



Department
for Education

Combined Cadet Forces in State Funded Schools: Staff Perspectives

Research Report

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Key messages

To learn lessons of good practice and understand areas of challenge faced by existing Combined Cadet Force units, qualitative interviews were undertaken with 7 state funded schools.

Staffing & Integration

- To maximise the influence of a Combined Cadet Force (CCF) within a school the unit needs to be integrated into the school as much as possible.
- CCFs are run by highly skilled, committed staff, passionate about giving young people development opportunities. Frequently they do this in their own time to provide the best for their cadets. CCF staff who were interviewed displayed a 'can do' approach when faced with challenge.
- Recruiting and retaining the right staff was a key concern for the CCFs. Teachers often do not have the capacity to offer the level of commitment required to be a teacher and CCF staff member.

School Setting

- CCFs were commonly regarded as an enrichment activity in schools like other clubs (e.g. football or drama clubs). However, some who offered qualifications aspired to be seen as co-curricular activities, adding to the educational offer of the school.
- CCFs were supported by headteachers and were recognised by some as a unique selling tool for their school. A CCF could still flourish even if the school was struggling.
- Most CCFs were keen on partnerships with other schools but faced barriers due to funding, administration burdens or unwillingness from other parties. Others were concerned that expansion would dilute the cadet experience, particularly when the central offer from the MoD (i.e. access to camps etc.) is already reducing.

Challenges

- Increasing administrative burdens from the MoD added to workloads. This, it was felt, reduced abilities of CCF staff to offer more opportunities for cadets and negatively affected recruitment of new CCF staff.
- A shortage of resources was reported by most CCFs. Many tackled this through informal links and sharing with other units. Some felt the administration requirements from sharing resources prohibited them from doing so.

The Cadets

- Many felt that the CCF played a part in keeping some pupils in school and created or increased aspirations, though cases were rare. The longer-term influence of the CCF isn't known by CCF units, who lose touch with most cadets soon after they leave the school/CCF.
- Many CCF staff felt the CCF should always be voluntary to fully engage young people.
- There is no such thing as a typical cadet, though those considering a career in the armed forces and those considered to be 'socially vulnerable' were often mentioned as particularly attracted to the CCF (these groups are not mutually exclusive).

1. Introduction & Policy Background

Cadet Forces are one of the largest youth organisations in the UK aimed at young people between the ages of 10 and 20. Through a broad range of challenging and life changing activities, they help prepare young people for active involvement in community life. Their military ethos aims to foster confidence, initiative, self-reliance and a sense of service to others. Cadets learn self-discipline, resilience and leadership skills, but also develop a sense of community and teamwork.

Combined Cadet Forces (CCFs) are based within, and funded by schools with initial funding support from the Ministry of Defence (MoD)/Department for Education (DfE). The MoD also provides:

- Uniforms;
- weapons and ammunition;
- training for adult volunteers;
- training assistance;
- access to military facilities/transport;
- loans of stores and equipment; and
- remuneration for adult volunteers.

To effectively run a CCF the school provides:

- cadets;
- time within the curriculum;
- accommodation and storage;
- adult volunteers; and
- commitment.

The CCF has one of the longest histories of all the cadet forces sponsored by the MoD, dating back to the 1850s when a number of schools formed units which were attached to Rifle Volunteer Battalions for Home Defence¹. Since the 1950s the CCF has been recognised as a voluntary youth organisation, the aim of which is to provide an opportunity for young people to exercise responsibility and leadership in a disciplined environment.

Prior to the current Cadet Expansion Programme there were 237 CCF contingents based in both state and independent schools and colleges throughout England (61 in state funded schools and 176 in independent schools).

¹ Taken from: [MoD Cadet Forces and MoD Youth Work Guidance](#) accessed 5th February 2014

The CCF contingent may comprise up to 3 service sections – Royal Navy, Army and Royal Air Force. Some Royal Navy sections also include Royal Marine detachments.

The CCF is not part of the UK Armed Forces. While adult volunteers and cadets wear uniform, they do not incur any liability for service or compulsory training in the Armed Forces as a result of being a CCF member.

Each school contingent is run by a team of adult volunteers drawn, in the main from teachers within the school, although outside volunteers are often invited to help. Schools may employ a school staff instructor (SSI), either full or part-time, who is usually a retired senior non-commissioned officer. Participation in the CCF in state funded schools is voluntary; for some pupils in independent schools, participation in the CCF is compulsory.

Training opportunities for cadets occur during weekly parades in school, whole day and weekend training periods (field days), at annual military camps, on courses run by the Armed Forces specifically for cadets and through adventurous training expeditions arranged on an ad hoc basis. Cadets follow the syllabus appropriate to the section they join but all include drill, skill at arms and use of map and compass. Adventurous training opportunities include mountain walking, canoeing, gliding and offshore sailing. Cadets may also have the opportunity to gain BTEC qualifications in public services and music.

On 30 June 2012, the Prime Minister announced the expansion of cadet forces. By 2015 100 more state-funded schools will be able to develop cadet units. The Cadet Expansion Programme (CEP) has been given £10.85m by the DfE and the MoD so that more young people in state funded schools can benefit from the cadet experience. The ambition of the programme is for pupils to use the benefits of the military ethos to achieve a good education and positively shape their futures. To date 42 new units have been approved: 21 partnerships and 21² new units.

1.1 Existing Evidence

There is relatively little existing evidence on the impact of cadet organisations on young people's attainment and outcomes. One major limitation of studies published to date is the inability to draw causal inferences from findings due to the potential for selection bias. For most, being a cadet is a voluntary activity and therefore it may be that the type of young person who is attracted to become a cadet already has the associated positive traits (such as increased attendance etc.), as opposed to the CCF *causing* such behaviours. This needs to be considered when interpreting findings.

² Correct as of 11th June 2014

Anderson-Butcher et al (2004) studied Boys and Girls uniformed groups in the United States and found that members of such groups displayed increased pro-social attitudes and behaviours which were associated with supportive relationships with staff, leading to increased academic achievement and decreased anti-social behaviour.

Feinstein, Bynner and Duckworth (2006) used longitudinal data from the British Cohort Study (BCS70) to explore social exclusion at age 30 correlated with a range of social activities at an earlier age, including 'uniformed youth groups' which included CCFs. Analysis revealed that those previously involved in uniformed youth groups were less likely to be socially excluded at 30 compared with those who hadn't been involved. This does not imply that being a cadet in your teens reduces later risks of social exclusion; it may be due to selection bias where those drawn to such groups are already at lower risk of social exclusion.

The University of Wales, Newport conducted a study of the impact of Combined Cadet Forces in State secondary schools in Wales (June 2009). Though small scale and limited in scope, findings suggested that the CCFs may:

- positively influence cadets' attitudes to school work;
- provide an opportunity to offer different qualifications not available in school (e.g. BTEC in Public Services);
- positively impact on attendance (though no counterfactuals are used - it may be the type of pupil who is attracted to cadets may be better attenders rather than the CCF increasing attendance); and
- positively influenced cadet behaviour, communication, organisational skills, self-esteem and self-confidence.

Moon et al (2010) reviewed all types of cadet force³ to identify existing knowledge of societal impacts of cadets and ascertain views of impacts from cadets, volunteers and schools/organisations hosting cadets. They found that Cadets provides a unique and rich activity package unavailable to most young people, as well as the opportunities to gain different qualifications. These can lead to personal development (particularly around self-esteem, confidence and high levels of respect for others) and skill acquisition which contribute to CV enhancement for future opportunities. Some cadets described it as a lifeline which provided positive direction during difficult periods in their lives. A main theme emerging from the study revolved around the sense of community Cadets creates, where each member is cared for and valued. This linked with the opportunity to meet and work with different people enables Cadets to be an enriching environment.

³ (CCFs, Sea Cadet Corps, Royal Marine Cadets, Army Cadet Forces and the Air Training Corps)

1.2 Purpose of Current Project

The Department for Education (DfE) and the Ministry of Defence (MoD) were keen to understand the effects that a well-established Combined Cadet Force has on state funded schools and academies (and their pupils/cadets), to learn lessons of good practice to share with new units and understand areas of challenge.

2. Method

Telephone interviews were held with 7 headteachers (or deputies) and 7 Contingent Commanders (or School Staff Instructors where CCs were unavailable) from 7 different state funded schools across England. Interviewees were asked about: their school and the background to the CCF (how and when it was set up); reasons for having a CCF; about the CCF (type of section, size, parading activities, staffing); recruitment practices (both cadets and CCF staff); how the CCF influenced school and wider community life, and; what the CCF offers the individual cadets. Copies of the topic guides used for the interviews can be found in appendix A.

This is a small scale qualitative study, designed to get an in-depth view of how the CCFs are working within the schools in the sample. Findings are based on the views of those interviewed. It is not designed to be representative of all CCFs. However, the findings highlight areas of good practice which can help other newly formed CCFs. It can also help shed light on areas where improvements are required or concerns are being raised.

2.1 Sample

The 7 schools were selected on the following grounds:

At the time the sample was drawn there were 66 state funded school CCFs in England (October 2013). CCFs in state funded boarding schools and grammar schools were removed from the sample as it was felt that these schools were atypical of those who would join the cadet programme under the current expansion. In addition, schools which were in an Ofsted category, experiencing declining performance or had a very low proportion of pupils on free school meals (a proxy for disadvantage) were removed.

Four of the schools were boys' schools though all had girls from neighbouring girls' schools within the CCF. Most had well established CCFs. Several were based in areas of high deprivation and many had experienced challenging periods. A summary of each school can be found in appendix B.

3. Findings

3.1 The Combined Cadet Force Setting

All sections of the CCF (Royal Navy with Royal Marines, Royal Air Force and Army) were represented in the sample, the most common being Army contingents. All CCFs were based in state funded schools that had been established for several years (some over several decades) and were not part of the Cadet Expansion Programme.

The CCFs varied in size, from 40 cadets to over one hundred. One CCF unit was the equivalent size of 10 per cent of the school population. Not all cadets on roll attended every parade session, around 50 per cent of each unit were regular 'committed' cadets. Some had excellent facilities (helped by sharing resources with other local cadet forces) whereas some had facilities in need of improvement.

Some CCF units were based in buildings within the school grounds. It was felt that this helped promote the CCF to potential cadet recruits and helped provide a sense of military ethos within the school. Other units were based in buildings away from the main school, staffed purely by external staff. According to the CCF staff this reduced the influence the CCF had within the school.

For the CCFs to have a wider affect than just with the cadets in the contingent, all school staff must be aware of and supportive of the CCF. Parents can also have a positive influence in the success of a CCF.

3.1.1 Why open a CCF?

Very few interviewees had been at the school when the CCF was established. One teacher with a military background was proud he had founded the CCF at his school. He did so because he wanted to put something back into the community, to give the pupils at his school a great opportunity and to help to go some way to '*levelling the playing field with pupils from the independent sector*'.

3.1.2 Engaging Headteachers

Headteachers' initial impressions of their CCFs varied based largely on their own personal experiences though remained broadly positive. They viewed the CCF as *surprising, fascinating, heartening* but somewhat *old fashioned* and *quaint*- '*a bit like a scene from Chariots of Fire*'. Others didn't like the military being associated with their school, particularly having weapons on site. However, even the most sceptical saw the potential benefits of the CCF for their school if it was appropriately managed.

Most headteachers acknowledged that a cadet force was a unique selling point for their school to attract potential pupils and parents. Where they weren't currently using the CCF as a recruitment tool they reported that they may do so in the future. It was common to have had cadets present at school events which promoted both the school and the CCF to parents and the wider community (e.g. one school held an annual fireworks show which the cadets stewarded). Some headteachers saw this as a great way to showcase their CCF and there were reports of parents of pupils from other schools asking if their child could join the CCF as they felt it was an excellent opportunity.

Headteachers were typically not heavily involved in the CCF. Most attended the annual MoD conferences for headteachers and the biennial MoD inspections along with representatives from the Governing Board. One headteacher mentioned the MoD inspection report and how he had used it as evidence of the success of his unit, even during periods of challenge in the school. One described his involvement as supporting staff requests for leave to attend camps and other field activities. Some expressed a desire to be more involved in the CCF, or to work to raise its profile within the school/local community, though were new to their post so were still finding their feet.

Headteachers regularly regarded the CCF as an enrichment activity for pupils, one described it as '*a social organisation with a learning purpose*' but did not promote the CCF over other enrichment activities offered by the school (for example, football clubs, chess clubs, arts and drama groups). Due to the qualifications on offer in one CCF⁴ there were discussions about treating the CCF as a co-curricular activity as it increased the education offer available to pupils.

3.1.3 Engaging other School Staff

School staff engagement varied from high (where all staff were aware of the CCF and what it could offer pupils and some had senior staff attending annual camps) to low (one CCF staff member reported that some teachers made fun of pupils who attended school in their cadet uniforms).

Schools where teachers were more aware of their CCF were generally more positive about their CCF, its potential to help young people and its future. Often, these CCFs had teachers or other school staff as CCF staff, or CCF staff which were based in the school for more than one day per week. This increased visibility meant that CCF staff were more accessible (so cadets could discuss problems, potential cadets could discuss aspirations to join). This visible link between the school and the CCF promoted the military ethos around high standards of behaviour and discipline- as the levels of behaviour expected in the CCF were also expected within school. Equally it allowed teachers to access CCF

⁴ Some CCF units offer BTECs in music and public services

staff, to learn more about the CCF and discuss cadets' behaviour if appropriate. In schools where CCF and school staff intermingled many discussed progress/behaviour of cadets, (particularly if it had deteriorated) and between them they could work to improve it (see section 6.2.7 for more information).

Based on the interviews conducted, it seems that to reach its potential, a CCF needs to be supported by all school staff. Staff need to be fully aware of the CCF, what it can offer the school and its pupils and also where the CCF can help them (i.e. as an effective tool to help promote positive school behaviour amongst existing cadets).

3.1.4 Governing Board Engagement

It was felt that a successful CCF needs to be supported by the Governing Board, not just the headteacher, but governor support was often limited to attending biennial MoD inspections. One school noted some governors resenting the military nature of the CCF within their school although this did not seem to have an adverse impact. Conversely, one longstanding CCF staff member described an occasion where a supportive Governing Board had, on appeal from the cadets, overturned an unpopular decision from the headteacher to stop cadets wearing CCF uniforms on parade days.

3.1.5 Parental Engagement

Staff felt that many parents were aware of the CCF at their child's school prior to the child joining since headteachers often saw it as a unique selling tool for their school. However, the presence of a CCF at the school was not always prominent in prospectuses or on school websites. Some interviewees believed that some parents enrolled their child into school because of the CCF; however this was largely dependent on the school intake. For example, one school explained that parental engagement in the school was very low, which led to no engagement with the CCF. Others felt that parents with military backgrounds tended to encourage their children to join.

Parental involvement was regarded as helpful in retaining cadets in units, particularly for young people whose behaviour was challenging- for example, one pupil with challenging behaviour became a cadet and his behaviour, both in school and at home improved. However, over time it had deteriorated to a point where cadet membership was on the line. His mother, understanding and seeing the benefits it could have on her son and the value he placed on his cadet membership discussed this with his School Staff Instructor (SSI). They agreed to keep him in the CCF on condition that his behaviour improved. He was monitored by the unit (by the SSI and more senior cadets) and put forward for courses where he excelled. His behaviour improved and he gained national awards for his achievements.

One school held an annual CCF barbecue where all parents, cadets and school staff were invited to attend. This increased awareness of the CCF amongst school staff and parents promoting recruitment.

3.1.6 Community Engagement

The wider community appeared to have had little knowledge of the CCF units within the schools except where CCF activities were deliberately held in the community (e.g. Poppy Appeal fundraising, CCF fundraising by bag packing in local supermarkets; stewarding school events). These events had positive effects for the local community as schools received praise and recognition for young people 'doing good'. However, behavioural problems of cadets outside of school (which received police attention) led to some CCFs no longer allowing cadets to wear uniforms outside of the CCF environment, which reduced visibility and awareness.

3.2 Managing the Combined Cadet Force

3.2.1 Recruiting & Retaining Staff

Staffing is critical in the success of a CCF. A large part of staffing the CCFs relied on the good will of those involved. Many schools and CCF units described difficulty in recruiting and retaining the right staff. Even those who currently had committed CCF staff expressed concern about recruiting other staff should they leave. Headteachers acknowledged that teaching was a difficult and highly demanding profession and most teachers did not have the capacity to commit to the CCF. CCF staff frequently expressed concerns over the amount of time the CCF took up- often being done in their own time. When questioned about their willingness to do so, many cited motivations to give their cadets the best opportunities they could.

One SSI believed that a lack of goodwill was to blame for the inability to recruit school staff; he felt that extra demands were placed on them to the point where they were unable or unwilling to take on further responsibility. Another described the practical considerations of recruiting school staff and the impact this can have on the CCF. An example was provided of a teacher who had spent all day with pupils, some of whom may have been in his/her classes and then had to spend more time with them parading. It was easy for behaviour/tensions from school to spill into CCF activities.

Some CCF staff were employed by the school specifically for the CCF. Those SSIs who were contracted on a part-time basis (1 day per week) often said this was insufficient to cover CCF activities, particularly the administrative burden placed on it by the MoD. This led to staff conducting necessary tasks in their own time to manage the CCF effectively. (For further information on the administrative burdens please see 6.2.6)

In CCFs run by external staff, the status of the unit within the school is lower than those where school staff were involved- and the schools tend not to consider it integral to their education offer, presumably as it is easier to be forgotten.

3.2.2 Staff with the Right Skills & Experience

When staff were recruited, some CCFs found that they did not have the right skills, experience or personality to effectively engage cadets. The most important characteristic in successful CCF staff was described as being primarily interested in helping young people. Whilst teachers have already been assessed as suitable for working with young people, it does not necessarily follow that they are suitable for working in a CCF. One SSI described a '*fear of failure*' among teachers who were unwilling to become involved, he said that others '*weren't able to think outside the box*' to engage cadets in the ways expected and that the CCF demands different skills to those used in the classroom.

An SSI described a former CCF staff member (who was a teacher) as having '*the wrong personality*' to work with cadets, she didn't offer enough support and praise so the cadets weren't encouraged enough. Another described teaching staff who were not fully committed, as they only wanted to attend CCF when '*their activity*' was on, rather than attending every session. Others felt that teaching staff saw the CCF as a youth club, so were surprised when they signed up to see it was something very different and quickly withdrew.

One Contingent Commander (a teacher) qualified this by explaining how the classroom and the CCF setting differ in relation to behaviour, discipline and teaching and how it takes time to adapt to these differences. In the classroom the teacher teaches, the pupils listen, and it is the teacher who is held to account in terms of academic achievement. In the CCF, the role of the CCF staff are to instruct the senior cadets who then teach the more junior cadets- so everyone has a responsibility for each other- and everyone is there through choice. If staff are unwilling or unable to adapt to this change problems can occur and cadets may not engage, as described above. This CC was a longstanding member of the CCF and had been at the school for many years. When he joined the school, the CCF was already established and whilst he was respectful of it, he had no wish to be part of it, being a pacifist. However, one section was at risk of closure due to lack of staff. With the political landscape of the time (1990s and the Gulf War), his views started to change regarding the need for defence. He felt he had valuable experience which would benefit him in the CCF and a desire to help young people so he joined and hasn't looked back.

Many, (though not all) CCF staff had a military background and/or experience in other public service professions (i.e. police, fire service etc.). This appears to have a beneficial impact for the organisation and running of the CCF and helped encourage the military ethos. Such staff spoke very positively of the CCF and the opportunities it provided for

young people. Teaching staff who were involved in the CCF who also had a past military background were particularly positive about the CCF- frequently mentioning the subtle but distinct approaches to discipline which are demonstrated in the CCF compared with those of the classroom. They believed this conveyed the military authority and respect required for the CCF- often giving examples of how a pupil would respond differently to taking orders in the CCF compared with the school setting. One teacher (a CC) firmly believed that because of his involvement in the CCF, pupils in his lessons were better behaved than in other lessons because of the perceived authority this had given him. One CC with no military background had benefitted from the military background of others when he joined the CCF to learn about traditions and etiquette (e.g. saluting in the correct way to the correct people) though did not consider it vital in a successful CCF.

Many ex-cadets continued to be involved in their CCF as adult leaders once they had left the school- but this was frequently short lived as the lives of young people 'got in the way', as they left to go to university or had work commitments.

When the CCFs had the right staff it generated interest in the CCF and enabled the CCF to grow- one CC joined a flagging CCF with only 6 cadets in one section. Within six months the section had grown to over 40 cadets and had to turn some potential cadets away.

3.2.3 Facilities & Resources

Almost all CCF staff discussed the need to share resources with other units (e.g. staff with the right training such as Skill at Arms instructors; space to conduct some activities or equipment including weapons), mainly community units rather than other school based CCFs. Informal links were regarded as vital as they enabled units to provide the best possible opportunities for cadets. These links were strongest where CCF staff had been involved in cadets for a long time or where they had established military links.

Resource sharing was not always straightforward. Administrative burdens around the sharing and movement of equipment can hinder this process as often it required more time than their contracts allowed, putting pressure on the goodwill of staff. To save on costs one CCF unit tried sharing annual camps with another neighbouring unit. However, a clash of personalities amongst CCF staff meant it wasn't successful and will not be repeated. Similarly, a headteacher explained how he was keen for his CCF to establish better links with other units though felt that the CCF staff placed barriers in the way, blocking the opportunity.

One unit addressed lack of resources directly by using European funding and their own CCF fundraising efforts to purchase their own equipment or take their cadets on overseas exercises.

Some CCF units described tensions between the CCF and school for the right facilities which were fit for purpose and available when needed. One unit was unable to use CCF

designated facilities due to health and safety concerns- so the school used them for other purposes. The headteacher, believed that the CCF were able to be more flexible than the school and the school had to take priority when it needed more space.

CCF staff felt that facilities were best if they were for exclusive use of the CCF (so they could control its use) but that these facilities should be located within the main part of the school (not on its outer edges). This would allow them to offer the best opportunities for cadets and help integrate the CCF with the school- enabling the CCF to move from an enrichment activity to a co-curricular activity for young people.

3.2.4 Partnerships

All schools expressed an interest in partnerships to some extent, collaborating with other schools to offer the cadet experience to as many young people as possible and making better use of links. Several of the CCFs based in Boys' schools tended to have girls from neighbouring Girls' Schools attending, in a partnership which seemed to benefit both schools.

Under the current Cadet Expansion Programme (where new partnerships are encouraged as an effective way of increasing cadet opportunities to other schools), some had attempted to get other schools involved in their own CCFs, though frequent barriers led to none being successful. Potential partner schools were often very interested in the opportunity until they realised a funding commitment was required, at which point they withdrew. Some schools withdrew because of political differences between headteachers or over concerns about potential problems if there were 'fallings out between cadets' as it was unclear which school would be the lead and manage the process.

Whilst recognising partnerships could be positive, some CCF units felt that they did not have the resources to commit to a larger CCF (as entering into a partnership would expand their unit). They preferred to focus on the quality of experience rather than quantity of cadets. One CC expressed concern around the impact of central resources (from the military) if cadet numbers rise significantly on a national level. For him and his cadets, a major reward for the cadets was the annual camp and the other activities which the armed forces exclusively provide. He reported that over recent years places for his cadets on such events have dwindled in line with MoD cuts. He felt that this will have a knock-on effect on the morale and recruitment of cadets if it continues.

Although not entering into any partnerships, one CCF unit was being used locally to showcase successful CCF units to other schools who may be interested in setting up their own unit.

Only one school had been involved in an 'old style' partnership (i.e. those created prior to the Cadet Expansion Programme was launched). The partnership was with a local

special school- the special school used their facilities although they were entirely separate with no shared activities.

3.2.5 Administrative Burdens

Administration appears to be a constraint for many CCFs who see burdens placed on them by the MoD or the school themselves. Many CCF staff mentioned the increasing burdens of paperwork placed on them by the MoD which reduced their capacity to do more with the cadets. It was considered to be a large factor in the difficulties in recruiting and retaining staff- the time taken for the administration in addition to parading, camps and other activities reduced the attraction to the role. For those units with two or more sections, staff mentioned having to duplicate administration records for each section⁵, which added further to the burden. One well-staffed CCF unit had one staff member who was contracted specifically for one day per week to complete all the administration required for the MoD. The CC believed this was vital for their successful CCF as other staff were able to focus on activities and cadets.

Some administrative burdens are created by the school, some schools accept them and others perceive them as barriers. One headteacher mentioned the additional administration burdens that would be placed on his school (as well as funding pressures) if his CCF was to start offering formal qualifications (it only offered the qualifications which are recognised by the armed forces rather than the publically recognised BTECs etc.). For him this was a good reason not to offer the qualifications.

In one recently re-launched CCF unit, the headteacher had implemented a 'Cadet contract' where all cadets must now agree to meet certain behavioural standards, linking school work and behaviour to cadet membership. If behaviour does not meet these standards, cadet membership will, in theory, be withdrawn. However, the CCF leader expressed concerns about his capacity to carry out such instructions as he did not have the time to monitor cadet behaviour, run the CCF and conduct his day job as a teacher.

3.2.6 More than Educational Enrichment?

It was common for schools to offer a wide variety of enrichment activities. Most schools regarded the CCF as enrichment, like all other after-school activities they offered (e.g. sports clubs, arts and drama groups, chess clubs, homework clubs), rather than seeing it as something more. Only one SSI and one headteacher (from the same school) discussed the CCF in relation to co-curricular activities. Due to the potential to gain

⁵ Data need to be input into both the BADER and WESTMINSTER systems.

considerable extra qualifications (up to the equivalent of 8 GCSEs through BTECs in Music and Public Services) in their CCF, they considered it to be adding to the school's education offer, offering much more than what many other enrichment activities could offer and were working to increase its status within the school.

It was common for cadets to be involved in other enrichment activities offered by the school and the CCF. Most CCF staff and headteachers felt that there was rarely competition between the after-school activities though some felt that some cadets opted for other activities at certain points in the year (i.e. in the football season) and were swayed more by their peers than their own wishes.

3.2.7 Monitoring Cadet Behaviour

Where CCF staff had a presence in the school⁶ cadets' behaviour could be effectively monitored and quickly addressed if necessary. The link between the CCF and school allowed for teachers to discuss cadets if behaviour deteriorated. The CCF leaders could then address this with pupils, provide encouragement and support to improve behaviour. Some CCF staff used the CCF as an incentive to improve behaviour, explaining that membership may be affected if behaviour in school wasn't to the required standard. Often this discussion would have the desired effect and it was very rare for membership to be withdrawn⁷. In one unit, if a cadet's behaviour required improving, in addition to having a discussion with the SSI, a more senior cadet would be instructed to monitor their behaviour for a short period, offering support where possible to ensure that behaviour standards are restored and maintained.

One unit described having to withdraw a cadet with Attention Deficit Hyperactive Disorder from the CCF due to concerns over his behaviour and the impact on safety, though such instances were rare.

Not all cadets were model students, one school had had serious problems (where cadets had been arrested) which led to an overhaul of the CCF with a full re-launch. Some cadets were removed from the CCF because of poor behaviour (it was felt that the poor behaviour had been rewarded by CCF membership).

3.3 The Cadet Experience

3.3.1 A unique opportunity

Most regarded the CCF as an excellent experience for many young people which provided them with a wide range of valuable and exciting opportunities at little or no cost

⁶ Either as a teacher or as an SSI/CC employed for a significant part of the week in the school

⁷ Cadets cannot attend CCF if they are suspended for insurance purposes.

to them or their parents/guardians. This, it was felt, was particularly important for schools in deprived areas where many pupils were unable to go on family holidays or be involved with clubs which would attract a cost. Attending camps with the CCF enabled these young people to gain valuable skills (beyond the reach of most young people) and see the world and increased aspirations. A week at camp could cost around £45 for the cadets which, it was felt, was achievable for most families and provide high value for money. Some felt that this lower cost compared with the Duke of Edinburgh award (which offers similar activities), made it much more attractive to many. Some cadets had gained flying qualifications before they were legally able to drive in the UK. One CCF member talked about the ceremonial side of the CCF- attending regimental mess dinners, experiencing the formal atmosphere and listening to after dinner speeches- an experience many adults and children do not have.

The CCF was considered a great way for cadets to meet young people they wouldn't normally associate with, during annual camps when cadets from many contingents come together. Cadets from state funded schools meet cadets from independent schools who often have different outlooks on life and different life experiences. The cadets reportedly regularly make successful friendships, potentially increasing the social capital of pupils.

Some felt that the uniform (which was often worn on parade days instead of the usual school uniform) helped generate a pride and affected cadets' mind-sets increasing focus on tasks.

There was frequent discussion during many interviews about the different approaches used in the CCF compared with schools and other youth groups, particularly towards behaviour and discipline. CCF discipline was demonstrated in a different way to the classroom, generated through a high level of respect for everyone, and provided in a supportive environment, using 'light touch'. In the classroom the teacher instructs the class, whereas in the CCF, the CCF staff instruct the senior cadets who in turn teach/instruct the more junior cadets.

One CCF staff member encouraged his cadets to come to him with a '*suggestion not question*' when they needed help as he believed this encouraged self-sufficiency and personal responsibility. Others recognised the military approach to learning and development as '*second to none when it comes to bringing out leadership talents*' as young people have the opportunity to learn and then teach others – an experience not readily available in the classroom. Others felt that it was a less oppressive way of learning so better suited to some young people.

However, there is one fundamental difference between the two; schooling for the cadets is mandatory whereas being in the CCF is voluntary. It may be that the positive behaviour displayed in most cadets in the CCF is because they want to be there, which might not be the case for school in general.

3.3.2 Recruiting Cadets

Schools reported that some pupils were aware of the CCF prior to joining the school as some CCFs make links with their feeder schools to generate interest. It was felt that most pupils heard about cadets via word of mouth or through seeing cadet activity at the school. There was limited evidence that pupils aspired to become cadets, this was more evident in schools where CCF staff were readily accessible.

All CCFs took a blanket approach to promoting the CCF and recruiting cadets, opening up the opportunity for all young people in the school to join at the earliest opportunity allowed by the MoD (from Year 8). Invariably during Year 8, the CCF leader and/or cadets would conduct an assembly to tell pupils about the CCF and invite them to join.

One school had a military cadre for younger pupils, most of whom naturally joined the CCF as they grew older. Another CCF posted letters and information leaflets about the CCF to all year 8s, inviting them to join. It was always made clear that the CCF was not a recruitment tool for the armed forces and membership was voluntary. No CCFs were full but concerns were raised by some that increasing numbers would dilute the experience and put further pressure on resources.

It was rare for recruitment practices to use targeting of specific pupils, and when it happened a 'soft' approach was used. Staff suggested joining cadets to parents or pupils who they believed would benefit from it- typically those who may not be enjoying school and who would prefer a different style of learning. This tended to only happen when CCF staff were based in the school- as teachers or specific CCF staff. In such cases, the CCF was always explained as a voluntary activity and not everyone joined.

Most headteachers and CCF staff felt strongly that CCF membership should remain voluntary, as they believed that this increased engagement in cadet activities. Some described how it would change the ethos of the CCF if it became compulsory for some young people. For example, it would mean conforming to military dress standards, which for some young people would involve getting haircuts. This, it was felt, was too intrusive on pupils and would not generate a positive ethos. However, in one school, participation in one after-school activity was compulsory for every pupil and teacher- around 16 different activities (including the CCF) were offered each week to pupils.

3.3.2 Retaining Cadets

All CCF units had more cadets on their rolls than regularly attended parade evenings. Most units had at least 50% of cadets on their rolls turn up regularly to parade. Cadets tend to drop out in two main time points. For some, being a cadet does not match their expectations or simply isn't for them, in which case they drop out quickly, shortly after joining. Others are committed to and enjoy the CCF but other school or life pressures 'get in the way' (e.g. exam pressures, other extra-curricular activities) in which case they drop out in the older year groups following a period of time when they have been a committed cadet.

One CCF unit helped potential cadets decide if the CCF was right for them by requesting that all cadets join on a 3 month trial. In that time they do not purchase kit but must attend every parade session to demonstrate their commitment. If a single session was missed without good reason they were not permitted to join. If, after the three months they have attended all sessions and enjoyed it, they purchased kit and became full cadet members. Another unit gave potential cadets until Year 9 to decide if they wanted to sign up on a permanent basis to minimise drop out.

3.3.3 No 'Typical Cadet'

Many reasons were given as to what attracts pupils to the CCF. It was clear that there is no such thing as a typical cadet. Where CCFs were open to both boys and girls, both genders were represented in equal measure, even where the unit had only allowed entry to girls for a couple of years. Staff felt that pupils were attracted by the wide variety of activities on offer, for some the uniform made them feel more grown up. Some staff felt that cadets was a route into the armed forces for some and for a small number it was a way of gaining other qualifications⁸. Some were attracted to the formal ranking system it offered, with promotions as a visible recognition for their efforts, something not available elsewhere. One headteacher felt that some pupils with Special Educational Needs, benefitted from becoming a cadet and that pupils from the most disadvantaged backgrounds were particularly attracted to the CCF because of the activities and opportunities it offered.

However, two main groups (which are not mutually exclusive) of young people were frequently mentioned as being attracted to the CCF:

- *Those with military aspirations*- These young people had already expressed a desire for a military career so joining the CCF was a natural progression allowing them to test themselves. This group included higher attainers who would have aimed for officer level entry as well as those who would have joined at entry level.
- *Vulnerable pupils*- These young people did not necessarily have any aspirations to join the military (or knew what they want to do after school) but may have come from problematic, disruptive backgrounds (e.g. living in unstable homes, being homeless) or may have been socially excluded within school. These pupils were attracted to the CCF because of the 'family atmosphere' it generated, the support and stability it offered as well as the activities which they are unlikely to get elsewhere. Some staff described it as a 'safe haven' for cadets. Examples were given of pupils where, as a result of joining the CCF, self-confidence and self-esteem had increased, allowing them to 'come out of their shell'.

Some pupils had joined the CCF to help give them 'the edge' in their future applications for work or Higher Education. One CCF staff member explained that a high achieving girl

⁸ Not all CCF units currently offered these qualifications.

joined her school's CCF to enhance her CV. She had moved to the UK from India part way through secondary education and had missed out on attending the local Grammar School. She had felt that the CCF experience would help single her out from others with a similar school background.

Just like there is no such thing as a typical cadet, there were no distinct groups who were typically *not* attracted to the CCF. One school reported difficulties in attracting Black Caribbean youngsters and some felt that peer pressure not to join the CCF had put off some potential cadets.

3.3.5 Cadet Activities & Qualifications

All parading took place after school, at weekends and in school holidays so school work was not directly affected by the CCF. Some held their regular parade days on Fridays, which they felt may have hindered their efforts to attract CCF staff although there was no problem with the recruitment of cadets.

A wide array of activities were on offer in the CCF units including weapons training, flying, kayaking, abseiling, field days, trips abroad, attending regimental dinners, quad biking, sailing, music as well as the more day to day military training around map reading etc. All activities developed skills and provided experiences not readily available in school. This was felt to be greatly beneficial by many CCF staff. Some CCF units described regularly raising money either for charities (e.g. the British Legion via the annual Poppy Appeal) or for their own CCF by bag packing at local supermarkets. When fundraising for own their unit, they would use this money to fund overseas trips or purchase equipment.

One SSI highlighted the potential qualifications on offer in his CCF (i.e. BTECs in Public Services and Music) and how, if cadets could achieve them, it would add the equivalent of 8 further GCSEs to their CV. He strongly believed this moved the CCF from being extra-curricular enrichment to a co-curricular activity, adding to the educational offer of the school.

Not all CCF units offered externally accredited courses though all offered the armed forces recognised courses which were beneficial for those aspiring to join the armed services. Those not offering externally accredited qualifications cited a lack of resources (funding, time and facilities) and one headteacher expressed concerns that if they had offered BTECs, as positive as that would be, he would have needed to find funding for it from an already squeezed funding pot. As a way around this, his school had made arrangements with a local military prep college for cadets to study for these qualifications. So far only one cadet had taken up this opportunity.

Even where formal qualifications weren't offered in the CCF, there was clear recognition for cadets who worked hard, through issuing certificates for activities completed and the hierarchy which clearly displays recognition of achievement through promotion and rank.

This was felt to be highly valuable for some cadets who may not receive such praise and recognition at home or in school.

For some cadets who did not excel academically, it was felt that they were still able to excel and gain recognition in the CCF, through hard work and determination which made the CCF much more attractive to these pupils and set it apart from other extra-curricular activities offered within the school.

CCF staff highlighted how having a CCF in a state funded school was unusual (most CCFs are based in independent schools), making their school unique in their local area. They believed it was of great benefit to pupils, going a small way in '*levelling the playing field*' between their pupils and those in independent schools. However, many saw themselves as the poor relations because of the perceived lack of resources available to them compared with their independent school counterparts (i.e. having dedicated administrative staff to sort the paperwork, having staff contracted to work weekends and hence can include CCF activities in their contracted workload; having dedicated media functions to help promote CCF activity).

3.3.6 CCF Influences on Pupil Behaviour & Skills

Headteachers and CCF staff were very proud of the behaviour standards demonstrated by their cadets; they believed it often singled them out from other pupils within the school. Cadets were described as being more organised and focussed than their peers, were better at taking instruction, took more pride in their appearance (particularly when in CCF uniform) and didn't '*shirk tasks*'. The family ethos created by the CCF was said to spill into the school environment. There were many examples provided of cadets looking out for each other in school; and if necessary bringing in CCF staff to help. One headteacher described cadets as providing an informal prefect function within his school, a CC believed they regularly performed '*more than a prefect function*'.

Routine CCF activities meant that senior cadets were given the responsibility of mentoring the younger cadets. This was helpful in promoting good classroom behaviour as they had hands-on experience at how difficult teaching could be.

Whilst no hard evidence could be given, there was widespread belief that for *some* (not all) of the more challenging students who struggled in school, being a cadet had helped them stay in school, avoid exclusion and acted as a motivator. It showed them a different way of life than they had originally thought possible for themselves. This could be reinforced by cadets attending camps and participating in a wide range of activities on offer, creating a desire to improve their personal circumstances. For such young people it was described as a '*long-term project*' which can take a couple of years to see the benefits. For example, one headteacher described Year 8s who were at risk of exclusion and/or underachievement. They were encouraged to join the CCF and by the end of Year 9 had made significant improvements in behaviour and attainment. However, some

believed that for some at risk of permanent exclusion, joining the CCF often isn't enough to help turn their lives around.

Not all cadets were role models, for some cadets, problematic behaviour continued in school whilst behaviour was markedly different in the CCF, suggesting the different environments may have encouraged more pro-social behaviours. For one CCF, the introduction of girls into a previously all-boys unit had generated behaviours that were not desirable for parents, leading to complaints. This change, according to parents, had encouraged relationships between cadets which they would have preferred not to have happened.

Most interviewees believed that being a cadet was a positive influence on pupils in relation to behaviour, school attendance etc. Although very little 'hard' evidence could be provided, many CCF staff and headteachers could provide several examples of past or current pupils who appeared to have flourished in the CCF, including:

- A Year 11 pupil from a single-parent household had displayed challenging behaviour in school and home. Due to his short temper he was at high risk of permanent exclusion. His behavioural problems interfered with CCF membership to the point that he almost was asked to leave. However, his mother had seen an improvement in his behaviour at home and was keen for him to remain a cadet. She discussed this with the SSI and they agreed he could stay on condition of his behaviour improving. His behaviour was monitored by CCF staff and senior cadets (both in the CCF and in school) and improved. He was put forward for catering courses and won national awards. This recognition helped further improve his behaviour both in school and the CCF.
- Another cadet displayed challenging behaviour in school from Year 8 and was on course for exclusion, described as '*going off the rails*'. She was encouraged to join the CCF and thrived, the CCF provided a sense of achievement when she gained qualifications and she aspired to join the armed forces. She had been accepted at a military college and, at the time of interview, was taking part in a selection board for army officers. This made her focus on her academic studies to ensure she had the best chance of success.

Cadets can directly affect the attainment of other pupils. One CCF's more senior cadets from the 6th form were allocated time each week to spend teaching Year 8 pupils who are struggling academically and have been identified as most at risk of under achievement. The SSI believes that this helped create a more informal relaxed atmosphere for the pupils who may not have benefitted from a formal classroom setting. The pupils regarded the cadets as role models, often coming from similar backgrounds. It also provided valuable experience for cadets who could include it in UCAS applications or CVs.

A former cadet (later involved in the CCF as an adult instructor) used his time in the cadets to gain BTECs in Public Services, equivalent to 4 GCSEs. At the time of interview, he was applying to be a Police Officer and the SSI of his contingent strongly believed that

he stood a good chance of being successful because of these qualifications and the other skills and experiences he gained from the CCF.

Many felt that being a cadet helped develop self-confidence, particularly for socially vulnerable pupils and that it helped develop 'strength of personality' for everyone. The 'can do' attitude developed in the CCF could also rub off into school life where cadets displayed high levels of discipline, respect for each other and adults. They were able to take on more responsibilities than their peers. One headteacher compared cadets with those working towards the Duke of Edinburgh Award (both of which were offered at the school), noting that cadets were more proactive and more thorough than DoE pupils when given the same tasks.

No one felt that the CCF directly helped academic performance of cadets, but where cadets could gain externally accredited qualifications this clearly helped improve prospects and added value to CVs.

Everyone agreed that the cadet experience helped cadets prepare for lives beyond school, because of the wide range of activities they could experience and the skills they could acquire. One felt that it may have some impact on his local community in relation to gang culture though no hard evidence could be provided.

3.3.7 Cadet Outcomes

Only two headteachers mentioned any intention to track longer term outcomes of cadets, both in relation to the Ofsted requirement to collect Pupil Premium spending information. This tracking will take place for all enrichment activities not just the CCF. However, one headteacher recognised that the CCF may be an effective lever to help raise achievement so had a particular interest in them. Another headteacher said that whilst the data isn't collected at present, a system could be put in place to do so. These systems would only be able to collect data whilst the cadet was in the school.

It was rare for cadets to stay in touch with the CCF once they left school and some concerns were raised that if the cadets were tracked, it may lead to requests to alter the intake of cadets (to better represent the population of a school) rather than membership remaining voluntary. Voluntary membership was regarded as vital for many CCF staff; cadets must be willing to attend and engage with activities to get the most out of the opportunities on offer. It was felt that this distinction between compulsory schooling and a voluntary CCF was why some pupils flourished in the CCF but may have struggled at school.

4. Conclusions

The CCF staff interviewed were highly committed to their role and the opportunities it provided young people. They faced a variety of challenges to provide these opportunities, not least the volume of administration required for the MoD but also the lack of resources (e.g. facilities and staffing)- factors unlikely to improve in the near future. However, similar to the 'can do' approach described of the cadets, headteachers and CCF staff clearly had a positive approach and many discussed the ways in which they tackled challenges and will always aim to provide the best possible opportunities for their cadets.

Based on the interviews conducted, there appeared to be four main factors which enhanced or reduced the CCF presence within a school:

- engagement from all school staff (not just senior managers);
- presence/visibility of CCF staff within the school;
- personalities and skills of CCF staff, including a military or public service background; and
- location of CCF facilities.

When school staff were fully aware of the CCF, they saw its benefits (the military ethos and discipline it encourages) and called on the skills of CCF staff to raise behaviour among cadets. They were able to ask the CCF to consider recruiting pupils who may benefit from the military style of discipline and learning. Where staff disliked or were unaware of the CCF, the CCF's level of influence is limited to a point where the CCF unit could be just as easily based outside of the school.

CCF staff were more positive about the effect the CCF has on their school if they were an active part of the school community. This may be as teachers, other support staff or CCF staff employed on a part-time basis for CCF activities. CCF staff external to the school appeared more marginalised and, whilst they clearly had positive impacts on their cadets, their reach into school life is limited.

To be successful CCF staff need the right approach to the CCF, understanding what it is about before they commit, they require the skills for a military organisation (not teaching) and they have to be involved for the right reasons. It requires a large amount of time and commitment so can be unattractive to many. However, once good quality staff are found, they should be retained as they can help to attract cadets to the CCF.

The CCF can provide excellent value for money for families of cadets- providing first class training and adventure activities at substantially reduced cost (than would be available elsewhere)- thus opening these opportunities up to most families.

A successful CCF which can have the most influence in the school will have the majority of the following features:

- All school staff including the Governing Board will be aware of its existence and of what it can bring to their school, not simply as enrichment but as a vital part of their education offer.
- It can and should be a unique selling point for the school which has the potential to attract pupils and teachers alike. To help this, the CCF should have a prominent presence on school websites and in prospectuses.
- It will have facilities within the school grounds so that pupils will see the CCF as part of everyday life. CCF staff should be visible and accessible during the school day. School staff will be able to refer pupils to the CCF as potential cadets.
- Cadets will join on a voluntary basis, even where pupils have been referred to the CCF by the school, to ensure cadets are committed.
- The CCF unit will have links with other cadet units in the local area, to help share resources. In addition, units should make use of all available funding opportunities, including own fundraising efforts and utilising all available grants.
- CCF who are committed, with the right skills for a military organisation and are involved because they want to help young people. Staff should be a mix of internal school staff (not always teachers) and external staff. A military or public service background is helpful but not vital.
- CCF staff are fully resourced to allow them to complete the administration requirements and offer the best opportunities for cadets. This does not have to be done by parading staff.
- Senior cadets can directly help the school through helping to mentor low attaining pupils, bringing their experience from the CCF directly into the school.
- If expansion continues as planned, (including those from the military) resourcing needs to reflect this to ensure the cadet experience is not diluted.
- CCFs can provide a safe haven for some young people where they can excel, however they are not suitable for everyone and cadets must be committed to reap the benefits.

5. Further Research & Next Steps

There are clearly limitations to the scope of this study. Firstly, it is a small scale qualitative study, designed to get an in-depth view of how the CCFs are working within the schools in the sample. It is not designed to be representative of all CCFs. However, the findings do highlight areas of good practice which can help other newly formed CCFs. It can also help shed light on areas where improvements are required or concerns are being raised.

Secondly, this study is about Combined Cadet Forces, a central part of which are the cadets who are notable by their absence in this work. To gain a better understanding of the influence the CCF can have on the lives of young people, it is vital that cadets are involved in any future research. The easiest and most cost-effective way of doing so would be to further this study by including interviews with a sample of cadets from these CCFs.

Thirdly, to understand the longer term effects of being a cadet, the cadets need to be tracked over time, ideally beyond their compulsory education. This may be via pre-established tracking mechanisms (i.e. using administrative data); through a specifically designed study or a combination of the two.

Fourthly, many interviewees in this research expressed a concern that they felt like 'poor relations' to CCFs in independent schools, regarding staff and resources- research into this area is therefore recommended to see if these perceptions are correct and provide further lessons of good practice.

Appendix A –Topic Guides

Headteacher interviews

Introduce self, check speaking to the Head of the school and CCF (not CC)

In June 2012, the Prime Minister announced the expansion of cadet forces, a joint programme between the Ministry of Defence and the Department for Education. By 2015, up to 100⁹ more state-funded schools will be able to develop cadet units so that more young people can have the cadet experience. As we develop the programme we are keen to understand what the Combined Cadet Force brings to your school and community as well as to the cadets themselves. We are interviewing Headteachers and Contingent Commanders from a range of schools to get their views. The interview should take no more than 30 minutes. I would like to record the interview for research purposes. Are you happy for me to record it?

Findings from the interviews will be written up for a report for the DfE and MoD. The report will be written in such a way that individuals, schools or CCF units cannot be identified.

Warm up

To start with can you tell me a bit about yourself and your school.

- 1) Tell me a bit about your school (size, type, location, neighbourhood, population- note for Haberdashers this will be the Federation)
- 2) How long have you been at the school?
- 3) Have you been involved with CCF/cadets prior to being at the school? What were your impressions of the CCF when you first started?
- 4) How involved are you with your CCF?
- 5) Are your Governing Board involved with the CCF in any way?

⁹ 100 new units also includes community units and not just CCFs. We have a total of 23 'units' approved last year (including 9 new partnerships and 6 standalone CCFs) and this year a total of 6 units. The breakdown for last year was 7 Army Cadets, one Sea Cadets, 9 CCF Partnerships and 6 New CCFs

Context

- 6) How many cadets do you have?
- 7) How old are they when start?
- 8) How many do you have in each year group?
- 9) How many adult volunteers are involved? Are they all school staff?

History & Links

- 10) How long has your school had a Combined Cadet Force?
 - a. Prompt – If recent – why did you decide to open a CCF?
 - b. Would you be interested in a partnership to offer another school access to your CCF? If not why not?
 - c. For those already working on partnerships- how is it going?
- 11) What links do you have with other cadet forces?

Recruitment/Promotion of CCF

- 12) How do you promote your CCF to the wider school/community?
- 13) How are your cadets recruited?
- 14) Could you please explain the process for how cadets are selected?
 - a. Do individuals apply or is the CCF suggested to them?
 - i. Prompt if necessary - Do you target particular types of students, e.g. those from disadvantaged backgrounds?
 - b. Do students of pre-cadets age aspire to become cadets?
 - c. Does demand outstrip supply of places?
 - d. What factors are taken into account if demand exceeds the number of places?
 - e. Are there any types of pupils who want to be cadets? (prompt to cover - gender, academic achievement, family background, school engagement)
 - f. Are there particular types of pupils who do not volunteer or want to be cadets?

15) Is access/membership to the CCF linked to academic/behavioural factors? For example if students misbehave is the membership of CCF removed?

16) How many cadets leave whilst they are still at school? What reasons do they give for leaving?

The Cadet Experience

17) What other co-curricular/extra-curricular activities do you offer at your school?

18) Do cadets tend to take part in other activities as well as the CCF? (prompt-popularity of cadets over other activities offered, is it different types of pupils attracted to the different activities)

19) When do your cadets parade? If in school time, how do you manage that? (how do cadets make up for lost lesson time? What happens if they don't?)

20) Does being a cadet allow your pupils to mix with a wider range of people (backgrounds, ages, professions)? How does this impact on the cadets?

21) In your view, what does being a cadet typically mean for a pupil?

22) Thinking of cadets in your CCF (past and present) in what ways does being a cadet impact on pupils?

Prompt to cover:

- attendance
- behaviour
- attitudes to school
- academic performance
- self-esteem/confidence
- relationships with others –adults and pupils
- aspirations
- employability skills (leadership, teamwork, self-discipline)

23) Some of the literature around cadet forces mentions 'preparing cadets for life beyond school', would you agree with this? Why? Please provide examples.

Impact of Cadets on school and wider community

- 24) What does having the CCF mean for your school? Do you believe that the CCF has an effect (direct or indirect) on the performance of your school?
- 25) Does your school benefit from a military ethos derived from the CCF? In what way?
- 26) What does having the CCF mean for your local community?

Demographics of cadets

- 27) Does your school collect and analyse the demographics of your cadets?
- g. Gender?
 - h. High vs. low achievers?
 - i. Free School Meals vs. Not?
 - j. Disability?
 - k. Ethnicity
- 28) If yes, what do you do with this data? Is it analysed to assess performance of cadets compared with other pupils? Do cadets tend to achieve or exceed their target grades?
- 29) Would you be willing to share this anonymised data with the department for research purposes?

Final thoughts

Is there anything else you would like to tell me about your CCF which I haven't included so far?

Further research

That's the end of the interview, we may want to come back to your school to interview cadets and/or cadet volunteers- would you be happy with us doing that? We would of course notify you in the first instance.

Thank & close

Contingent Commander Interviews

Introduce self, check speaking to the Contingent Commander

In June 2012, the Prime Minister announced the expansion of cadet forces, a joint programme between the Ministry of Defence and the Department for Education. By 2015, up to 100¹⁰ more state-funded schools will be able to develop cadet units so that more young people can have the cadet experience. As we develop the programme we are keen to understand what the Combined Cadet Force brings to your school and community as well as to the cadets themselves. We are interviewing Headteachers and Contingent Commanders from a range of schools to get their views. The interview should take no more than 30 minutes. I would like to record the interview for research purposes. Are you happy for me to record it?

Findings from the interviews will be written up for a report for the DfE and MoD. The report will be written in such a way that individuals, schools or CCF units cannot be identified.

Warm up

To start with can you tell me a bit about yourself and your involvement in the CCF.

30) Tell me a bit about your military background and how you became involved in the CCF

31) How long have you been involved in the CCF at the school?

32) Have you been involved with other CCF/cadets prior to being at this school?

Context

33) How big is your CCF? How many cadets do you have in your CCF?

34) How old are they when they start?

35) How many do you have in each year group?

36) Do you offer cadets opportunities to gain qualifications? If so which qualifications?

¹⁰ 100 new units also includes community units and not just CCFs. We have a total of 23 'units' approved last year (including 9 new partnerships and 6 standalone CCFs) and this year a total of 6 units. The breakdown for last year was 7 Army Cadets, one Sea Cadets, 9 CCF Partnerships and 6 New CCFs

37)How many adult volunteers are involved? Are they all school staff? Can they gain qualifications? If so which ones?

History & Links

38)Were you involved in opening the CCF?

- a. Prompt – If recent – why did you decide to open a CCF?
- b. Would you be interested in a partnership to offer another school access to your CCF? If not why not?
- c. For those already working on partnerships (- how is it going?

39)What links do you have with other cadet forces?

Recruitment/Promotion of CCF

40)How do you promote your CCF to the wider school/community?

41)How are your cadets recruited?

42)Could you please explain the process for how cadets are selected?

- l. Do individuals apply or is the CCF suggested to them?
 - i. Prompt if necessary - Do you target particular types of students, e.g. those from disadvantaged backgrounds?
- m. Do students of pre-cadets age aspire to become cadets?
- n. Does demand outstrip supply of places?
- o. What factors are taken into account if demand exceeds the number of places?
- p. Are there any types of pupils who want to be cadets? (prompt to cover - gender, academic achievement, family background, school engagement)
- q. Are there particular types of pupils who do not volunteer or want to be cadets?

43)Is access/membership to the CCF linked to academic/behavioural factors? For example if students misbehave is the membership of CCF removed?

44)How many cadets leave whilst they are still at school? What reasons do they give for leaving?

45)What attracts pupils to join the CCF?

The Cadet Experience

46)When do your cadets parade? If in school time, how do cadets make up for lost lesson time? What happens if they don't?

47)What activities are your cadets offered as part of the CCF?

48)In your view, what does being a cadet typically mean for a pupil?

49)Does being a cadet allow your pupils to mix with a wider range of people (backgrounds, ages, professions)? How does this impact on the cadets?

50)What does the CCF give to cadets that they can't get from elsewhere?

51)Thinking of cadets in your CCF (past and present) in what ways does being a cadet impact on pupils?

Prompt to cover:

- attendance
- behaviour
- attitudes to school
- academic performance
- self-esteem/confidence
- relationships with others –adults and pupils
- aspirations
- employability skills (leadership, teamwork, self-discipline)

52)Some of the literature around cadet forces mentions 'preparing cadets for life beyond school', would you agree with this? Why? Please provide examples.

Impact of Cadets on school and wider community

53)What does having the CCF mean for your school?

54)Does your school benefit from a military ethos derived from the CCF? In what way?

55)What does having the CCF mean for your local community?

Final thoughts

Is there anything else you would like to tell me about your CCF which I haven't included so far?

Further research

That's the end of the interview, we may want to come back to your school to interview cadets and/or cadet volunteers- (indicate if Headteacher has provided us with permission to do so).

Thank & close

Appendix B- Summary for Schools in the Sample

School A

Recently opened sponsored academy (11-19) with a relatively turbulent past having been a national challenge school with several changes of leadership. Based in a city centre. Intake was from some of the most deprived areas of the city. Attainment is increasing though still not reaching floor targets.

School B

Inner city boys school (11-18), recent converter academy. Previously a national challenge school. Large proportion of ethnic minorities (circa 5% pupils are white British) and high proportions of pupils eligible for free school meals (circa 30%). The CCF offers all 4 contingents. Although a boys school, members of the local girls school can also now join the CCF.

School C

A long established boys school (originally a grammar school) with a period of 'unrest', now a high achieving 11-16 school with a mixed 6th form. The school is situated between 2 districts which operate the grammar school system, resulting in the school often being the second choice for parent whose child did not get into the grammar school. High levels of ethnic minorities (40% white British, 30% Asian, 30% other). CCF is long established and staffed purely by volunteers from outside the school.

School D

A recent academy converter, within a socially deprived area. Non selective school within an area running the selective system so large proportions of high attaining pupils go to grammar schools. Around half of pupils are eligible for free school meals and attract the pupil premium. High proportions of pupils have English as an additional language. Has a military cadre as well as CCF.

School E

A recent academy converter, a larger than average boys school which shares its sixth form with a local girls' school. Low proportions of pupils eligible for pupil premium or free school meals.

School F

The CCF crosses the multiple sites of the federation, based in a deprived area of London. It is a challenging school with many pupils from disadvantaged backgrounds. The CCF is large (over 130 cadets and still expanding).

School G

A co-educational community school with a long established CCF, which has been successful despite challenging periods for the school, including a time spent in special measures.

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