



Inspiring Aviation:

Sparking aspirations
and propelling the
future of UK aviation

September 2026



Department
for Transport

education
and
employers

AERONAUTICAL ENGINEER
AEROSPACE DESIGN
ENGINEER
AIR TRAFFIC CONTROLLER
AIRCRAFT DESIGNER
AIRCRAFT MAINTENANCE
ENGINEER
AIRCRAFT STRUCTURES
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AIRWORTHINESS SURVEYOR
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AVIONICS SYSTEMS
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Executive summary

This report looks at the impact of the *Inspiring Aviation* campaign and explores how the campaign approach can be replicated across other sectors.

The *Inspiring Aviation* campaign was delivered by the charity Education & Employers, using their *Inspiring the Future* programme between January 2024 and March 2026. The programme aimed to address a critical challenge facing the UK aviation sector: persistent skills shortages, low awareness of career pathways, and unequal access to role models and opportunities.

Funded by the Department for Transport's Reach for the Sky Challenge Fund, the programme set out to broaden horizons, disrupt early stereotypes, and inspire young people from all backgrounds to consider the breadth of careers available in aviation. Unique to the *Inspiring Aviation* campaign was the intention to start early and deliver across all ages of schooling from 5-18 and at scale reaching all areas of England.

For just over two years, the campaign delivered a national programme of unprecedented reach and efficiency, engaging hundreds of thousands of pupils through in person and virtual encounters, teacher training, new classroom resources, and a significantly expanded pool of aviation volunteers. The mixed delivery model, powered by *Inspiring the Future*'s digital matchmaking platform, enabled both primary and secondary schools across England, including those far from airports or aviation employers, to access diverse aviation professionals at minimal cost of £1.59 per pupil.

The evaluation shows compelling evidence of impact:

- Awareness and knowledge of aviation careers increased significantly for both primary and secondary pupils, with large proportions encountering aviation roles they had never heard of before.
- Career confidence and inspiration rose sharply, with both primary and secondary aged pupils better able to link school subjects to future opportunities and picture themselves in aviation, even in roles not typically associated with their gender or background.
- Teacher capability and confidence grew, creating long term sustainability. Teachers reported feeling well equipped to organise future aviation themed career learning independently, supported by dedicated aviation resources and a lasting volunteer pool.
- Volunteers and employers reported strong benefits, from raising sector visibility to supporting community impact and strengthening the future talent pipeline.

Beyond aviation, the project generated important insights for UK workforce challenges more broadly. Many sectors face similar issues: ageing workforces, limited public understanding of roles, and entrenched stereotypes that narrow who young people believe they can become. The *Inspiring Aviation* model demonstrates that early exposure to relatable role models combined with simple low burden school engagement can transform awareness and aspiration at scale and at low cost.

The findings provide a clear route forward: a sustained, cross sector approach rooted in real role models, teacher support, and age appropriate interventions, can meaningfully influence the future talent pipeline for aviation and other priority industries. The campaign shows that interest exists, but knowledge, confidence, and engagement with sector role models are the missing ingredients. When these are addressed, young people broaden their aspirations, challenge assumptions, and start to take steps into sectors they may never have previously considered.

See an overview of key statistics [here](#).



1. Introduction

Inspiring Aviation is an Education and Employers programme designed to inspire young people to discover the incredible breadth of opportunities in the aviation sector. It ran for 2+ years, from January 2024-March 2026.

Education & Employers developed its bespoke *Inspiring Aviation* campaign to broaden horizons and inspire thousands of young people to consider careers in aviation.

Inspiring Aviation aimed to inspire and propel primary and secondary pupils across England towards the exciting career opportunities that exist in the aviation industry, by giving them the chance to positively engage with a diverse range of role models currently working in the aviation sector. The project targeted under-represented groups in the aviation industry including but not limited to girls, ethnic minorities, and those from a background of economic and social disadvantage, while also broadening awareness for all young people.

Funded by the Department for Transport via the Reach for the Sky Challenge Fund, Education & Employers leveraged its *Inspiring the Future* programme technology platforms to create matches between teachers and employers so that grass-roots activities can be organised organically for this unique sector focused approach, underpinned through a series of showcase events run directly by the charity.

Inspiring the Future connects primary and secondary schools with volunteers from a wide range of diverse backgrounds, with different career journeys and doing different jobs. Schools are connected with volunteers via a secure state of the art online technology platform, empowering schools to organise events in which volunteers chat to children and young people about their jobs and show how their time at school is relevant to their future lives and the opportunities open to them, regardless of their gender, social or ethnic background.

Department for Transport funding enabled *Inspiring the Future* to deliver unique targeted activities focused specifically on the aviation sector. To deliver *Inspiring Aviation*, E&E partnered closely with employers across the aviation sector to bring inspiring, diverse role models into classrooms, harnessing their industry expertise together with our extensive reach to primary and secondary schools across the country. The campaign delivered a suite of activities to schools and their students including 32 fully facilitated themed virtual and in-person events. The delivery model included more intensive support to teachers than is usually available from *Inspiring the Future*, including expert training to challenge teacher misconceptions, new teaching and video resources and one to one support from the staff team to help teachers design and deliver their activities in line with pupil needs. *Inspiring the Future* also provided support to aviation volunteers to help maximise their impact, including volunteer resources, briefing support to prepare for activities and resources to help employers engage their staff as volunteers.

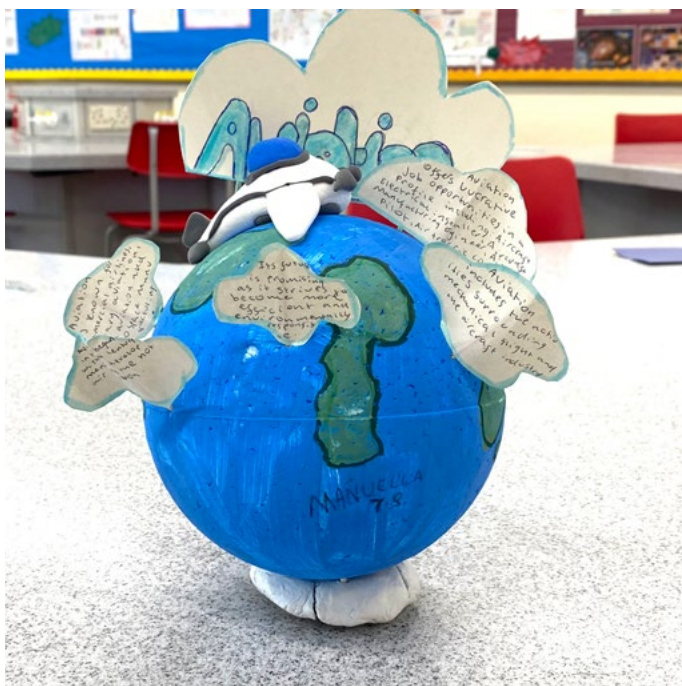
The report is based on baseline and endline data collected from children and young people participating in events, endline teacher and volunteer feedback and quantitative analysis of responses from children and teachers who engaged with the campaign activities. The data for this report were collected up to the end of March 2026, representing the conclusion of the funding for the programme in its current form.

1.1 Why aviation?

The UK aviation sector is entering a period of sustained workforce pressure, driven by post pandemic recovery, an ageing workforce, and the rapid emergence of new technologies. Industry and government analysis highlight growing shortages across critical roles such as pilots, engineers, air traffic controllers, and ground operations staff.

At the same time, demand is rising for new skill sets linked to sustainability and digital innovation, including specialists in sustainable aviation fuels, AI, data analytics, and unmanned aircraft systems. These trends indicate that recruitment and training pipelines will need to expand significantly over the next decade to support sector growth and the transition to net zero aviation.

However, the knowledge and awareness of the future generation about the aviation sector and the opportunities it offers is limited. The *Inspiring Aviation* campaign therefore aimed to start early with its engagement by working with primary schools to tackle the early formed stereotypes that prevent individuals not typically aware of aviation sector opportunities from accessing them. The unique virtual and in person combination of delivery enabled the campaign to deliver extensive reach across the country. The delivery of 'virtual' sessions easily enabled young people to meet a more diverse range of aviation role models from outside their schools' local geographies. As a result, meeting aviation role models was no longer limited to those based near to airports or employers.



Government investment in supporting the aviation sector to tackle long-term pipeline challenges via the Reach for the Sky Challenge Fund provided a unique opportunity to deliver and evaluate the *Inspiring Aviation* campaign. The pressures facing the aviation industry closely mirror challenges seen across other UK sectors, including engineering, manufacturing, energy, and digital industries, which are also grappling with ageing workforces, shortages in STEM talent, and the need to rapidly upskill for net zero and automation. For this reason, this report will show how this approach and its impact can be replicated to support other industries in the future.

“

I've wanted to be a pilot for a long time and the opportunity to listen to a pilot tell his story and career path was really impactful. At the end I was lucky enough to speak to him 1:1 and this really helped me with my questions. Since meeting with him I've made the most of opportunities and even visited a flight simulator. The talk was so impactful”

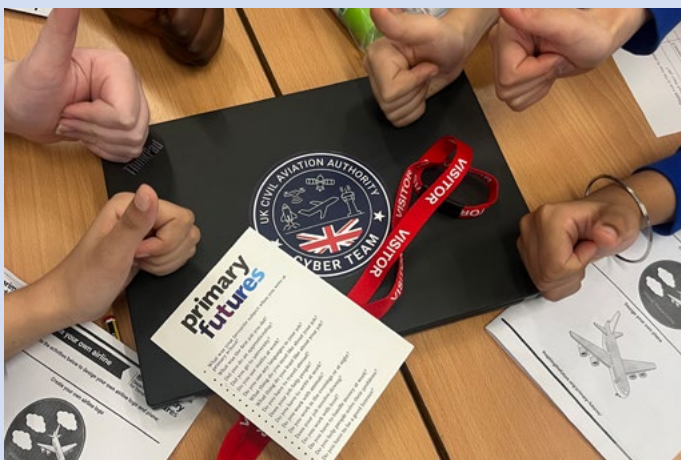
Josh: Aged 16, Ealing Fields High School

In practice:

Aviation focused activities at a primary school

Dorothy Barley Junior Academy is located on Ivinghoe Road in Dagenham within the London Borough of Barking & Dagenham. It is a diverse and inclusive four-form entry junior school serving pupils aged 7–11. Dorothy Barley Junior Academy has about 31.7 % of pupils eligible for free school meals, which is above the local average, reflecting a relatively high level of socio-economic disadvantage in the school community. Barking and Dagenham is the 22nd most deprived authority in England and many families in the borough are either on low incomes, where full-time salaries are lower than any other authority in London, or they are dependent on benefits

The school took part in an *Inspiring Aviation* event that spanned the whole morning. The event featured 3 volunteers, Dervish, a Space and Aircraft Design Engineer, Niv, an Aerospace Cyber Security Certification Specialist joining in-person, and Juliette, a Fighter Pilot, who joined the event virtually.



The morning ran with the 4 year groups split between the 3 volunteers and the third group utilising the *Inspiring Aviation* resources all rotated in carousel fashion.

The morning was a great success. Lauren the Deputy Headteacher wrote, '*Aviation Day was an overwhelmingly positive experience for all involved. The children were highly engaged throughout, showing genuine curiosity and excitement as they explored each activity. It was clear that they learnt a great deal—not just about aircraft and flight, but also about the wider world of aviation.*

The event was deeply aspirational. It opened children's eyes to a range of new and inspiring career paths within the aviation industry, helping them to see possibilities for their own futures. Experiences like this play a vital role in broadening horizons and nurturing ambition, and Aviation Day certainly achieved that. Overall, it was a highly successful and impactful learning experience for our pupils.'

Volunteer Juliette wrote, '*It was so encouraging to hear so many well-structured and considered questions rather than meaningless or inappropriate ones. It showed me that they were truly wanting to find out more about the lifestyle but also what may be needed to get them into the Industry.*

For me, one of the most important things for children, is about planting that seed at an early age to truly allow them to keep an open mind when they are on their educational journey.'

Volunteer Niv wrote, '*The students were genuinely curious and full of questions about planes, security, and how things work. Their energy and imagination make you realise how much potential there is in that room. It's hard not to feel motivated after seeing that level of enthusiasm.*

I grew up in an area very similar to the school's community; not deprived, but without many visible role models in technical or engineering careers. Unless someone shows you those paths, you don't always know they exist. Events like this make those careers feel real and achievable. Sometimes just meeting someone who says "this is what I do, and you could do it too" is enough to change a child's outlook.'

Feedback from the school regarding the *Inspiring aviation* resources was very positive 'The resources provided were fantastic: hands-on, visually stimulating, and perfectly pitched to support active learning. They enabled children to deepen their understanding through practical exploration, making the day both memorable and meaningful.'



2. Programme delivery

2.1

Key outputs

Inspiring Aviation was funded by the Department for Transport to be delivered over a period of 2 years and 3 months, between January 2024 and March 2026, with March 2026 marking the conclusion of the funding for the programme in its current form. Over this time, *Inspiring Aviation* engaged 199,374 children and young people from 959 individual schools and colleges in a range of activities including:

- 32 fully facilitated showcase virtual and in person events with volunteers from the world of work delivered
- 590 aviation sector volunteers attended 411 activities organised by teachers via *Inspiring the Future*
- 4 teacher training events delivered connecting educators to aviation employers to enhance their understanding of current opportunities and future developments within the sector
- 4 new plug and play video resources created, including 3 for primary age pupils and 1 for secondary pupils.
- 203 school activities organised using the newly created aviation plug and play video resources
- Over 30 new aviation teaching resources for primary and secondary schools created and made available as an ongoing legacy
- 3 new icould videos created for secondary age audiences, featuring aviation employees telling their career stories.
- 1 aviation design competition for primary and secondary school pupils

130 new aviation ambassadors were recruited to *Inspiring the Future* over the delivery period, joining the pool of over 566 aviation volunteers available as an ongoing legacy to schools. Many of these volunteers have already been invited into schools providing an ongoing impact to schools. Further details on the volunteer pool are provided later in the report.



2.2

School engagement and reach

Inspiring Aviation was made available to all UK state schools and colleges, from primary to further education. Of the 959 schools engaged, 568 were primary, 57 were Special schools and 49 were Further Education colleges, with the remaining 285 secondary schools. As per funding criteria from the Department for Transport, delivery focused on English state schools, prioritising those with cohorts from underrepresented groups in the aviation sector (i.e. women and girls, people from minority ethnic backgrounds, people with disabilities or those from lower socio-economic backgrounds).

The programme was able to effectively target and engage areas where students are more likely to face economic disadvantage. Free school meal (FSM) eligibility was used as an indicator of deprivation and socio-economic disadvantage. Among participating schools, 46% had a proportion of pupils eligible for FSM above the national average, which stood at 25.7% of all state-funded pupils in England as of January 2025.

959 schools and colleges took part in *Inspiring Aviation*.

The programme was marketed to schools via *Inspiring the Future's* extensive network of registered schools, as well as through partners and networks with reach into schools. Virtual events were opened to schools from outside England at no extra delivery cost, including 13 schools from Jersey registered on *Inspiring the Future* as a result of the programme's partnership with Jersey Government. The regional breakdown of schools was as follows:

Region	Number of schools engaged
East Midlands	71
East of England	78
London	173
North East	78
North West	117
West Midlands	104
Yorkshire and the Humber	119
South East	104
South West	92
Wales	7
Northern Ireland	2
Scotland	14
Grand Total	959

The project took a unique approach in ensuring that all delivery elements were offered to both primary and secondary aged pupils. To support this, differentiated activities and resources were offered with primary activities focusing on gentle fun, interactive introductions to the world of aviation. Secondary activities retained the interactive, engaging approach while focusing more on pathways, option choices and routes into aviation. Volunteers were briefed and supported to provide age-appropriate insights into their jobs.

Schools were encouraged to engage with multiple elements of the project to support the embedding of knowledge. A total of 199,374 pupils were engaged in the project, aged between 5-18. Pupil reach was split fairly evenly between primary aged and secondary aged students, with 95,492 pupils (48%) primary aged and 103,882 (52%) secondary school age.

2.3 Key elements of the delivery model

Inspiring Aviation activities were delivered both in person and online, enabling both extensive reach and tailored local delivery. Virtual multi-school events enabled children in areas with limited access to aviation employers to hear first-hand what different jobs are like, while in person events connected students with local aviation employees and employers. The majority of in person events were hosted within schools, with a focus on schools in areas of disadvantage or with limited previous access to aviation sector opportunities. A small number of events were held at aviation employers, such as Civil Aviation Authority in Gatwick who hosted a Women in Engineering themed event for local schools. A total of 32 showcase events were delivered by the *Inspiring Aviation* staff team, focusing on themes including women in aviation engineering jobs, International Flight Attendants day, World Pilots Day, jobs in the airport, aviation careers for creatives and medical roles in aviation. A full list of showcase events delivered and themes is provided in the appendix.



It was a great opportunity for pupils to learn about jobs that aren't necessarily available in the local community – it widens their horizons.”

Teacher

Using *Inspiring the Future's* innovative match making platform, schools were supported to connect directly to aviation volunteers to support virtual or in person activities for their students. Programme staff supported teachers to plan events and identify suitable volunteers from the available pool. 411 activities were organised involving 590 aviation sector volunteers over the programme delivery period. Activities ranged from subject lesson talks, interactive workshops, stands at careers fairs or assembly talks. For secondary schools, activities were designed to align to Gatsby Benchmarks, with a focus on Benchmarks 4, 5 and 6 where relevant.

In practice:

'Flying Safe: Discover fun jobs at the airport!' virtual multi-school event

4,138 primary children from 59 different primary schools across England joined the 'Flying Safe: Discover fun jobs at the airport!' virtual event in May 2025. This was held in celebration of Airport Health and Safety week. Children took part in an interactive session where they played a game asking yes or no questions to try to guess the jobs of the volunteers, as well as taking part in quizzes, asking their questions and learning about the aviation roles that keep flying safe. They met 3 aviation role models working in different roles: Eric Griffiths – Project and Safety Manager, Mike Glen – Head of Airspace and Noise and Kirsten Rienzeema – Advanced Air Mobility Lead

“

It was brilliant, I loved it,
great! I love planes, I want
to be a pilot!”

Pupil





Mike

Job title: Head of Airspace and Noise

What does that mean? Organising roads in the sky or 'flight paths' to help planes fly safely and quietly without getting in each other's way

Fun fact: The largest passenger aeroplane in the world is the A380 – It weighs the same as 101 elephants!

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Eric

Job title: Project & Safety Manager for the Merlin Helicopter for the Ministry of Defence.

What does that mean? Making sure the helicopter was designed and built correctly and safely.

Fun fact: 90% of the body of the Merlin Helicopter is made of paper



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Kirsten

Job title: Advanced Air Mobility Lead

What does that mean? Preparing the rules for flying taxis and drones

Fun fact: The plan is that in 3-10 years there will be flying taxis in the UK



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'Safe or Silly?' game



Ground Crew wearing a hi-vis jacket on the runway?

 Stand up = Safe
 Sit down = Silly

Safe 

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I appreciated this opportunity for my student because I have no contacts in the aviation industry and this was therefore my one chance to get some helpful input for him.”

Teacher

Teacher capital was a focus for the project, with teacher training sessions and teaching guides provided. This was to ensure that educators felt increasingly confident to talk about the opportunities offered by the aviation sector to their students, strengthening in-school advocacy for aviation careers. Training was delivered both in person and online, enabling teachers to engage directly with employers, and ensuring they developed a solid understanding of the different sector pathways and the links to the subject areas they teach in the classroom.

The impact of this approach can be seen in the data showing that 81% of secondary teachers and 60% of primary teachers feel confident to organise similar aviation volunteer-supported events in the next academic year using programme resources and volunteers.

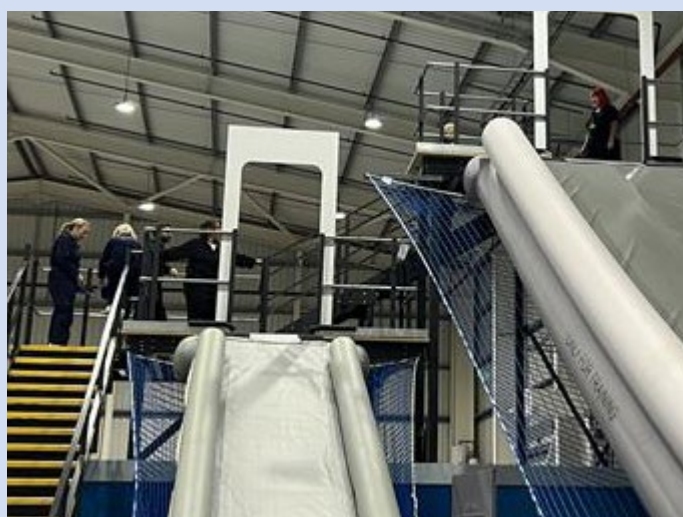
Alongside activities connecting teachers and pupils directly with aviation employees for first hand insights, the programme also sought to provide resources which could be easily used within school settings with minimal preparation from teachers. This was identified as a priority given the low capacity in schools to focus on this work alongside other competing priorities.

As a result, over 30 new aviation teaching resources for primary and secondary schools were created and made available as an ongoing legacy on the *Inspiring the Future* platform. These resources enable teachers to easily lead engaging lessons about the aviation sector that bring in aviation ambassadors into the classroom. The lesson plans provided link aviation careers to key school subjects including History, PSHE and STEM subjects. There are versions for primary and secondary schools and each pack contains core Powerpoint lesson slides, lesson plans with learning objectives and outcomes, student tasks and 'how to' mini guides. Schools were also provided with materials to share with parents about the project, recognising the vital importance of engaging parents as key influences on their children's decision making about their futures.

New video resources were also created including 3 new icould videos aimed at secondary age students and above, featuring aviation employees Miguel (Service Manager at Heathrow Airport), Brian (Air Accidents Investigator) and Krystina (Aerospace Engineer at BAE Systems) telling their career stories. 2 new 'plug and play' video resources for KS1 and KS2 primary schools were also provided and recordings of 2 live aviation virtual events were also adapted into 'plug and play' resources to further extend their reach and usage by schools. These plug and play resources provided an easy entry point to the project, especially for schools introducing the aviation sector to children for the first time or those newer to career-related learning. All teaching and video resources will remain available to schools long term on the *Inspiring the Future* platform, ensuring long term legacy and impact for the programme.

In 2024, a design competition aiming to inspire students to use what they learned in their sessions with aviation volunteers was also delivered for primary and secondary age students. Key stage 1 and 2 pupils were challenged to draw a picture that brought to life what a job in aviation might look like in the future, whereas key stage 3 and 4 students were asked to create a poster to inspire young people to consider careers in aviation.

In practice: Aviation Teacher Training at SkyPeople, Manchester



On Thursday 12th June 2025, *Inspiring Aviation* hosted an in-person teacher training event at SkyPeople Training in Manchester. We welcomed 17 teachers and lecturers from secondary schools and colleges in Manchester and surrounding areas. Attendees were given the opportunity to take part in some of the training offered by SkyPeople, including experiencing the emergency processes that take place while a plane is in the air and sitting in a life raft.

As well as this, teachers received training on pathways and job roles available in the aviation sector, as well as the landscape of the sector and changes that are coming in the industry.

They also learnt about the *Inspiring Aviation* project and developed action plans to share knowledge with their pupils when returning to school. Teachers rated the event 4.9 out of 5, with 100% of teachers reporting feeling very or extremely confident about promoting the aviation sector and the diversity of careers and pathways into the sector to students as a result of the training.

In practice: Aviation teaching resources in action

Beverley St Nicholas Primary School in East Riding used the *Inspiring Aviation* teaching resources for their Aviation themed Careers Week in March 2026. They hosted *Inspiring Aviation* volunteers both virtually and in person during the week, who gave talks to a wide range of pupils, from year 2 up to year 6. Volunteers included an RAG engineer, a jet pilot and a Fire Service Watch Manager at Luton Airport. Pupils designed their own airline logos, uniform and planes using *Inspiring Aviation* pupil worksheets.



Create your own airline

primar

future

Complete the activities below to design your own airline uniform and package deal:

Design your airline uniform

Create your own package deal

Flying from: Manchester

Flying to: Belfast

Free meals include:

Pizza, Salad, Smoothies, Minced chicken, Soups, Curry, burgers

From: 9am

To: 4pm

Activities include:

Going to Disney Land, Universal, a 4* hotel, water park, pool, beach, shops, water park

“I didn’t even know what the word aviation meant, but I really enjoyed doing the booklet with the activities to help me learn about people who work in the air.”

Matilda, Y5

The resources were really easy to find on the website, and the resources were ready-made and simple to just pick up and use.”

Y5 teacher:

It was really interesting to learn about jobs that you wouldn’t normally think about, like security guards and flight attendants.”

Chloe, Y6:

This week I enjoyed making a poster advertising different jobs in aviation.”

Alfie, Y6:

12



3. Evaluating the impact

3.1 Evaluation methodology

The evaluation draws on four main data sources, generated by Education & Employers through their online participant surveys and stakeholder relationship management:

- Post-event student feedback for 1,832 primary school pupils and 1,327 secondary school pupils, including a sample of matched longitudinal data for pupils
- Teacher feedback from 115 teachers
- Volunteer feedback from 63 employer volunteers

The extensive MI data that underpins *Inspiring the Future* is also drawn upon for this evaluation. The campaign was designed to meet the objectives of the Reach for the Sky Challenge fund which were:

Objective 1: Inspire the next generation of aviation professionals, championing the opportunities available in the sector

Objective 2: Reach individuals who would not otherwise be aware of opportunities available within the aviation sector.

Objective 3: Have a broad impact by reaching and engaging multiple people.



The specific outcomes of the *Inspiring Aviation* delivery model were divided into immediate and longer-term outcomes. Immediate outcomes included:

- Children and young people have an increased awareness of aviation jobs and career pathways
- Children and young people are more informed about the links from their learning to the wider world and particularly to aviation jobs
- Challenging gender stereotyping, biased assumptions about the aviation industry
- Teachers are trained to confidently engage more with aviation employers and employees and to recognise the role of CRL and to talk about the opportunities offered by the aviation sector to their students.

Longer term outcomes included:

- Children and young people have an improved understanding of the routes into aviation and skills and subjects needed for future careers.
- More young people considering a future career in aviation
- More young people applying for roles in aviation

In practice:

Linking aviation to school subjects at secondary school

William Perkins Church of England High School is an 11-18 state school in Greenford in the Ealing borough of London that is part of the Twyford CofE Academies Trust. The school has approximately 400 students in its sixth form and approximately 1400 students total in the school.

The school organised an *Inspiring Aviation* session for students that studied physics and maths at their sixth form, but other students were also welcome. The session was promoted to students within weekly lecture updates and had a good turnout.

The session was 40 minutes in total, and the *Inspiring Aviation* volunteer prepared a PowerPoint and sent it to the school in advance so they knew what would be spoken about. She spoke about personal decision making when getting a piloting licence, stages of qualifications and where she is in that journey. The volunteer discussed positives of the career but also challenges and attributes to making it through.



It was a very relatable talk for students and provided them an honest and realistic outlook, which we appreciated. It was pitched fantastically for our students.”

Teacher

After the event, female students stayed back for a photo as it was lovely for them to speak and hear from a volunteer who represented them in gender and diversity. The school also had some male students come back at the end to ask the volunteer more questions. One of the male students was interested in the pathways and journey the volunteer had taken, and they were able to ask more in-depth questions which was brilliant.

Laila Bana, Key Stage 5 Science Co-ordinator / Science Enrichment Lead at the school said: *“A moment that stood out for me was that our volunteer touched on the male dominated industry within aviation, and this opened the discussion where honest conversations of challenges but also how to overcome these challenges were spoken about. It provided our students confidence to then ask questions around this topic, which was good for them to explore and prepared them for these feelings, whilst they thought about their futures.*

My hope is that the impact left from these conversations, allowed the male students to consider female colleagues they may encounter in male dominated fields. For the female students, I feel it was relatable and helpful for them to see someone who has succeeded in a male dominated industry and build their confidence.

I think it is important for all young people to learn about the aviation sector regardless of their course of study. Our school is near an airport, and we have ambitious students and support their aspirations. However, we did not initially consider it a pathway until the aviation session. If you ask about aviation or how to go about getting into the industry, students won't know and are unsure about qualifications needed. In our local authority, we know doctors and engineers, however, aviation careers are not considered. Therefore, it is important and once you meet volunteers like the one, we had, who support to develop this understanding for both students and teachers, it helps inform us so we can provide advice for any students interested or curious.

For example, there was one student who had done his research, so it was nice that they could meet someone who was successful at it, and closer in age for relatability, so they have the perspective of how it had been done. We can now continue to support this student after the informed encounter.”

3.2

Teacher feedback

Teachers participating in the programme were surveyed after their events, to understand what impact they saw from activities and their plans for the future. 115 teachers completed the feedback surveys.

Teacher satisfaction

Teachers were very positive that the programme had achieved its intended impact, with 80% rating the impact on pupils as high or extremely high. Satisfaction levels were similarly positive, with 99% likely to recommend the programme to friends or colleagues and 94% rating the events and activities delivered as very good or excellent.

Increased teacher capital leading to long term impact

With regard to teacher's own understanding of the aviation sector and their confidence to continue promoting it to students, feedback was promising. 100% of teachers attending the teacher training events reported now feeling confident to promote the aviation sector and the diversity of careers and pathways into the sector to their students, with 93% feeling very or extremely confident. All teachers rated the training events very highly.

Looking ahead to the future, teacher feedback provides strong evidence of the programme's potential for sustained, long term impact. A defining strength of campaigns such as *Inspiring Aviation* is that sustainability is embedded within the delivery model itself. The programme builds capacity within schools by increasing teachers' knowledge, confidence, and their ability to independently use the *Inspiring the Future* platform to organise similar activities in future.

As teachers become more familiar with sourcing and engaging volunteers, they are increasingly able to organise similar activities in future even where no additional external budget is necessarily available. This shift from supported delivery to independent usage represents a significant multiplier effect, as the initial funded intervention has the potential to generate multiple future encounters between pupils and volunteers, thereby extending the reach and value of the initial funding over time.

This growing independence is clearly reflected in teacher confidence levels. Within this sample, 89% of primary teachers and 96% of secondary teachers reported feeling "very" or "extremely" confident in organising similar volunteer-led activities in the future. While higher confidence among secondary teachers was anticipated given their statutory responsibility to deliver careers education, including meeting the Gatsby Benchmarks, and the presence of dedicated Careers Leaders, it is particularly encouraging to see such strong confidence levels across both phases.

The high levels of confidence among primary teachers are especially significant, as careers-related learning is not a statutory requirement at this stage and the majority of primary schools have no dedicated staff role to lead this work. This suggests that the programme is not only effective in delivering immediate outcomes, but is also successfully embedding new practices longer term. By equipping schools with the tools, volunteers and confidence to continue delivery independently, the programme ensures that its impact extends well beyond the period of direct funding, offering strong long-term value and scalability.





Participants were asked to give ideas for future improvements, with the most common request being for more time (particularly networking and with volunteers), more subject specific links, and more opportunities to attend (e.g. running the sessions on more days and in more locations).

The general feedback was extremely positive, with an approximately representative sample of feedback provided:

- *A great day, very informative, loved gaining information about the broad range of careers in the CAA. Also really like the look of the Inspiring the Future website, something I will be exploring in greater depth. A great day, thank you to everyone who contributed.*
- *Brilliant day, well organised with a great deal of useful information.*
- *Great event - interesting to network with everyone share ideas - best practice - networked on our own table*
- *Speed networking was brilliant! Fantastic idea but could do with slightly more time with the volunteers – 15 mins would be better than 10. Allowing more time to ask questions as each teacher has their own specific angle.*
- *This was an excellent training course, which was very beneficial to me as a new lecturer*
- *Very well organised, informative and really enjoyable. So much to take back to school.*
- *Really enjoyed it and will be really useful for our students. Thank you!*
- *Delightful friendly staff with great level of knowledge*

Teacher training feedback

Feedback on the teacher training for secondary education teachers was received from 29 participants who attended the 2 larger in person training events at SkyPeople Training in Manchester and at CAA offices in Gatwick. The feedback was extremely positive: 24/29 rated it as 'excellent' overall (the highest rating) and 4/29 as 'very good' (the second highest rating). Teachers were very positive about the impact on careers lessons planning and their ability to organise similar events in the future.

Overall, how would you rate this teacher training event?	
Good	1
Very good	4
Excellent	24

Overall, how would you rate the potential impact on careers lesson planning?	
Good	1
Very good	4
Excellent	24

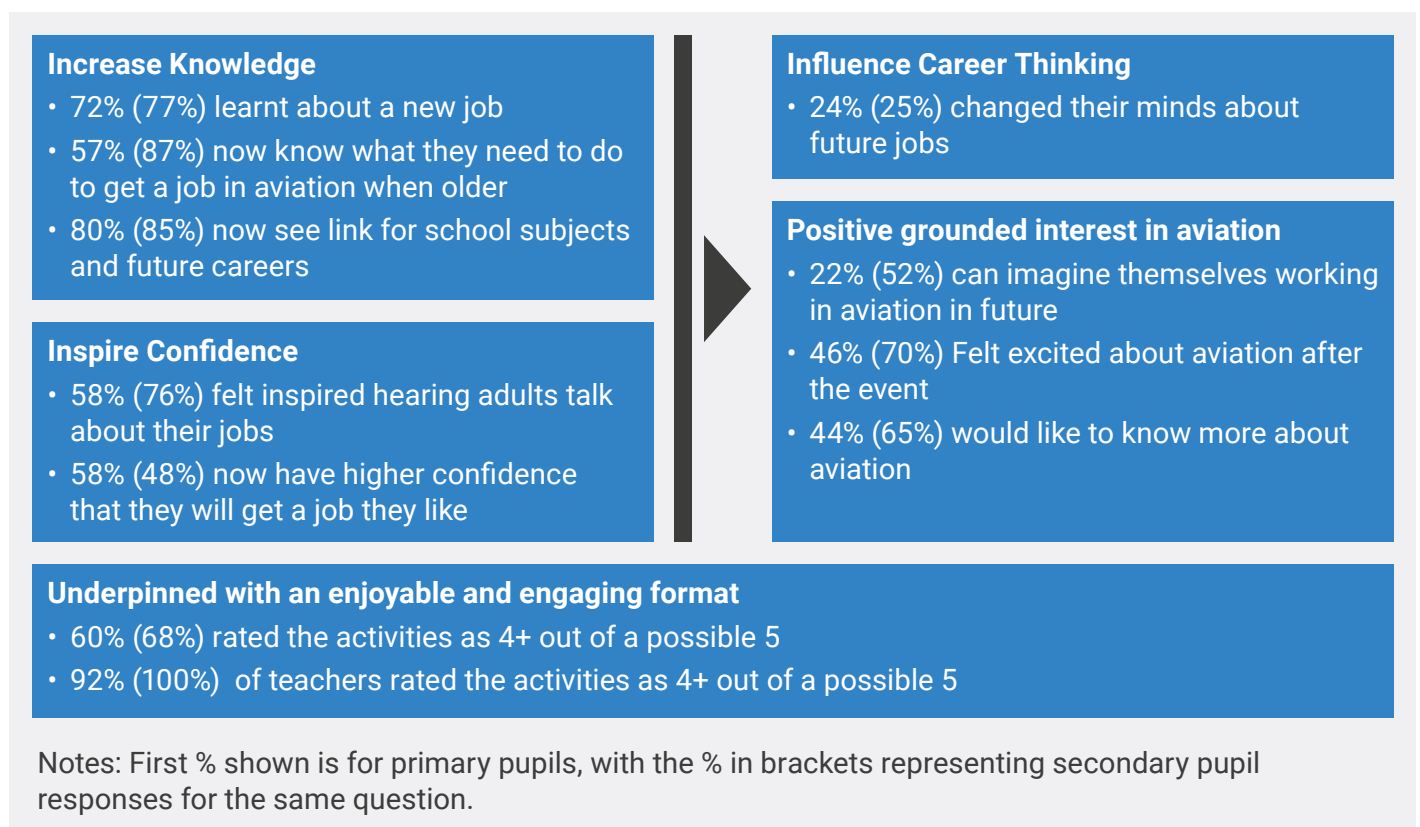
3.3

Pupil feedback

Feedback from pupils was collected via post activity surveys, with 1,832 primary school pupils and 1,327 secondary school pupils sharing their thoughts on the events, via a short survey form with differentiated age appropriate questions for primary age children. Due to the virtual nature of a significant amount of delivery, it proved challenging to collect substantive amounts of feedback from pupils, particularly those at secondary school. We have therefore also looked at teacher feedback to understand the impact they perceived for their students.

Baseline to endline surveys were carried out with a sample of 1590 primary and 1,319 secondary pupils. A total of 924 primary and 1,171 secondary pupils completed the endline feedback. As anticipated there was a drop out from baseline to endline in pupils completing the feedback – 666 at primary and 141 at secondary. This methodology looked at the changes in young people's knowledge of aviation and their interest in it following participation in the project.

The data paints a compelling picture – summarised in the diagram below – of increased knowledge, inspiration, and confidence, that leads to an influence on career thinking in general and positive, better grounded interest in aviation in particular, all underpinned by an enjoyable and engaging format that far more participants want to do more of than less of.



Children's thoughts about future careers

Results of the baseline survey showed a strong sense of general career optimism among pupils. Across both primary and secondary ages, children and young people generally perceive the labour market as offering a wide range of accessible opportunities and believe they have the potential to pursue them.

Most notably, pupils demonstrated a clear belief in the breadth of future career options available to them. Among primary respondents, 65% agreed or strongly agreed that "there are lots of different jobs for me when I grow up," closely mirrored by 66% of secondary pupils. Similarly, 57% of pupils agreed or strongly agreed with the statement "I can do any job I want when I grow up," reflecting a broadly positive sense of personal agency and ambition.

Encouragingly, pupils also show relatively progressive attitudes towards gender and work. A majority do not perceive careers as restricted by gender, with 76% of secondary pupils and 62% of primary pupils agreeing that jobs are open to both boys and girls. This suggests that, at a surface level, many young people reject traditional gender barriers in employment.

Primary-aged children further recognise the value of education in shaping their futures. A strong majority (84%) agreed that learning at school is important for securing a future job, indicating a clear understanding of the link between education and their futures.

However, this apparent optimism must be considered with caution. Self-reported attitudes, particularly among younger primary aged children, can reflect what pupils perceive to be the "correct" response, rather than deeply held beliefs or those that will ultimately shape their decisions. As a result, there can be a disconnect between these statements and their actual choices and actions over time.

Indeed, wider evidence shows that children begin to place limits on themselves from an early age. While many pupils may reject the idea that jobs are exclusively "for boys" or "for girls," research our charity Education and Employers demonstrates that gender stereotyping can be identified as early as age seven, with its roots forming even earlier in childhood.

This disconnect between stated beliefs and actual aspirations is particularly evident in the findings of the 2018 Drawing the Future study. In this large-scale survey of primary-aged pupils, more than four times as many boys aspired to become engineers compared to girls, while nearly four times as many girls aspired to become veterinarians compared to boys. This evidence highlights how, despite stated beliefs in equal opportunity, children are already self-selecting in ways that reinforce traditional gendered roles. With gender imbalance in the workforce a key issue for the aviation industry, it is vital that this is challenged from an early age to support the future diversification of the workforce.

When asked about their dream future job, at first glance, there is a considerable diversity with several hundred unique job roles. A sector classification of the job roles shows the majority of responses interest distributed across selective sectors, with the top ten shown below excluding undecided responses. Echoing previous research by our charity such as Drawing the Future studies, we can see sectors like sports, healthcare and education featuring highly in pupil's choices.

Interest in Aviation sector roles was notably consistent with regard to the % share across both secondary and primary students. Aviation promisingly features for both ages within the top 10 sectors, ranking as 5th most popular sector for primary age and 6th for secondary. Interest in Aviation sector roles was notably consistent with regard to the % share across both secondary and primary students, although the majority of jobs listed were pilot and cabin crew roles showing the limited understanding and awareness of the sector among children and young people.

Top 10 sector choices for primary age	
Sector	% share primary
Sports	19%
Healthcare	13%
Creative & Arts	11%
Education	10%
Aviation	5%
Animal-related	5%
Engineering & Technical	4%
Media & Content	4%
Policing & Security	4%
Science & Research	2%

Top 10 sector choices for secondary age	
Sector	% share secondary
Sports	10%
Healthcare	10%
Engineering & Technical	9%
Creative & Arts	8%
Business & Finance	6%
Aviation	6%
Law & Legal	5%
Construction & Trades	4%
Education	4%
Animal-related	3%

When asked about what matters most in a future job, primary children told us that they cared more about the work itself and enjoying what they do than the employer brand. 82% of children felt that enjoying what you do every day is very/ quite important and 78% felt it important that a future job included activities they like.

Impact of activities on thinking about future jobs

With regard to the impact of activities on children's thinking about future jobs, it is clear that activities have helped with increasing general understanding and awareness of future opportunities. While sessions focused solely on aviation careers, post event feedback showed wider benefits with regard to pupils understanding of future possibilities. 85% of secondary agreed they now see the value of school subjects linking to future careers. 87% of secondary pupils agreed that they felt better informed about the world of work, with 83% agreeing they felt better informed about options and pathways. At the younger primary school age, children were equally positive with 80% saying they could now see how school learning matters for jobs and 76% being able to link English/Maths/ Science to futures following volunteer activities. 72% of primary children and 77% of secondary age pupils said they learnt about a new job as a result of activities.

Sessions also had a positive impact on challenging gender stereotyping and biased assumptions with 85% of secondary students agreeing "I can do the job I want, even if not many people of my gender/ background have that job". At primary, the majority of 66% agree jobs aren't limited to boys/girls and post activities 67% felt they can do any job. This is a direct indicator that the sessions are helping pupils picture themselves in aviation even when it's not usually associated with their gender or background, as immediately post event most pupils felt equipped to look past typical gender/background constraints affecting the aviation sector.



The diversity of the volunteers was excellent – it was fabulous for my female and non-white students to be able to see themselves working in an industry often seen as dominated by white men."

Teacher

25% of respondents on the secondary survey and 24% of those at primary indicated that the event led them to question their job ideas or think about new/different jobs. This represents a substantial level of impact from a relatively modest, one off activity, especially given the wide range of influences young people are exposed to inside and outside school. While at primary age we may expect career aspirations to go through further refinement and change in future, it is a meaningful shift for this age where many are still forming their first ideas about jobs and their futures. Because the activity focused on aviation careers, it is reasonable to infer that a proportion of these pupils may now be more open to considering an aviation related role than before the event.

Enjoyment of activities

Importantly, the majority of pupils were positive about the events they joined and the volunteers they met. 60% of primary pupils and 68% of secondary pupils rated events as 4 or 5 out of 5. While pupil ratings were lower than those provided by teachers, this pattern is not unexpected as research shows that children's survey responses can be more variable or muted than adults', in part due to developing cognitive skills and differences in how they interpret rating scale. Nonetheless it is positive to see the majority scoring at the higher end as pupils who enjoy events are far more likely to report impacts from them. Notably, 76% of secondary pupils felt inspired after meeting volunteers and hearing them talk about their jobs and 70% of secondary pupils felt excited about aviation after the event. Promisingly for primary age children, 49% said they would like more activities like this.

Aviation specific outcomes

When asked specifically about their understanding and interest in the aviation sector, we can see that Aviation feels unfamiliar or "distant" for many primary children, but they are open to learning about it.

At baseline, primary children gave a low score of 26% in agreement when asked whether they can imagine working in aviation. They were more positive about wanting to know more about aviation jobs (48%) meaning curiosity exists but pupils lack exposure and confidence to the sector. At secondary, only 20% told us at baseline they can imagine themselves working in aviation. When asked about wanting to know more about aviation jobs there was again more curiosity with 43% agreeing. Like at primary we can see curiosity exists but pupils lack exposure and confidence to the sector.

As may be expected at a young age, there was a lack of knowledge of routes into the sector for primary pupils with only 186 pupils (21%) say they know exactly what steps to take and nearly half (281 pupils, 32%) have "no idea". While this is expected given the distance from the children to entering the labour market, it is concerning that we can see similar patterns in the baseline data from older students. 37% of secondary pupils say they have no idea what steps to take and only 2.7% say they know exactly what steps to take.

The baseline results from all students indicate that it is a knowledge and awareness gap, not a lack of interest that affects interest in the aviation sector. It is clear from this that there is a need for exposure, role models, and real examples from an early age to make aviation feel achievable

As detailed previously, the programme sought to have specific impacts on children and young people's awareness of aviation jobs and pathways in and on their interest in going into the sector. From the endline responses at secondary age, we can see that awareness & inspiration rose meaningfully. 77% encountered at least one new aviation job, 83% felt more aware of aviation jobs, and 70% felt excited about aviation after the event. Similar positive impacts were seen at primary age: 72% encountered at least one new aviation job, 46% said they felt excited about aviation and 46% wanted to know more, showing an emerging interest pipeline from this young age.

When surveyed post participation in activities, we could see similar positive increases in the % of children at both primary and secondary that could now imagine themselves working in aviation when older. There was a 12% increase in agreement at secondary and a 2% increase at primary. It was clear that the sessions had sparked an interest in learning more about aviation from all ages, with a 2% increase in secondary pupils wanting to know more about aviation jobs and a 3% increase in primaries. This is particularly positive given that they would have gained a key amount of knowledge already during the activities they attended. Qualitative feedback from teachers highlighted how the sessions had lit the fires of curiosity among young people:

“

After this presentation I might go into aviation. I might go into it because of how you talked about seeing new places, talking to people and teamwork.”

Miles

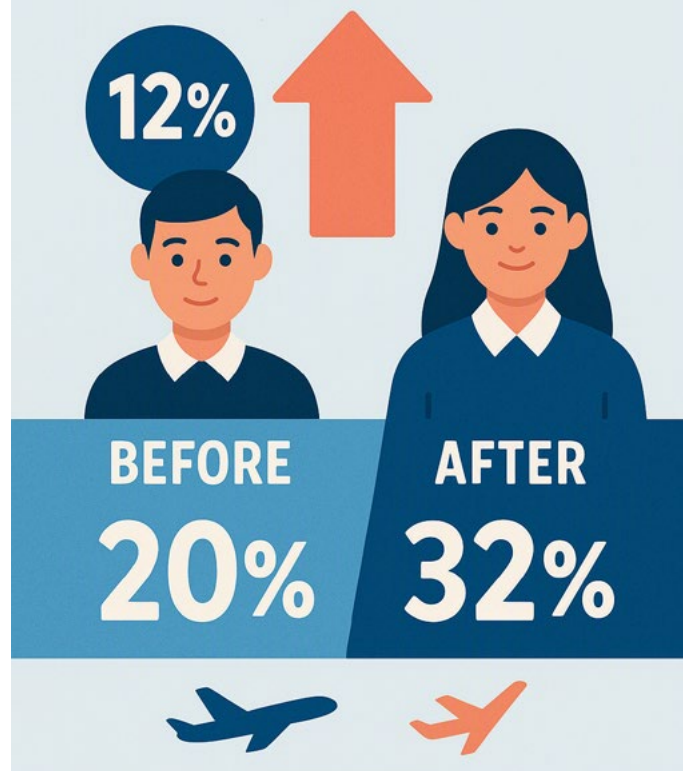
“

When asked at the beginning who was interested in a career in aviation there was one hand and at the end of the session when I asked the same question there were 9 hands! Inspiring!”

Teacher

INCREASE IN AGREEMENT

Secondary pupils agreeing that they could now see themselves working in aviation jobs when older



A majority of 51% of secondary pupils agreed “I can imagine myself working in the aviation sector in the future”. Agreement was crucially similar by gender (Girls 52%, Boys 50%) showing that activities have helped to reduce gendered barriers in pupils thoughts about their future careers, particularly pertinent for the aviation sector where this is a significant challenge. In contrast, 28% of primary pupils reported that they could imagine themselves working in aviation. This lower figure is expected: primary age children are naturally further from career decision making and often have more limited ability to visualise specific sector based futures. Nonetheless, the fact that one in four can already picture themselves in aviation highlights promising early engagement and the potential for aspirations to grow as pupils progress into secondary education.



In state schools, aviation careers are not really discussed. This is the first careers programme that has opened that possibility at our school. All the girls found it valuable – seeing real people from aviation made a difference to the girls in believing that they could be part of the industry when they are older.”

Teacher

Similarly positive outcomes were seen in the endline results with regard to pupils understanding of what they might need to do next to pursue careers in aviation.

There was an 18% increase in primary pupil agreement that they now know what they need to do when older if they wanted a job in aviation and a 21% increase in secondary aged pupils agreeing with the same statement. Feedback from primary aged children also promisingly demonstrated that gender biases had successfully been challenged as a result of meeting aviation volunteers, with a +6% increase in children agreeing that there are no jobs limited to boys and girls from baseline to endline.

65% want to know more about aviation jobs.

A long term outcome of this campaign is that more young people apply for roles in aviation. This is of course not directly measurable from these immediate post event surveys. However, intent signals are promising, with 65% of secondary pupils stating they would like to know more about aviation jobs and 84% scoring 4 or 5 out of a possible 5 when asked if they know what they need to do when older if they wanted a job in aviation. In addition, 60% of secondary pupils scored 4 or 5 out of 5 when asked how interested they are in a possible aviation job in the future post event. Qualitative feedback from pupils and teachers reinforced this intent to follow up on interest and pupil story case studies included in this report from Zara and Raadin show real examples of pupils now actively intending to make applications post support from the programme.



One standout moment was when a student (Jack), who had always been interested in aviation but unsure about the career paths available, asked insightful questions during the panel discussion. Their enthusiasm and curiosity were evident, and they left the session feeling inspired and motivated to explore various roles within the industry. It was wonderful to see their passion ignited by the event”

Teacher

Pupil case study:

Zara – a u-turn in career ambitions



When Zara was little, she was mesmerised by planes. On family holidays she'd press her face to the window, full of questions. "I remember going on holiday when I was four or five, asking my mum so many questions about the person who was flying the plane," she says.

That early fascination grew as she did. At eight, she was researching what pilots do and dreaming about the day she might fly one herself. But over time, that confidence faded. "People would laugh when I said I wanted to be a pilot. Being female and Muslim, it didn't feel realistic," she explains. So, she stopped saying it out loud. When people asked about her future, she told them she wanted to go into finance. It seemed sensible – believable – and within reach.

Now in Year 13, Zara's careers teacher had the opportunity to invite her and some classmates to visit Gatwick Airport as part of *Inspiring the Future's* aviation programme. "When I found out I was going, I was ecstatic, over the moon and couldn't sleep the night before," she says.

The day opened her eyes. Meeting volunteers working across aviation made everything feel real – and possible. "YouTube videos can go to a certain level, but in-person, getting my infinite amount of questions answered, was an amazing opportunity," she says. "There's only so much you can research – when you don't know things, you can't research them!"

The visit reignited something she thought she'd lost. "The event helped to solidify my understanding of the aviation world and determine my passion for it and my love for it," she says. "It helped me see how broad it is. How inviting the aviation sector is – not just to a certain amount of people, but to everyone. It's diverse. It's accepting. It's welcoming. It's friendly. And it's not limiting at all."

Now, Zara says she finally feels ready to believe in herself again. "I've gathered the courage to say my dream out loud again and to actually believe in myself and believe I can do it." She smiles as she reflects on what that day meant to her. "Children often have dreams of becoming astronauts, but until they meet one, they can never really be sure they exist and that they could really become one. I got to see my dream job and now I truly believe I can become it."

“

The excitement is carrying straight into the weekend, as Zara heads to Leicester for a gliding experience. It feels like a natural next step after our work with *Inspiring the Future*, especially following the aviation event they attended at Aviation House in Gatwick Airport. Those sessions haven't just inspired the young people, they've ignited their own passion too, proving that the sky really is the limit."

Teacher

Pupil case study:

Raadin – already set on aviation, but learning more every step



Raadin has wanted to be a pilot for as long as he can remember. Already focused on his goal, he is now building the insight, connections and experience to get there.

Now in secondary school, while many students are still exploring their options, he already knows where he's heading. He's been gliding for several years and has secured two flying scholarships, giving him real experience in the air early on. But even with that focus, there are still things you can't work out on your own.

When Raadin took part in an aviation event at his school, Avanti House in London, organised by Ben and Victoria from *Inspiring the Future*, it gave him the chance to hear directly from people working in the industry.

On the day, students heard from an aerobatic pilot, a student pilot, and a professional working at Heathrow Airport – each sharing their own route into aviation and what their role involves.

"You can watch videos, but it's not the same," he says. "Being able to ask questions and get proper answers makes a big difference."

Hearing how different people got into aviation helped him see what those journeys actually look like in practice. While other students were still exploring their options, Raadin found himself recognising much of what was being discussed, while still picking up new insight.

"I already feel like I'm there, but there's still loads to learn," he says.

The event also changed how accessible aviation felt.

"Before, it can seem like something you can only do if you've got loads of money," he explains. "But hearing from people there, it makes you realise there are ways in if you're willing to work for it."

After receiving his scholarships, Raadin has been sharing those opportunities with other students interested in becoming pilots. Because knowing what you want to do is one thing—but hearing real stories and asking your own questions is what makes it feel possible.

Raadin's experience didn't stop with the event. *Inspiring the Future* continued to support him by connecting him with professionals in aviation, including Kirsty, a former Red Arrows pilot.

Being able to speak one-to-one, hear how they got into the industry and ask more questions helped build on what he had already learned. "It was really helpful hearing how they did it," he says.

Raadin is still set on becoming a commercial pilot, ideally with British Airways, and has already offered to support future events and share his experience with other young people starting to explore aviation

3.4

Employer and volunteer engagement

Aviation employees acting as volunteers, and employers providing the connections to these volunteers, were core to the *Inspiring Aviation* campaign. Events and activities delivered over the 2 years relied on the pool of over 560 aviation volunteers, which had been recruited and developed since 2012 and significantly enhanced over the past two years.

UK Region	Number of aviation volunteers	Region %
Not given	13	2%
East Midlands	47	7%
East of England	58	10%
London	105	17%
North East	7	1%
Northern Ireland	3	0%
North West	46	7%
Scotland	20	4%
South East	161	25%
South West	75	12%
Wales	9	1%
West Midlands	46	7%
Yorkshire and the Humber	30	5%

167 new volunteers were recruited to the project, joining a wider pool of 566 volunteers from the sector available to visit schools as an ongoing resource. A key priority for the campaign was to provide schools with a diverse range of volunteers representing the breadth of roles across the sector and from a range of demographics. Where volunteers have completed demographic data, we can see that from new volunteers registered 38% are female and 35% are aged 35 or younger. Our volunteer pool is notably ethnically diverse and more than representative of the UK population, with 29% of our volunteers identifying as non-White British, substantially exceeding national demographic proportions.

Volunteers were recruited from a range of sources, including aviation networks such as Elevate Her, employer promotions and word of mouth. Volunteers were provided with bespoke briefings ahead of any fully facilitated activity and all volunteers were invited to attend webinars held across the year to find out more about the project and how to get involved.

Recruitment efforts focused on making volunteering easy and low prep. The profile of the volunteers reflects the regional diversity of the *Inspiring the Future* database.

This pool of volunteers will remain available via *Inspiring the Future* as a lasting legacy to schools, ensuring long term sustained impact.

Volunteer feedback

100% rated the activity as good, very good, or excellent overall.

61 employer volunteers provided survey feedback on the campaign events, reporting very positive experiences, based on event participations as described below.

Event participation (volunteer survey, n=61)

A showcase multi-school virtual event organised by the Inspiring the Future team	41%
A showcase in-person event at a school event organised by the <i>Inspiring the Future</i> team	36%
An in-person or virtual event at a school organised by a teacher that you were invited to on <i>Inspiring the Future</i>	23%

100% rated the activity as good, very good, or excellent overall, with 61% rating it excellent. Likewise, 96% were likely or very likely to recommend *Inspiring the Future* to a friend or colleague (76% very likely).

The most common motivations for participating were to raise awareness of their jobs, support the future talent pipeline, and to give back to the wider community.



I was able to develop my understanding of other people's roles in the same sector from other companies

Meeting new people that share the same passion as me

Very enjoyable, as always. Talking to young people and adults is always a privilege.

Clearly some of them were very interested so hopefully it helped and for others maybe they will consider possibilities they had not before

Having a person rather than just information brings information to life. It also generates more detailed and well-informed questions that wouldn't otherwise be considered.

Hopefully they got an appreciation of just how diverse this sector is. There are lots of obvious jobs in aviation, but hundreds more that people probably don't consider.

I think it highlighted the different roles that are available to them in aviation and also hopefully broke some gender stereotypes by having both a female engineer and pilot present.

I thought the session was insightful, and allowed the children to ask questions about what the different roles involved.

Instilled why learning and doing the best they can at school is important. And what they can do now in order to prepare for becoming cabin crew.

It provided them knowledge of the minorities in engineering and also the variety of roles within the industry.

It was great for the kids to interact with people build social skills and awareness of what a career in the Civil Service might look like.

My biggest point I like to get across is that I didn't do well in school grade wise and through hard work and determination I managed to get to where I am. Giving young people the confidence that it isn't the end of the world if you don't achieve the grades you hoped for.

Seeing that women can be engineers and pilots

The children learnt the ins and outs of being a pilot and what goes on behind the scenes

They got to field their questions and have good answers to reassure them and inform them of a career that would be otherwise unclear to them."

Motivations for volunteering (volunteer survey, n=61)	
To raise awareness of my job role/sector for young people	77%
To support the future talent pipeline for my organisation/sector	67%
To give back to the wider community	67%
I wanted to help young people to see why learning is so important	67%
To challenge stereotypes	48%
For enjoyment	36%
My own personal development	21%
Encouraged to support by my employer/corporate social responsibility scheme	10%

Volunteers also reported benefits for themselves in terms of feeling like they can make a difference to young people and gaining a sense of achievement.

Benefits from volunteering (volunteer survey, n=61)	
It made me feel like I can make a difference to the lives of young people	96%
I gained a sense of achievement	56%
I feel like I can be part of a community	41%
I gained more confidence to try something new	32%
I learnt new skills and gained experience	20%

Volunteers overwhelmingly identified positive benefits for the children and young people participating in their activities. An approximately representative sample of their comments is provided verbatim to the right:

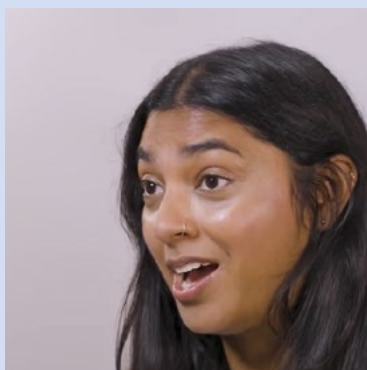
As already shown, volunteers were very positive about the events. Free-text feedback particularly highlighted the interactive and engaging format and pace.

The vast majority reported receiving the information they needed in advance, having adequate support on the day, and that the participants were well prepared for the session.

Some volunteers also made positive and constructive suggestions for how future events might be improved. The most common suggestion was for more time for the event and discussion. A few volunteers highlighted issues around the suitability of the venue (e.g. a large hall where students could walk in/out during the event) and the need to double-check tech worked in advance (e.g. embedded videos running smoothly).

Volunteer case study:

Krystina Pearson-Rampeearee, Engineering Team Lead at BAE Systems



Krystina volunteered on several *Inspiring Aviation* virtual sessions for both primary and secondary pupils, as well as participating in the icould filming

What I love about volunteering with *Inspiring the Future* is that I'm able to make a big impact for young people, changing their perceptions of what an engineer may look like and what engineering is.

It's always been straightforward to take part in activities, the communication is great and the activities usually fly by as the young people are very engaged with lots of questions!

I've gained the opportunity from volunteering to develop my communication skills and also the satisfaction of giving back and encouraging the next generation of engineers.

Raising the profile of aviation careers is so important for children as they may not realise the career opportunities that are out there. Also, being able to see the people who are doing these jobs and hear what they do day to day really brings it to life for children.

Since volunteering with *Inspiring the Future* I've met other people in aviation careers, widening my network. I've also been able to improve my communication skills which has benefited me in the workplace.



I would say to someone who is thinking of volunteering, definitely go for it! That's the only way that you'll find out if you'll enjoy it or not. There are lots of different types of activities, look at what suits you the most and enjoy it."

Volunteer case study:

Mike Glen, Head of Airspace and Noise



For the past three years, I have volunteered with *Inspiring the Future*, speaking to hundreds of young people across the UK about careers in aviation. The programme provides a well-structured opportunity for those of us in more “niche” roles to share our career journeys and demonstrate that there is a job in aviation for everyone, regardless of background or academic ability. In just one hour, you can speak directly to hundreds of young people - something very few organisations make possible.

It couldn't be easier to get involved. The *Inspiring the Future* platform allows you to search for events near you and connects you directly with teachers organising activities. You can choose the events that suit you – whether it is a careers fair or an assembly – and organisers can also contact you directly to request your attendance.

There is no obligation to attend an event, so you can volunteer at times that are convenient for you. With a great choice of both in-person and virtual activities, there really is something for everyone.



Visibility of roles can be limited, especially in airports, where you don't see many of the support functions when travelling on holiday.”

Why aviation careers matter

Aviation is such an incredible industry, and I have loved being a part of it for the past 16 years. I genuinely would not want to work in any other industry.

If you asked someone to name an aviation career, they would most likely mention the “big three” – pilot, cabin crew or air traffic controller. The reality is that there are hundreds of different career paths to take, some less obvious, including my own. Visibility of roles can be limited, especially in airports, where you don't see many of the support functions when travelling on holiday.

You need to “see it to be it”, which is why it is so important that we highlight the wide range of roles available, both traditional and less well-known.

I originally wanted to be a pilot, but when I was younger there were fewer funded training opportunities than there are now. Life doesn't always go to plan, but that is one of the great things about aviation – if you work hard, make connections and stay open to new opportunities, you never know where you might end up.

What I've gained

I have made some great connections with other volunteers and learned about careers I never knew existed. *Inspiring the Future* is not just about aviation – it provides opportunities for people from many different industries to connect with young people.

If I inspire even one young person to consider a career in aviation, then volunteering has been worthwhile!

Advice for new volunteers

What are you waiting for? Give it a try. This is the same advice I give to young people after my presentations. Life may not always work out the way you planned, but you need to be bold, be brave and try new things. You never know – it could be life-changing, and who knows which doors might open for you.



4. Lessons learnt for other sectors

What can *Inspiring Aviation* teach us about influencing young people's interest in other sectors?

The *Inspiring Aviation* campaign offers a rich set of insights that extend far beyond aviation. Its outcomes demonstrate how targeted early engagement, diverse role models, and teacher led delivery through a campaign like this can strengthen talent pipelines across any UK sector facing workforce shortages or misperceptions.

The lessons below summarise what this programme reveals about inspiring children and young people, particularly those from under represented backgrounds, into sectors that are currently struggling to attract future talent.

4.1

Why these learnings are transferable across UK sectors

Although the programme focused on aviation, the challenges it responds to are not unique:

1. Many UK sectors, including engineering, manufacturing, energy, health, logistics, and the creative sector, face ageing workforces, STEM shortages, and the need to upskill for net zero, automation, and emerging technologies.
2. Young people often have limited awareness of roles within these industries, typically naming only the most visible or stereotyped ones (e.g. pilot/cabin crew in aviation, nurse/doctor in healthcare).
3. Misconceptions about “who belongs” in these sectors continue to shape aspirations, particularly for girls, ethnic minority pupils, and those from disadvantaged backgrounds.

The *Inspiring Aviation* campaign demonstrates that lack of interest is rarely the problem, instead, it is lack of exposure, low confidence, and incomplete knowledge. These same barriers are observed across many sectors, making the model highly replicable.



4.2

The importance of engaging both primary and secondary ages

A key strength of the programme was its parallel approach across different age groups. At primary (ages 5–11) activities were about forming ideas and broadening understanding, not choosing careers. Children at this age demonstrate high aspirations, but their ideas are often limited to what they have already seen. Aviation felt “distant” for most primary pupils, but curiosity was high, indicating that early exposure can prevent “closing down” options before they are even considered. With extensive evidence to show that early stereotypes around gender and background start forming before age 7, we can see that meeting diverse role models interrupts those patterns and makes unfamiliar sectors feel possible.

At secondary (ages 11-18), activities became more about refining interests and making decisions. Older pupils benefitted from pathway-focused, realistic, and relatable insights delivered in an engaging format. At secondary level, inspiration can lead to action, with pupils wanting to know routes in, qualifications, and next steps. Engagement at this point is crucial because the pipeline begins to fragment: some pupils deepen their interest; others “drop out” because they lacked detail or confidence.

An all age model with early curiosity development and later pathway clarification, is essential for building a sustained, diverse talent pipeline.

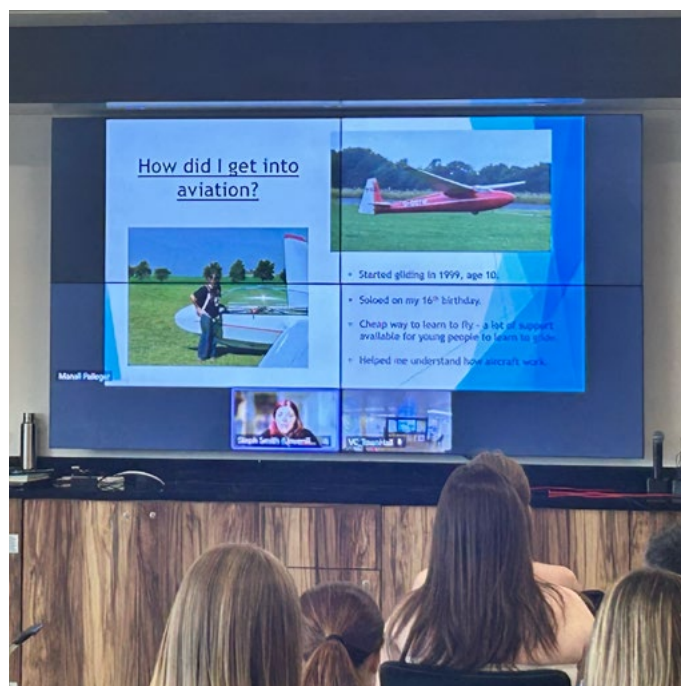
4.3 How to reach and engage schools effectively

The programme succeeded because it lowered barriers for schools. The campaign used *Inspiring the Future*'s extensive network of schools to easily reach hundreds of schools nationally. With resource and capacity a key challenge for schools, *Inspiring Aviation* made participation easy with ready-made lesson plans, “plug and play” videos, and easy access to aviation volunteers allowing schools to take part despite limited capacity. Teachers valued the simple, accessible resources that they could embed with minimal preparation and prior knowledge needed.

The campaign provided teacher training and built confidence, an essential component for any sector campaign. Through this, teachers become powerful advocates once they better understood sector career routes. Training demystified the sector and gave teachers the confidence to organise future encounters without extensive external support.

The mixed delivery models offered by the campaign further supported easy and impactful engagement for schools. Virtual events reached schools far from regional employers, helping rural and disadvantaged areas access diverse role models. *Inspiring the Future*'s expertise at delivering engaging, age-appropriate virtual encounters ensured maximum impact. In person events deepened engagement and allowed for a localised approach. Well briefed volunteers led to better events, better stories, and better pupil engagement.

A key learning here is that school engagement must be teacher centred, low burden, and scalable, with virtual delivery used strategically to overcome geographic inequalities.



4.4 How the pipeline of interest evolves as pupils get older

The data shows a clear pattern relevant to all sectors. At primary school, there is a high level of early curiosity. Pupils are enthusiastic but have limited understanding of jobs. They report high enjoyment and can see learning linking to future work when explained clearly. Many encountered sector-specific roles for the first time through the delivery of these activities.

At lower Secondary, there is a growing awareness but limited confidence. If stereotypes are not challenged at an earlier age, pupils begin comparing themselves to stereotypes and may prematurely rule themselves out. Interest is highly impressionable and easily influenced by role models.

At the older age range of secondary, interest becomes a choice. Pupils start evaluating what feels realistic based on qualifications, self-belief, and perceived accessibility. Seeing relatable role models (people “like them”) is essential to maintaining interest.

A key lesson for all sectors is that engagement must be continuous, age appropriate and cumulative. A single encounter increases awareness, but multiple encounters build genuine, lasting aspiration.

4.5

Why young people drop out and what “real interest” looks like

The programme suggests three distinct types of interest from pupils:

1. Superficial interest

- Based on a simplistic or romanticised view of a job (e.g., “pilot = travel”).
- Common in primary children or those without deeper exposure.

2. Emerging / unformed interest

- Pupils like the idea but lack understanding of what the job really involves.
- Without further information, these pupils often “drop out”.

3. Validated, persistent interest

- After hearing honest stories, meeting role models, or asking questions, interest strengthens, not fades.
- These pupils show intent: they research further, ask about qualifications, or take related opportunities.

Pupils often drop out not because their interest disappears, but because the sector and the jobs it offers remains vague or feels inaccessible. Real, sustained interest grows when pupils receive:

- Clear information
- Realistic pathways
- Honest accounts of challenges
- Reassurance that people like them succeed

This is highly relevant for sectors with complex varied entry routes such as engineering, energy, digital and healthcare. The power of people working in the sector sharing their authentic stories in schools cannot be underestimated and *Inspiring Aviation* provided an easy way for the two sides to connect, harnessing the power of the *Inspiring the Future* programme.

4.6

Motivations: How underlying passions translate into sector attraction

One of the strongest cross-sector insights is that pupils are motivated by underlying passions, not job titles. We see that in the data showing that 78% of pupils feel it important that a future job included activities they like. For example, a young person who “wants to be a pilot” may actually be motivated by travel, teamwork, problem-solving, technology, or helping people. Once exposed to a wide range of roles, that same student may realise that:

- Air traffic control uses problem solving.
- Engineering uses technology.
- Airport operation jobs involve teamwork and communication.
- Sustainability roles align with a passion for the environment.

A key learning for all sectors would be to lead with the intrinsic motivations (the “why”) and then show how those motivations occur across many jobs within the sector. This helps retain students even when they learn their original dream role in the sector isn’t the right fit.



One student was interested in photography and hadn’t realised that this could be connected with a job in aviation.”

Teacher



5. Why partner with *Inspiring the Future?*

The *Inspiring Aviation* campaign demonstrates why *Inspiring the Future* offers a compelling partnership model for sectors seeking to address workforce shortages, broaden participation, and build long-term talent pipelines. For industries facing similar challenges to aviation, including limited young people's awareness, entrenched stereotypes, and uneven access to employer engagement, this approach provides a proven, scalable, and cost-effective route to impact.

***Inspiring the Future* brings an established national infrastructure** that most sectors do not have the capacity or networks to create independently.

For more than 14 years, it has developed trusted relationships with schools and employers across the UK and now reaches over 85% of UK secondary schools and around 35% of primary schools. Leveraging this existing platform and network, the *Inspiring Aviation* campaign reached almost 200,000 pupils across 959 schools in just over 2 years, spanning primary, secondary, special schools and further education. This level of reach was achieved without the need for regional delivery teams or extensive school recruitment activity by employers.

Leveraging this platform and network... reached almost 200,000 pupils in just over 2 years.

This scale matters as many sector-led initiatives struggle to move beyond small-scale pilots or local programmes. By contrast, partnering with *Inspiring the Future* enables sectors to:

- Rapidly reach schools across all regions, including those far from major employers
- Engage pupils consistently across age groups from 5 to 18
- Deliver coherent, national campaigns without duplicating infrastructure or networks or requiring large staffing numbers

For other sectors, this offers an efficient way to move from fragmented engagement to a coordinated, strategic approach.

***Inspiring the Future* brings over 13 years of experience** working with schools and employers and a delivery model developed using the charity's extensive research and evidence base of what works. Schools trust the quality of content and diversity of volunteers offered by the programme platform, while employers benefit from expert support in designing age-appropriate, engaging encounters.

For sectors with limited experience of working directly with schools, this reduces risk, lowers barriers to engagement, and ensures that activity is impactful and high quality rather than tokenistic. Employers can contribute their expertise in ways that are proportionate, flexible, and aligned with wider organisational priorities such as social value and workforce development.

These encounters replace abstract information with relatable stories, challenge assumptions about “who belongs”, and make unfamiliar sectors feel achievable.

Evidence from the *Inspiring Aviation* campaign reinforces a critical insight that is highly relevant across sectors: a lack of interest among young people is rarely the core issue. Instead, many pupils lack exposure, confidence and a realistic understanding of roles and routes into sectors. *Inspiring the Future's* model directly addresses this by connecting pupils with real people working in the sector. These encounters replace abstract information with relatable stories, challenge assumptions about "who belongs", and make unfamiliar sectors feel achievable. In aviation, this led to significant increases in awareness, excitement, and pupils' ability to imagine themselves working in the sector.

***Inspiring Aviation* also demonstrates the exceptional value for money** that the *Inspiring the Future* model can deliver. The campaign was delivered at an average cost of £1.59 per pupil reached, achieved through the use of an established online platform, a volunteer-led delivery model, and a strategic mix of virtual and in-person activity. This compares very favourably with many traditional sector outreach approaches – for example £7 million has been committed by UK Government to improve awareness of creative career paths for school children over the next 3 years. For sectors operating within tight financial constraints and under pressure to demonstrate clear return on investment, this highlights a critical advantage: meaningful, high-quality engagement with young people can be delivered at scale, at low cost, and with lasting benefits.

Overall, the *Inspiring Aviation* campaign shows that partnering with *Inspiring the Future* enables sectors to move beyond short-term outreach towards a strategic, affordable, and sustainable approach to future workforce development. With demonstrated national reach, strong impact evidence, low per-pupil costs, and a delivery model that embeds long-term change in schools, *Inspiring the Future* offers a highly effective route for sectors seeking to influence the next generation at scale.

Interested in exploring how this approach could work for your sector?

For an initial conversation contact
nick.chambers@educationandemployers.org



6. Recommendations for other sectors

1. Start early and continue consistently

Build a pipeline that begins in primary and evolves through secondary with age-appropriate activities.

2. Use relatable, diverse role models

Representation matters and hearing genuine insights from real people can have a huge impact on the future generation. Young people must see people like them thriving in sectors they hadn't previously considered.

3. Equip teachers, not just pupils

Teacher training multiplies long term impact and expands sector visibility far beyond one project for real long term impact.

4. Make school engagement simple

Offer ready-made resources, videos, and fully facilitated events so that schools with low capacity can still participate.

5. Highlight the variety of roles, not just the well-known ones

Every sector has hidden or less visible jobs. Bringing them to life broadens awareness.

6. Link sector roles to subjects and passions

Show pupils why what they enjoy (e.g. art, science, reading, problem solving, helping others) matters in real jobs.

7. Provide clear pathway information

Many pupils drop out simply because they don't understand routes in. Demystification is essential for sectors with technical or multi-stage qualifications.



7. Appendix

Overview of key stats

The *Inspiring Aviation* campaign connected 199,374 young people (aged 5–18) with real aviation professionals through Education & Employers’ Inspiring the Future platform.

These headline figures show the scale of the campaign, the involvement of aviation volunteers and schools, and the activities and resources delivered.

The results are compelling – and the model is directly replicable for any sector facing similar workforce challenges.



Impact on young people: career awareness

The most striking finding is the scale of the knowledge gap before the programme and how rapidly targeted engagement closed it. The evaluation draws on baseline and endline surveys from 1,590 primary and 1,319 secondary pupils, plus post-event feedback from over 3,000 pupils.

The barrier is not a lack of interest, it is a lack of exposure. A single encounter with aviation volunteers was enough to produce measurable, immediate shifts in awareness, aspiration and self-belief.

Before the programme — the starting point

20%

of secondary pupils could imagine themselves working in aviation

37%

of secondary pupils had NO idea what steps to take to enter aviation

2.7%

of secondary pupils knew exactly how to pursue an aviation career: almost none had a roadmap

What changed after the programme

83%

of secondary pupils felt more aware of aviation jobs and career pathways

77%

of secondary pupils encountered at least one aviation job they had never heard of before

72%

of primary pupils learned about a new aviation job for the first time

What pupils told us afterwards

+12%

increase in secondary pupils who could imagine themselves in aviation

+21%

increase in secondary pupils who know what steps to take to pursue an aviation career

+18%

increase in primary pupils who now know what they need to do to enter the sector when older

Inspiration, confidence and wider career benefits

76%

of secondary pupils felt inspired after meeting aviation volunteers

85%

agreed they now see the value of school subjects linking to careers

70%

of secondary pupils felt excited about aviation after their event: a direct measure of genuine sector engagement

51%

of secondary pupils said they could imagine working in aviation, girls (52%) and boys (50%) equally

46%

of primary pupils felt excited about aviation and wanted to know more

49%

of primary pupils want more activities like this

Challenging stereotypes

- 85% of secondary pupils agreed 'I can do the job I want, even if not many people of my gender or background have done it'
- +6% increase in primary children agreeing jobs are not limited by gender, showing activities helped with tackling stereotypes before they become entrenched, with research showing they form as early as age 7
- 25% of secondary and 24% of primary pupils said the event led them to question their job ideas or consider new careers



When asked at the beginning who was interested in a career in aviation there was one hand and at the end of the session when I asked the same question there were 9 hands!"

Primary school teacher

Benefits to the aviation sector and employers

The aviation sector faces an ageing workforce, STEM shortages and the need to rapidly upskill for net zero and new technologies. The programme delivered measurable progress on the talent pipeline challenge that no individual employer can solve alone.

Securing the future talent pipeline

65%

of secondary pupils want to know more about aviation jobs after their activity

60%

scored 4–5 out of 5 for interest in a possible future aviation career

84%

of secondary pupils know what they need to do to pursue an aviation career

Aviation ranked in the top 6 sectors of career interest for both primary and secondary pupils even before the programme began. The campaign converted that latent interest into informed, grounded aspiration at a scale no single employer could achieve independently.

Benefits for employer volunteers

100%

of employer volunteers rated their activity as good, very good or excellent — 61% rated it excellent

96%

said volunteering made them feel they could make a difference to young people's lives

96%

were likely or very likely to recommend *Inspiring the Future* to a colleague

Volunteers also reported significant personal benefits alongside professional gains, and the programme offered a structured, low-burden route to meeting social value and corporate responsibility goals. Key motivations: 77% wanted to raise awareness of their role/sector; 67% to support the future talent pipeline; 48% to challenge stereotypes.

56%

of volunteers gained a personal sense of achievement from participating

41%

said volunteering made them feel part of a wider community

32%

gained new confidence to try something new through their involvement

Progress on diversity — a long-standing sector challenge

- 38% of newly recruited volunteers are female; 29% identify as non-White British, substantially exceeding national demographics
- 35% of new volunteers are aged 35 or younger, presenting a modern, relatable image of the sector to young people
- Near-equal aviation aspiration between girls (52%) and boys (50%) post-programme shows real, measurable progress in dismantling gendered barriers
- 46% of participating schools were above the national average for free school meal eligibility, directly reaching communities most at risk of being excluded from sector opportunities

Long-term legacy built into the model

- 566 volunteers remain available to schools permanently via Inspiring the Future: at no further cost to the sector
- Over 30 teaching resources freely available on the Inspiring the Future platform as a permanent legacy
- 89% of primary and 96% of secondary teachers feel confident to independently organise future volunteer-led activities
- 100% of teachers attending training felt confident to promote aviation careers: every trained teacher becomes an ongoing advocate



In just one hour, you can speak directly to hundreds of young people — something very few organisations make possible.”

Mike Glen, Head of Airspace and Noise, volunteer

A proven model — ready for other sectors

The challenges aviation faced are not unique. Across the UK economy, sectors including engineering, energy, manufacturing, digital, healthcare and logistics face the same combination: ageing workforces, limited public understanding of available roles, entrenched stereotypes, and a pipeline of young talent that is simply unaware of what these industries offer.

The core insight from *Inspiring Aviation*: young people are not disinterested in unfamiliar sectors, they simply haven't met anyone who works in them. When they do, awareness and aspiration shift rapidly. This holds true across every sector.

Why the model works

- Early intervention from age 5 through 18: building a cumulative pipeline of interest before career choices narrow
- Virtual and in-person delivery: reaching schools far from major employers and removing geographic inequality
- Diverse, relatable role models: real people in real jobs challenge stereotypes and make unfamiliar sectors feel achievable
- Teacher training and ready-made resources: building in-school capacity that multiplies impact long after the programme ends
- Digital matchmaking platform: removing administrative burden so schools and employers connect at scale with minimal friction
- Parent engagement: materials sent home recognise the crucial role parents play in shaping young people's career thinking

Exceptional value for money

£1.59

cost per pupil: an unprecedented return on investment for talent pipeline development at national scale

199,374

young people reached in just over 2 years, with no regional delivery teams or large staffing numbers required

For context, the UK Government committed £3 million to improve awareness of creative careers for young people. The Inspiring Aviation campaign reached nearly 200,000 young people across the full breadth of England for a fraction of equivalent per-pupil cost and left a permanent legacy of resources, volunteers and trained teachers that continues to generate impact without further funding.

Teacher satisfaction confirms the quality

80%

of teachers rated the impact on pupils as high or extremely high

99%

would recommend the programme to friends or colleagues

94%

rated events and activities as very good or excellent

What this means for your sector

The *Inspiring Aviation* evaluation provides a clear, evidence-based case for sector-coordinated investment in early careers engagement. The model is not aviation-specific, it is a framework for connecting any sector with the young people who will become its future workforce.

Any sector that is struggling to attract and retain talent, that faces entrenched stereotypes about who belongs, or that suffers from low public visibility among young people can benefit from this approach.

The evidence base is established. The platform and infrastructure already exist. The model is ready to deploy. Shift rapidly. This holds true across every sector.

1 in 4

primary pupils can already picture themselves working in aviation: a pipeline that will mature over the coming decade

9 in 10

teachers feel confident to continue promoting aviation careers to pupils independently, long after the programme ends

£1.59

cost per pupil: one of the most cost-effective talent pipeline interventions in the UK

Events run by *Inspiring the Future* – Year 1

Event details	Format	Age range
1 Aviation Adventures – Careers in the Sky For our first virtual showcase event for primary schools we were joined by 5,690 children from 72 primary schools During the event children met 3 volunteers and learnt about their jobs through a fun and interactive game called ‘What’s My Line?’. Volunteers involved: • Aerospace Engineer, Flight Crowd • First Officer (Pilot), EasyJet • Avionics Design and Development Engineer, Virgin Atlantic	Virtual	Primary
2 World Pilot’s Day For our first virtual secondary event scheduled in celebration of World Pilot’s Day on the 26 April, we were joined by 1,155 pupils from 61 secondary schools. Volunteers involved: • Abbigale Austin – First Officer (pilot) for Isle Fly • Claire Harrison, Head of Western Radar for NATS (National Air Traffic Services) • Jack Jenner-Hall, Student/Pilot and Light Aircraft Instructor	Virtual	Secondary
3 Aviation Adventures – Careers in the Sky We held our first in-person event at Ryecroft Academy in Leeds. We were joined by a host of aviation volunteers and 90 Year 5 and 6 pupils uncovered the wide-ranging possibilities awaiting them in this exciting field. Volunteers involved: • Hannah Wells a Pilot with easyJet • Jamie Babbin MRAeS Head of Air Traffic Services at Leeds Bradford Airport • Claire Acklam Senior Legal Counsel from Leeds Bradford Airport • Department for Transport civil servants	In person	Primary
4 Travel and Transport: Fun jobs in the Airport For this primary virtual event we were joined by 3,521 children from 47 primary schools. Children took part in an interactive event. Volunteers involved: • Steph Smith MRAeS, an Aircraft Engineer • Manpreet Shergill, an Airport Safety Officer • Michael Glen AMRAeS an Airspace, Noise and Air Traffic Management Specialist, who was also a Department for Transport (DfT), United Kingdom Aviation Ambassador.	Virtual	Primary

Event details	Format	Age range
5 Exploring Aviation: International Flight Attendants Day For this secondary virtual event we were joined by 405 pupils from 24 secondary schools. Students heard from three people who worked as flight attendants who offered their own unique stories about their career journeys and experiences. Volunteers involved: • Michael Lawson – now Training, Project and Outreach Manager for SkyPeople Training • Sherlee Lind an Aviation Instructor • Michelle McIntyre a Safety and Emergency Procedure Instructor.	Virtual	Secondary
6 Women in Aviation (Women Engineering Week) For this virtual showcase event for primary schools we were joined by over 4000 children from 51 primary schools. The event focused on engineering roles and challenging gender stereotypes in the world of aviation and was held during Women Engineering Week. During the event children met 3 volunteers and learnt about their jobs through a fun and interactive game called 'What's My Line?'. Volunteers involved: • Aerospace Engineer, BAE Systems • Apprentice Engineer, Rolls Royce • Design Engineer, GE Aerospace • Team Lead Engineer, BAE Systems	Virtual	Primary
7 Aviation in Digital Age (Use of technology/tech advancements) For this virtual secondary event we were joined by 191 pupils from 12 secondary schools. The event explored how the aviation industry is rapidly evolving, driven by technological advancements that are reshaping careers and opportunities within the sector. Volunteers involved: • Debbie Smyth Pilot at Tui Airways • Mariya Tarabanovska Aerospace Engineer and Founder of Flight Crowd • Matthew Rice Heliport Manager, London Heliport.	Virtual	Secondary

Event details	Format	Age range
8 Skybound Careers: Exploring Diverse Paths in Aviation We held our second facilitated showcase in-person event at The Barlow RC High School and Specialist Science College in Manchester. We were joined by a host of aviation volunteers and 180 Year 9 pupils rotated between the volunteers in small groups, getting the opportunity to hear about the volunteers' roles and breaking gender stereotypes in the aviation sector, followed by Q&A sessions to ask more about their specific interest. Volunteers involved: • Nurina Sharmin Integration Engineer • Graham Strutt FRAeS Airline Training Captain & Examiner at TUI • Rebecca Andrews Airline Captain at TUI • Jon Lansley former Air Observer for Greater Manchester Police's Air Support Unit at Manchester Airport	In person	Secondary
9 From Cockpit to Control Tower: Diverse Roles in Aviation 631 students attended this interactive virtual session from 17 different schools. Volunteers involved: • Rachel Gardner-Poole, Director of a new sustainable flying school, also former Chief Operating Officer at an Innovation & Technology company, Director at the UK Space Agency, and Head of General Aviation at the Civil Aviation Authority. • Stuart Coffey, Squadron Leader and RAF Pilot • Dan Mason Airfield Operations Manager at Inverness Airport	Virtual	Secondary
10 Aviation Adventures: Careers in the Sky! The virtual event gave 6400 primary pupils from 63 different schools the chance to meet aviation professionals and take part in fun interactive activities. Volunteers involved: • Craig Hickson, Pilot Training Captain, • Harry Boyce, Air Traffic Control Engineering Manager	Virtual	Primary
11 Navigating Engineering Careers in Aviation Students had the opportunity to dive into the world of engineering careers in aviation to celebrate National Engineering Day. Over 490 students joined from 23 schools and colleges. Volunteers involved: • Steph Smith MRAeS – Licensed Aircraft Engineer at Airbus • Neha Master – Aerospace Engineer Degree Apprentice at Rolls-Royce • Guido Moschetto – Design Engineer at Rolls-Royce	Virtual	Secondary

Event details	Format	Age range
12 Careers in the Sky: Exploring Aviation Careers 250 year 7 pupils from Budmouth Academy in Weymouth joined us for an in person event in Weymouth with volunteers working in engineering careers in aviation. Volunteers involved: • Daniel Scott, Software Engineer, Eaton • Lily-Mae Fisher, Pilot, Royal Navy • Chris Yelland, Sensor Operator/Commander, Royal Navy	In person	Secondary
13 Aviation Adventures: Careers in the Sky This virtual event gave 2500 primary pupils from 67 different schools the chance to meet aviation professionals. Volunteers involved: • William Wright, Pilot, Easy Jet • Kim Lewington MBE, Air traffic controller/Training Liaison Officer • Stuart Rankin, Radio Engineer, Civil Aviation Authority	Virtual	Primary
14 Aviation Adventures: Careers in the Sky! 60 primary pupils from Abbott Community Primary School in Manchester in Years 5 & 6 did the What's My Line activity and had a chance to speak to the volunteers and ask them questions. Volunteers involved: • Gray Coleman and Jordan Ngamba – Commercial Utilities Bureau Managers at Manchester Airport Group • Elida Teoli Eatough – Lead Training Instructor, Sky People Training.	In person	Primary
15 Aviation Adventures: Careers in the Sky! 120 Year 5 & 6 students from St Ives Primary in Cornwall took part in a What's My Line activity and afterwards the volunteers visited their classes to share more detailed information about their jobs. Volunteers involved: • Paul Wilkins, Sensor Operator / Deputy Base Manager (NQY), Special Missions, 2Excel Aviation • Emily Curnow – Pilot, Isles of Scilly Travel • Ian Whittaker – Hangar Assistant, Isles of Scilly Travel.	In person	Primary
16 Skybound Careers: Exploring Diverse Paths in Aviation (ICAO Day) 180 Year 9 students from Richard Rose Central Academy, Carlisle had an opportunity to meet 3 aviation professionals via a Careers Talk and Q&A. Volunteers involved: • Alan Rayson – Flight Instructor, Carlisle Flight Training, • Benjamin Dixon – Student Commercial Pilot, Carlisle Flight Training • Debbie Smyth – Pilot, Tui Airways	In person	Secondary

Events run by *Inspiring the Future* – Year 2

Event details	Format	Age range
1 Aviation Adventures: Careers in the Sky! • 3,900 primary children from 36 different schools • Introduced children to different careers in aviation, including challenging gender stereotypes Volunteers involved: • Ben Chapman – Air Police Pilot • Ling Lim – Research Fellow (Environmental Impacts) • Rebekah Brooks – Aeronautical Engineer	Virtual	Primary
2 Beyond the Cockpit: Hidden Careers in Aviation • 323 Year 7 to 11 from 11 different schools attended • Students learnt how busy our skies are, how much thought goes into making sure flying is safe and how aviation businesses work with the government and their impact on legislation and regulations. Volunteers involved: • Harry Boyce, Air Traffic Control Engineering Manager • Brian McDermid, Aircraft Accident Investigator • Janette Aquilina – Government Affairs Manager, International Airlines Group	Virtual	Secondary
3 Flying Safe: Discover Fun Jobs at the Airport! (Airport Health & Safety Week) • 4,138 primary children from 59 different schools • In celebration of Airport Health & Safety Week, children learned about the aviation roles that help keep flying safe. Volunteers involved: • Eric Griffiths – Project and Safety Manager • Mike Glen – Head of Airspace and Noise • Kirsten Rienzeema – Advanced Air Mobility Lead	Virtual	Primary
4 Aviation on the Ground: The People that Make it Happen • 318 young people from 28 different schools Volunteers involved: • Dan Mason – Airfield Operations Manager • Kirsten Rienzeema – Advanced Air Mobility Challenge Lead • Mike Glen – Head of Airspace and Noise	Virtual	Secondary

Event details	Format	Age range
5 In celebration of Women in Engineering Week at the Aviation House, hosted by CAA • 60 female students attended this workplace visit event to CAA from 7 different schools • Students took part in the CAA's Aviation Modernisation Escape Room, solving clues in teams and took part in speed networking to meet aviation professionals in roles such as Horizon Scanning Principal and Airspace Regulator	In person	Secondary
6 Sky Explorers: Exciting Jobs in Aviation! at Kanes Hill Primary School, Southampton • 60 children took part in a What's my line assembly talk followed by classroom chats with volunteers Volunteers involved: • Mike Glen – Head of Airspace and Noise • James Alderson – Terminal Operations Manager • Craig Hickson – Training Pilot	In person	Primary
7 Ready for Takeoff: Exploring Aviation for Everyone (International Day of the Girls) 61 classes and 3079 pupils from 61 classes met with 3 incredible aviation volunteers during the session. Volunteers involved: • Mona, a Quality Engineer • Kirsty, former red arrows pilot • Aleesha, a cabin manager.	Virtual	Primary
8 Flight Check: Exploring Medical Roles in Aviation • 681 students from 16 schools attended • Secondary and colleges (Year 7 – 13) Volunteers involved: • Flic Leaming – RAF Doctor • Helen Lunnon-Wood – Aviation Psychologist • Neil Middleton – RAF Nurse	Virtual	Secondary
9 The Future of Flight: Innovation & Sustainability in Aviation • 349 students from 20 schools attended Volunteers involved: • Dal Nwokora – Navy Test Pilot & Aerospace Engineer • Stuart Rankin – Radio Engineer • Anil Padhra – Sustainability and Environment Manager at Emirates Airline	Virtual	Secondary

Event details	Format	Age range
10 STEM in the Skies: Exploring Cool Careers in Aviation (National STEM Day) at Dairy Meadow Primary School, Southall • Years 3-6 pupils took part in a What's My Line? Assembly in the hall followed by 10 minute presentations in classrooms Volunteers involved: • British Airways Captains • RAF helicopter pilot • Sustainability engineer at Gatwick	In person	Primary
11 The Future of STEM Careers in the Sky (National STEM Day) at Avanti House school in Essex • 50 Year 7 and Year 11/12 students met with a range of aviation volunteers Volunteers involved: • Aviation Mentor and Heathrow Services Manager Miquel • Jack, who has achieved incredible milestones in aviation at 19 and travelled 2.5 hours from Norfolk to attend; • Simran, a young female pilot who brought props and gave a clear, thorough explanation of routes into aviation.	In person	Secondary
12 Aviation Mission: Who does what? • 2573 children from 29 unique primary schools across the UK joined this interactive session. Volunteers involved: • Simran, a Trainee Pilot, who showed us a day in the life in her job. During this, she got pupils to try guessing what different parts of the cockpit were called, which they did a great job of! • Brian, a retired Aircraft Safety Investigator, who spoke about how he made sure flying is safe, and about famous air accidents he'd been involved in. • Jason, an Aircraft Engineer for the RAF, who told us about the variety of aircraft he's worked with, and the many benefits of his job such as a free company car and travel.	Virtual	Primary
13 STEM Jobs in Aviation • 3469 children from 45 unique primary schools joined this STEM focused event Volunteers involved: • Angela, Materials Engineer • Anil, Climate Change Manager at Emirates Airline • Yvonne, a Chief Petty Officer	Virtual	Primary

Event details	Format	Age range
14 Aviation Careers for Creatives: Design, Art, and Communication • 467 students from 16 unique schools joined this session focusing on creative careers in the aviation sector. Volunteers involved: • Ady Bibby – Managing Director – True North • Clare Moore-Bridger – Group Director of Corporate Affairs, International Airlines Group • Nick Morrish – Photographer/Videographer • Jenny Hamblin – Sales Communications & Engagement Executive, Virgin Atlantic	Virtual	Secondary
15 The Science Behind Aviation (British Science Week) at Ark Victoria Academy • 100 year 6 Pupils joined this in person session. Volunteers involved: • Ross – DfT Ambassador and former Chief Engineer for the Red Arrows • Francois – Airport Firefighter at Birmingham Airport • Simone – HR Manager at GKN Aerospace • Taylor – Data Analyst at GKN Aerospace • Sarah – Head of Tax at Melrose • Donough – Chief Scientist and Flight Instructor	In person	Primary
16 Engineering in Aviation at Ormiston Victory Academy in Norwich • 80 students took part. The majority of students were in Year 10, but we also had a few particularly keen Year 9's and Year 12's. Volunteers involved: • Dan – a Safety Manager for the MoD • Simon – a pilot and flight instructor • Stuart – a cyberspace technician for the RAF • Peter – an engineer with a background in constructing aviation support buildings • Nurina – an engineer who joined virtually and spoke about her experience of being a woman and of Bangladeshi heritage in aviation/ engineering.	In person	Secondary

Interested in working with us?

If you'd like to find out how *Inspiring the Future* could support your sector, organisation or workforce priorities, get in touch:

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0207 566 4880

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for Transport

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