



YOUR adventure in Aerospace

The Skyward STEM Education Initiative

(Registered Charity 1199059)

Briefing and outline Business Plan

Confidential for potential funders and stakeholders



"Once you have tasted flight, you will forever walk the earth with your eyes turned skyward, for there you have been, and there you will always long to return"

Leonardo da Vinci

Capt. Richard Griffin
Trustee, Founder and Project Lead

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1. Executive summary

What is Skyward?

Skyward is about providing young people with extra-classroom experiences that will truly shape their ambitions, bringing aerospace within reach of students of all ages, with focus on stimulating interest in science, technology, engineering and maths (STEM subjects).

Imagine how powerful an influence it could be on a young person's decisions about their own education and career to bring them aboard a real aircraft to learn. To stimulate and nurture the engineers, pilots, designers, scientists and technicians of the future, we need to place students in an environment where they can see and *feel* reasons to take up those career paths.

The aerospace industry is undoubtedly one of the most inspiring to work in. Man's aspiration to fly has always driven innovation, learning, and adventure.

Skyward will also highlight the need for our industry to contribute to the protection of our environment and develop technical solutions to progress the 'greening' of aviation.

Where are we now?

Providing this incredible way to stimulate interest in STEM subjects, our industries, and their greening – is already more than a concept. Yes, we have a clear vision as outlined in this paper but more than that, we have secured our first aircraft, we have found the physical space we need for it, and we have the support and interest of industry stakeholders.

The charity exists, our people are ready, and we have clear evidence of need for the venture – both from our educators and from our industry recruiters. We have commissioned research, summarised herein, that demonstrates the project's viability.

What's next?

Funding is needed to build infrastructure and take Skyward through years 1 to 3. This paper sets out the project in detail and explains how start-up funding will be spent fitting out the aircraft and education centre. Creating the infrastructure will cost c£250,000, and operating costs in years one and two will total some £200,000. This might seem incredibly low for a venture in a hi-tech multi-billion-pound industry, but bear in mind that the first aircraft is secured and will be donated to us.

Ideally, funding will be a combination of government grants, further industry support, third sector grants, and philanthropy. Each funder will therefore see their support leveraged significantly.

Our aspirations do not end with one static aircraft. We imagine Skyward running at several UK airports, and ultimately with unlimited financial burdens, we would consider providing one airworthy example, enabling us to bring the Skyward experience to audiences across the UK. What better way can there possibly be to bring STEM to life and draw young people to the most exciting career paths in the world?

The aircraft (having been donated), will create a genuinely unique and innovative opportunity for us all to be part of something very special in STEM education.

“If we are to nurture the engineers, pilots, designers, scientists and technicians of the future, we need to place students in an environment where they can see and *feel* reasons to take up those career paths“

2. The vision that is Skyward

Skyward is a new, highly innovative approach to enhancing STEM education that will benefit our industry by stimulating the aerospace and airline experts and workers of the future, including those working on ‘greening’ aircraft production and operations.

STEM is struggling

Experience, anecdote and hard evidence all tell us that STEM education is struggling to attract high calibre students to what we regard as crucial subjects¹. It is hard to pin down root causes for this, but no doubt societal change, teacher shortages, the pandemic years, concerns about university funding, perception of STEM subjects as being tough ones, for ‘boffins’ and – perhaps – a dearth of inspirational role models, are all factors. It is feasible that this is all compounded by the adverse impact of social media on our young people, with dramatically changed influences and role models over the past decade.

“If the UK is to achieve its ambition of becoming a ‘science and technology superpower’ by 2030, urgent action is needed”

House of Lords Science and Technology Committee, December 2022

Aerospace recruiters are struggling

At the same time, aerospace, renewables and related industries worldwide are struggling to recruit, develop and retain the STEM talent they need². This is increasingly recognised by industry leaders and governments globally as an imperative that must be addressed.

These issues really matter

The implications of STEM skills shortfalls are adverse at a macro-strategic level. Baroness Brown of Cambridge, Chair of the House of Lords Science and Technology Committee, presented evidence to this effect, and wrote in late 2022 that *“The issue of the UK’s skills gap is long-running. The shortage of people with the necessary STEM skills impedes improvements to productivity, economic growth and the fulfilment of wider policy goals, such as net zero and energy security. If the UK is to achieve its ambition of becoming a ‘science and technology superpower’ by 2030, urgent action is needed.”*³

Skyward – part of the solution

Skyward will contribute to addressing these proven important issues by providing a stimulus to students – with focus on secondary school students making decisions about their subjects and career paths. This can be achieved by bringing them out of the classroom and into the real world of applied STEM – on board an aircraft that is designed and equipped to engage, educate, and inspire.

Our ambitions for the project are high; our longer-term vision is to be able to fly to students across the UK, breaking down barriers to access. This classroom in the sky could, we believe, be the ultimate

¹ For example STEM Learning at <https://www.stem.org.uk/all-news/young-people-show-declining-aspirations>

² For example McKinsey at <https://www.mckinsey.com/industries/aerospace-and-defense/our-insights/the-talent-gap-the-value-at-stake-for-global-aerospace-and-defense>

³ <https://committees.parliament.uk/publications/33254/documents/179987/default/>

in STEM stimulus. If the experiences we want to develop do not move and *allow* a student to want to be a pilot, technician or engineer, then probably nothing can.

Our mission

Skywards mission is to become a leader in creating extra-classroom aerospace experiences and facilities that deliver hands-on learning in a fun, memorable, interactive, inspiring way, that engages fully with all our senses.

We will take our visitors on a journey of discovery, providing immersive, educational and even emotive experiences. We will highlight the magical world of flight and the vast array of careers available in aerospace by exploring the industry's past, present and future. We will ignite a passion for flying by creating exciting, inspiring and thought-provoking activities in a setting that is cutting edge, applying the latest technologies to provide an advanced learning platform.

Vision

Our vision is of a STEM community that is anchored around our experiences and facilities. Skyward is readily scalable - ultimately, we want to operate a number of aerospace discovery centres based in and around retired airliners across the country. Our experiences and centres will be connected by a sophisticated and engaging learning platform which users can use to expand their knowledge, engage with further activities and connect with our community partners, all from the comforts of their own home and at their own pace.



The bedrock of each centre will be a complete retired commercial airliner, modified into a world-class hi-tech interactive learning space where visitors can explore, discover and investigate in a hands on, immersive way. Ultimately, one of our aircraft will be fully operational providing a unique resource – a flying classroom able to visit any airport – thus from Exeter to the Shetland Islands the initiative will be accessible to many. Our content will be curriculum rich and relevant. Skyward will challenge the norm and stand out from the crowd, performing way outside of the usual school-visit box.

As well as geographical barriers, Skyward will work to break down gender, socio-economic and other barriers to STEM and our industry, opening a huge diversity of young minds to reaching for the skies.

Greening aviation: a massive opportunity?

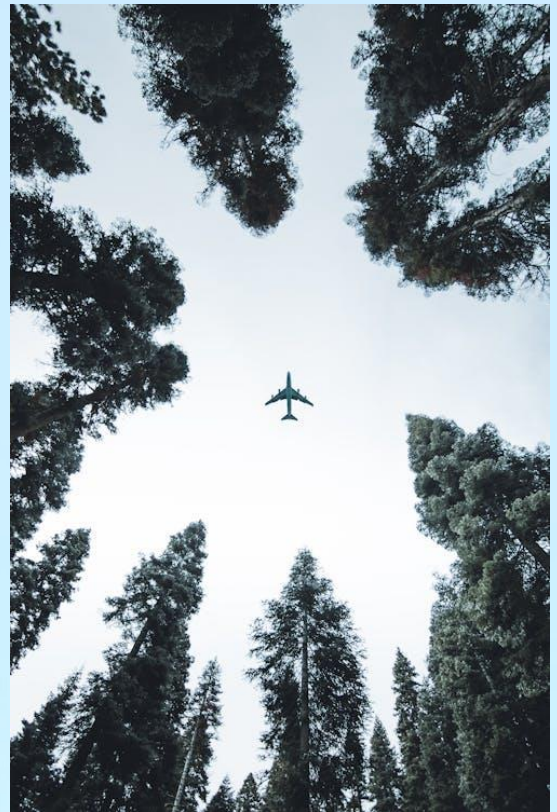
Our young people are understandably concerned about the future of their planet. Skyward will highlight how STEM knowledge and skills are needed to create and implement solutions to the global environmental problems we face. Our focus will of course be on the greening of aviation – how can we build, maintain and operate aircraft and aircraft engines with climate change in mind, and how can and should our industry change – but the subject matter can be applied to other problems too. The need to stimulate STEM learning is pressing in many industries.

Thus, one of the fundamental objectives of Skyward will be to engage our young learners to look to the realities of the future and at the environmental questions and challenges our industry faces.

We will promote interaction, investigation, challenge and collaboration to collectively consider potential solutions, and perhaps even conceive new ones, by asking the crucial question: *How can we best make aviation green?*

Reversing the damage done by carbon emissions and limiting the impact of further climate change, so ensuring a sustainable future for us all, will increasingly fall to our scientists, technicians, engineers and mathematicians.

An example of how we intend to collaborate on this important area of work is that we envisage working with manufacturers developing electric aircraft that offer so much potential. We will encourage them to visit our centres when students are present, to discuss their visions and showcase their ideas and prototypes.



3. Achievements and planned work packages

Several important steps have been taken already, laying the groundwork for the initiative and getting it to the stage where the board are confident that approaching potential funders is justified and we are ready to move to the later phases.

Work package 1 – Project development

Work package 1 has been the full development of the Skyward concept and vision, up to the point where this document can be shared with potential funders, influencers, and other stakeholders. Alongside the development of the vision, some first practical steps have also been taken. Skyward has successfully:

- ✈ Brought together a board of excited, experienced and passionate industry people
- ✈ Created the charity and registered with The Charity Commission for England & Wales
- ✈ Commissioned STEM educational consultancy to research and verify the project need
- ✈ Commissioned market research to look at what similar work is being done, if any
- ✈ Engaged with third sector consultant and consolidated concept, vision, operational plans and financial considerations into this document
- ✈ Identified several potential funders
- ✈ Entered negotiations regarding land with the airport authorities at Bournemouth Airport
- ✈ Undoubtedly most importantly and excitingly, secured the donation of our first aircraft, a Boeing 737. The aircraft is currently parked at Bournemouth Airport (pictured)



The board at Skyward (page 18) are ambitious but also realistic, with pragmatism borne of years of flying experience and industry expertise. We recognise that our vision must come to life step by step.

Work package 2 – Infrastructure

At the time of writing, we are in the process of negotiating with Bournemouth Airport around permanent parking for the aircraft, and operating space. We are optimistic that this will be secured at low cost as the airport will have the opportunity to showcase Skyward as a CSR initiative and an innovative, highly relevant piece of their own infrastructure.

Work package 2 requires funding and incorporates:

- ✈ Identify a precise location and building space for the aircraft centre
- ✈ Complete leasing negotiations with airport authorities / landowners
- ✈ Design/architectural work for the aircraft and the associated buildings
- ✈ Establishing safe operating parameters
- ✈ Establish what is required for any appropriate sign offs from regulators
- ✈ Making safe and fitting out the aircraft
- ✈ Creating initial office, storage and classroom space
- ✈ Construction of initial basic Skyward website (later to host SkyWeb, page 11)



Work package 2 is about building our infrastructure, of which the aircraft is a core element

Work package 3 - Funding

This programme starts immediately as infrastructure development is of course fully dependent on securing the funding required. Operational costs will also need to be covered by grant funding for the first two to three years. In the longer term the business model will be built around fee income and collaborative industry sponsorship – contributions from stakeholders reliant on the STEM workers of the future we are striving to create. The work package includes:

- ✈ Grant and philanthropism research and submission of funding bids
- ✈ Approaches to relevant UK government funding streams, departments, and decision makers
- ✈ Consultation with education authorities over cost-sharing
- ✈ Engaging with fundraising professionals / consultants

- ✈ Engaging with aerospace/airline industry decision makers and influencers
- ✈ Publicising the project and making public our activities and case for support

Note that costs of the project to date, including the commissioned research, have been borne by the charity's board members. However, it is not possible for this to continue indefinitely.

Work package 4 – Educational materials and SkyWeb

- ✈ Development and production of visitor learning content and materials
- ✈ Development of onboard learning pod concept and content
- ✈ Engagement with educators and education authorities
- ✈ Explore potential for outreach work, visiting schools, in particular in the early months of the project whilst infrastructure is being built
- ✈ Construction of the SkyWeb platform. This online STEM learning platform will continue to engage the community of students we create long after their visit to the centre.
- ✈ Development of SkyWeb content
- ✈ Development of CPD accredited teacher training; built into Skywards education programme. This will provide teachers with resources and training both online and onsite.

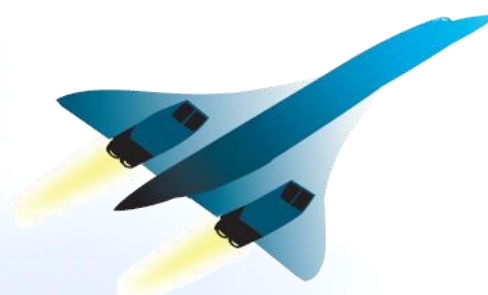
Work package 5 – Marketing and launch

Planning the public launch of Skyward is the subject of work package 5, which embraces:

- ✈ Development of PR function
- ✈ Engagement with local education authorities and schools (Dorset and Hampshire)
- ✈ Test programmes and sessions, and learning from them
- ✈ Social, mainstream and aerospace industry media activity
- ✈ Scheduling all pre- and post-launch activities
- ✈ Launch event
- ✈ Celebrity and VIP engagement

Work package 6 – Develop business as usual protocols, practices, policies and procedures

We are cognisant of the need, as we get ever closer to the point of launching the venture, to establish our operating processes. This work package will be the remit of the planned executive team under the guidance of the trustees and our consultant specialists, but it is important to make clear that the board is aware of this work stream and how critical it will become.



4. What does Skyward need now?

Our efforts are now focused on securing funding, and other support from the aerospace industry.

We have a proven need, an innovative, exciting and realistic solution, and the key part of our infrastructure – a complete airliner – is in place. We now need to secure:

- ✈ Capital funding to fit out the first aircraft and create the education centre
- ✈ Capital funding and/or direct support to build SkyWeb
- ✈ Operational funding for years 1-3

Please see section 7 for details of the funding required.

We also need to work on developing (and securing commitment to) the ongoing collaborative corporate sponsorship funding programme needed to sustain the project in the longer term. Presenting our business plans and our aspirations through this document is an example of our planned open, transparent way of approaching and working with prospective sponsors and funders.

We want to be able to progress the development of our infrastructure in the latter half of 2025 and deliver our marketing and launch plans in 2026.

In addition to direct funding, we also need:

- ✈ Stakeholders such as STEM educators and recruiters to provide letters of support
- ✈ Industry decision makers to collaborate in making Skyward a success for us all
- ✈ Pro-bono work contributions to the project
- ✈ Prospective board members with appropriate skills, networks and passion for the concept



A network of collaborators will make Skyward a success, to the benefit of all involved

5. Infrastructure in more detail

This section outlines the plans for developing infrastructure in a little more depth. Fully detailed plans including architectural work are in the process of being developed.

Sited in Bournemouth, the core of the first Skyward Education Centre will of course be the aircraft itself. This will be complemented by two things. Firstly, buildings, which we intend will consist of a reception area, classroom, office and storage space - but with scope to later develop into what we refer to as an 'Aerospace Discovery Centre', adding significantly to the learning experiences.

We will work closely with the airport regarding access and security for visiting groups to enhance our offering, this might include airside access from time to time, for example if we can create the opportunity to get up close to a military aircraft, an electric plane, or a search and rescue helicopter. Sponsor airlines may be willing to allow visits to their airliners under careful supervision.

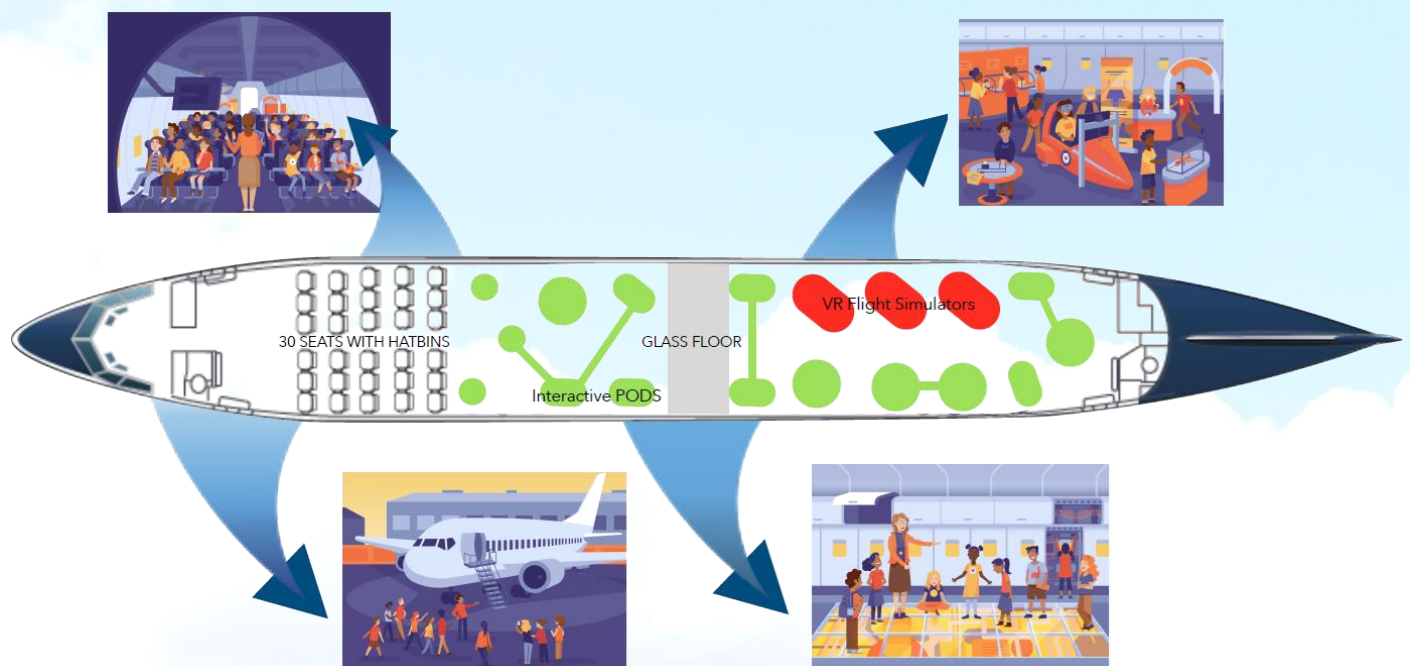
The last part of the infrastructure triangle will be our online digital learning platform, Skyweb⁴. SkyWeb will allow learning to start before a student's visit and continue beyond it and create a community of people impassioned by the project.

Funding is needed for all three pieces of this interlocking infrastructure jigsaw.

All our infrastructure will be designed with accessibility, wellbeing and the safeguarding of our young people in mind.

The aircraft

Funders are asked to assist with the internal conversion of our first aircraft.



The aircraft will be the core of the STEM learning experience

⁴ SkyWeb is a working name for planning purposes; searches indicate that the word is not trademarked at present

Our plans for the conversion of the retired airliner include safe access routes to the cabin, and access to the cockpit with space to see, touch, feel and learn. We will make things real by ensuring that as much of the aircraft's electrical and electronic functions are live and demonstrable as possible and that what cannot be real is simulated, for example through audio of an engine start-up process or ATC communications.

Our ambitions include the installation of three VR flight simulators, interactive pods allowing student focus on specific subject matter (for example propulsion systems, environmental issues, or pilot experience), a glass floor teaching area to enable sight of the lower internals, and a 30-seat passenger cabin doubling as a classroom facility.

We will give as much freedom to students to safely explore the aircraft as we can, with a mind to safeguarding our young visitors.

Cost of the conversion work on the aircraft is pragmatically estimated to be in the order of £100,000, with a further £30,000 for flight simulators and £120,000 for the educational pods. We envisage that funding or creating the pods in particular may appeal to specific sponsors or corporate donors, for example an engine manufacturer may like to contribute the cost of building a pod delivering information about propulsion systems.

Conversion/refitting of the aircraft includes:

- ✈ Engines and fluids secured
- ✈ Safe access and security
- ✈ Electrical and electronics systems decommissioned, refurbished or simulated
- ✈ Sensory experiences
- ✈ Classroom area
- ✈ Educational pods and flight simulation (VR) area
- ✈ Power, water, catering and connectivity
- ✈ Rebranding

It is also worth noting that once this unique classroom is tangible the benefits will quickly become obvious and readily demonstrated to future funders.

The buildings

Buildings alongside the aircraft will complement the interactive classroom situated on board.

These would provide us with storage, an office, and additional classroom areas to allow us to increase capacity and thus enhance our primary activity focused on STEM. Our ambition is to develop this further in the future, into the Aerospace Discovery Centre.

SkyWeb

Running alongside the physical resources, a learning management system will be developed which at first will provide pre- and post- visit activities for use by teaching staff and students in their existing classrooms. SkyWeb will be designed such that it can and will later evolve into a fully integrated analytical online platform. It will allow use via any connected internet browser at any time, behind secure logins.

Building analytics into the architecture of the system will allow us to track our users' journeys, thus enabling us to retain their interest by linking up further activities, encourage revisits to our facilities, and promote initiatives such as career days, seminars and workshops.

Skyward will also promote links to Air Cadets, Scouts, Flying Scholarships, Engineering Programmes, and much more – including other important STEM industries such as clean energy generation, armed forces, environmental sciences, and - closing an important loop - education and teaching.

The cost of non-aircraft infrastructure is built into our anticipated annual costs (see section 8).

An investment in our future

We believe that it is critical that Skyward invest properly in our infrastructure - enough that we can be truly innovative. Whilst funders are being asked to make what may seem a significant start-up investment for a small charity, the costs involved are tiny when placed in the context of the STEM problems described in the introduction to this document, and our industry's budgets.

The combination of aircraft, centre and online platform is innovative and exciting, and places emphasis on creating a highly relevant and curriculum rich real-world context that offers students of all ages an opportunity for a wonderful hands-on experience.



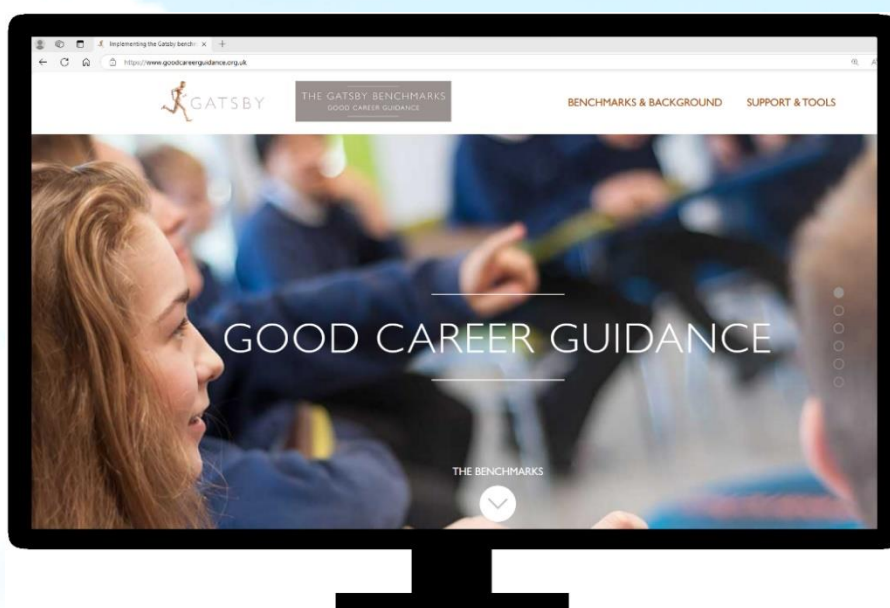
6. Skyward and the STEM curriculum

Skyward is borne of a need to encourage our young people to study STEM subjects, and to develop their career interests and aspirations around aerospace.

We will ensure that our subject matter is aligned with national curriculum content. We will do this by:

- ✈ Engaging with an experienced education consultant who will inform our decision making
- ✈ Adopting the concept of 'curriculum gain' as a core principle
- ✈ Creating an Educational Advisory Board to provide guidance and devise an Education Strategy to be followed when conceiving and building our programme and content
- ✈ Engaging with educators, in particular in our immediate area, from the start and continually, taking advice and inviting contribution to our decision making
- ✈ Developing KPIs and impact measures that reflect the importance of curriculum links
- ✈ Linking the curriculum to real life context
- ✈ Assisting educators to meet their commitments to the Gatsby Benchmarks⁵ for the provision of good career guidance in schools
- ✈ Effective feedback-learning processes to allow us to adapt and change based on what we hear from our visitor groups and their teachers/leaders
- ✈ When appropriate, seek accreditation for our programmes
- ✈ Develop CPD-certified teacher training materials to ensure that the educators we work with are in a strong position to add curriculum gain before, during and after a group visit.
- ✈ Ensuring SEND students can be included on visits and in our programmes

The Gatsby Benchmarks for the provision of good career guidance are particularly relevant here as one of our founding drivers is the need for young people to make decisions to study STEM subjects and become the pilots, aero-engineers and technicians of the 2030s and beyond.



⁵ See <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>. The eight principles are (1) A stable careers programme (2) Learning from career and labour market information (3) Addressing the needs of each pupil (4) Linking curriculum learning to careers (5) Encounters with employers and employees (6) Experiences of workplaces (7) Encounters with further and higher education (8) Personal guidance

7. Operations and management

To start, the charity's board of trustees will delegate day to day operational management to an Operations Manager (OM) who will be employed or contracted as appropriate. Later, as funding streams build, the trustees will eventually be supported by an executive team likely to comprise Chief Executive, Operations Manager, Fundraiser, Finance Assistant and Education Officer. Again, posts will be employed or contracted as appropriate.

The development of this operational team will be determined by several factors:

- ✈ Availability of funding
- ✈ Any pro-bono, corporate workforce, and voluntary support secured
- ✈ Progress of infrastructure development
- ✈ Skills and time available from trustees
- ✈ Launch programme timing and resulting demand

The decision that the charity should appoint staff right from this early starting point is based on lived experience of starting such a venture; the trustees alone are highly unlikely to be able to commit the time required, unpaid, to deliver the project operations.

Administrative space will be essential, and this will be an early stage of work on the buildings.

Operational costs are likely to be generally low, except for

- ✈ any rent costs that emerge from the discussions ongoing with landowners
- ✈ aircraft maintenance costs

The cost of any additional contracted educators / education assistants required to attend our visitors will be covered by grant funding.

As noted earlier, development of operational protocols, practices, policies and procedures will be required. The board does not underestimate the work and time required to do this, and this is another factor in the decision to appoint staff as soon as funding permits.

Operational costs are forecast in the next section, section 8.

The creation of an operations/executive team will be an important step for Skyward



8. Financial planning

At our stage of development there is an inevitable degree of uncertainty about financial planning. Indeed, the main reason for producing this document is to attract the *initial* attention of potential funders and nurture their interest. Therefore figures, whilst presented in good faith, will no doubt evolve as we firm up operational plans and create funding streams.

The project lends itself to a portfolio of funding streams and it is reasonable for any tranche agreed to be subject to the securing of other parts of that portfolio, which we hope and anticipate will include:

- ✈️ Government department grants (e.g. science, transport, education, innovation, environment)
- ✈️ Industry sponsorship (from airlines, aerospace businesses, aircraft, aircraft engine and equipment manufacturers)
- ✈️ Individual philanthropy, charitable trusts, and foundations (grant giving)
- ✈️ Traditional charity donations and fundraising (post launch)

Infrastructure (start up) costs:

This table is redacted in this public version of this document.

If you would like to know more about our financial plans, please contact Captain Richard Griffin at info@skyward.org.uk.

Annual operating costs

Operating costs are projected below for years 1; there will be increasing uncertainty as we look further ahead but the key initial assumptions are:

- ✈ Immediate recruitment of 1.6 FTE staff
- ✈ The availability of funding
- ✈ Estimates of premises and apron costs
- ✈ Inflation will increase subsequent annual costs by 5%

Beyond the initial 3-year time frame, it is envisaged that ongoing operating costs will be funded by a combination of income from grant funding, and our planned collaborative corporate sponsorship programme, the latter being a partnership of airlines and aircraft manufacturers contributing to our annual costs and thus leveraging their CSR and charity budgets.

This table is redacted in this public version of this document.

If you would like to know more about our financial plans, please contact Captain Richard Griffin at info@skyward.org.uk.

Note that these figures do not include the costs of fully developing the SkyWeb platform, as (1) the timeframes for that are not critical to the launch and our initial activities in Bournemouth, (2) separate funding will be sought for that project, and (3) to develop the specification and budget for such a potentially complex technical platform requires much more research at this stage.

Note too that the annual costs shown above do not include the expansion of the executive team. Although this will be essential, this will be linked to the development of funding streams including grant funding. Growth of the team will be determined by the rate at which we are able to build Skyward's activities.

This page is redacted in this public version of this document.

If you would like to know more about our financial plans, please contact Captain Richard Griffin at info@skyward.org.uk.

9. Governance

Skyward will operate as a not-for-profit, being registered with The Charity Commission for England & Wales as charity number 1199059.⁶ The charity is constituted as a CIO (Charitable Incorporated Organisation).

As a collective, the board of trustees retain legal responsibility for the strategic direction, finances and management of the charity. As staff are appointed, tasks will be delegated, but trustees will always retain these responsibilities in charity law. The charity will be governed with due regard to The Charity Governance Code⁷.

Over the considered three-year period the board will be extended beyond the current three to seek individuals with additional skills, connections and experience.

Finances will be directly overseen by the board, with day-to-day monitoring delegated to the Operations Manager and subsequent Chief Executive and, as revenue permits, a contracted bookkeeper. As is usual, the charity's accounts will be subject to independent examination before being submitted to the Charity Commission.

10. Our people

Skyward will provide STEM anchored and aerospace focused educational experiences and deliver its vision utilising a combination of the aircraft, centre, software, and – perhaps most importantly – passionate, inspiring and experienced people.

The current team consists of:

Capt. Richard Griffin (trustee, founder, chair)



Richard, 37, is an experienced airline pilot, currently flying with a well-respected UK airline and with a successful career in the industry behind him. His responsibilities include new pilot training and assessment.

Away from work Richard's interests include extensive charity work and fundraising as well as general aviation. He is founder and organiser of the Dorset Plane Pull, running annually since 2009, raising over £340,000 for numerous charities. Richard was also a director and trustee of Project Wingman Foundation 2020-25, supporting NHS staff through the COVID years and beyond.

Dawn Stokes (trustee, treasurer)



Dawn is a focused, driven individual who brings a wide set of experiences and skills to Skyward, including team leadership, finance, community leader and charity operations.

⁶ https://register-of-charities.charitycommission.gov.uk/en/charity-search/-/charity-details/5194857/charity-overview?p_p_auth=OkVHeWT8

⁷ <https://www.charitygovernancecode.org/en>

Dawn's passion for aviation has taken her on an inspiring journey of service and community impact. As the team leader for Fly2help Charity at Bournemouth Airport, she organizes transformative days that allow beneficiaries to experience the wonder of flight.

Her love for the iconic Sea Vixen aircraft led her to create a vibrant social media presence, which then evolved into assisting Navy Wings when the aircraft was moved to their organization. With a kind heart and caring nature, Dawn is committed to uplifting others through her aviation-fuelled endeavours

Philip (Sam) Davies (trustee)



Sam has had a career of two halves, with 30 years of experience as a senior and specialist Police Officer, and more latterly nearly 20 years as a Site Facilities and Safety Manager at European Skybus Ltd at Bournemouth airport.

As such he has a wide skill set and pragmatic outlook which is an asset to the charity. He brings people and leadership skills, operational experience, a safety culture, facilities management skills, project management expertise, IT skills and much more.

Christina Astin (STEM Education Consultant)



The board have engaged the services and support of Christina Astin, a highly experienced and respected consultant specializing in STEM work.

Christina is a dynamic and creative educator-communicator with a focus on science education. Having taught physics at secondary level for over 20 years she now operates as a freelance consultant, advisor, coach, writer and presenter. She brings superb relevant experience to the table and though not a board member, is a key part of the team.

The trustees will bring other skills on board as required, by extending the number of trustees and/or the use of specialist consultants and advisers.

11. Closing comment

When we first envisioned Skyward, it wasn't just about aerospace—it was about unlocking the potential in every young person who has ever looked to the sky with wonder. We have always believed that education should be more than textbooks and tests; it should be bold, immersive, and unforgettable. Skyward was born from that belief. By transforming a retired commercial airliner into a fully interactive classroom and infusing every experience with cutting-edge technology and real-world relevance, we're creating a space where learning truly comes alive. This is where science meets imagination, and where young minds are free to explore, question, and create.

This initiative is more than a place — it's a movement. A movement to break down barriers, challenge expectations, and make aerospace accessible to everyone, regardless of background. Our goal is simple yet powerful: to spark a lifelong love of learning and inspire the next generation to reach beyond what they think is possible. At Skyward, we believe the future of flight begins not in the skies, but in the hearts and minds of those brave enough to dream, and we're here to help them soar.

Appendix 1: SWOT analysis

Trustees assess the strengths, weaknesses, opportunities and threats facing the venture as:

Strengths (positive internal factors)

Strong motivated core team of founding trustees
Excellent industry and education connections
We know and understand our audience
Good signs of strong industry support
Rapid credibility being established
Strong brand and vision
Work already done
Sustainability, e.g. reusing aircraft
Unique and exciting experience
The engagement will be impactful - all 5 senses
Pathway to training and employment
Genuinely life changing opportunities being offered
Accessibility, reaching and impacting those often out of reach to the aerospace industry

Weaknesses (internal factors to bear in mind or to mitigate)

Lack of funding
Scale of operational challenge
New, no profile, starting from scratch, and no social media presence
No existing model to follow
Need skilled personnel to support R&D
Aircraft to maintain - ongoing and expensive
Reaching schools with limited resources will be challenging
Will take time and capital to grow and reach our long term vision
Other STEM outreach may be seen as 'easier and cheaper'

Opportunities (external positive factors)

Potential to grow nationally and go airborne for maximum impact
Potential to become THE outreach experience all schools want to engage with
Unique nature of the experience – nothing similar out there
Social media and media presence should grow rapidly once launched
We can engage the next generation of aerospace professionals
Tap into the desire to get back 'out there' and hands on real life experiences post-Covid
Tapping into Industry 4.0 and digital transformation of education and industry (onboard and Skyweb)
Creates a much needed pathway into higher education and other routes into industry
Address missing element in other outreach projects
Our core purpose aligns with a government recognised need
Will improve social mobility - touching the lives of those who need it the most
Will gain media interest and be attractive to volunteers and staff
We can change the way we educate our young people and impact their lives

Threats (external factors to bear in mind or to mitigate)

May not be able to raise the capital investment needed
Resourcing the considerable initial and ongoing stakeholder engagement work
Potential lengthy time to build momentum
Multiple other STEM outreach projects out there
Schools don't engage through misunderstanding about aerospace or 'not for our type of pupils' mind-set
Schools don't engage due to transport and funding issues
Takes too long for schools to engage and we lose industry support

Appendix 2: Our research

Needs in STEM education

Skyward has commissioned a comprehensive report from Astin Consultancy which demonstrates that the aerospace industry touches curriculum for UK key stages 3 and 4 (ages 11-16) at over 100 points. The report also demonstrates that Skyward comprehensively supports the implementation of the eight Gatsby Benchmarks for career guidance in schools. The report is available from the trustees on request.

Markets & Competition

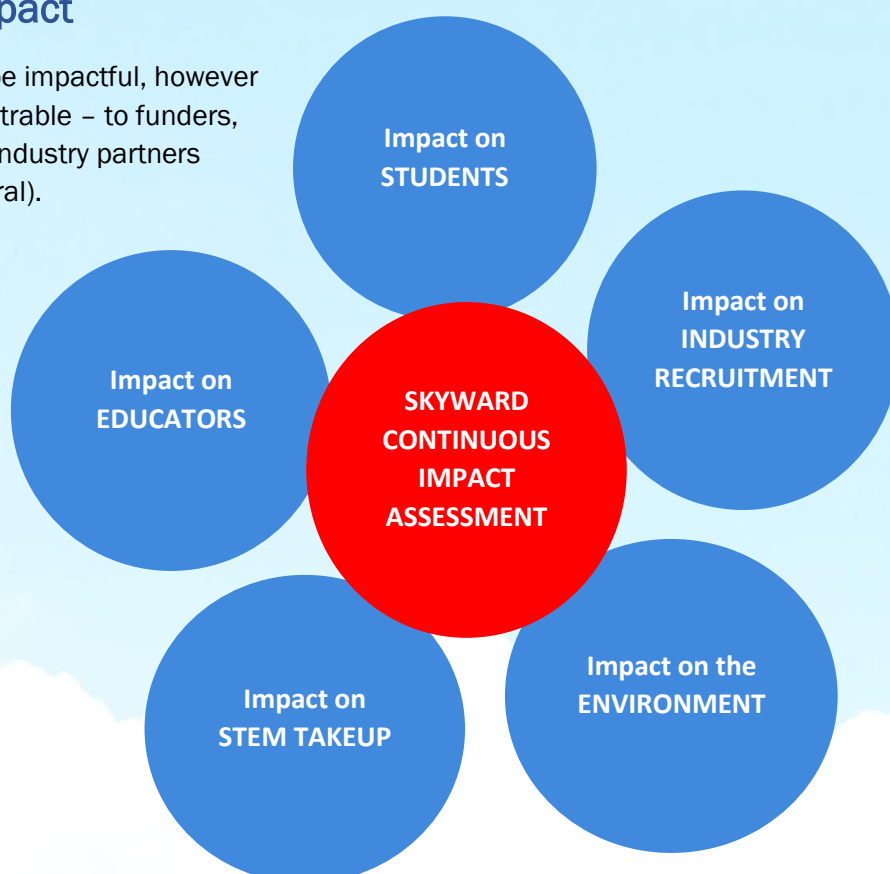
Skyward has commissioned research and a report looking at the market for the proposed venture, and competing schemes. The comprehensive paper demonstrates that Skyward will be operating in a competitive environment, but that its USP – the combination of hi-tech learning and the aircraft – is powerful and addresses many undeniable needs. The report is available from the trustees on request.

Appendix 3: Assessing impact

We have no doubt that Skyward will be impactful, however of course this will need to be demonstrable – to funders, educators, The Charity Commission, industry partners and media (social, industry and general).

Thus, we will establish a culture of measuring impact thoughtfully and frequently, and of using those measures to nurture a culture of continuous improvement.

By demonstrating impact, we will not only be more likely to sustain Skyward, but the project will thrive, allowing us to realise our vision of multiple centres across the UK, reaching many thousands of prospective STEM students and creating the essential aerospace professionals of the future.



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