside the school average for both years. The average attendance for cadets was well above that of the school as a whole for 2008-9 (93% compared to 85%) but it is clear that a similar picture existed in the year prior to the CCF (91% compared to 84%). The qualitative part of the enquiry is of more value. In terms of academic performance, teachers observed CCF students to be more organised, to have better communication and thinking skills, to have improved the quality of their work and to have provided positive role models. In the school with higher truancy rates, it was noted that attendance was higher on cadet parade days. In both schools, teachers reported fewer disciplinary incidents involving those students who had joined the CCF. Individual students with a record of frequent referrals to behavioural management were found, after joining the CCF, to be referred on far fewer occasions. Schools also noted generally improved attitudes towards authority and, in turn, an improvement in behaviour, adding that being a cadet was a source of pride.

A second past survey that is of relevance to the present research was conducted for the Army Cadet Force in 2009¹⁵. While clearly limited to the ACF, the findings point to a generally positive picture with broad implications for societal impact. Over 80% of cadet respondents indicated that they were proud to be cadets and felt that their skills had improved since they joined. 72% suggested that the ACF made them want to do well in life and over 80% said that they thought it would help them get a job. Adult volunteers felt very positive about their role, and were pleased with the standard of training. 63% believed that their ACF experience was helpful to their day job. Altruism and commitment to community and society were crucial: volunteers stressed heavily their desire to develop young people and help others.

A policy perspective

The wider societal impact of cadets forces entails engagement with several government departments with cadets contributing to a range of governmental objectives and policies that extends significantly beyond the concerns of the MoD. The MoD is however a useful starting point in placing the cadet forces in a policy context. The MoD is itself clear about the wider role of cadets, for example in relation to community development and education:

They aim to provide challenging and enjoyable activities for young people living in the UK and certain locations abroad, and to better prepare them for their role in the community. Not only do cadets have the opportunity to learn new skills and engage in adventurous activities in disciplined and well-structured organisations, but they may also gain BTEC qualifications [that] may help them in their future education and career¹⁶.

The focus now is on developing tomorrow's citizens through the provision of challenging and interesting activities, although the values and ethos of the Armed Forces are used as a means to achieve this aim. Up to 40% of a cadet's time is spent on adventurous training activities. Cadets not only have the opportunity for self-development, but also to get involved with volunteer and charitable work in the community¹⁷.

Cadet forces make a significant contribution to policies for children and young people. In England this

¹⁵ <http://www.armycadets.com/news/news/so-what-do-you-think-of-the-acf.aspx> (accessed October 18 2010)

¹⁶ Quote from <http://www.mod.uk/DefenceInternet/AboutDefence/WhatWeDo/ReserveForcesandCadets/Cadets/> (accessed October 18 2010)

¹⁷ Quote from <http://www.mod.uk/DefenceInternet/AboutDefence/WhatWeDo/ReserveForcesandCadets/Cadets/HistoryOfTheCadetForces.htm> (accessed October 18 2010)

contribution centres on the 'Every Child Matters' agenda (ECM). Equivalent policy statements exist for the other nations of the UK: Getting it Right for Every Child (Scotland), the National Youth Service Strategy for Wales, and the Ten Year Strategy for Children and Young People in Northern Ireland. Each makes a plea for joined-up thinking, bringing together different departments that impact on children's lives. ECM serves as an exemplar. It has framed national and local action by the public, private and third sectors. Cadet forces contribute to each of its five key outcome aims:

- Be Healthy – through the promotion of a healthy lifestyle and the provision of opportunities for physical development
- Stay Safe – by encouraging self-awareness and respect and through managed exposure of challenging environments
- Enjoy and Achieve – through the provision of qualifications and positive role-models
- Make a Positive Contribution – by involvement in local communities and the encouragement of good citizenship
- Achieve Economic Well being – by enhancing job prospects.

It is as yet too early in the life of the new coalition government of the UK to anticipate how ECM will evolve, particularly in an environment dominated by spending cutbacks. The newly reconstituted Department of Education, which has inherited much of the youth remit formerly delivered via ECM by the ex-Department of Children, Schools and Families, has however signalled an interest in cadet services:

Cadet forces sponsored by the Ministry of Defence (MOD) are among the UK's largest and most successful youth organisations. They have a long history of preparing young people for all walks of life and encouraging an active involvement in local communities. They encourage valuable personal attributes, help to build skills and – using military themes based upon the culture and ethos of the single Services – foster confidence, self reliance, initiative, loyalty and a sense of service to others¹⁸.

There is a similar difficulty in predicting the evolution of public service agreements (PSAs) under a new government committed to shrinking the public sector. Current PSAs run until 2011 and cadet forces are relevant to:

- PSA 9 Halving the number of children in poverty by 2010-11 on the way to eradicating child poverty by 2020
- PSA 10 Raising the educational achievement of all children and young people
- PSA 11 Narrowing the gap in educational achievement between children from low income and disadvantaged backgrounds
- PSA 12 Improving the health and well-being of children and young people
- PSA 13 Improving children and young people's safety
- PSA 14 Increasing the number of children and young people on the path to success

Within the context of cadet activity, many of these PSAs interact. Thus the cadet forces provide the opportunity to participate in a number of educational programmes, some of which also contribute to enhancing safety, improving health and increasing employability. These include the Duke of Edinburgh's Award, the St John Ambulance Life Saver Certificate, and the Cadet Vocational Qualification Organisation's (CVQO) BTEC First Diploma in Public Services. CVQO also provides the means for Cadet Force Adult Volunteers to gain a City & Guilds Senior Award. The CVQO BTEC, externally recognised by Edexcel, is: *'designed to improve valuable life skills. Cadets learn professional CV preparation, interviewing techniques, communication, first aid, adventure training, health and nutrition.'*¹⁹

Additional policy areas addressed by cadet force activity include youth justice and policing, and school/community safety. For example, the briefing document for the present study indicated that the

¹⁸ Quote from <http://www.education.gov.uk/childrenandyoungpeople/youngpeoplesservices/Cadetforces/a0065003/cadet-forces-an-introduction> (accessed October 18 2010)

¹⁹ Quote from <http://www.cvqo.org/dnn/CadetQualifications/BTECFirstDiplomainPublicServices/tabid/456/Default.aspx> (accessed October 18 2010)

percentage of cadets that re-offend or commit a serious offence is significantly less than the national average²⁰. In 2008, the Youth Justice Board spent some £260m a year on custody, with the 'rehabilitation programme for young offenders' costing between £550 and £650 per individual per day²¹. At that time an Air Cadet cost less than £1000 per year suggesting that the benefits to society that the cadet forces provide are significant. Cadet forces have also been recognised as contributing partners in building strong and stable communities within deprived areas. Within schools, cadet force membership has been linked to significant improvements in behaviour, attitudes, attendance and performance of the pupil, as well as parent/guardian engagement in the life of the school; the ACF's outreach programme reported in 2008 that *'92 per cent of offenders have not offended since taking part in the scheme and 89 per cent of truants have not since truanted'*²².

²⁰ Margo, J. and Sodha S (2007) *Get Happy – Children and Young People's Emotional Well Being*. NCS: London.

²¹ Taken from Comdt Air Cadets note dated 8 Feb 08. £25m saving based on 1997 estimate of savings due to training and retention factors.

²² <http://www.armycadets.com/news/news/annual-review-2008.aspx> (accessed October 18 2010)

Study Methodology

The present study has been designed to update and extend previous knowledge about the societal impact of cadet forces. It is comprehensive, covering all types of cadet force and UK-wide. It addresses the question of societal impact from the perspectives of cadets, adult volunteers and the schools that host CCFs. The study draws particularly on the surveys conducted by the ACF in 2009 and the University of Wales study of CCF contingents in state secondary schools in Wales.²³ A two stage research strategy was employed:

Online survey.

A single survey with two branches, one for cadets and one for adult volunteers was developed (Annex one). The survey was designed for online completion in order to meet project deadlines, and hosted by the Geodata Institute of the University of Southampton. It comprised largely closed question although a facility to probe some issues in depth was offered. Advice on question wording was sought from CRFCA. Cadet questions probed education/employment, social background, and rationale for participation, career intention, perceived personal and societal benefits/involvement. Home postcode, cadet force, age and gender were collected but no identifying details were requested. The volunteer questions probed similar issues and additionally collected information on the location and type of cadet force. Adult volunteers were asked if they would be willing to participate in subsequent stages of the research (see below). Ethical approval for the study was obtained through the University of Southampton School of Geography ethical review process.

Following a local pilot of the survey instrument to ensure appropriate wording, all cadets forces in the UK were contacted by CRFCA with details on accessing the survey. Notices seeking responses to the survey were also placed on appropriate websites and mailing lists. Several reminders were issued encouraging responses during the three week availability period of the survey and it was publicized via a wide variety of means, including Facebook. Results were collated automatically via the online survey package and subsequently downloaded to a statistical analysis package. Using postcode linkage, the cadet survey was enhanced with area measures including deprivation scores for the constituent parts of the UK, urban-rural indicators and the national area typology. Analyses were conducted to explore how some responses are structured by these variables.

Telephone survey

A telephone survey instrument using open questions was devised to probe in more detail the views of adult volunteers and schools that host CCFs (Annex two). The survey was largely common between community-based cadet forces and CCFs and asked about the rationale for (hosting) a cadet force and the perceived benefits and drawbacks.

The target sample of interviewees was identified in collaboration with CRFCA such that, allowing for refusal to participate, interviews were sought from 20 state school combined cadet forces (CCFs), 10 independent school CCFs in partnership with a state school, 10 school CCFs with community cadet force linkages, and 40 non-school based Cadet Units covering the Sea Cadets, Army Cadets and the Air Training Corps; Wales, England and Scotland and small and large towns. Organisations were invited through the CRFCA (Annex three). In practice, as analysis proceeded, it became clear that fewer interviews were necessary; common themes continually emerged and saturation was achieved with 22 interviews with volunteers in community-based Army, Sea and Air Cadets detachments and 21 interviews with Heads or Deputy Heads of schools with a CCF.

The telephone surveys were planned so as to take approximately 20 minutes. All were recorded and a subset was fully transcribed and analysed using NVivo qualitative analysis software to identify key

²³ Glover, A. and Sparkes, J. (2009) *The Impact of Combined Cadet Force Contingents in State Secondary Schools in Wales*. University of Wales: Newport.

themes. These key themes were then validated and supplemented with information from audio analysis of the remaining interviews.

Follow-up activity

On the basis of responses to the volunteer survey, contact was re-established through CRFCA with 10 randomly selected cadet units. The selected units were asked to identify cadets or volunteers who they felt had drawn particular benefit from cadet force membership. A vignette template was developed for completion, highlighting 'what the cadets have done for me'. Cadet forces were encouraged to use the vignette completion process as an internal activity. A balance of cadet and volunteer vignettes was required. The completed vignettes do not form part of the present report but are being separately returned to CRFCA who, in partnership with the research team, will select a winner and runner up for a £50/£30 prize.

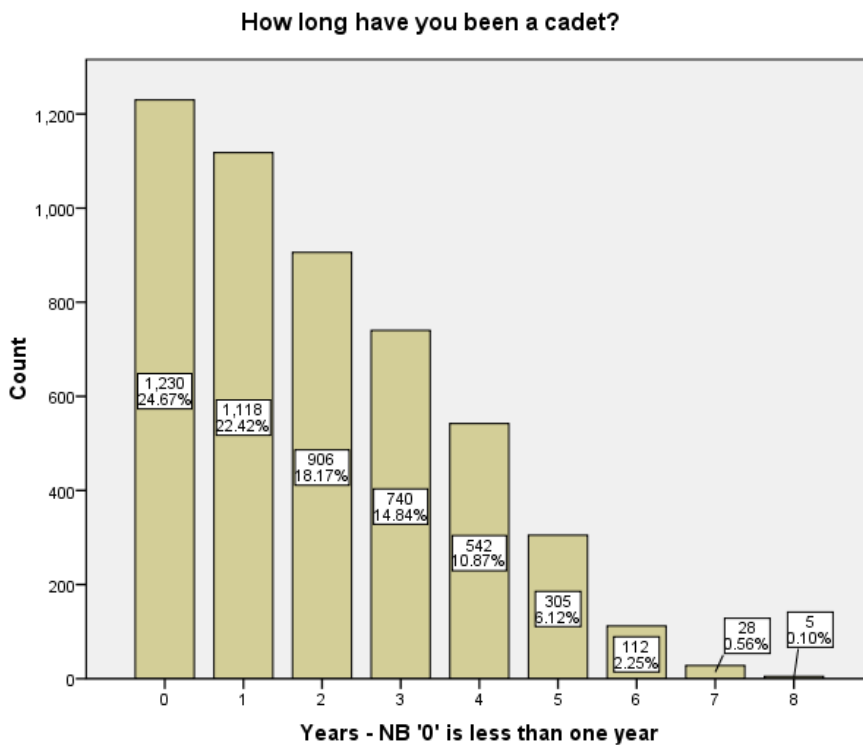
Findings: Cadet Perspectives

Sample details

The online survey was completed by 5,100 cadets. This gives a sample size that is over twice that necessary to secure statistical representativeness. The majority of cadet respondents were from the Air Training Corps (38%), closely followed by respondents from the Army Cadet Force (26%). Nearly 30% of respondents were from school CCFs (15% Army, 10% Air and 5% Navy/Marine school CCFs). The remainder of cadet respondents were members of the Sea/Royal Marine Cadets (just under 6%). This pattern of returns means that the survey is skewed towards ATC cadets, away from the ACF but otherwise in line with the national breakdown of cadet numbers.

Nearly 75% of the cadet respondents were boys and this proportional breakdown did not differ greatly across the types of cadet force. Nearly a quarter of respondents had been a cadet for less than one year (Figure 1).

Figure 1



There was a bell-shaped distribution of respondents ranging between 10 and 21 years of age. The modal age was 15 years, representing almost a quarter of respondents (Figure 2).

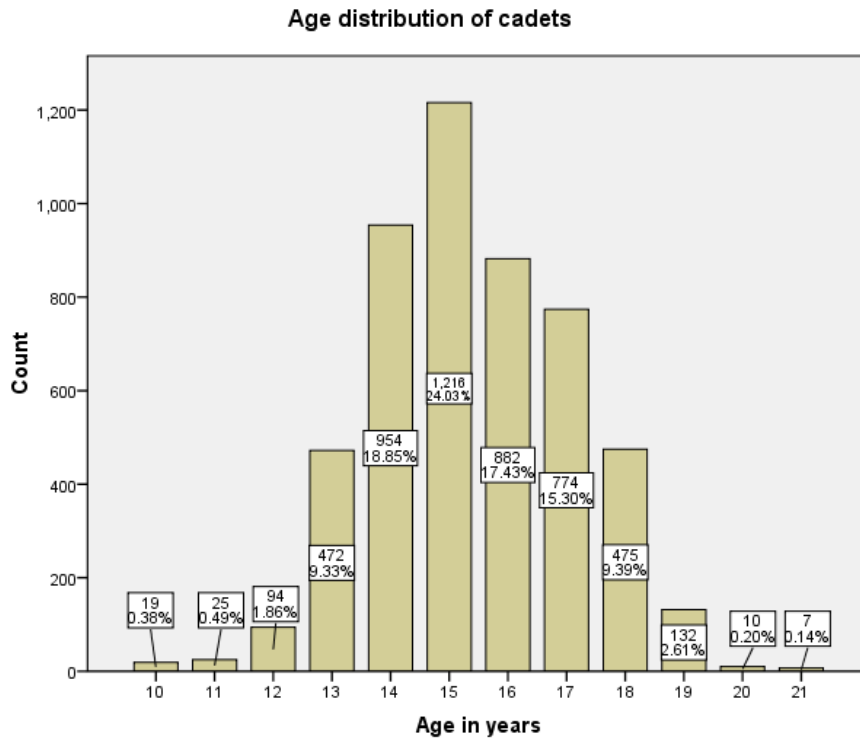


Figure 2

Cadet respondents were dominantly from a white ethnic background though there was a slightly higher representation from non-white ethnicities compared to the volunteer group (see below). Nearly 9% of cadet respondents indicated their ethnic make-up as non-white. Just under 2% of cadet respondents were registered disabled.

Three-quarters of cadet respondents were still in school (Figure 3). The majority of the remainder were at an FE college. Less than 2% were not in education, employment or training.

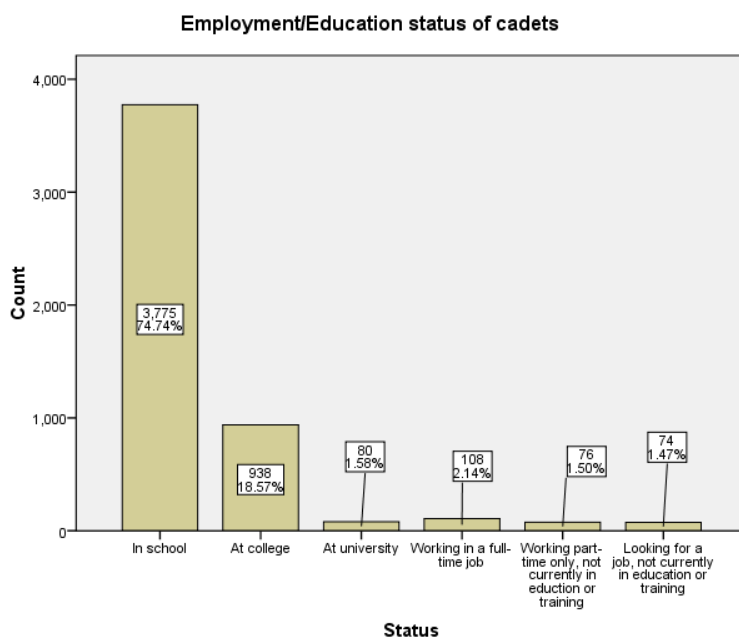


Figure 3

Each cadet was asked to supply their postcode of residence. 4439 usable postcodes were supplied. The postcodes were then linked to the relevant Index of Deprivation categorised according to quintiles. Quintile 1 represents the least deprived areas and Quintile 5 represents the most deprived areas. In the general population 20% of neighbourhoods are found in each quintile and, if cadets are drawn in equal proportion from all types of neighbourhood in terms of deprivation classification, 20% of the respondents

would originate from each quintile. Table 1 shows that there are more cadets from less-deprived neighbourhoods and fewer from more deprived neighbourhoods. A chisquare analysis indicated that this difference is statistically significant ($\chi^2 = 498.8$, $p = 0.000$). The responses may reflect systematic differences in the likelihood of responding to the survey across the deprivation quintiles or the distribution of cadet forces across the quintiles - previous research suggests that cadet forces tend to be located in less deprived areas.²⁴

Table 1: Survey responses by deprivation quintile

| Deprivation quintile | <i>Cadet respondents</i> | | This deprivation profile is confirmed when cadet postcodes are allocated to census output areas classified according to the national geodemographic classification using 2001 Census Data. There are more cadet respondents in those areas characterised by relatively high number of households with two or more cars and detached houses (indicating wealth) and fewer in those areas characterised by rented tenure and flats (Table 2). |
|----------------------|--------------------------|------|---|
| | Frequency | % | |
| 1 (least deprived) | 1303 | 29.4 | |
| 2 | 1099 | 24.8 | |
| 3 | 912 | 20.5 | |
| 4 | 645 | 14.5 | |
| 5 (most deprived) | 480 | 10.8 | |

Table 2: Responses by geodemographic classification

| <i>Group</i> | <i>n</i> | <i>%</i> | <i>Far above national average</i> | <i>Far below national average</i> |
|--------------|----------|----------|---|--|
| 1 | 557 | 12.6 | Lone Parent household No central heating Terraced Housing Rent (Public) | Detached Housing HE Qualification All Flats |
| 2 | 193 | 4.4 | HE Qualification Single person household (not pensioner) Born Outside the UK Rent (Private) All Flats | Detached Housing Households with non-dependant children Age 5-14 |
| 3 | 941 | 21.2 | 2+ Car household Work from home Agriculture/Fishing employment Detached Housing | Population Density Public Transport to work All Flats |
| 4 | 1358 | 30.7 | 2+ Car household Detached Housing | Rent (Public) Terraced Housing All Flats No central heating Rent (Private) |
| 5 | 273 | 6.2 | All Flats Rent (Public) | Detached Housing 2+ Car household HE Qualification |
| 6 | 908 | 20.5 | Terraced Housing | Rent (Public) |
| 7 | 199 | 4.5 | Rent (Private) Public Transport to work Rent (Public) All Flats Born Outside the UK Indian, Pakistani or Bangladeshi Black African, Black Caribbean or Other Black | Detached Housing |

²⁴ Margo, J. and Sodha S (2007) *Get Happy – Children and Young People's Emotional Well Being*. NCS: London.

Just over half of the cadet respondents from England and Wales were from more urban areas, that is areas with populations greater than 10,000 (Table 3)

Table 3: Urban-rural respondent distribution: England and Wales

| <i>Description of category</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Urban ≥ 10k – sparse: The area falls within Urban settlements with a population of 10,000 or more and the wider surrounding area is sparsely populated | 14 | 0.3 |
| Town and Fringe – sparse: OA falls within the Small Town and Fringe areas category and the wider surrounding area is sparsely populated | 26 | 0.6 |
| Village – sparse: OA falls within the Village category and the wider surrounding area is sparsely populated | 38 | 0.9 |
| Hamlet and Isolated Dwelling – sparse: OA falls within the Hamlet & Isolated Dwelling category and the wider surrounding area is sparsely populated | 22 | 0.5 |
| Urban ≥ 10k – less sparse: OA falls within Urban settlements with a population of 10,000 or more and the wider surrounding area is less sparsely populated | 2730 | 66.5 |
| Town and Fringe – less sparse: OA falls within the Small Town and Fringe areas category and the wider surrounding area is less sparsely populated; | 488 | 11.9 |
| Village – less sparse: OA falls within the Village category and the wider surrounding area is less sparsely populated | 569 | 13.9 |
| Hamlet and Isolated Dwelling – less sparse: OA falls within the Hamlet & Isolated Dwelling category and the wider surrounding area is less sparsely populated | 218 | 5.3 |

The classification for Scotland is slightly different. Table 4 describes the urban/rural breakdown of the 292 Scottish postcodes that were able to be classified. Again most respondents originated from urban areas. Over 60% live in large urban areas greater than 125,000 people or in other urban areas between 10,000 and 125, 000 people.

Table 4: Urban-rural respondent distribution: Scotland

| <i>Description of category</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Large Urban Area: Settlement of over 125,000 people | 107 | 36.6 |
| Other Urban Area: Settlement of 10,000 to 125,000 people; | 74 | 25.3 |
| Accessible Small Town: Settlement of 3,000 to 10,000 people, within 30 minutes drive of a settlement of 10,000 or more; | 22 | 7.5 |
| Remote Small Town: Settlement of 3,000 to 10,000 people, with a drive time of 30 to 60 minutes to a settlement of 10,000 or more | 12 | 4.1 |
| Very Remote Small Town: Settlement of 3,000 to 10,000 people, with a drive time of over 60 minutes to a settlement of 10,000 or more; | 1 | .3 |
| Accessible Rural: Settlement of less than 3,000 people, within 30 minutes drive of a settlement of 10,000 or more; | 55 | 18.8 |
| Remote Rural: Settlement of less than 3,000 people, with a drive time of 30 to 60 minutes to a settlement of 10,000 or more; | 14 | 4.8 |
| Very Remote Rural: Settlement of less than 3,000 people, with a drive time of over 60 minutes to a settlement of 10,000 or more | 7 | 2.4 |

Reasons for joining cadets

Respondents were asked why they joined the cadet forces. A number of potential reasons were listed. Cadets were invited to tick all of the reasons that applied and the results are listed in Table 5. The activities offered by the cadet force are a major influence on joining, with nearly 60% of the respondents indicating that they joined so that they could take part in cadet activities. Nearly a third indicated that the cadets were simply their 'best option'. Over a half indicated that they joined because they wanted to be associated with the Army, Navy or RAF. Making friends was important for approximately 40%, as opposed to joining to be with friends (29%). Family connections were important for approximately a fifth and a similar proportion joined because the school offered CCF activities whilst 10% joined because their school insisted on compulsory membership for their year group. Schooling is instrumental in raising awareness of cadets: this was indicated by 18% of the respondents. Publicity and promotion of cadet activities was also important as 8% stated that their membership was in response to an advert.

Table 5: Reasons for joining the Cadets

| <i>Reason</i> | <i>Number of cadets</i> | <i>Percentage of cadets</i> |
|---|-------------------------|-----------------------------|
| I wanted to take part in the activities being offered by the cadet forces | 3017 | 59.2 |
| I wanted to be associated with the Army, Navy or RAF | 2634 | 51.6 |
| I wanted to make new friends | 2153 | 42.2 |
| I considered the cadet forces were the best option for me | 1467 | 28.8 |
| I wanted to join my friends | 1479 | 29.0 |
| Other members of my family are involved (or have been involved with) the cadets | 1025 | 20.1 |
| I joined because my school offers CCF activities as an option | 970 | 19.0 |
| My school made me aware of the cadet forces | 914 | 17.9 |
| I joined because my school insists on my year group undertaking CCF activities | 518 | 10.2 |
| I responded to an advert asking for new members to join the cadets | 410 | 8.0 |

It is feasible that there may be notable differences in the reasons for joining for those cadets in the school-based cadet forces as opposed to the groups located in the community. If the school-based members are removed from the analysis, Table 6 illustrates that the differences are relatively small. Noteworthy differences are recorded for the desire to be associated with the Army, Navy or RAF and wanting to make friends. Here the percentages are slightly higher for the community-based group at 56% and 51%, respectively. Naturally, there is a reduced percentage reporting that their school made them aware of the cadet forces (10%).

Table 6: Reasons for joining the Cadets (for the sub-sample comprising the non school-based CCFs)

| <i>Reason</i> | <i>Number of cadets</i> | <i>Percentage of cadets</i> |
|---|-------------------------|-----------------------------|
| I wanted to take part in the activities being offered by the cadet forces | 2120 | 59.6 |
| I wanted to be associated with the Army, Navy or RAF | 2000 | 56.2 |
| I wanted to make new friends | 1798 | 50.5 |
| I considered the cadet forces were the best option for me | 1108 | 31.1 |
| I wanted to join my friends | 1038 | 29.2 |
| Other members of my family are involved (or have been involved with) the cadets | 807 | 22.7 |
| My school made me aware of the cadet forces | 366 | 10.3 |
| I responded to an advert asking for new members to join the cadets | 361 | 10.1 |

Respondents were allowed to identify other reasons in a free-text response. The original grammar and spelling has been retained in the reporting of these and subsequent qualitative responses.

Some (n = 20) joined simply because they liked the look of cadets: *"i really dont know, seemed like a good thing"*. They *"found the idea appealing"*, they thought cadets *"sounded cool and interesting"* that it *"just sounded good"* or *"they really like the uniform"*. Some cadets came to the organization by mere happenstance: *"Tagged along with friend and stayed"*, *"found it by chance and loved it ever since"*

For a few (n=11) cadets was viewed as a logical next step having *"outgrown Guides"* or *"moved up from Scouts"*. Others (n=30) confirmed that membership of the CCF was compulsory for certain years or stressed that being a cadet was not a matter of choice: *"My school made me...we had no choice"*, *"We had to-i didnt want to"*. When compelled to join, the cadets was sometimes the lesser of two evils: *"Because it was CCF or drama and I hate drama!"*, *"Either that or community service"*. However, having *"got forced"* into cadets did mean that the *"compulsory year made me see what it offered"* after which some cadets *"carried on after 1 year of compulsory CCF"*. Parents too made cadets *'compulsory'* with happy outcomes: *"parents made me. glad they did. didnt want to"*

The vast majority were motivated to join for very clear reasons - what they knew or believed the cadet forces could offer them as individuals. These respondents used the free-text facility to elaborate further on the reasons set out in Table 5. Three themes stand out.

Employment futures. By far, the most popular 'other' reason (n=200) to join a cadet corps is because *"I want to join the armed forces"*. Some were already *"in the process"* of joining, some simply *"considering"* that pathway whilst others told us they *"hope"* or *"aspire to a career in the forces"*. A few just wanted *"an insight into"* or *"a taste of military life"* as well as wanting *"to be a part of a military organization"* or a *"uniformed service"*. Other employment-related reasons were more generic: a strong awareness that having been a cadet *"looks good on my CV"*. As one put it: *"needed to have something respectable on my CV"*. Others recognised the value placed on cadet experience and wanted to include it in their UCAS personal statement. Aside from the potential to impress on CVs and applications, several cadets said they joined because *"I feel it will help me in future life"* or that the experience would help them *"make choices about my future"*.

Cadet activities. In the next largest category (n=161) cadets elaborated on the activities they knew were on offer and which attracted them to join. Some generalising by saying *"exciting activities"* or *"military activities"* but many were more precise. In line with the respondent profile, the activity most singled out was flying: *"I wanted to fly"* or *"to learn about planes"*. Others joined because *"someone told me they do parachuting"*, others because *"they had a band"* and it was possible *"to learn new instruments whilst in the ACF band"*. Many said *"I wanted to learn new skills"* which may or may not be linked to the idea of preparing for employment. It clearly did for those cadets who joined *"to gain qualifications"* but it does seem that the opportunity *"to learn new things"* and *"set new goals"* was an underlying rationale for becoming a cadet.

Personal development. A wide range of responses are captured by this broad category. Some comments indicated that joining cadets was just something to do to occupy time. For others, joining was perceived a lifeline. The largest sub-category (n=59) comprised cadets who said they joined because: *"I wanted to be more confident in life"*, *"wanted to build my character"*, *"I wanted to further myself"*, *"I wanted to challenge myself"*. The decision to join was seen as potentially enabling them: *"To be more outgoing"*, *"to gain life experience"*. They saw cadets as a way to develop *"resourcefulness"*, *"responsibility"* and *"self respect"* and were looking to be stretched by being able *"to do new things"* or to *"try something new"* and *"to gain new experiences"*. Interestingly, a small number of cadets stated that one of the specific reasons they joined was: *"i wanted to experience discipline"*. Implicit in this statement is the notion that discipline would be an entirely new experience. Others said they *'enjoy discipline'*, *'wanted to have more disaplín(sic)'*, *" try something that offers discipline"*. A smaller (n=8) group said they joined cadets in order to avoid specific negative alternatives. These young people sought out

cadets because: *“I wanted to get off streets at night”, “i was getting into trouble out of school”, “so i was out of trouble and doing something”, “so that i would not be on the street drinking”*

Other benefits of membership

A total of 2338 cadets took the trouble to write very often quite substantial comments in response to an open question on the benefits of being a cadet. As such, a huge amount of qualitative data was generated. Comments fall into four broad categories but it is clear that cadets would not see them as mutually exclusive; they frequently managed, in a single sentence, to convey information which cross referenced all four themes. Typically:

“Being a cadet in the RAF has given me huge boosts in confidence over the nearly 4 years that I have served within its ranks. Whether building a bridge or flying a plane, the feeling of achievement when the job is finished cannot be understated. The confidence that I have gained from the cadets is paramount, and has helped me to mature in the same way as it has helped those from generations before.

“The fact remains that the Cadet Force has been incredible, both as an activity and in promoting my own confidence - both in my mental attitude and physical ability. It is something that the Government should [not] merely throw away, for it is an asset for thousands of young people like me - and thus cannot be thrown away as if it were garbage from a by-gone age”

First, cadets tell of their experiences as members of the organisation. In exploring these responses cadets place considerable emphasis on the idea of opportunity; the opportunity or the chance to do things is seen as a benefit in its own right. Second, cadets tell of the acquisition of skills and attributes which they see as having benefitted them, clearly aware that these skills are both transferrable and marketable. A third category brings together statements in which cadets describe how their experiences have brought about a change in the way they feel about themselves, in particular how their self-confidence has grown. The fourth category comprises comments to do with the special community of the cadet force and how this engenders social capital both within units and potentially into the wider community.

“Amazing experiences”. In this large group of comments (n = c.190) cadets tell of the *“amazing experiences”* they have enjoyed. It is impossible to do justice to them all. Broadly they are: [the] *“Ability to travel, get involved, help others, do interesting things and have fun in a safe place”*. These experiences have *“considerably improved me as an individual, and have helped me prepare for the future. on top of that, my time in the cadets and the great experiences i have had have been extremely enjoyable, as well as very useful”*

When cadets tell of *“the chance to do some extraordinary activities”* they list abseiling, parachuting, *“commanding a shooting range”, a “3 weeks fully paid expedition to South Africa!”*, learning about *“weapons, drill, signalling, etc.”*, *“being able to take part in Ten Tors”*, taking part in the international Nijmegen four day marches, meeting Prince Charles at Buckingham Palace, going on *“adventurous camps”, “learning how to be a good SNCO”*.

What is striking in these is the number of times they use phrases like *“given me a chance to ...”*. The words *“opportunity”* or *“opportunities”* crop up repeatedly, as does *“enabled”*. These and phrases such as *“allowed me to ...”, “given me access to ...”, “being able to take part ...”, “ability to ...”* and others all point towards a genuine appreciation of the facilitating or enabling role of the cadets organisation. There is too an assumption that these opportunities are unique to cadets and simply do not exist through any other organisation or institution: *“being able to experience things that i would have never been able to do otherwise”, “a level 2 qualification in first aid, which most 14 year olds dont have”, “life experiances which could not have possibly ever happened outside the ATC”, “Ability to do things which I wouldn't have been able to”, “Activities you would not normally experience without being in a cadet force”, “Amazing opportunities that many people my age do not experience, from flying to outdoor persuits and working as a close-knit team as an NCO and on DofE's expeditions etc.”*

For a considerable number of young people, the cadet force has opened up a world of experience they were either unaware of or had never imagined themselves doing: *“allowed me to do things that i never thought i could do”, “I have been on courses that i would have never thought of going on before”, “A variety of experiences I’d never have dreamed of otherwise”, “Being given opportunities to take part in activities that I would never have dreamed of doing beforehand”*

There is, however, a difference between the availability of such activities and the ability to access them and cadets intimate that they would have been inaccessible if they were not subsidized. There are comments which suggest that opportunities are all the more remarkable because they are *“for FREE”* but for others it is *only* because they are free that they are open to them: *“better opportunities for things i wouldnt be able to afford”, “cadets has given me lots of experiences that I would not be able to do or afford outside of cadets. It has given me an enjoyable 6 years in which I have done things and gone places that my friends have never had the opportunity to do”*

Confident and skilled for the future. In this category, cadets discuss the changes they have undergone in terms of gaining skills and attributes which are beneficial to their future. Not only have they received the benefit of information and advice to help make career choices, the organisation has also given individuals the confidence to make choices: *“It has made me really think about the choices, career-wise, that i will make in the future”, “Cadets have helped me choose my career path and how to prepare for it”, “Cadets has helped me develop a career in my head, before cadets i wasnt sure what i wanted to do, i wanted to join the army but had no idea what to do, going to cadets and doing first aid has inspired me to be a paramedic as a career. without cadets i would never have found my ideal job”*

Cadets report an *“awareness of new jobs and carear options”* and *“a greater sense of direction”* and have received *“guidence on where i’d like to be in the future”*. This may be accounted for by the diverse backgrounds of adult volunteers: *“The range of staff that volunteer in the corps also mean that there is an endless supply of advice and knowledge for a variety of career paths”*

It is clear that in some cases cadet experience has not only opened up new possibilities but raised aspirations too: *“A sense of wanting to do well in life”, “Cadets has shown me what I can do with my life and that there are more options than school alone teaches you. I have earned a BTEC in aviation studies through cadets ...Cadets has given me self confidence. It has also helped me to decide to go to university in September”*

Preparing for a career in the armed forces ... or not. A large proportion of young people join the cadet organization because they are considering or are set on a career in the armed forces. For some, the preparation they hoped cadets would provide was realized or at least made their decision firm: *“An insight into what real army life would be like which is very benefitting to me as i intend to have a career in the army”, “Cadets has given me something to plan for in my life. At first i was interested in the armed forces and the ATC has helped me focus on what is now what i want to do”, “A career in the Royal Air Force, or the motivation to join it at least”, “The army cadet force has crutially inspired me and helped me understand the military forces more and has influenced me to join the armed forces even more so than what i already feel”*

Some young people decided to apply to the armed forces as a result of their cadet experience: *“cadets have made me realise that i would like to go into the army”, “cadets has allowed me to meet army or ex army personel and allowed me to decide on the army as a job for life”, “before i joined, i hated the idea of anything military, especially a career. but now I am seriously considering joining the Royal Navy”.*

Qualifications. The opportunity to gain recognized qualifications is seen as one of the most important benefits to cadets: *“the opportunities are outstanding and the qualifications that come hand in hand with that is brilliant”* These qualifications have been instrumental in cadets’ successful university applications at the same time as providing *“a sense of self satisfaction, achievement”* The opportunity to take BTEC awards has particular added value for young people who may not have experienced success at school: *“Cadets is a great way to gain extra qualifications for those who aren’t acedemically clever but been in cadets you get to do BTEC qualications”*

Again, noted that for some of them, such qualifications would not have been possible outside the organisation: *"All my qualifications that i have got that i wouldnt have been able to have outside it"*. Cadets value their qualifications and are proud of their achievements but they also describe the benefit of gaining personal attributes which will also stand them in good stead for the future, particularly in the job market: *"Being a cadet has benefited me by offering qualifications and giving me the skills and attitude necessary to make me a responsible and employable person"*.

Transferrable and marketable skills. Apart from paper qualifications, cadets say they benefit from gaining uncertificated skills and they are remarkably self-aware when it comes to identifying personal attributes. As one cadet puts it so fully: *"Being a member of the cadets has allowed me to develop the crucial life skills that are required in the work place. First Aid, Leadership, teamwork and the ability to think calmly under stress are all vital to the modern workplace, therefore, with the experience of the cadets behind me, I will be able to stand out from other applicants in the application stage, and in the job itself"*

Life and social skills are seen as benefits because cadets are aware that they are transferable in general and to their future employment in particular. Mostly, cadets refer to these skills in non-specific terms but they are seen as *"vital skills which will benifit me greatly in the future"*, *"important skills that are very useful and transferable in future life"*, those *"needed to get on to my course"* or *"the skills I will use all through my life"*. Those that are identified include leadership, communication , teamwork, organizational, time management and *"responsibility skills"* and *"a sense of personal discipline"*.

A number of cadets have already had the opportunity to put these skills successfully into practice: *"An ability to think quickly and back myself in high pressure situations, which has been able to be transposed into my daily life"*, *"It has also raised my confidence in interviews. Without cadets, I'd have probably not gotten into college as the skills cadets gave me was the skills I needed to get onto my course"*

Whilst many of these skills and attributes are marketable in the sense that they could, for example, be used to build a CV, many are described in terms of building self-esteem and a sense of self: *"Development of self-respect and self-belief, which have already served me well in the wider world"*, *"Cadets has taught me life and social skills that have been invaluable throughout many aspects of my academic career to date. Cadets have built up my self confidence and allowed me to get on with people easier"*

Wellbeing and a sense of self. It is abundantly clear that a great many cadets particularly value the way their experience has changed how they feel about themselves. These benefits are described most frequently in terms of developing more self-confidence. A few have *"a little more confidence in myself"* but many more have benefitted from *"huge boosts in confidence"* and now believe themselves to have *"a lot of confidence"*.

Cadets tell how they perceived themselves before joining and how this perception has changed: *"Cadets has helped me with my confidence, Before I joined the cadets I was timid and self-derogatory, experience of the cadets (particularly on exercises) has helped me feel a lot more confident about my self"*

Confidence underpins most other benefits that cadets describe in this category and is implicit in statements such as: *" Made me more independent to do things on my own without the support of my family. Being in the cadets has made me a far more independant and self-disciplined person"*. It is reasonable too to assume that self-confidence plays an important part in a cadet's *"belief in my own abilities"*, *their sense of belief in myself"* or their *"feeling of self worth and respect"*. Likewise, confidence is required when a cadet knows *"how to cope in difficult situations"*. The connection is made explicit in statements such as this which show how gaining confidence raises self-esteem and a personal sense of worth: *"A huge sense of self pride. I would never be as confident with myself and with talking and meeting new people; in and out of the corps"*

Some have more to gain and these include cadets who, at the time of joining, considered themselves disabled or disadvantaged in some way describe how they have benefitted particularly: *"It has boosted my confidence through meeting new people, I had speech language difficulties before, cadets has*

helped this, I find it easier to communicate with other”, “At school I feel left out as I have dyslexia but the cadets make me feel good about myself and give me confidence”, “Cadets has given me the social and interpersonal skills to go into an unfamiliar situation and attempt to tackle it with confidence. It has helped me overcome my (mild) autism. Cadets have enabled me to build up much more of my confidence. Before i found it hard to find the courage to speak to people and be able to mix but now i can do this easily which will be very benefical in my future aspirations”, “Cadets has also taught me to control my temper as i cannot have a screaming math with an instructor as i would with any sivillian if they tell me to do something”. These examples demonstrate the gains that individuals with particular needs have been able to achieve as a direct result of being a member of the organisation. At the same time they are indicative of the inclusive ethic of the cadet force in general as well as the enabling environment of individual units.

Benefits also relate to interpersonal relationships and how cadets believe other people perceive them: *“cadets made my confidence a lot better as i felt equal to the people i was there with. my leadership abilities soared and with that so did my confidence as i realised people respected me”, “Cadets have built up my self confidence and allowed me to get on with people easier”.* It is clear from these statements that young peoples’ self-esteem has been raised and that through their experiences of the cadet force they have developed the *“feeling of being someone of importance in the community”.*

The cadet community. It is this cadet community which provides the supportive and nurturing environment in which many of the above qualities are cultivated: *“cadets has benifited me personally really well because it has taught me confidance in my self that i never would have gaind, and they have always been there for me, i concider cadets as an exteshion to my family because they are always hear for me when i need support, and i am planning to join as an adult in the next cupple of months after i leave as a cadet at 18 so that i can continue teaching n supporting in the cadet family”*

The special community of the cadet corps provides *“lifelong friends”* and comradeship and has been instrumental in promoting: *“A sence of beloning and wellbeing. Working together works best”, “A general sense of community. Air cadets has taught me how to face my fears and overcome them”, “A great experience that i would not have gotten wihtout it..it’s a whole freindship group between the whole wing making a great experiance and lots of new people”, “better friends as you have something in common with them”*

There are many more examples which point to similar cadet perceptions of belonging and identity. They speak repeatedly of *“a feeling of belonging to something bigger than myself”,* and of *“being part of something large”.* Cadets frequently describe themselves as *“being part of a 2nd family”* and thus, for them, the benefit of being a member: *“Cadets are like a second family i know i can go to any of the officers if i have a problem which i feel i cant talk to anyone else about”*

When cadets tell us all this and speak of the benefit to them of *“a sense of unity”* and *“a sense of camaraderie and belonging”*, they are providing evidence of the social capital that exists both within their units and also within the organization when they tell us of their sense of belonging to *“something large”.* Social capital is conceptualised variably by different theorists but essentially its features are those which facilitate cooperation and a form of connectedness in a community which has the potential for mutual benefits for the greater good. For cadets it translates to: *“A sense of helping each other out, particularly on exercise, i.e. supporting weaker members of a group”, “Being able to help others younger than me to reach their full potential”*

What is noteworthy in these comments is the sense of reciprocity. It is clear that cadets take but also want to give back: *“Being in the cadets gave me confidence to stand up in front of people and talk and plan and provide my own opinions. As an older cadet, it also let me pass on my knowledge to younger cadets and feel a great sense of pride in seeing them grow and learn from mine and my teams knowledge”, “Cadets has given me something I can do to better myself as a person and to pass that benefit onto others”.* It is in this accepting, communal space that some cadets have been able to turn their lives around: *“A lot of my friends have gotten into trouble because they’ve had nothing to do, i count my self as being really lucky, and i think my friends outside of cadets are jealous of the opportunities I’ve had and believe they see me as a role model for them too. I have loads of fun, I still go to parties and*

that with my friends but I don't smoke, and many of my non-cadet friends do - i would deffinetly be smoking if it wasnt for cadets, and 2 of my closest friends have gotten arrested and quite a number have ASBO's, I cannot thank the Cadet Force enough for all it has done for me"

If cadets were not cadets

Cadets were asked what they thought they might otherwise be doing had they had not joined. It is clear that for many the space left by cadets would be hard to fill. Some simply had *"absolutely no idea"* and others simply had difficulty picturing such a scenario: *"I cannot imagine what I would do without it", "I cannot imagine my life without the cadets, but it would be very different"*

Others imagined *"being unfocused and without guidance"* and *"doing not nearly as much every week/ weekend"* but rather more believed they would be doing *"F*** all", "B***** all"* or *"absolutely nothing"*. The words *"bored"* and *"boring"* cropped up very many times. A substantial proportion anticipated turning to *"less constructive things"*. The majority however said they would seek to fill their time with other worthwhile activities even if this meant: *"Desperately searching for something else to do with my time. Without success"*

Many found it a difficult question and one justifiably perhaps, said that it was: *"100% hyperthetical and I can't answer that"*. Others pointed out that they could only answer the question from the perspective of being a cadet and their response can only reflect that experience: *"Hard to tell, as being a cadet has influenced my life in so many ways"*.

Constructive activities. Of the more constructive alternatives, most (n=280) say they would choose another organised youth activity. The two top choices were community service activities (n=128) including Community Action, School Community Service and volunteering in general and the Duke of Edinburgh's Award (n=90). However, this may well reflect a large number of CCF cadets who took part in the survey and attend schools in which cadets, Duke of Edinburgh's Award or community service is compulsory for one or two years. Other uniformed groups cadets might seek out were Sea Scouts, Explorer Scouts, Boys Brigade, Girl Guides. Others say they would opt for *"another activity that the school provides"* or they would find *"another club", "youth group", "young enterprise"* or *"Either Youth Clubs or Nothing at all, so it really has helped me with my life:)"*

After organized youth groups, cadets say they would take up or increase their sport and physical activities (n= 175). Team sports seem to predominate but circuit training, *"chin ups"* boxing, martial arts, dance, trampolining, rollerblading, BMX and swimming all feature, sometimes to avoid a less desirable alternative: *"Becoming more active in my lifestyle otherwise i would be at home wasting my time on the computer and such", "Dance or granny bashing"*

In addition, cadets say they would spend their time *"concentrating more on my studies", "working part time"*, and even *"work experience at a hospital with Doctors or at a funeral directors"*. Some say they would take up or spend more time on drama, art, photography and music.

Less constructive activities. Many candid comments from cadets describe their alternative to cadets in negative and even bleak terms. A large number would simply spend more time at home and, although this might mean *"seeing my family more often"* or *"helping around the house"*, it is more likely to mean *"doing nothing at home", "being stuck at home bored all the time or just watching tv"* or, most likely, at home *"on my computer", "on the playstation", "on Facebook",* or *"playing xbox"*.

Predictably perhaps, cadets say they would simply spend more time with their friends; *"messaging about", "socializing"* and *"going out with mates"*. There is a difference though between *"hanging out"* (with friends) and *"hanging around"* which a considerable number of cadets could see themselves doing *"around my local area", "in the park", "on the streets"* or *"around the town"*.

Awful alternatives. A disturbing number (n=115) of cadets describe what were coded as 'awful alternatives'. In this category of responses, some cadets suggest that boredom could lead to unhappy

outcomes such as “being a slob”, “eating and sitting down all the time”, “constantly spending money” and so on. Some link “hanging around” with “being silly”, “getting into mischief” or “going to the pub more” but many state the alternative as simply “getting into trouble” or “causing trouble”. There are different degrees of trouble and a small number of comments were – hopefully – playful. It is however hard to dismiss statements such as: “In all honesty I probs would have killed myself by now. Thats the kind of impact the ACF had on me”

Being a cadet appears to have empowered some young people to change their lifestyle so that, if they had not joined, the alternative would be to continue as before: “getting in trouble with the police but now the cadets have taught me to respect people and to stay out of trouble”, “normally i’m a bit of a terror but since i was a cadet that has changed”, “being constantly in trouble because of my previous anger issues”, “Absolutely nothing probably getting arrested by the police for anti-social behaviour but the cadets has made me a man and a much better person”

A lot of cadets mentioned alcohol and, to a lesser, extent drug use. Some say they would be “drinking” but many go further and say they would be “getting drunk”, “wasted” or “getting seshed with friends”. A small number would be “doing drugs” or “smoking weed”. Whilst this cadet put it plainly: “drinking with friends, im pleased i joined the ATC as it stopped me from drinking”

It is implicit in many comments that negative alternatives are associated with company kept and a couple said, had they not joined, they would be “involved with the rong crowd” or “caught up with gangs”.

Impact of cadet activities

Respondents were asked to rate the importance of the cadet organisation in providing direction and guidance, team working, leadership, working with others, personal development, and experience in confronting risk or danger. Between 87% and 98% of cadets noted that cadet membership was important or very important in providing each of these attributes (Table 7). Of particular importance were leadership skills where nearly 70% stated that the cadets were ‘very important’ and 27% stated they were ‘important’ in providing such skills. Experience of team working and working with others were also valued aspects of the cadet experience.

Table 7: How important do you think the cadets have been in providing you with the following:-

| Attributes | Percentage of cadet respondents | | | |
|--|--|------------------|----------------------|-----------------------------|
| | Very important | Important | Not important | Not at all important |
| Direction and guidance | 38.4 | 51.4 | 8.8 | 1.4 |
| Experience of team working | 67.2 | 30.4 | 1.8 | .6 |
| Experience of leadership | 69.4 | 27.0 | 2.7 | .8 |
| Experience of working with others | 61.6 | 35.3 | 2.6 | .6 |
| Personal development | 55.6 | 36.9 | 6.0 | 1.5 |
| Experience in confronting risk or danger | 47.3 | 40.1 | 10.1 | 2.5 |

Skills improvement

Cadets were asked how much they agreed or disagreed with a set of statements about possible benefits arising from skills improvement. On a sliding scale between 1 and 10 where 10 represented *strong agreement* and 1 represented *strong disagreement*, cadets tended to stress improvements in their leadership and practical skills. Respect for authority and respect for others were also important whereas a healthier lifestyle and staying out of trouble were significantly less important. Least importance was ascribed to getting on better with family.

Table 8: Skills improvement

| | Average score on agreement/disagreement scale (10=maximum agreement) |
|--|---|
| The cadets make me want to do really well in life | 7.61 |
| The cadets have taught me how to get on with people | 7.27 |
| My planning skills have got much better whilst in the cadets | 7.63 |
| My leadership skills have got much better whilst in the cadets | 8.18 |
| My practical skills have got much better whilst in the cadets. | 7.93 |
| The cadets have given me a sense of community | 7.57 |
| I have a healthier lifestyle because I am a cadet | 6.70 |
| The cadets have taught me to have respect for authority | 8.06 |
| The cadets have taught me to respect others generally | 7.85 |
| The cadets have helped me stay out of trouble | 6.66 |
| The cadets help me get on better with my family | 5.71 |

Academic, employment and training benefits

Respondents were asked whether they thought that being a cadet would help with their future career and/or educational endeavours. The majority of respondents believe that their cadet experience will help them get a job (64%), succeed in their chosen career (62%), succeed with academic work (57%) and progress to further or higher education (56%).

Cadets were also questioned about undertaking or completing qualification opportunities via cadet membership. By far the most popular qualifications achieved were the Duke of Edinburgh's Award and First Aid Training (63% and 60%, respectively). Adventurous training was undertaken by nearly half of the cadet respondents and the BTEC First Diploma in Public Services had been taken by 23% of cadets. No other qualifications attracted more than 10% of the cadet respondents (Table 9).

Table 9: Qualification opportunities

| Opportunities | % of cadet respondents |
|---|-------------------------------|
| Duke of Edinburgh's Award | 62.8 |
| Adventurous Training | 49.4 |
| Sport Leader Qualifications | 9.8 |
| First Aid training | 60.0 |
| BTEC First Diploma in Music | 3.5 |
| BTEC First Diploma in Public Services | 22.6 |
| BTEC First Diploma in Engineering | 2.5 |
| Public Services Level 3 | 3.2 |
| ILM Level 2 Certificate in Team Leading | 2.6 |

An open-text response box allowed a couple of cadets to comment that they had not taken up opportunities because they had not been offered and were therefore unaware of the possibility or because they were unavailable "*due to no qualified instructors*". On the other hand, many cadets stated that there were "*loads [of opportunities taken up], I cant list them all*". These included opportunities to

take Royal Yachting Association awards in kayaking and powerboat, dinghy and yacht sailing as well as seamanship. Cadets were able to attend radio operators' courses and gain licenses and others worked for their Communicators Badge. Many had glider training and won scholarships and qualifications and many cadets took advantage of the opportunity to fly, some achieving the ability to fly solo. A considerable number of cadets studied for their BTEC in Aviation Studies.

Personal development and self-esteem

Cadet respondents demonstrate high levels of self-esteem, with over 90% of respondents agreeing or strongly agreeing with a series of statements designed to evaluate how individuals feel about themselves. The statements cover themes such as confidence, pride, satisfaction, personal power and achievement (Table 10).

Table 10: Perceptions of self-esteem amongst cadets.

| | <i>Percentage of respondents</i> | | | |
|--|----------------------------------|--------------|-----------------|--------------------------|
| | Strongly agree | Agree | Disagree | Strongly disagree |
| I feel that I am a person of worth, at least on an equal plane with others | 43.5 | 52.2 | 3.3 | 1.0 |
| I feel that I have a number of good qualities | 46.3 | 50.5 | 2.4 | .8 |
| I have positive beliefs about myself and what I can reach. | 46.0 | 48.7 | 4.3 | 1.0 |
| I feel confident, and the future looks promising. | 47.5 | 45.8 | 5.6 | 1.1 |
| I feel proud, satisfied and happy as I achieve the things I set out to do. | 54.1 | 42.1 | 3.1 | .7 |
| I know I have the personal power to make things happen in my life. | 49.4 | 44.9 | 4.9 | .9 |
| I am able to do things as well as most other people. | 47.2 | 46.6 | 5.1 | 1.1 |
| I take a positive attitude toward myself | 42.8 | 46.9 | 8.5 | 1.8 |
| On the whole, I am satisfied with myself | 43.6 | 48.2 | 6.4 | 1.7 |

Future intentions

Cadets were questioned about their future career and volunteering intentions. Figure 4 indicates that almost two thirds intend to stay on in education (62%) and 12% have already continued their education beyond school leaving age. This compares with national figures which suggest that around 23% of 16-18 year olds do not continue with any form of education beyond school leaving age.

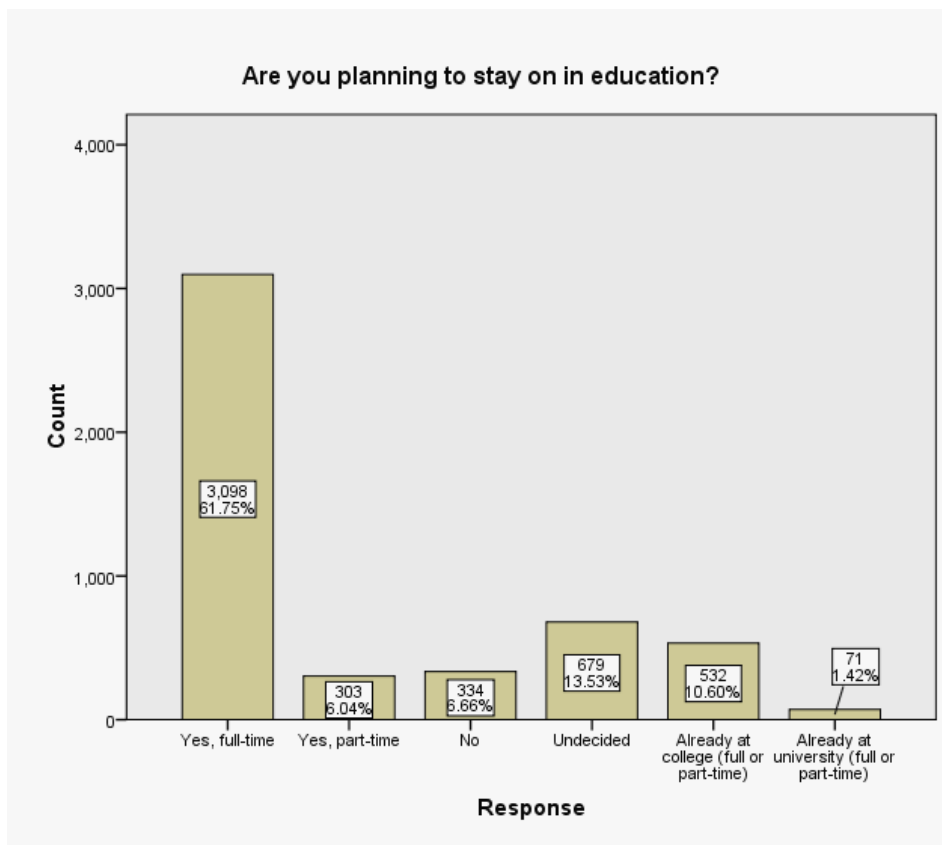


Figure 4

Almost a quarter of respondents see themselves as becoming an adult cadet force volunteer (23%), whilst nearly a half remained undecided about committing themselves to this activity (49%). Almost a half of cadets respondents plan to join the armed forces (46%) whilst nearly a third remain undecided regarding this career choice (30%). Just over a half of respondents (57%) indicated however that they wished to join another 'uniformed' public service. Of the remainder, a career in business is the most popular aspiration (circa 15% of the total cadet respondents (Table 11)).

Table 11: Career preference for those not wishing to join the armed forces or other uniformed public services.

| Sector | n | % total respondents |
|---|-----|---------------------|
| Industry | 468 | 9.2 |
| Business | 735 | 14.4 |
| Teaching | 437 | 8.6 |
| Charity sector | 78 | 1.5 |
| Politics/Local Government | 262 | 5.1 |
| Civil service | 349 | 6.8 |
| Caring professions (e.g. healthcare, social work) | 349 | 6.8 |
| Legal professions | 363 | 7.1 |

Open responses on possible non-military careers, for the vast majority (231) of cadets, focused on joining the police force. There is a sharp decrease in numbers then to those who might join the fire and rescue service (28) and the ambulance and paramedic services (23). Just 2 said they were considering the prison service and another two said they were considering becoming customs officer. It is interesting that a large number of cadets indicated that joining one of the uniformed non-military services would either be their 'plan B' if they were not accepted into the armed forces or after their forces career: *"when i leave the army I want to be a cop"*.

Many cadets had more than one idea in mind for a non-uniformed future, but if all succeed in their ambitions there will be approximately:

- 73 scientists
- 69 involved in TV, film theatre and music
- 64 commercial pilots
- 59 doctors
- 55 engineers (81 if one includes aerospace engineering, aviation, avionics and aeronautics)
- 52 sports-related professionals
- 35 artists and designers and
- 33 in veterinary practice and animal care including zoo-keeping

Other ideas included hospitality, catering and events planning, careers in ITC (including ethical hacking and games design), farming and land management. Only a handful named trades such as carpenter, car mechanic, builder, hairdresser.

Collective efficacy

Collective efficacy is a term for a range of activities associated with helping out for the sake of the common good. In the survey cadets were asked about their likelihood of intervening to help solve or do something about a set of specific neighbourhood problems (see Table 12). The results show that there is more willingness to help address some social problems rather than others. Over 90% of cadets said that they would intervene to help control threatening behaviour or violence on their local streets or provide help for neighbours. A relatively high proportion (86%) would help the general community in solving local problems. Nearly three quarters state that they would intervene to prevent anti-social behaviour such as spray-painting. Slightly fewer (66%) would intervene if they saw a child being rude to an adult and less than half would do something about children playing truant from school and hanging around on the streets.

These statistics compare favourably with the results from the 2006/7 British Crime Survey (commissioned by the Home Office) where a similar set of questions was asked. In the BCS, 42% of youths would intervene in relation to children playing truant, 56% would do something about children being rude to adults, 68% would get involved with children spray-painting and 75% would intervene when it came to witnessing someone being beaten or threatened.

A cross tabular analysis showed that the neighbourhood deprivation background of the cadets did not influence levels of collective efficacy amongst the respondents. Cadets from more deprived areas were just as likely to intervene on behalf of the common good as those cadets living in less deprived neighbourhoods. There is thus a suggestion that cadet membership may enhance positive outcomes in more deprived areas. This conclusion is also evident if the data are re-examined in a cross-tabulation against the national geodemographic classification. A higher percentage of cadets are likely to intervene with truancy children from areas classed with higher than national average levels of flats and public rented tenure and lower than the national average levels of detached housing, households with two or more cars and people with higher education qualifications.

Table 12: Likelihood of helping out with neighbourhood problems

| <i>Problem</i> | <i>Percentage of respondents</i> | | | |
|--|----------------------------------|---------------|-----------------|----------------------|
| | Very likely | Likely | Unlikely | Very unlikely |
| If a group of local children were playing truant from school and hanging around on a street corner, how likely is it that you would do something or tell someone about it? | 12.4 | 37.3 | 39.4 | 10.8 |
| If some children were spray-painting graffiti on a local building, how likely is it that you would do something or tell someone about it? | 29.2 | 44.2 | 21.0 | 5.6 |
| If there was a fight near your home and someone was being beaten up or threatened, how likely is it that you would do something or tell someone about it? | 59.9 | 33.5 | 5.0 | 1.5 |
| If a child was being rude to an adult, how likely is it that you would tell that child off or tell someone else about it? | 23.1 | 43.4 | 26.1 | 7.3 |
| How likely is it that you would participate if you were asked by a local organisation to help solve a community problem? | 36.2 | 50.6 | 11.0 | 2.2 |
| How likely is it that you would help someone you don't know well but who lives nearby, if you heard that they needed help with something? | 38.9 | 51.2 | 8.6 | 1.4 |

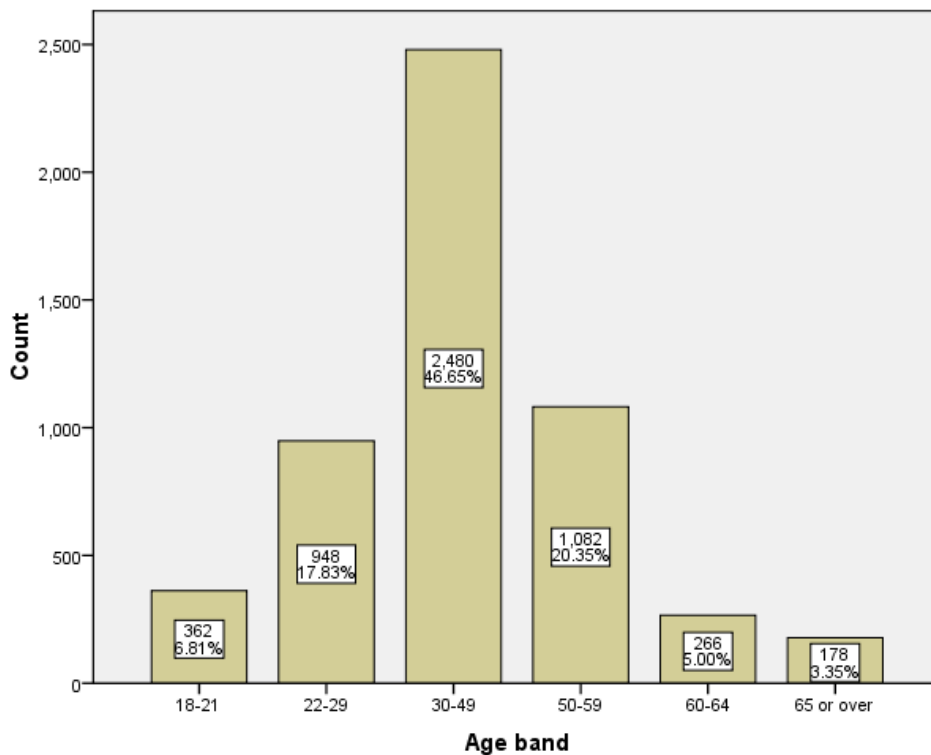
Findings: Adult Volunteer Perspectives

Sample details

The online survey was completed by 5342 adult cadet service volunteers. The majority were from the Army Cadet Force (39%), closely followed by respondents from the Air Training Corps (35%). The Sea/Royal Marine Cadet volunteers made up 16% of respondents and School CCF volunteers made up 10.4% across the three services. This response picture tallies closely with the UK distribution of adult volunteers across the four types of cadet force and is statistically representative.

Approximately 75% of the respondents were male and this proportional breakdown is similar across the majority of types of cadet force; in the Sea Cadets there tends to be a slightly higher proportion of women respondents (34%) and in school CCF Army contingents there are more men (83%). Figure 5 shows the age distribution of the volunteer respondents and indicates that approximately 50% of the volunteers are aged between 30-49. A small percentage of people volunteer after retirement age.

Figure 5: Age distribution of volunteers.



As with the cadet survey, there were very few non-white respondents. The percentage stating a non-white background was less than 2%, a smaller proportion than that reported in the cadet survey. Just over 3% of volunteer respondents were registered as disabled. The Combined Cadet Force instructors were drawn equally from school and outside staff.

Volunteering and employment pressures

Amongst those volunteers who state they are employed, a large majority indicated that their employers were aware of their voluntary work with the cadet forces (90%) and for those respondents who are not self employed, 45% reported that their employers allow them some form of special allowance to

undertake volunteering activities. A high proportion of volunteers (85%) stated that they wished to remain as volunteers for as long as they could.

Adult volunteers provided 1600 open responses on the issue of allowances. From these it is clear that the allowances employers are willing to make vary widely. Some responses are ambiguous in that it cannot be said with any certainty whether “*extra days off*” and “*time allowed*” are paid or unpaid. Some volunteers suggest that there are Special Leave policies in place at their employment but it can be a battle to secure time off for their work with the cadet force: “*8 days special leave paid but have to fight for it*”. Many employers were reported to have clear policies which state how much leave will be granted but actually granting leave is often discretionary and open to interpretation: “*Special Leave if your manager interprets the guidance properly*”.

It is clear that some employers are extremely generous: “*I work for the government so get well looked after*”, “*What ever i need*”, “*10 days Armed Forces leave and support of my activities – very flexible*”, “*Accomodate anything i request within reason*”. A third of the open responses (522) were clear about the granting of paid leave to carry out cadet commitments. The norm seems to be one week and sometimes this is specifically to accommodate annual camp. It is also clear that 244 adult volunteers are allowed leave but it is unpaid. How much they are permitted to take is variable but again the norm seems to be one week.

There are very many combinations of allowances that employers extend to adult volunteers. Some allow them to take, say, one week paid leave and another week unpaid. There are options for flexible working hours, early finishes on parade nights, and organising shifts to accommodate them. Some make allowances but they are conditional: “*I can have paid leave, but I must pay for the cover teacher*”. A small number related that paid leave had been withdrawn. Their employer may still allow them the time but it has to be taken unpaid or as part of a holiday allowance: “*They used to but now do not accept any special leave requests*”, “*Unpaid leave. Paid leave recently withdrawn*”, “*was given paid leave up till this year now have to take holidays*”

Reasons for volunteering

Two reasons stood out as catalysts for becoming a cadet force volunteer: wanting to help/work with young people and prior experience of being a cadet. Both of these reasons were cited by over half of the respondents (Table 13). The table also shows that a third of volunteers saw their work with cadets as a contribution to community improvement and over a quarter of respondents noted advantages relating to acquisition of new skills and taking part in activities offered by cadet forces. Association with the Army, Navy or RAF is another important reason for volunteering: nearly a quarter of respondents indicated this association as a driver for helping with the cadets.

Table 13: Reasons for volunteering

| Reason | n | % of volunteer respondents |
|---|----------|---|
| I was a cadet and wanted to continue to serve in the cadet forces | 3009 | 56.3 |
| I wanted to meet new people | 828 | 15.5 |
| Other members of my family are involved (or have been involved with) the cadets | 1224 | 22.9 |
| I responded to an advert asking for new volunteers to help with the cadets | 369 | 6.9 |
| I wanted to take part in the activities being offered by the cadet forces | 1435 | 26.9 |
| I wanted to gain new skills | 1435 | 26.9 |
| I wanted to gain some vocational qualifications | 533 | 10.0 |
| I wanted to improve my local community | 1678 | 31.4 |
| I wanted to help/work with young people | 2979 | 55.8 |
| I wanted to be associated with the Army, Navy or RAF | 1320 | 24.7 |

As with the cadets, the results illustrate the importance of advertising. Nearly 7% of the respondents responded to an advert to volunteer.

It is possible that the motivations driving volunteers associated with community, as opposed to school-based, CCF units are different but when these groups are analysed separately, there are no significant differences in the reasons for volunteering.

Just over a thousand (1076) open responses were returned on reasons for volunteering. These both complemented and extended the closed responses. The following topics emerged.

Ex-military personnel. Almost half (462) of the open responses mentioned volunteering because they are ex-regular or ex-reserve forces personnel. There were also a small number of respondents who were currently serving in the armed forces. A significant number qualified their answer with further comments. These tell us they wanted to do something for the organisation because of their background in the armed forces or because they were also formerly a cadet. Many added that they were approached and asked to volunteer because of their military experience and a large number said they wanted to pass on their experience, knowledge and skills. Some gave the impression that volunteering in the cadet force was the logical next step in their military career: *“ex regular, ex TA, seemed like the next progression”, “had served in TA, this was a natural extension”*. A large majority of the comments that conveyed a wish to give to or to give back to the cadets come from this group.

Asked, invited or coerced. Over one hundred instructors decided to volunteer for the cadet force was because they were asked. Mostly, they were asked, introduced, requested or invited but a small number were to some degree ‘persuaded’: *“Conned into it ...!”, “I was co-opted ...”, “Drafted ...”, “I was ‘recruited’ by a cadet on a work placement”, “a colleague persuaded me to join”*. Some fell into volunteering by accident: *“met cadets at sailing club, started helping”*. Others were asked to help out for specific one-off tasks but *“forgot to leave!”, “got hooked”, “First it was some spreadsheets then ‘Psst, want to ...?’ “part of a job offer (27 years ago...”, “only went for 6months for DofE’s, 25 years later....”, “came to teach first aid and never left”*

To give to; to give back to. Elaborating on the closed responses, a small number of adult volunteers confirmed that they *“wanted to contribute something to society”* but a great many more said they wanted to *“give something back”* or *“put something back into the community”*.

In some cases this altruism was linked to past membership of the armed forces or cadets: *“as a ex member of the raf it was pay back time”, “ex army give a little back to the cadets”, “Ex RAF, Giving back to new blood”, “I’m an ex-serviceman giving something back”, “I was a cadet and want to put something back to help”*. From such statements it is clear that some 75% of adult volunteers who expressed the wish to “give” had a previous connection to the military in some form. It was mostly ex-cadets who qualified their response further by stating that it was to repay *“what I took out”, “had been given to me”* or *“to return something from which I gained so much”*. There is a sense of indebtedness in such responses and this is sometimes stated unreservedly: *“in thanks for a super RAF career”, “Debt of gratitude to ATC (Cadet in 1950’s)”*

Experience, knowledge and skills. Volunteers were keen to pass on what they had learned from their military and, to a lesser extent, cadet careers: *“22 years RN training to some good use”, “Ex forces, Knew I still had skills to give”, “Ex TA and wished to pass knowledge to youngsters”, “pass on what I learnt as a cadet”, “share with kids the knowledge I got as a Cadet”*

Other volunteers simply wanted to *“pass on my knowledge”, “to pass on a few skills”* or *“to pass on my experience to young people”*. They wanted to *“pass useful life skills on to young people”* or specific professional or leisure skills: *“Wanted to pass on my sailing knowledge”, “I wanted to offer my skills as a design engineer”, “Am in aerospace biz & want to pass on knowledge”*

Value of volunteering. A small number of people volunteered because the cadet force was, in their view, a *“very worthwhile activity”* and *“it seems a good thing to do at the school I work”*. They believed

“the cadet forces do an excellent job” and had *“respect [for] the armed forces ethos”*. Others did so because they *“had free time on my hands in the evenings”* or *“plenty of spare time”* but *“wanted to give my time to something worthwhile”*.

A large majority of the open responses expressed their wish *“to improve the lives of young people in the community”*. Their motives reflect a belief that there is a general need *“to improve life for the young”* and that, by volunteering, they could contribute in three ways: by providing the structure, providing the opportunities and giving young people the individual means to: *“help young people achieve”*, *“help young people develop”*, *“Keeping youth on the straight and narrow”*. Some explicitly stated that they had volunteered because they wanted *“to get kids off the street”* and that, by helping to provide an alternative in cadets, they could *“help divert kids from the streets”* and *“help youth by giving an option to crime”*. Others saw volunteering as a way to *“assist in reducing reoffending in young people”*.

Comments such as these demonstrate the felt need to provide an environment in which it would be possible *“to give the cadets a good start”* and, indeed, the cadet force was often seen as a way of redressing what might be institutional or broader societal shortcomings: *“i wanted to help change the crap system in place”*, *“Allows cadets who are non academic to achieve”*

Adult volunteers also reported gaining personal satisfaction out of being *“a part of individuals achieving”* and *“so proud in being part of improving young people”*. What makes volunteering worth *their* while is seeing it work: *“Satisfaction of seeing my cadets improve themselves”*, *“enjoy seeing young people develop”*, *“I enjoy seeing what the ACF gives to the teenagers”*

Importance of involvement with the cadets.

Nearly all volunteers thought that their ability to help others (with a particular emphasis on helping develop young people) was an important or very important aspect of their cadet activities (see Table 14). Being part of a community was also a ‘very important’ or ‘important’ aspect of volunteering for 92% of respondents. Developing skills (leadership, organisational, interpersonal), receiving training and personal development in general were all regarded as important by 80-90% of volunteers. The emphasis that comes over in these responses is one of altruism. Volunteers are attracted by the prospect of giving something to the cadets rather than the prospect of skill development.

Table 14: Importance of involvement

| <i>Please indicate how important your involvement with the cadets has been regarding the following:-</i> | <i>Percentage of respondents</i> | | | |
|---|---|-------------------------|-----------------------------|------------------------------------|
| | <i>Very important</i> | <i>Important</i> | <i>Not important</i> | <i>Not at all important</i> |
| Ability to help develop young people | 83.4 | 16.2 | .3 | 0.1 |
| Personal development opportunities | 32.6 | 50.2 | 15.5 | 1.7 |
| Developing leadership skills | 41.8 | 46.0 | 10.8 | 1.4 |
| Developing organisational skills | 39.4 | 46.8 | 12.4 | 1.5 |
| Developing interpersonal skills | 39.8 | 47.2 | 11.5 | 1.5 |
| Being part of a community | 49.5 | 42.8 | 6.9 | 0.7 |
| Being able to help others | 69.3 | 29.6 | 1.0 | 0.1 |
| Receiving training | 30.3 | 50.9 | 16.4 | 2.4 |

Training opportunities and skills improvement

The most popular opportunity taken up by volunteers is Adventurous Training (41% of volunteers). Just under a third engage with the Duke of Edinburgh’s Award and 20% undertake the DofE’s adult leader qualifications. After these more popular activities, First Aid NVQ and Sports Leader Qualifications attract

around 15% and 12% of volunteers, respectively. ILM and City and Guild opportunities tend to be less popular (Table 15).

Table 15: Uptake of opportunities for training

| Are you taking or have you completed any of the following opportunities offered to volunteers? Please tick all that apply:- | % of volunteer respondents |
|--|-----------------------------------|
| Duke of Edinburgh's Award | 27.2 |
| Duke of Edinburgh's adult leader qualifications | 19.6 |
| Adventurous Training | 40.6 |
| Sports Leader qualifications | 11.5 |
| City and Guilds Membership in Strategic Youth Management | 1.4 |
| City and Guilds Graduateship in Youth Management and Training | 3.8 |
| City and Guilds Licentiatehip in Youth Leadership and Training | 3.5 |
| ILM Award in First Line Management | 6.7 |
| ILM Award in Leadership | 2.8 |
| First Aid NVQ | 14.9 |

There were well over 600 open responses on 'other' training opportunities. Many cited further first aid and paramedical qualifications. Another large group talked about weapons training including range management, weapon handling and "extensive Shooting qualifications". 60 or so volunteers have taken "sailing and boating qualifications", mostly with the Royal Yachting Association.

Using a sliding scale between 1 and 10 where 10 represents *strong agreement* and 1 represents *strong disagreement*, the volunteers were asked how much they agreed or disagreed with a set of statements about possible benefits arising from voluntary work with cadets. The results are shown in Table 16 and the highest agreement score was reported for thinking that volunteering provided a sense of community. High scores were also reported for personal improvements relating to leadership and practical skills. Another way of looking at the responses to this question is to report that over three quarters of volunteers indicated strong agreement (i.e. a score of 7 or more) with the statement that volunteering provided them with a sense of community. Similarly, just under three quarters reported strong agreement with the notion that volunteering had improved their leadership skills and 60% reported a score of 7 or more in support of volunteering improving thinking skills, practical skills and the ability to get on with others.

Table 16: Skills improvement – average score

| | Average score on agreement/disagreement scale (10=maximum agreement) |
|---|---|
| Since volunteering, my thinking skills have got much better | 6.98 |
| Since volunteering, my leadership skills have got much better | 7.50 |
| Since volunteering, my practical skills have got much better | 7.12 |
| Volunteering has given me a sense of community | 7.72 |
| I have a healthier lifestyle because I am a volunteer | 6.55 |
| Volunteering helps me get on better with others | 6.96 |

Personal Development

In terms of personal development, there was a strong consensus amongst volunteers that helping out with cadets improves self confidence and self-worth: over 96% of the respondents agreed that volunteering improved both of these aspects of their personality. Over 92% of volunteers indicated that

their connection to the local community has been improved because of their volunteering activities. Moreover, 97% stated that their team spirit had increased and a relatively high proportion of volunteers (around 83%) agreed that their job prospects had improved. A similar percentage reported that volunteering had improved their attitude towards a healthy active lifestyle (Table 17).

Table 17: Personal development of volunteers

| <i>To what extent would you agree that being an adult volunteer:-</i> | <i>Strongly agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|---|-----------------------|--------------|-----------------|--------------------------|
| Improves self confidence | 56.3 | 41.6 | 1.5 | 0.6 |
| Provides better job prospects due to the training and experience gained | 28.3 | 55.3 | 14.7 | 1.7 |
| Improves your connection to the local community | 39.7 | 52.7 | 6.9 | 0.7 |
| Increases your team spirit | 53.6 | 43.8 | 2.0 | 0.5 |
| Improves your attitude towards a healthy active lifestyle | 27.7 | 55.8 | 15.2 | 1.4 |
| Increases self worth | 48.7 | 47.8 | 2.9 | 0.6 |

Collective efficacy

As with the cadets, volunteers were surveyed on their willingness to intervene with regard a set of neighbourhood or social problems. Over 90% said that they would intervene to help control threatening behaviour or violence on their local streets or provide help to neighbours and the general community in solving local problems. Similar proportions also stated that they would help prevent anti-social behaviour such as spray-painting and over 80% stated they would intervene if they witnessed children being rude to adults. Nearly three quarters of respondents said that they would intervene if they noticed children playing truant from school and hanging around on the streets. Looking at responses to this question from the opposite perspective reveals that volunteers are least likely to intervene with truanting children and children being rude to adults (Table 18)

Table 18: Intervention in neighbourhood problems

| <i>Problem</i> | <i>Percentage of respondents</i> | | | |
|--|----------------------------------|---------------|-----------------|----------------------|
| | <i>Very likely</i> | <i>Likely</i> | <i>Unlikely</i> | <i>Very unlikely</i> |
| If a group of local children were playing truant from school and hanging around on a street corner, how likely is it that you would do something or tell someone about it? | 28.5 | 44.6 | 22.6 | 4.2 |
| If some children were spray-painting graffiti on a local building, how likely is it that you would do something or tell someone about it? | 54.5 | 37.1 | 6.7 | 1.7 |
| If there was a fight near your home and someone was being beaten up or threatened, how likely is it that you would do something or tell someone about it? | 69.3 | 27.3 | 2.4 | 1.0 |
| If a child was being rude to an adult, how likely is it that you would tell that child off or tell someone else about it? | 36.8 | 46.0 | 15.0 | 2.3 |
| How likely is it that you would participate if you were asked by a local organisation to help solve a community problem? | 46.3 | 47.9 | 5.1 | .8 |
| How likely is it that you would help someone you don't know well but who lives nearby, if you heard that they needed help with something? | 43.4 | 50.9 | 5.0 | .7 |

Findings: Telephone Interviews

The qualitative research material derived from the telephone interviews supplements that from the online survey as the interviews allowed detailed exploration of emerging themes. The interviews were also an opportunity to take the investigation into different areas of interest and to extend understanding of the cadet movement in a more nuanced way. In the analysis of this rich data, four distinct themes emerged and these are used as a framework to discuss the results:

- Life inside the cadets
- The concept of discipline
- Being 'on show' to the wider public
- The benefits of the cadet force to society.

Community-based cadet forces and school-based CCFs are treated separately for the first three themes but for the last theme there was virtually no distinction between the two perspectives of adult volunteers and head teachers of schools that host a CCF. For this reason, the final theme is used as a conclusion to this section.

Community-based cadet force interviews

Life on the inside: the cadet family. The analogy of the family was frequently used to describe the environment and ethos of the cadet force - *"it's a big family"* – adult volunteers and cadets were held to form a strong community through a set of shared values and activities: *"Youngsters who are coming into the group, they come into the community of the group if you like and they get a feeling of belonging to something and they learn a bit of respect and how to do teamwork"*.

Community-based cadet forces offer an inclusive family or community with an 'all are welcome' ethos. Young people with known behavioural problems are accepted as they are: *"a lot of people with a sort of bad reputation appreciate it a lot that they can come to the detachment and you know they get a fresh start and they're not judged on anything. And we're all willing.* Young people with "special needs" or disabilities are also welcomed in various detachments: the boy who had frequent epileptic fits, another with a *"serious speech impediment and, we think, learning difficulties"*, *"deaf youngsters"* and so on.

Many, but not all, detachments have cadets from very different family backgrounds and this mix tends to reflect the local geography in combination with how well off the family is: *"depending on how affluent the parents are depends on how far they'll bring them"*. This is particularly so in rural areas which are not well served by public transport. Different neighbourhood types tend to attract *"a different kind of cadet"* but there are detachments with young people from all walks of life: *"Yes we do. Our cadets are from parents who are business owners to cadets from broken backgrounds"*

When there is *"a reasonable spectrum of youngsters"* or there is a *"good cross section"*, interviewees were asked how well the mix worked: *"Yeah they do actually get on pretty well. We're actually quite fair with one another and treat each other the way we wanted to be treated. So we won't let our backgrounds affect what we think of each other"*

Differences, it seems, are levelled out by two processes: the wearing of uniform and the ways of working. Some interviewees suggested that differences are obscured by wearing uniform: *"[Estate] was large council housing estate. Lots of kids come from that estate but you had other kids come from, funnily enough, [independent grammar school] close to the edge of the estate [but] when they all put the uniform on it was a great leveller"*.

Others suggest that, while the uniform promotes equality, it is what cadets do and how they do it that provides the real catalyst for good relations between cadets from different backgrounds. For this group, spending a deliberately substantial proportion of time working in teams provides cadets with a common purpose: *"with the cadets you get team building - you know it builds up your confidence and you actually*

do make a lot of friends which I think helps a lot of people. Out in civvy street, so to speak, some people don't really find it easy to make friends and with cadets we all help each other really". Cadets are set tasks in which everyone has to pull their weight and there is plenty of opportunity to play to cadets' strengths: "it doesn't matter how intelligent or otherwise you happen to be its still a challenge I can't remember a single cadet who found every single aspect of it easy. There's always something that really challenges them and it challenges them on quite a few levels as well"

What they all have in common is that *"they all put in 100% effort"* and that the range of tasks requires a variety of skills or abilities: *"An important part of how things work is that every cadet is given the chance to succeed. Some are not good academically but they may find they are better at manual skills. They help each other"*. This is important when cadets have not enjoyed success in the other important contexts of their lives: *"within reason they can achieve most goals that they set themselves and they'll see that with us whereas they might not see that from their family environments and from being at school"*

The close, mutually dependent relationship cadets have with one another means that they learn to appreciate and respect one another: *"They also learn tolerance of other people because, again I can only talk about the units I've worked on, I've made a point that if somebody comes along with some sort of handicap be it mental or physical, they're accepted"*. In being inclusive, the cadet force provides young people with the opportunity to *"learn tolerance of other people"*

Community-based interviewees were also clear that *"it doesn't always work"*; sometimes the cadet force is not right for the young person and sometimes the young person is not right for the cadet force. There is an expectation that cadets adopt the values and norms of the *"family"* but *"serious troublemakers"* who are unable or unwilling to adopt the cadet norms are asked to leave: *" well it's a common misconception that people think, Oh I'll take them to army cadets and let the army sort them out but if a kid's really too rough round the edges then we have to part company because don't forget we're going to give them weapons and stuff like so they do have to have an element of discipline"*

The iron fist in the velvet glove: learning discipline. The high level of discipline expected of cadets is constantly emphasised; it an absolute requirement but it is clearly not something every young person can accept, especially when this means a radical change in attitude and/or behaviour: *"they either change because they want to stay and accept the fact that it is a disciplined youth organisation or they'll leave. Because we've got no way of forcing that on them - and we're not here to do that - so they'll either accept cadets for what it is or they'll end up leaving"*

Adult volunteers from community-based cadet units thought the vast majority of cadets accepted such a degree of discipline. It seems that discipline itself is not taught; rather it is something that is learnt through being taught other things. It is not a set of rules as such but, through the activities they undertake, cadets come to appreciate that discipline is what gets the job done to the exacting standards demanded and that they aspire to achieve. It is also down to the nature of the cadet-instructor relationship and it is here that interesting insights emerged. Cadets, it seems respond differently to the discipline of the cadets compared to that of school because: *"in class in school, they're treated as pupils. In the cadet force they're treated as trainees", "It's a different experience - they're not used to be treated the way that we treat them"*

Part of this is the fundamental difference between being *"told you're doing"* different subjects at school to being *"encouraged to follow a course of study"* in cadets and being able to make independent decisions. There is also a view that not only the voluntary nature of cadets' participation but also the voluntary participation of adults is important: *" I think it just gives them an opportunity to get a different perspective on - not the teacher-pupil relationship - but an adult instructing on how things are done effectively ... it's useful for them to see these are adults volunteering their time to teach them things basically ... it's a simple case of: Right, you're here voluntarily, I'm here voluntarily, if you don't like it leave, which is something that's never really said to kids at school. They have to be there and the teacher has to be there because they're being paid. So I think it s a lot more beneficial that both the kid and the adult want to be there"*

The rank structure is said to provide additional motivation for cadets at the same time as raising aspirations: *“Definitely and part of that is because we have a rank structure. So they’ve got a structure where they have to achieve certain levels at certain subjects and progression and within that there’s the rank structure where they want to be”*

Cadets on show: a public face. There is an acute awareness in community-based cadet units of the amount of *“bad press”* that young people receive: *“There’s this perception that young people are some sort of lost, forgotten generation ... and I think cadets is one of the best ways to show that’s really not true”*

When asked what kind of profile cadets have in the local community, this brought forth a range of responses. Adult volunteers are proud of their cadets and enjoy seeing the approval of the general public when they are ‘on show’. On these occasions – Remembrance Day parades, military events, acting as marshals at the Race for Life, selling poppies and so on – three things are achieved: it forces the public to re-evaluate their perception of young people in general; it provides an opportunity for the public to see who cadets are and what they can do; and: *“it’s important for cadets to wave the flag - literally wave the flag in some cases - and wear the uniform with pride because, yes, we do have this military link and I don’t think this is anything we should shy away from”*

Cadets are also seen to be active in communities and engage in various charitable and helping acts: *“we do work hard at what we do and we take pride in ourselves. We go out into the community - give back to the community ... we try to help”*. Being on show and in uniform is also said to help those who are nervous of young people. Mostly it is older people who will approach the cadets and talk to them for a few moments, reassured by the uniform.

Teacher perspectives on CCFs

Life on the inside: cadets in the school community. The idea of family or community is a key theme in the way that Heads or Deputy Heads of schools speak of their CCFs: *“I love the sense of oneness, of community, that the cadet forces feel within schools”*. The CCF is seen as an integral part of the school irrespective of whether it is in the state or independent sector and plays an important part in the school’s identity. Some Heads are certain that hosting a CCF makes their school more attractive to parents. The emphasis on the importance of the CCF is generally linked to the idea of educating the whole child and that the developmental gains to be had from the CCF are, in some cases, portrayed as being equally as important as those provided by the academic curriculum.

Heads of independent schools particularly use the term co-curricular rather than extra-curricular to describe CCF activities and have adopted the term within the school to acknowledge the high status given to the CCF: *“we do tend to think of CCF as part of our wider co-curricular – and we’ve started to use that term - co-curricular - rather than extra-curricular in order to emphasize the idea that learning goes on within those things even though it is outside of the classroom and that is part of what we offer in terms of learning and development and there is no doubt that CCF plays a major part in that”*

Some schools – in the independent sector mainly - offer a range of co-curricular (or extra-curricular) activities which are given equal status to the CCF in terms of the potential to educate the whole child but often the CCF is described as being unique with nothing comparable: *“[Duke of Edinburgh’s Award] is a big thing too but DoE doesn’t instil the same sort of discipline. DoE is very much about working for yourself or in small teams not in working in bigger groups where you’re potentially doing things you wouldn’t normally do them. In the DoE you choose your own little group - CCF you have to work with these other people who may or may not be your friends. So you learn to understand other people’s perspectives in a more successful way I think”*

As in community based units, CCF enables cadets from all social backgrounds and abilities to engage in joint activities and tasks. In schools the emphasis is more likely to be on bringing young people of different ages together who, unless there is a vertical ‘house’ system in operation, would not normally associate with one another. Even when such a system is in place, it does not mean that students end up: *“necessarily working together quite so closely as they would do in the cadets”*

In the CCF, students from different year groups are given the opportunity to engage in something they would not normally do *“without being pushed”* and with very positive outcomes: *“suddenly the youngsters who come from very different backgrounds, understand what society means. CCF is probably one of the very few things that exposes to them to the idea of a bigger society - a bigger community – and there isn’t something else that we as a school could put in place instead of that”*

Head teachers were also more likely to point out the opportunity for cadets of different ethnic groups to work closely together and to say how this contributes to their broader education by learning tolerance and respect for differences. One Head whose school is *“a whole mish-mash of pupils from around the world”* suggested that, through CCF, individual cadets were benefitting from being able to take part in activities such as flying is something *“completely outside their experience”*.

The wearing of uniform does not seem to be given the same significance by teachers compared to community-based respondents. Rather the unique activities of cadets serve the same purpose in terms of team building and leadership and all that that entails in terms of working towards common goals and, of course, discipline.

The mix of abilities is equally important for CCFs as it is for community based units in that it allows students who are less academically able to gain self-confidence in activities and teamwork which requires a different skill set. One Head spoke of how the benefits of this translate to the classroom and, at the same time, re-states the view that the cadet force offers something that schools cannot: *“We can them get them best grades possible within their syllabuses ...but where do you inculcate what is leadership? what is teamwork? How do you learn leadership? teamwork? communication skills? Very often again, the boy who will not speak up in class becomes someone who takes on a role within the CCF where suddenly he is giving commands, been listened to, learning to articulate clearly what he has to get a group of people and rises to the challenge”*

In one school serving a relatively deprived area, the CCF, incorporated into the school as part of the pilot rolled out by the Labour government two years ago, meant that: *“it mainstreams disadvantaged kids for the first time in their lives; it allows them the opportunity to be good at something”*. In this school the head and other staff noticed *“small things like their attendance”*. Although he said it was likely the attendance officer would claim this as their success: *“... I can say that these kids are now turning up regularly on a Monday [parade night] when they don’t on a Tuesday. Well, what’s going on here? It’s convinced me!”*

The iron fist in the velvet glove: discipline in CCFs. The number of times the issue of discipline cropped up testifies to the significance it is given by head teachers. It is, again, rarely referenced in isolation; but rather, discipline is seen as part of the more valuable package: *“I think our children having been members of the CCF and - understand the need to muck in - are better members of society. They are better disciplined and potentially they are more enriched, they have a broader view on life”*

Of interest here is that Heads are not generally directly involved with the everyday routine of CCF life so their views are those of close observers rather than participants. They point out the differences between the sort or discipline schools mete out and expect of their students in the same way that adult volunteers do, but they are particularly impressed by the way that CCF discipline is instilled along with all the other the well documented qualities: *“What I love about the CCF is the way it seems to instil that without talking too much about it ... the boys are not told this daily and I think that’s very important – they do it in its own right and its subliminally that the message gets through”*

It is through the incredibly high level of precision in some cadet tasks that Heads see discipline evolve: *“but I find the boys who have been through that begin to appreciate that discipline isn’t just constraining it is actually a very important lesson to learn – the value of how to do things precisely”*. It was suggested that certain schools (usually in the independent sector) could perhaps find other ways to achieve this so the cadet force was not, in that sense, seen as unique. What was unique however was: *“the fact that [discipline] tends to be done with a very light touch by professional, ex-professional soldiers, sailors,*

airmen who simply give it them as it is but don't distract them with things that they couldn't yet really understand – I think is one of the virtues”

The high regard the cadet organisation and the clear benefits to young people from educators' perspectives is evidenced by the eagerness of state secondary schools to host CCFs and why those in the independent sector have long and continuing histories. In both sectors, head teachers are sure that their CCF is a selling point for their schools. It is also why several independent schools had come to the decision to make CCF compulsory for their students for one or two years.

Cadets on show: CCFs in public. Head teachers also raised the fact that young people “*get a bad press*” and, like community based units, felt that being on show helps to dispel the “*hoodie*” stereotype. Some schools have higher profiles in local communities than others and when cadets are involved outside of school it is generally for the same activities as cadets from community based units, for example, poppy selling, Remembrance Day and Armed Forces Day marches.

One Head of an independent day school, when asked if their CCF had any presence outside of the school, admitted that they did not but thought it important to mention: “*I think it's actually quite important that most of them [the cadets] come to school in their CCF uniform. They come on the bus ... and I think that shows that they're proud of it*”. She also stated that the school uniform was deliberately designed not to be too distinctive “*so they don't get duffed up on the bus!*” but she was amused and interested to see cadets travelling to school “*happy to wear their uniform*”.

In contrast, cadets in a state school serving a large run-down ex-council estate “*get a lot of community*” attention by wearing their uniforms to school on days when there is a parade night. This challenges local people's negative stereotype of young people but, more importantly, has an impact on the wearers: “*Its just not a nice area. And yet, there's a number of CCF cadets who march out of there [the estate] on a Monday you know, looking like guardsmen, and it just raises their self esteem and the community sees them. It's fantastic. Huge knock on effect*”

A final set of response cited the way that some independent CCFs reach beyond their own school is to link up with a state sector school to share their facilities and resources. This was said to bring as many social benefits to the giving school cadets as those in the receiving school.

The bigger picture: benefits to society

All those interviewed, both community-based and school-based, were asked if they believed society benefits in any way from the cadet force. They were also asked for evidence to support their conclusions. Without exception everyone had something to contribute.

There is no doubt in many minds that evidence to support the idea that the cadet force has a wider societal benefit is to be found in the cadets themselves. There is a view which in many ways assumes the negative stereotype of young people: “*I think society benefits because when kids are cadets with us they're not bumming around the bus shelters, smacking up or putting graffiti on the walls. Definitely, if they're with us they're not doing that*”

Most participants could, when pressed, provide a story of how, by joining the cadet movement, certain individuals had managed to turn their lives around for the better. One story was of a young girl who was self-harming after suffering unremitting bullying at school but gained self-confidence and a more positive self concept as a result of becoming a cadet. There is, of course, added value in such cases when disaffected young people are diverted away from a life of crime.

Dramatic as these cases are, they involve only a small minority of the cadet population. Most of the time, the focus in interviews was on the vast majority of individual cadets who are being better equipped for adult life. Arguments were two-pronged. First, every cadet who emerges as a “*more well rounded*”, “*self-reliant*”, “*disciplined*”, “*organised*” individual counts as a success and there are many thousands of successes. Second, by funding the cadet force, the government is held to be contributing to “*a particularly interesting part of our training of adolescents*” and “*you cannot argue that [those skills] are*

not valuable to society". If these opportunities were reduced or removed, the point was emphatically made that they are not available elsewhere. The key strength of the cadet forces was said to be their role in developing *"adaptable young people"*.

Respondents also spoke frequently of cadets futures and *"jobs that don't yet exist"*. For many this resolved to a benefit to the armed forces in terms of recruitment. There were many mentions of the current round of budget cuts and, with these in mind, it was hypothesised that the role cadets currently play as an everyday link to the armed forces in local communities would expand. In one fairly remote part of the UK this was said to be already happening: *"Here as well [cadets] are very much becoming the military's representatives ... and with the next tranche of cuts coming there is a great feeling that the [TA] unit here might disappear and therefore the cadets will be the only uniformed military representative. There is a British Legion and regimental associations but nobody has got the uniform to say: Hi, here we're the military's representatives. So that will be down to the cadet forces and that I think is going to be a common thing around"*

Many interviewees also put themselves up as 'hard evidence' for the success of the organization. When considered together with their descriptions of the supportive *"family"* environment of present day cadet units and the idea that *"we are teaching them to be good citizens"* there is a suggestion that the high levels of social capital inside the cadets can be exported to society more generally as cadets 'graduate': *"from my perspective ... I think what we would wish is that the spirit that we know can be engendered through CCF would spread more evenly through society"*.

Conclusions

The preceding pages will have confirmed many existing views about the value of the cadet experience and the wider societal impact of cadet forces. It is clear that cadets (and also volunteers) gain much from membership but also give much to society. One of the key contributions of this report has been to substantiate views that have previously been largely unconfirmed though widely held.

For cadets, great value is attached to the personal gains that flow from the nature of the cadet experience and from belonging to the 'cadet family'. There is a particular emphasis on the richness of the activity package on offer in the cadets, including opportunities not generally provided to others. The opportunity to gain qualifications is also important. Cadets clearly see membership in terms of future benefits: for CV enhancement, for personal development and skills acquisition. There are, of course, many who contemplate a career in the armed forces, but there is also a general recognition of wider benefits. For several, the cadets have been a literal lifeline, providing positive direction in unfavourable circumstances. Results suggest that cadets tend to have high levels of respect for authority and others and high levels of self esteem. They are likely to be committed citizens and have heightened aspirations.

For adult volunteers, often well-supported by employers, there are many similarly positive benefits. Volunteers are motivated by a desire to help young people but are also aware of improvements in their own skill sets – particularly with regard to leadership and enhanced self-confidence. Like cadets, volunteers tend to be concerned, committed citizens.

Interview findings gave added emphasis and depth to the themes identified in the surveys. The idea that cadet forces constitute a community that cares for its members and values each member was one important theme. Both community-based units and school-based CCFs saw the cadets as an enriching force but also one that was able to engage a diverse range of young people. A second theme emerging from the interviews was the effective way in which cadet forces are able to inculcate a respect for authority. It is clear that, in community-setting, this effectiveness is linked to the voluntary nature of adult and youth involvement and also to the nature of the activities. In schools, in contrast, cadet forces offer something different, delivered in a different way, with equally positive consequences for discipline. Uniform, presentation and 'being on show' provided a third theme. There was general agreement that cadet forces, whether community-based or school-based, provided a service to their host communities and that this was a service that was often enhanced by being a uniformed presence. Finally, there was also consensus that the cadets provided a good preparation for adult life and a strong antidote to prevailing negative stereotypes of youth.

These findings represent a significant contribution to the former Government's *Every Child Matters* outcomes and to contemporary visions of the present Government's 'Big Society' in which individuals are empowered to take active roles in society. For *Every Child Matters*, the implications are particularly marked across four of the five outcome areas. The 'be healthy' outcome is only one that does not emerge strongly from the research. Otherwise it is clear that, at least on a perceptual level, cadets and volunteers see a close linkage between the cadet experience and goals of staying safe, achieving (future) economic wellbeing, enjoying and achieving, and particularly strongly, the idea of making a positive contribution. The latter is of course a key aspect of the Big Society.

A key strength of the research set out in this report has been its comprehensiveness. It has covered all types of cadet force and the whole of the UK. It has mixed complementary quantitative and qualitative approaches and, in the former case, drawn on a large representative sample of respondents. One potential limitation has been the reliance on an online survey. This was necessary to meet the reporting requirements of the study. There is a consequent possibility that the survey results reflect underlying patterns of internet access favouring more affluent areas compounding the established positive relationship between deprivation and survey non-response. A countervailing view would note that recent data from Scotland suggests that over 90% of young people use the internet; many cadets could also access the internet at schools or at a cadet unit²⁵. It is therefore very unlikely that cadets would be

²⁵ GROS (2010) Scotland's People: annual report of the Scottish Household Survey. Scottish Government: Edinburgh. <http://www.scotland.gov.uk/Publications/2010/08/25092046/10> (accessed October 18 2010)

unable to access the survey or that patterns of response reflect inequalities in access to internet availability.

The purpose of this research was to set out the current picture regarding the societal impact of cadet forces. CRFCA will need to reflect on the result and derive follow-up actions. Further work might usefully include a longitudinal study tracing the career progress of a sample of cadet members. This would enable a separation between the aspirations and hopes identified in this report and the realities of career development. There is also a case for more detailed qualitative work and quasi experimental work to elucidate the impact of the cadets on the lives of young people in deprived communities. More immediately, it is clear from the this report that membership of a cadet force confers numerous short, medium and long term benefits both on the cadets themselves and also on society generally. The CRFCA will wish to highlight these benefits in its ongoing work to raise awareness of the cadets and their impact on society.

Acknowledgements

Assistance from Gary Bushell (CRFCA), Melanie Bowran (ACFA) and John McCullagh (MOD) in facilitating access to the survey population and the interviewees is gratefully acknowledged.

Annexes

1: Online Survey

The University of Southampton is conducting a survey on behalf of the Ministry of Defence sponsored Cadet Forces, commissioned by the Council for Reserve Forces' and Cadet's Associations (CRFCA), to further understand the full societal benefit of cadet forces. We would be very grateful if you could help us with this task by completing this on-line questionnaire. The questions are quite straightforward and are aimed at either Cadets or Cadet Force Adult Volunteers (CFAVs). All replies are confidential and will not identify individuals. The results from the survey will be summarised in report format. Should you require more information about this survey then please contact Professor Graham Moon by email (g.moon@soton.ac.uk). Many thanks for taking the time to help with this study.

ABOUT YOU

1. To which type of Cadet Force do you belong? (Please tick one):-

- Sea/Royal Marine Cadets
- Army Cadet Force
- Air Training Corps
- School-based Combined Cadet Force (CCF):- Navy/Marine CCF
- School-based Combined Cadet Force (CCF):- Army CCF
- School-based Combined Cadet Force (CCF):- Air CCF

2. Are you?

- Male
- Female

3. What is your home postcode?

4. What is your home village, town or city?

5. In which county is your Cadet Unit located?

6. Are you:

- A cadet
- A cadet force adult volunteer (CFAV) or a civilian instructor

SECTION A

FOR CADETS ONLY

7. How old are you?

Years Months

8. How long have you been a cadet? (If you can't remember exactly, please provide the approximate number of years).

Years Months

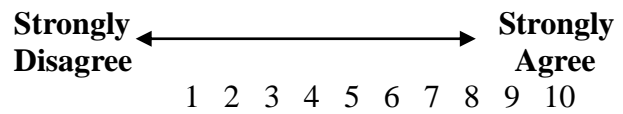
9. Why did you join the Cadet Forces? (Please tick all the reasons that apply to you)

- I wanted to join my friends
- I wanted to make new friends
- Other members of my family are involved (or have been involved with) the cadets
- I responded to an advert asking for new members to join the cadets
- I considered the cadet forces were the best option for me
- I joined because my school offers CCF activities as an option
- I joined because my school insists on my year group undertaking CCF activities
- My school made me aware of the cadet forces
- I wanted to take part in the activities being offered by the cadet forces
- I wanted to be associated with the Army, Navy or RAF
- Any other (please type it into the box)?

10. How important do you think the cadets have been in providing you with the following:-

| | Very Important | Important | Not important | Not at all Important |
|--|--------------------------|--------------------------|--------------------------|-----------------------------|
| Direction and guidance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience of teamworking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience of leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience of working with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience in confronting risk or danger | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. On a scale of 1 to 10, where 1 means that you strongly disagree and 10 indicates that you strongly agree, how much do you disagree/agree with the following: Please tick one number for each statement:-



- | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The cadets make me want to do really well in life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The cadets have taught me how to get on with people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My planning skills have got much better whilst in the cadets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My leadership skills have got much better whilst in the cadets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My practical skills have got much better whilst in the cadets. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The cadets have given me a sense of community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a healthier lifestyle because I am a cadet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The cadets have taught me to have respect for authority | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The cadets have taught me to respect others generally | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The cadets have helped me stay out of trouble | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The cadets help me get on better with my family | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Can you detail any other benefits that cadet membership has brought to you?

13. If you were not a member of the cadet forces, what would you be doing otherwise?

14. Are you (please tick one):

- | | |
|--|--------------------------|
| In School | <input type="checkbox"/> |
| At College | <input type="checkbox"/> |
| At University | <input type="checkbox"/> |
| Working in a full-time job | <input type="checkbox"/> |
| Working part-time only, not currently in education or training | <input type="checkbox"/> |
| Looking for a job, not currently in education or training | <input type="checkbox"/> |

15. Do you think that being a cadet has helped/will help you...?

| | Yes | No | Maybe |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Get a job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Succeed in your chosen career | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| With school/college/university/work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Get into college/university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. Consider the statements below and decide whether you agree or disagree with them. This helps us to understand how you feel about yourself.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel that I am a person of worth, at least on an equal plane with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel that I have a number of good qualities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have positive beliefs about myself and what I can reach. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident, and the future looks promising. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel proud, satisfied and happy as I achieve the things I set out to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know I have the personal power to make things happen in my life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am able to do things as well as most other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I take a positive attitude toward myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On the whole, I am satisfied with myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**17. Are you taking or have you completed any of the following opportunities offered to cadets?
Please tick all that apply:-**

- Duke of Edinburgh's Award
- Adventurous Training
- Sport Leader Qualifications
- First Aid training
- BTEC First Diploma in Music
- BTEC First Diploma in Public Services
- BTEC First Diploma in Engineering
- Public Services Level 3
- ILM Level 2 Certificate in Team Leading
- Other – please specify in the box below:-

18. Are you planning on becoming an Adult Instructor in the Cadet Forces?

- Yes
- No
- Undecided

19. Are you planning to join the Armed Forces?

- Yes
- No
- Undecided

20. Are you planning to stay on in education?

- Yes, full-time
- Yes, part-time
- No
- Undecided
- Already at college (full- or part-time)
- Already at university (full- or part-time)

21. Are you planning to join another 'uniformed' public service as a career (e.g. fire service, ambulance service, police force)

- Yes (please provide details) and go to question 23.
- No
 - Undecided

22. If 'No' to Question 21, do you hope to pursue a career in any of the following:-

- | | |
|---|--------------------------|
| Industry | <input type="checkbox"/> |
| Business | <input type="checkbox"/> |
| Teaching | <input type="checkbox"/> |
| Charity sector | <input type="checkbox"/> |
| Politics/Local Government | <input type="checkbox"/> |
| Civil service | <input type="checkbox"/> |
| Caring professions (e.g. healthcare, social work) | <input type="checkbox"/> |
| Legal professions | <input type="checkbox"/> |
| Other (please give details) | |

23. Consider the following neighbourhood problems and indicate the likelihood of you doing something about them. For the first four problems, this might be involve you informing someone older than yourself or someone in authority about the problem.

Very likely Likely Unlikely Very unlikely

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| i) If a group of local children were playing truant from school and hanging around on a street corner, how likely is it that you would do something or tell someone about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii) If some children were spray-painting graffiti on a local building, how likely is it that you would do something or tell someone about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii) If there was a fight near your home and someone was being beaten up or threatened, how likely is it that you would do something or tell someone about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv) If a child was being rude to an adult, how likely is it that you would tell that child off or tell someone else about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v) How likely is it that you would participate if you were asked by a local organisation to help solve a community problem? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vi) How likely is it that you would help someone you don't know well but who lives nearby, if you heard that they needed help with something? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

24. What is your ethnic background? Please tick one box:-

- White
- Mixed
- Asian
- Black
- Chinese
- Other

25. Are you registered as disabled?

- Yes
- No

Thank you for completing this survey. Your help is very much appreciated.

**SECTION B
FOR CADET FORCE ADULT VOLUNTEERS**

7. If you work with a CCF, are you a member of the school staff?:-

- Yes
- No
- I am not a member of the CCF – I am a member of a community based unit (i.e. SCC, ACF, ATC – which could be based in a school)

8. Are your employers aware of what you do as a volunteer?

- Yes
- No
- Not sure
- Not employed

9. Do your employers provide you with any special allowances to enable you to undertake volunteer activities? (e.g. paid or unpaid leave)

- No, I am not employed
- Not applicable, I am self-employed
- Yes
- No

If Yes – please specify

10. Why did you become a cadet force adult volunteer? (Please tick all the reasons that apply to you):-

- I was a cadet and wanted to continue to serve in the cadet forces
- I wanted to meet new people
- Other members of my family are involved (or have been involved with) the cadets
- I responded to an advert asking for new volunteers to help with the cadets
- I wanted to take part in the activities being offered by the cadet forces
- I wanted to gain new skills
- I wanted to gain some vocational qualifications
- I wanted to improve my local community
- I wanted to help/work with young people
- I wanted to be associated with the Army, Navy or RAF
- Any other (please type it into the box)?

11. How important do you think the cadets have been in providing you with the following?:-

| | Very Important | Important | Not important | Not at all Important |
|--------------------------------------|---------------------------|--------------------------|--------------------------|---------------------------------|
| Ability to help develop young people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal development opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Developing leadership skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Developing organisational skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Developing interpersonal skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Being part of a community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Being able to help others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Receiving training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

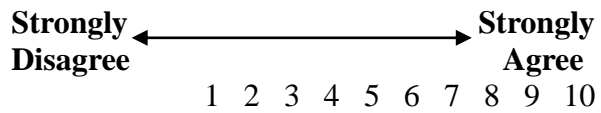
12. Are you taking or have you completed any of the following opportunities offered to volunteers? Please tick all that apply:-

- Duke of Edinburgh's Award
- Duke of Edinburgh's adult leader qualifications
- Adventurous Training
- Sports Leader qualifications
- City and Guilds Membership in Strategic Youth Management
- City and Guilds Graduateship in Youth Management and Training
- City and Guilds Licentiate in Youth Leadership and Training
- ILM Award in First Line Management
- ILM Award in Leadership
- First Aid NVQ
- Any others – Please give details

13. What are your intentions regarding your future with the cadets?

- I plan to remain as a volunteer in the cadet forces for as long as I can
- I plan to leave the cadet forces within the next 12 months
- I have no firm plans

14. On a scale of 1 to 10, where 1 means that you strongly disagree and 10 indicates that you strongly agree, how much do you agree with the following: Please tick one number for each statement:-



- | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Since volunteering, my thinking skills have got much better | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Since volunteering, my leadership skills have got much better | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Since volunteering, my practical skills have got much better | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Volunteering has given me a sense of community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a healthier lifestyle because I am a volunteer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Volunteering helps me get on better with others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Consider the following neighbourhood problems and indicate the likelihood of you doing something about them.

Very likely Likely Unlikely Very unlikely

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| i) If a group of local children were playing truant from school and hanging around on a street corner, how likely is it that you would do something or tell someone about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii) If some children were spray-painting graffiti on a local building, how likely is it that you would do something or tell someone about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii) If there was a fight near your home and someone was being beaten up or threatened, how likely is it that you would do something or tell someone about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv) If a child was being rude to an adult, how likely is it that you would tell that child off or tell someone else about it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v) How likely is it that you would participate if you were asked by a local organisation to help solve a community problem? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

vi) How likely is it that you would help someone you don't know well but who lives nearby, if you heard that they needed help with something?

16. To what extent would you agree that being an adult volunteer:-

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Improves self confidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides better job prospects due to the training and experience gained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improves your connection to the local community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Increases your team spirit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Improves your attitude towards a healthy active lifestyle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Increases self worth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. Please indicate your age band:-

- 18 – 21
- 22 – 29
- 30 – 49
- 50 – 59
- 60 – 64
- 65 or over

18. What is your ethnic background? Please tick one box:-

- White
- Mixed
- Asian
- Black
- Chinese
- Other

19. Are you registered disabled?

- Yes
- No

Thank you for completing this survey. Your help is very much appreciated. We are intending to put together case studies of the benefits of being in the cadets. If you are willing to be contacted on this topic then please provide a contact telephone number or email address.

2: Interview template

NB each interview will be different to reflect the context and to allow the interviewee to offer insights which we may not have anticipated. However, interviews will be guided into the following topics, though not necessarily in the same order. The first column is the general topic area followed by the types of questions to ask.

Interviewees will be steered into providing evidence, e.g. if they claim a positive impact, how do they know?

*whilst emphasis will be on perceived positive impacts, interviewees will also be asked if there are any perceived disadvantages or negative impacts

CCF schools

| General topic | Items to explore | | | |
|-------------------------------|---|---|---|---------------------------------------|
| Brief background on school | Type of school | Mix of students/ family background etc | Does unit act as social leveler? | |
| Rationale for hosting unit | Have motivations /expectations been realized? | | | |
| Type of students who sign up | Are they generally the more able as has been suggested elsewhere? | What is the difference between those that do and those that do not sign up? | What motivates students to become cadets? | Are expectations fulfilled? exceeded? |
| Impacts* on individual cadets | Academic performance Attendance Attitude/behavior to staff/peers Self esteem, confidence | Knock on effect - influence other non-cadet students? (Halo effect) | Raise aspirations? | |
| Impacts* on individual staff | what benefits to staff directly involved? | staff not involved? | | |
| Impacts on school | General ethos Evidence of pro-social behaviour Relationships with other students | How aware are those not directly involved in the activities of the unit? | can cadet staff/activities etc be used as more general resource for school? | Contribute to curriculum development? |
| Impacts* on wider community | Other schools? | Local community? The wider society? | Is there any feedback from families? | |

Community based units

| General topic | Items to explore | | | |
|---|---|---|---|---|
| Brief background of unit | Location | Mix of cadets/ family background etc | Does unit act as social leveler? | |
| Rationale for hosting unit | Have motivations /expectations been realized? | | | |
| Type of cadets who sign up | Are they generally the more able as has been suggested elsewhere? | What is the difference between those that do and those that do not sign up? | What motivates young people to become cadets? | Are expectations fulfilled? exceeded? |
| Impacts* on individual cadets | Attitude/behavior to adults/peers, etc Self esteem, confidence Raise aspirations? | Evidence of pro-social behavior? | Relationship with peers – direct influence/halo effect? | Any feedback from families? |
| Volunteering | Explore value/contribution of volunteering | How important to cadets that leaders/instructors volunteer their time? | | |
| Local impact, ties with local community | Evidence of pro-social behaviour Relationships within local community | How aware are those not directly involved in the activities of the unit? | Does unit have any direct benefit to community outside unit itself? | Visible sign of armed forces in local communities? Value of that? |

| | | | | |
|-----------------------------|------------------------------------|--|--|--|
| | | Local profile? | | |
| Impacts* on wider community | Promote public service ethos?ethos | Evidence of reduction of anti-social behavior? | If accept the positive benefits of cadet membership, how can the organisation reach out to those who might benefit the most? | |

3: Telephone Interviews Introductory Letter

In the recent online questionnaire, commissioned by the Council of Reserve Forces' and Cadets' Associations, you indicated that you would be prepared to be interviewed as part of the process of evidence gathering into the societal benefits of cadets. This email is to thank you for your cooperation and to warn you in advance that a member of the study team, from Southampton/Portsmouth University, will shortly be in contact.

It would be of significant assistance to the research team if you could provide a preferred contact number (if you have not already done so) and the best time of day for you to be called.

If you no longer wish to be considered for interview please inform me and I will ensure that you are not contacted further.

I look forward to hearing from you at your earliest convenience.

Warmest regards,

The Research Team

The project was directed by Professor Graham Moon (University of Southampton) and Dr Liz Twigg (University of Portsmouth).

Professor Moon has over thirty years of experience in qualitative and quantitative research and has led projects for the UK research councils, for industry and for a wide range of public sector organisations, including a recent ESRC Knowledge Transfer Programme investigating the use of routine data for measuring Every Child Matters outcome indicators.

Dr Twigg is an experienced researcher who has recently completed ESRC funded work on anti-social behaviour and is currently undertaking research on equality of opportunity in sporting excellence programmes.

Dr Jo Horwood was the project researcher. She has recently completed a local authority funded study of community sustainability