

# The social impact and return on investment of the Cadet Forces



4 Inf Bde and HQ NE Cadet Conference

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The Cadet Forces Mission is 'To prepare Cadets for success in their chosen way of life, increasing their awareness and understanding of the Armed Forces and their role in society by delivering enjoyable, well-organised, military-themed activities in a challenging and safely-managed environment'.

**Extract from JSP 20814**



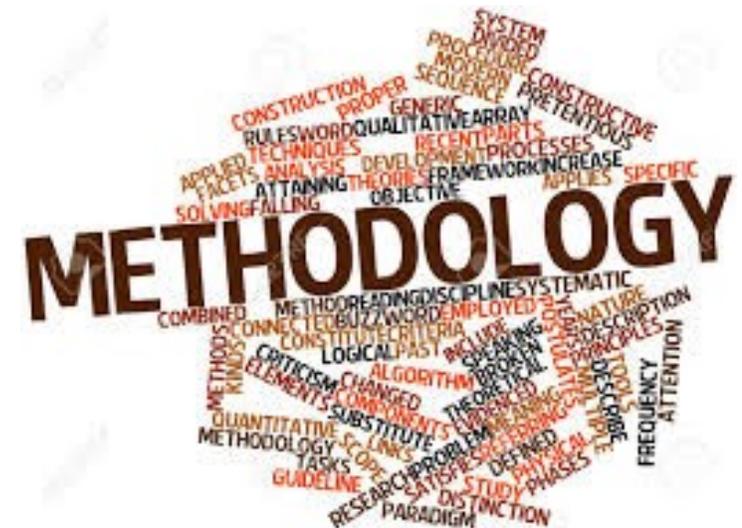
# Research Questions

- What is the social impact resulting from the UK (MoD) spending c. £200M p.a. on Cadet Forces?
- What is the social impact of the Cadet Expansion Programme (CEP) on the individuals who join the cadet units, their schools, the CFAVs, their local communities and wider society?
- What are the benefits of the qualifications provided by CVQO to cadets and Cadet Force Adult Volunteers?
- Longitudinal project over four years August 2016 to July 2020
- Final report now with MOD Youth and Cadet Team



# Methodology and Data

- Semi-structured interviews with over 640 cadets, CFAVs, parents, school staff and governors
- Self-completion on-line or paper survey cadets, CFAVs and Headteachers (5,500+)
- Economic analysis using primary and secondary data to evaluate the social impact of the Cadet Forces on cadets and CFAVs
- Analysis of relevant databases inc. Westminster, Bader, CVQO
- Review of relevant literature
- Enough data for 5 x PhDs!



# National Context: We have a problem

## **'Mental Health of Children and Young People in England 2017' (NHS)**

- mental health of young people is 'a cause for concern'
- In 2017 13% 5-to 19-years old had at least one mental disorder
- Mental disorder increases with age: 5.5% of 2 to 4-year-old children, but 16.9% of 17 to 19 years old;
- Emotional disorders have become more common in five to 15-year-olds
- <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

# Impact of being poor



- Using eligibility for Free School Meals (eFSM) as a proxy for poverty
- Children that are eFSM score lower in measures of self-esteem and self-efficacy which correlate to poorer academic performance.
- eFSM children 4 x more likely to be excluded from schools than children who are not eFSM.
- 70% of eFSM children do not meet expected standards at age 16 (don't get good GCSEs).
- Being excluded from school often leads to becoming NEET.
- Only 1% of excluded young people achieve five good GCSEs including English and Maths (DfE 2017g)
- The IPPR estimated in 2017 that the lifetime cost of exclusion is c. £370,000 per individual.
- c. 10% of cadets are eFSM (about 13,000 young people)

# Key Finding

- Self-efficacy is defined as a person's confidence in their ability to exert control over their own future
- Self-efficacy is significantly correlated with work-related and school-related performance and motivation
- Nationally, young people eligible for Free School Meals (eFSM) score lower on measures of self-efficacy
- A significant minority (c. 10%) of cadets are eFSM
- *But longitudinal data show that there were no statistically significant differences between eFSM cadets and non-eFSM cadets*
- Hypothesis is that cadets that are eFSM have improved self-efficacy because of the activities they undertake in the Cadet Forces

# Does key finding matter?

- Even moderate improvements in GCSE attainment can lead to significant increases in economic benefits to society.
- Lack of progress in addressing the attainment gap and social mobility in general = significant cost for taxpayers.
- Sutton Trust report showed that even a modest improvement in social mobility could lead to an increase in the UK economy of 2% or £39 billion.
- Our analysis suggests that CCFs could be part of the solution to the attainment gap and help improve social mobility across the UK.
- Huge ROI potential.
- *The work the Cadet Forces do matters and has great value to UK plc!*

# Being a cadet develops

- the ability to **communicate** clearly,
- the ability to **lead** a group,
- the **resilience** to keep going,
- the ability to work as a member of a **team**,
- the ability to use **social skills**,
- the ability to accept **diversity** and work with different people,
- the personal **confidence** to utilize key skills in different situations and with different people.



# Positive outcomes of Cadet Forces

- Improved social mobility
- More effective education (as a direct consequence of improved attendance and behaviour)
- Improved mental and physical wellbeing
- Enhanced employability
- Reduced vulnerability/increased resilience (to bullying and to criminal and extremist organisations)
- Increasingly inclusive communities (ethnic, religious, socio-economic)
- Cadets and CFAVs benefit



# Wellbeing impact of being a cadet

- Young people in the Cadet Forces produce an annual return on investment of c. £83 million as a result of wellbeing increases, made up of:
  - A reduction in GP visits, worth c. £450,000
  - A reduction in use of mental health services, worth c. £610,000
  - Lifetime private benefits from their increased likelihood of attending FE/HE of c. £63,000,000
  - lifetime public benefits in increased tax receipts from their increased likelihood of attending FE/HE of c. £21,000,000.



# Impact of Cadet Expansion Programme

- Having a supported and successful CCF unit in a school:
  - Improves attendance (7% boys, 3% girls)
  - Attendance improvement increases with time in cadets (5% Yr 9, 8% Yr 11)
  - Significant impact on disadvantaged groups attendance (5% English as additional language, 7% eFSM, 7% Pupil Premium)
  - Increased attendance strongly linked to increased attainment, particularly among disadvantaged groups



## Why does a CCF improve attendance?

Children belong to something bigger than them, or the school.

Sense of identity (uniform etc.)

Role models

Different relationships with teachers

Challenging fun

# Value of CVQO awards to eFSM cadets

- Gaining 1-2 good GCSEs is associated with significantly increased likelihood of employment and high-wages (lifetime productivity returns £124,412 female, £192,694 men)
- Many eFSM children fail to gain any GCSEs
- 169 female cadets and 328 male cadets that are eFSM gained BTEC or ILM at level 2 in 2018-19
- Teachers say that gaining a BTEC or ILM greatly increases the cadets likelihood of gaining good GCSEs
- Lifetime value for the 2018-19 cohort of learners = £108.9 million
- *Figures and calculations are indicative*
- But, for children from poor homes, CVQO qualifications have great importance



# CFAV data highlights

- 22 item survey of CFAVs (n = 353)
- Male = 70%, Female = 30%\*
- CFAVs that were cadets = 66%
- CFAVs that were in HM Forces = 30% (majority ex-Army)
- Ex HM Forces CFAVs were nearly all cadets themselves!
- CFAVs that are employed = 91%
- Employers that actively support CFAV role = 67%
- CFAVs with CVQO qualifications = 30% (participation varies widely)
- 97% of CFAVs that are teachers, social workers or in the police believe that participation in the Cadet Forces is particularly beneficial for disadvantaged youngsters
- \*MOD sponsored Cadet Force Statistics 2019 has very similar percentages



# Value of Adult Volunteering

- Simple model – minimum wage (Community Works): multiply CFAV hours x minimum wage **Total = c. £91 million p.a.**
- Sophisticated model – life satisfaction (Fujiwara et al 2013): frequent volunteers (i.e. CFAVs) gain £16,335 of benefit p.a. **Total = c. £453 million p.a.**
- Conclusion: the value of the time, energy and effort CFAVs put into the Cadet Forces is enormous, as is the benefit they gain!



# Government Departments benefiting from Cadet Force outcomes

- MOD
- DfE
- DWP
- Health and Social Care
- HMRC
- Housing, Communities and Local Govt.
- Home Office



# The Cadet Forces Difference

£200,000,000 = cost of Cadet Forces p.a.

£370,000 = lifetime cost of exclusions (IPPR 2017)

*540 = annual number of young people the Cadet Forces has to change life outcomes for to cover annual cost of Cadet Forces*

130,000 = number of cadets in April 2020



Big numbers, Small number, Big number