

LONDON CAREERS FESTIVAL 2022 EVALUATION REPORT

"Way too much fun to be a school day."

LCF



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1. What is the London Careers Festival?

The London Careers Festival (LCF) is an annual event that has been run since 2019.

The festival was born of the City of London Corporation's commitment to ensuring that **learning is linked to the world of work at all stages to enable learners to make informed career choices**, working particularly towards the following outcomes:

- All pupils in the Family of Schools will hear from and be inspired by employers and apprenticeship providers.
- Apprenticeship opportunities are promoted, and all pupils can receive well-informed and impartial advice about apprenticeship options.
- There are clear progression routes through technical and professional education (including apprenticeships) into skilled employment.
- Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their age, background or personal connections.
- Pupils are exposed to professionals in the cultural and creative industries, and self-employment and entrepreneurship are reflected in the offer.

In its commitment to achieve these outcomes, the City of London Corporation entered into a collaboration with The Stationers' Company (Apprentice Futures) and the Livery Schools Link (Livery Showcase) to deliver a festival for learners from primary to post-16.

2. What was the offer at LCF 2022?

LCF 2022 adopted a blended delivery model¹, building on the success of previous in-person (2019) and virtual (2020 and 2021) festivals. The structure of the festival was as follows:

Virtual Festival June 20 – June 24

In-person Festival June 27 – July 1

2.1 Events

The full set of LCF 2022 programmes can be found here: [Your visit – London Careers Festival](#)

2.1.1 Virtual Events

The Corporation partnered with a range of organisations to host **48** live virtual events, with a full programme on offer for primary, secondary and post-16 pupils. These sessions included:

- Employer-led webinars exploring specific job roles, organisations and industries
- Webinars exploring different career access pathways
- Workshops exploring entrepreneurship and entrepreneurial skills
- Virtual talks from employers
- Online skills building workshops
- Q&As with experts and professionals

A full list of the virtual events can be found in Appendix 1.

¹ 'blended delivery' is defined as the practice of using both online and in-person learning experiences.

2.1.2 In-Person Events

The in-person week at LCF 2022 was arranged as follows:

- **Monday June 27** – Post 16 (*with Apprentice Futures*)
- **Tuesday June 28** – Secondary (*with Apprentice Futures & Livery Showcase*)
- **Wednesday June 29** – Primary (*with Livery Showcase*)
- **Thursday June 30** – Creative Careers (*with Culture Mile Learning*)
- **Friday July 1** – Big Apprentice Meet Up (*with the Association of Apprentices*)

The Monday, Tuesday, Wednesday and Friday sessions all took place at the Guildhall. Alongside the Apprentice Futures and Livery Showcase events were a full range of careers and skills workshops.

A full list of the in-person events can be found in Appendix 2.

2.1.3. Resources

Building on the work of LCF 2021, the LCF team continued to offer businesses the opportunity to share resources/opportunities via the resource page on the LCF website ([Resources – London Careers Festival](#)). An additional **10** new organisations added resources this year, bringing the total number of resources to **174**.



3. How did we prepare for LCF 2022?

3.1 Corporation Event Management

With the new blended delivery approach and two-week festival length, new modes of project management were required to build on the success of previous festivals.

LCF management was led by the ESU's Lead Partnerships & Programmes Officer with support from the Projects Officer.

In-event data gathering was led by the ESU's Lead Strategy and Impact Manager with the support of the Lead Policy Officer.

A temporary support officer was also employed to work across the different aspects of festival preparation, delivery and evaluation.

Feedback on event management was positive:

*"The event was well managed with no major issues and lots of friendly support staff on hand." **City of London Police***

*"A very well organised event, set in a beautiful location. As an exhibitor we were very well looked after, there was a steady stream of young people attending the event and a wide range of providers exhibiting." **Ben Godfrey, Skills Training UK***

3.2 Partnerships

Effective partnerships were key to the success of LCF 2022.

3.2.1 Operational Partners

As in 2021, we engaged **Pathway CTM** as operational partners, working with them to:

- Set up and oversee the booking process for LCF webinars and in-person events
- Provide a host/facilitator for all LCF webinars and support with safeguarding policies
- Provide technical support throughout the week of the virtual festival
- Support the virtual onboarding process for partners
- Share evaluation surveys and encourage schools to complete them

3.2.2 Delivery Partners

Core delivery partners for LCF 2022 were:

- Education & Employers
- The Stationers' Company
- Livery Schools Link
- Association of Apprentices

Education & Employers were a key partnership at LCF 2021. This year we re-engaged them to:

- Deliver **8** live careers sessions (6 virtual, 2 in-person) for primary and secondary pupils
- Oversee the management of these sessions

- Confirm inspiring role models from key employer partners.
- Carry out a survey during session.
- Promote and engage these and other LCF offers to their schools' network.

The Stationers' Company and their **Apprentice Futures** event have been a core component of the LCF since its conception. This year we partnered with them to:

- Manage the employers, providers, colleges and universities involved in Apprentice Futures
- Manage communications with participating organisations
- Generate floor plans for the Great Hall including tech requirements
- Provide Stationer apprentices to act as festival guides
- Promote the festival to school contacts

Livery Schools Link and their **Livery Showcase** have also been a core part of the LCF since conception. This year we partnered with them to:

- Manage the livery companies involved in the Livery Showcase
- Manage communications with participating livery companies
- Generate floor plans for the Livery Hall, Print Room and Old Library including tech requirements
- Promote the festival to school contacts

For the first time, the LCF 2022 team partnered with the **Association of Apprentices** to:

- Manage and deliver a networking, training and social event for current apprentices
- Book speakers/workshop leaders
- Manage bookings for the *Big Apprentice Meet Up*
- Organise food, drinks, and entertainment for the social part of the *Meet Up*.

The Association of Apprentices themselves partnered with **Investors in People** to manage and fund the event.



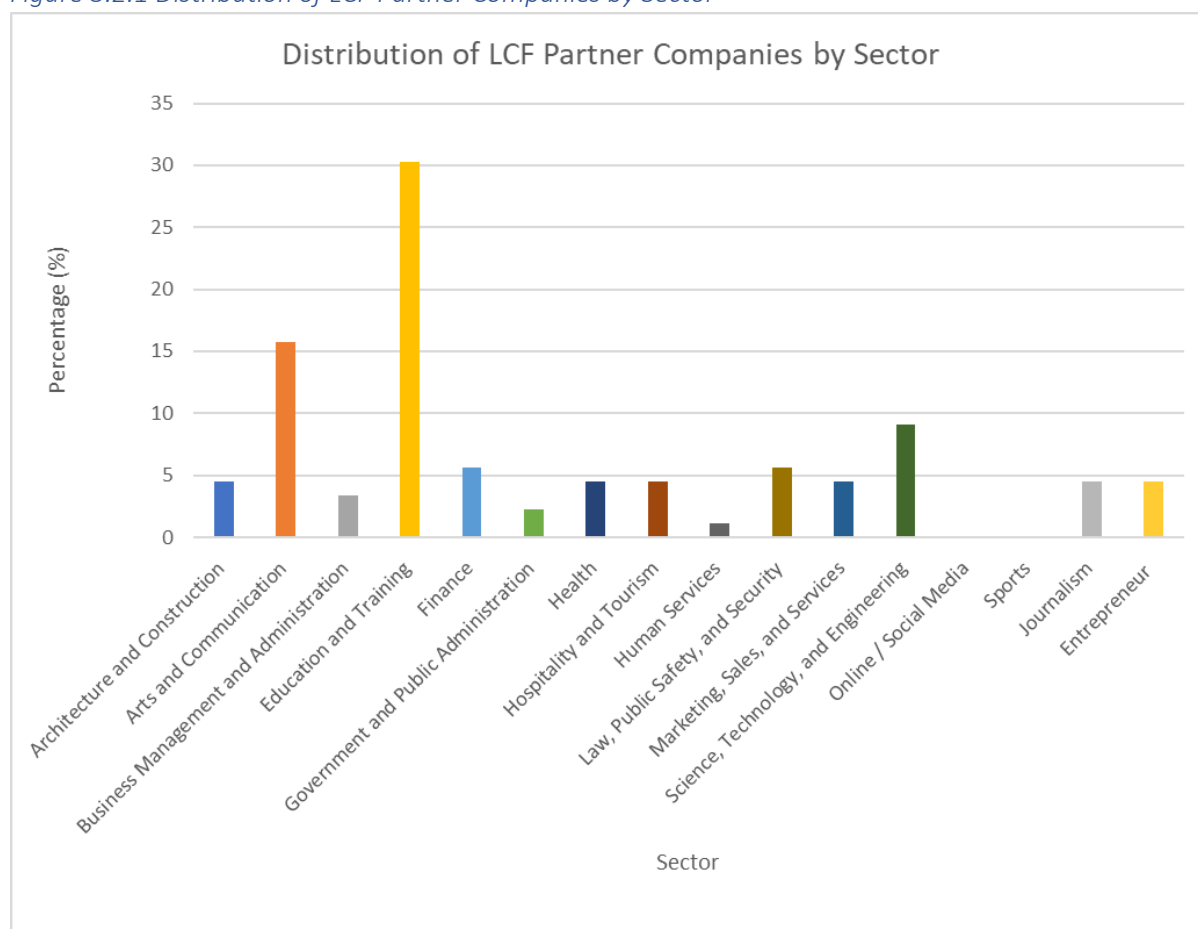
3.2.3 Participating organisations

Across the festival, the LCF team worked with approximately **141** business, arts organisations, training providers and livery companies.

Of these organisations, **28** were livery companies participating as part of the Livery Showcase, and **42** were business and training providers participating through Apprentice Futures. The remaining **71** were engaged through contacts held by the City Corporation and the LCF team.

The partners came from 14 different industry sectors with the most partners coming from Education and Training, Arts and Communications and Science, Technology and Engineering, as can be seen in Figure 3.2.1.

Figure 3.2.1 Distribution of LCF Partner Companies by Sector



N=89 participating organisations and excludes livery companies

These organisations were all asked to fill in a form outlining their festival offer and sharing their promotional materials. They were also sent marketing copy and resources that could be used to promote their sessions; organisations were variable in their engagement with these resources.

Developing some terms of engagement for LCF 2023 that outline expectations/opportunities as well as producing festival branding guidelines would be useful.

3.3 Marketing & Communications

The LCF team generated a marketing plan for direct mailouts to schools, local authorities and other education partners. Weekly emails were sent to those registered for LCF updates via Mailchimp.

The City Corporation's media team shared the festival on the main corporation Twitter and LinkedIn feeds, with approximately one post per week in the run-up to the festival.

Conversations are ongoing as to how to build a social media presence for future festivals as this was a particular request from industry partners.

*"I am unaware of publicity, however we promoted on socials but there was not an account for the event to tag." **London South Bank University***

*"I would have liked to see more social media promotion." **Big Creative Education***

The LCF team also worked closely with a number of partner organisations to further promote the festival across a wider network of schools and young people. This was done through a variety of different channels including promoting the festival via partners' websites, social media channels, newsletters and speaking at virtual events (for example, a meeting of the GLA careers hub leads).

3.4 Media coverage

Press and media coverage for LCF 2022 was led by the City Corporation's media team.

The most extensive coverage was achieved in the two weeks leading up to the festival, when a piece covering the LCF was placed in City AM (June 20).

The copy for this article can be found in Appendix 4.

The City AM article led to an approach by a BBC journalist asking to cover the LCF.

A film crew attended the festival on Tuesday June 28, speaking with pupils, participating organisations and City Corporation representatives. The segment was broadcast on BBC London News during the lunchtime and early evening programmes on Friday July 1.

[BBC London TV](#)



The Association of Apprentices shared the success of the event in their summer update: [Summer Update \(associationofapprentices.org.uk\)](#)

As a result of the success of their collaboration with LCF, the Association of Apprentices has run further meet-ups in Birmingham and Manchester.

3.5 Booking and Onboarding Process

The booking process for all LCF events, with the exception of the *Big Apprentice Meet Up*, was managed by Pathway CTM. Attendees for both virtual and in-person sessions registered via Eventbrite. Pupils over the age of 16 could book individually for post-16 sessions; all other sessions were booked by an educator for a group of young people.

Pathway CTM managed the set-up of the booking form and automated onboarding communications sent two weeks, one week and one day before a webinar was due to take place.

It was, however, also necessary for the LCF team to stay closely engaged with booking numbers, particularly for the in-person events where capacity for some sessions was limited and where extra promotion was needed for events where numbers were low.

The LCF team also called schools and emailed individuals 48 hours prior to their sessions to confirm attendance.

Possibilities for further outsourcing should be sought here due to the time-intensive nature of this task. For example, further engaging Education & Employers who manage their own bookings for virtual sessions.

Bookings for the Big Apprentice Meet Up were managed by the Association of Apprentices. Again, Eventbrite was used for registration.

4. How was LCF 2022 evaluated?

The methodology was designed to ensure the evaluation was able to provide a holistic overview of LCF 2022. Pupils' experience was at the heart of impact assessment, but it was also crucial to capture the experiences of teachers and workshop facilitators. To this end, it was necessary that feedback was collected from the following groups: young people, teachers and workshop facilitators/exhibitors. Having the evaluation designed around understanding these experiences was key to ensuring the discussion and recommendations in this report are based on credible and robust evidence

4.1 Data collection

The data in this evaluation provides feedback from four sources: The City of London Corporation, Education & Employers, Apprentice Futures and Livery Schools Link. All sources collected feedback from either the virtual or in-person festival (or both) from June – July 2022. However, it must be noted that whilst the final evaluation has incorporated the feedback collected from Education & Employers, Apprentice Futures and Livery Schools Link, the methodology for this evaluation was designed based on the data collected by the Education Strategy Unit (ESU) at the City of London Corporation. This was largely down to the ESU having access to all areas of the festival (both virtually and in-person) which in-turn provided the opportunity to ensure the evaluation aligned with the objectives and aims.



4.2 Methods

A 'mixed-methods' approach was used which consisted of both surveys and semi-structured interviews. A survey containing both closed and open-ended questions was sent to pupils, teachers and workshop facilitators. For attendees, questions were designed according to whether they had attended workshops virtually or in-person. In each case, attendees were asked a range of questions which were centred around their experiences and the impact they feel LCF had on their career trajectories. Teacher surveys were also designed according to the type of session attended (virtual or in-person). The aim was to further understand teachers' thoughts on both the quality of the festival and their views of the festival in relation to skills development and social mobility. Lastly, the facilitator surveys were designed to understand their experiences of the festival and to deliver a deeper insight into the value of the festival in relation to their wider organisational aims and priorities. The semi-structured interviews provided rich qualitative data which allowed the evaluation to 'dig deeper' into the attendees' experiences.

4.3 Sampling

For in-house data, participants were recruited through both 'probability' and 'non-probability sampling'. Probability sampling was used for the surveys to ensure all participants had an equal probability of being selected to provide feedback. The LCF team achieved this through ensuring all those who signed up for the event (attendees, teachers and workshop facilitators) were given the opportunity to provide feedback via the surveys. For the interviews, non-probability sampling was used to ensure that key portions of the broader population of young people were included within the final sample. To do this, interviewers recruited interviewees based on their school age whilst also making conscious efforts to recruit from a diverse and broad range of backgrounds. The final sample size for both the surveys and interviews was large enough to provide a reliable insight on the impact of the London Careers Festival for attendees.

5. So what happened?

5.1 Turnout

5.1.1 Virtual Festival Turnout

Attendance at the virtual LCF was measured as being in excess of **4,279** young people.

This broke down by age group as follows:

| | |
|-----------|------|
| Primary | 3938 |
| Secondary | 269 |
| Post-16 | 72 |

N.B. Due to the nature of online sessions (pupils attending as part of a group were not asked to leave personal details, multiple pupils often attended from one device) confirming exact attendance numbers is not possible. These numbers are based on the observations of the LCF and Pathway CTM facilitators alongside information provided by participating teachers.

The event numbers mirrored the experiences of the LCF team in marketing the virtual events, where primary and secondary sessions were extremely popular but post-16 were more challenging to recruit to.

From conversations with young people, this seemed to be due to a number of factors including the need to book as an individual rather than a teacher booking for a class, timing within the year (around exams) and a reduced appetite for online events following the pandemic.

It is also worth noting that the top three most popular virtual sessions (Creative Jobs, Jobs in the Gardens and What's My Line) were all run for primary and secondary pupils in partnership with Education & Employers, with hundreds of pupils attending each of these sessions.

For LCF 2023, it seems advisable not to offer a specific post-16 virtual offer, focusing virtual efforts on primary and secondary and post-16 efforts on in-person.

5.1.2 In-Person Festival Turnout

Attendance at the in-person LCF was measured at **1,861** young people.

This broke down by age group as follows:

| | |
|-------------------------|-----|
| Primary | 400 |
| Secondary | 851 |
| Post-16 | 446 |
| Creative Careers | 47 |
| Apprentices (AoA event) | 200 |

N.B. With large school groups on the Primary and Secondary events, numbers of pupils are based on information given by participating teachers. For the Creative Careers day, numbers are based on the observations of the LCF team and reports from the delivery organisations.

The LCF team noted that the bookings were not spread evenly throughout the time slots: Monday had a delayed start due to insufficient 09:30 bookings, Tuesday's morning bookings almost

universally arrived half an hour late and Wednesday saw almost all bookings made in the 11:30 time slot.

For LCF 2023, two time slots nearer the middle of the day (e.g. 10:30 – 12:00, 12:30 – 14:00) could help to even out the spread of bookings and better accommodate the school day.

The Creative Careers Day (Thursday June 30) saw an unfortunate number of last-minute dropouts (both whole classes and individual students).

Folding the creative careers workshops in with the festival as a whole as opposed to running it as a separate day might help to mitigate against this in 2023.



5.2 Finance

A breakdown of the costs associated with LCF 2022 can be found in Appendix 3.

6. How did the LCF experience affect attendees?

6.1 A Focus on Impact:

For the 2022 event, the LCF team sought to further enrich their dialogue with attendees. The intention was to better understand the LCF experience through the eyes of participants (**especially** the pupils) and to ascertain its impact on potential career choices and future trajectories. By consolidating feedback from digital surveys, in-person surveys, voice recordings and video interviews, the LCF team was able to develop rich insights into the festival's impact on attendees and use their crucial perspective to inform the development of recommendations for future events.

6.2 Impact for Attendees: Youth perspective

Evidence suggests that the majority of LCF 2022 attendees felt it was a highly valuable, informative experience that provoked them to think deeply about their futures. For many, it opened their eyes to new possibilities: for some it resolved confusion, for others it solidified their existing thinking.

"It encouraged me to learn about things I wouldn't have usually looked at" (Attendee)

"It's fun and enjoyable and I was able to learn new things about different careers" (Attendee)

Attendees of all ages indicated that the experience had opened their eyes to a much broader spectrum of careers than they realised existed and encouraged them to contemplate options they would not have otherwise considered. The data show that over 70% of young people felt more confident about their career choices after attending LCF with over 80% indicating that the festival has helped them to think about new career options. Secondary-age attendees were particularly inspired by professionals sharing their lived experiences.

"That there were actual people who do the job that can give us very formal answers" (Attendee)

"They actually spoke about their job in detail. They showed pictures. They did a quiz" (Attendee)

The realisation that university was not the only option for them appeared to be a real 'moment' for many young people.

"I was uni, uni, uni but now I think it will be better to do an apprenticeship" (Attendee)

"I used to be 100% confident on a certain pathway I was going to take, but now that I have realised that a different opportunity can yield different results so now, I am looking at other areas to go in" (Attendee)

For a number of attendees, the discovery of apprenticeships as a pathway to the world of work was particularly exciting.

"You don't have to go to uni to do well, I have been thinking about doing an apprenticeship because by the time uni students get their degree the apprentices will be more qualified for their job" (Attendee)

Conversely, for a smaller percentage of attendees, the value of the LCF lay in the solidifying of the decisions they had already made around their next steps and future careers.

“Definitely - solidified my opinion that I want to do a university apprenticeship because it’s much more suited to me and what I want to do.” (Attendee)

Young people also appeared to appreciate being shown the important role that Fusion Skills would play in their futures and valued the opportunity to start learning about and developing their skills. Attendees particularly appreciated being encouraged to use their oral communication and critical thinking skills to creatively explore their career choices.

“Standing Infront of everyone and saying your thoughts and careers helps to take it off our own shoulders and express ourselves as human beings” (Attendee)

“I really liked it because it helped us brainstorm ideas on a collage and helped us formulate clear pathways, so overall it was helpful. It was a good socialising event” (Attendee)

The word cloud below (Figure 6.2.1) was based on over 240 responses; it shows that the festival was most often seen as informative, interesting, helpful.

Figure 6.2.1 Word cloud showing responses from secondary-aged pupils at the in-person festival



6.3 Impact for Attendees: teacher perspective

Despite only a small number of teachers responding to surveys, their feedback proved to be useful and remained encouraging with regards the impact of the festival on their pupils. The teachers' opinions resonated with much of what young people had communicated. Of the teachers surveyed, 100% felt that the sessions were relevant to pupils from all backgrounds and rated LCF as 'excellent' with regards to careers awareness and skills curriculum.

The vast majority of teachers rated LCF positively for the long-term impact they felt it would have on their pupils. This echoes the feedback received from young people around their understanding of the broader careers landscape and non-university pathways to the world of work.

Also worth noting is that, within the sample of teachers, nearly a quarter felt that the event's contribution to social mobility was not explicit – clarity around this outcome is a note for improvement in LCF 2023.

6.4 Impact for Partners and Facilitators

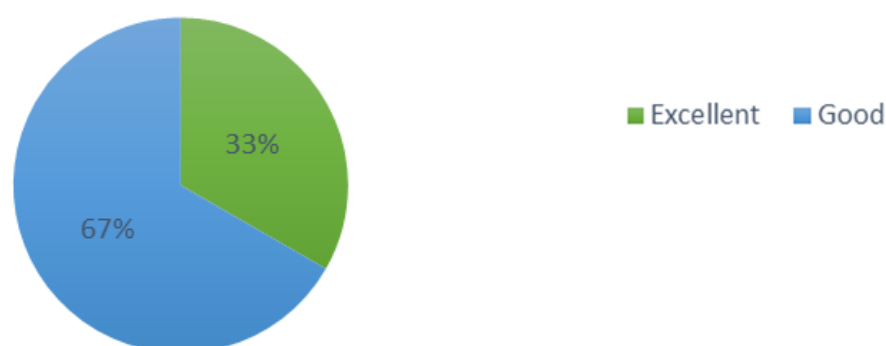
Considerations regarding impact are not limited to attendees only. The partners and facilitators that contribute to LCF should also benefit from their experience, so understanding impact from their perspective is also key. Again, only a small number of partners responded to survey requests, but valuable insights were available in the responses that were received.

“Apprentices Futures 2022 event at the Guildhall, was a fantastic opportunity to showcase a career with the City of London Police & to promote the ‘Police Constable Degree Apprenticeship’ route, alongside the opportunity to build rapport and trust with the community. Over two days we had lots of positive engagement & promoted City Police in the best light possible” (Facilitator)

Overwhelmingly, partners rated the event positively (good or excellent) with regard to its contribution to their organisation's priorities and values. 100% of facilitators felt there was a 'good' representation of diverse young people in attendance at LCF and that the event's contribution to social mobility was either good or excellent (see Figure 6.4.1)

Figure 6.4.1 LCF's contribution of Social Mobility

LCF contribution to social mobility



N= 13 participating organisations

A vital component of the impact that partners felt they were receiving from the LCF was the opportunity to quickly and easily connect with a large number of young people from a broad spectrum of backgrounds.

“Our member ambassadors who were with us on the stand, agreed that the event provided an excellent opportunity to engage with a large number of students” (Facilitator)

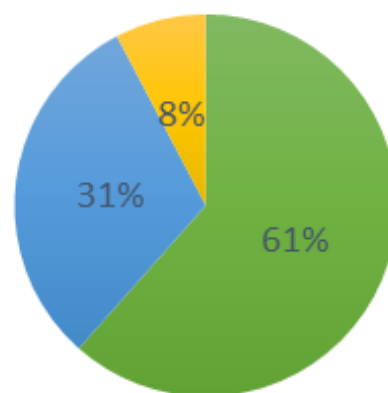
“It was great to see students with the confidence to approach our stand and start the conversation. It’s good that students as young as Year 10 are wanting to know more about apprenticeships and are already thinking about this as a potential route after they leave school/college” (Facilitator)

This opportunity to ‘turbo-charge’ their outreach efforts and raise brand awareness within the learner community was highly valued and left the majority strongly inclined to participate in the event again.

Figure 6.4.2 shows that 92% of session hosts would be somewhat likely or very likely to want to host future sessions.

Figure 6.4.2 Likelihood to host sessions at LCF 2023

Likelihood to host sessions at LCF 2023



■ Very likely ■ Somewhat likely ■ Unlikely

N= 13 participating organisations

From the feedback, it is reasonable to argue that facilitators see the event as an investment that will benefit them as an organisation whilst simultaneously giving them an opportunity to deliver positive impact to attendees. This combination of positive experiences is perhaps what underpins the

positive net promoter score² (NPS 46) for partners to recommend involvement in the festival to other organisations.

It is also worth noting a theme that emerged from the qualitative data around organisational expectations. Several partners, in particular those exhibiting at Apprentice Futures, felt that some of the secondary-age attendees were not in their expected age bracket and were thus not in a position to be immediately recruited into apprenticeships. Whilst most organisations were happy to engage with this younger cohort, several expressed that they would have prepared differently in order to offer better value and more impact to attendees.

The LCF team would recommend an audit of all partnerships to ensure that there is continuity of expectation and that partners' expected outcomes are aligned with the core values of the LCF.

A number of partners also suggested that, in order to maximise the impact of the event and mitigate against disruption due to public examinations, LCF should be held at a different point in the year.

Whilst bringing LCF 2023 forward is not practicable, the LCF team would recommend exploring this as an option for the 2024 festival.

The advantages of the blended approach to delivery were also recognised by partners, with a small majority of respondents saying that they would favour in-person over remote. In all cases, the quality of engagement with young people was prioritised.



² The Net Promoter Score is an index ranging from -100 to 100 that measures the willingness of customers to recommend a company's products or services to others.

7. Key Insights & Recommendations

7.1 Key insights

The key insights have resulted from the analysis of the quantitative and qualitative feedback received. These valuable, participant-informed observations are:

1. Young people value dialogue and are far more engaged by experiences that involve two-way communication.
2. When considering careers, many young people do not realise just how broad the spectrum of professions and pathways is.
3. We can super-charge the outcomes and value of the LCF experience by better acknowledging the *expectations* of young people, teachers and facilitator partners.
4. Young people find a speaker's lived experience particularly compelling, and often inspiring.
5. All attendees find our unique venues a captivating part of the LCF experience.
6. The complex framing of the festival compromises the experience for all attendees, especially young people, and makes branding confusing.



7.2 Key recommendations

After analysing our insights as well as the quantitative data from the festival, the LCF team would make the following key recommendations for 2023:

1. **Re-structure the days** by moving to a model of two time slots nearer the middle of the day (e.g. 10:30 – 12:00, 12:30 – 14:00) for the in-person LCF 2023. This would make the most of the school day, allowing for two time slots in which schools could bring pupils. We would also suggest looking at trying to move the festival earlier in the year (around March) for LCF 2024.
2. **Keep the blend and shake-up virtual** – LCF 2022 was the first blended festival (part virtual, part in-person) and the structure worked well, allowing a broad range of young people to engage with LCF content whilst maintaining and building upon the impact of the Guildhall as a venue. We would suggest continuing with the blended structure into 2023 with the following adaptations to the virtual programme:

- a. A streamlined virtual offer for primary and secondary, with post-16 focused on the in-person event.
 - b. Greater partnership engagement (e.g. further engaging Education & Employers) to manage some of the administrative load and ensuring quality of offer.

- 3. **Get everyone on the same page** – Generating unified terms of engagement for core partners would lead to greater clarity for schools and other attendees about how the various components of LCF interact to form a cohesive whole. An audit of all partnerships would also allow us to ensure continuity of expectation and alignment around the LCF’s core objectives.

- 4. **Cover more careers** – Whilst LCF 2022 covered a wide variety of career opportunities, there were some areas of interest identified by young people that were not represented (e.g. sport and beauty). We suggest addressing this by:
 - a. Having an area within the in-person festival for LCF invitees who are not part of Apprentice Futures or the Livery Showcase, allowing the team to plug any gaps in provision.
 - b. Folding the creative careers workshops into the festival as a whole (rather than running a separate day) to ensure representation of the creative industries.
 - c. Engaging on-site careers advisors to help the young people to navigate the broad spectrum of pathways and professions available to them.

- 5. **Keep it interactive** – Young people consistently told us that the sessions that were the most engaging and effective were those that were interactive, allowing the space for two-way dialogue; ensuring that this is a component of all LCF sessions, both virtual and in-person, should be a priority for 2023.

- 6. **Find opportunities for co-creation** - Youth voice is a vital component to ensuring that LCF 2023 is engaging, relevant and useful. We would encourage co-creation of programmes and events, and perhaps turning the tables to allow employers to learn from young people.

- 7. **Leverage the networks** – Following the model that was successfully employed in the LCF 2022 collaboration with the Association of Apprentices, we would suggest embedding opportunities for discussion and networking into the post-16 and secondary parts of the festival. This would provide pupils with more focused opportunities to directly engage with inspiring professionals, and encourage them to begin forming a professional network whilst enhancing their Fusion skills.

Appendices

Appendix 1

Virtual Festival Programme

| Monday June 20 | | | |
|-----------------------|---|--|--|
| | 9:30 | 11:30 | 13:30 |
| Primary | London Mithraeum Bloomberg SPACE virtual tour Bloomberg Mithraeum | Pets For All ELSA | Growing the Future: Jobs in the garden Education & Employers: Primary Futures |
| Secondary | Artificial Intelligence - Pets for All ELSA | <u>Could you be a young food poverty campaigner?</u> Food Foundation | The Oppidan Education Careers Roundtable Oppidan Education |
| Post-16 | Understanding what it takes to be employable City & Guilds | Running Your Own Business Small Business & Enterprise Centre | The Ivy House Award: My Life Ivy House |
| | | Caring careers: Extraordinary Lives. Outstanding People. Caring Homes | |

| Tuesday June 21 | | | |
|------------------------|---|---|---|
| | 9:30 | 11:30 | 13:30 |
| Primary | Creative Problem Solving Role Models | Virtual Livery Showcase Livery Schools Link | Discover Your Voice – developing oracy skills English Speaking Union |
| Secondary | Inspiring the Future: Jobs in the digital and tech sector Education & Employers | Discover Your Voice – developing oracy skills English Speaking Union | |
| | Passions for Purpose Barbican & Culture Mile Learning | | |
| Post-16 | Intro into Investment Management Investment 2020 | Paths to a career in tech Credera | How to Find the Career Path That Works For You Career Ear |
| | | Passions for Purpose Barbican & Culture Mile Learning | |

| | | | |
|------------------------------|--|---|--|
| Wednesday June 22 | | | |
| | 9:30 | 11:30 | 13:30 |
| Primary | What's My Line? Education & Employers: Primary Futures | Creative Problem Solving Role Models | How can LEGO help you to develop the skills of the future workforce? Lego & Daydream Believers |
| Secondary | Your career in law – a role for everyone City Lawyers | Inspiring the Future: Pathways into Law Education & Employers | Careers and Skills in the Creative Industries LSO & LSA |
| Post-16 | Introduction to Entrepreneurship Nat West Dream Bigger | Start a new career, and earn whilst you learn, in the City of London! City of London Apprenticeship Service | 5 factors that prevent diverse talent from succeeding Generation Success |

| | | | |
|-------------------------|--|--|--|
| Thursday June 23 | | | |
| | 9:30 | 11:30 | 13:30 |
| Primary | Jobs in cooking Ottimo | Creative Jobs Education & Employers: Primary Futures | Code like a pro (with Scratch) Louise Wade |
| Secondary | Jobs in journalism and working in the broadcasting industry BBC Young Reporter | Jobs in cooking Ottimo | Surviving and Thriving as a Dyslexic Entrepreneur Onyinye Udokporo |
| | | | Virtual Livery Showcase Livery Schools Link |
| Post-16 | Developing an Entrepreneurial Mindset Nat West Dream Bigger | Choose Geography Royal Geographical Society | The Future Leaders Project: Polishing your Pitch Ivy House |

| Friday June 24 | | | |
|------------------|--|--|---|
| | 9:30 | 11:30 | 13:30 |
| Primary | <u>Construction Challenge – Design Your Own Welfare Facilities</u> Sir Robert McAlpine | How can LEGO help you to develop the skills of the future workforce? Lego & Daydream Believers | Pets for All ELSA |
| Secondary | Careers in Healthcare Education & Employers | Choose Geography Royal Geographical Society | Career opportunities with the City of London Police City of London Police |
| Post-16 | Defining Entrepreneurial Purpose Nat West Dream Bigger | Jobs in journalism and working in the broadcasting industry BBC Young Reporter | Start a new career, and earn whilst you learn, in the City of London! City of London Apprenticeship Service |

**sessions highlighted in grey were booked but did not take place, either due to school or facilitator drop-outs.*

Appendix 2

In-Person Festival Programme

| | | |
|---|--|---|
| Monday June 27 | | |
| 9:30 | 11:30 | 13:30 |
| Apprentice Futures | | |
| Ivy House Award: My Life Ivy House | Paths to a Career in Tech Credera | Careers in tech VMWare & Robot Wars |
| Starting your own business Small Business & Enterprise Centre | Speed mentoring with City Professionals Generation Success | How to Find the Career Path That Works For You Career Ear |
| Careers round table Oppidan Education | | |

| | | |
|--|-------|-------|
| Tuesday June 28 | | |
| 9:30 | 11:30 | 13:30 |
| Apprentice Futures | | |
| Livery Showcase | | |
| Pets for All ELSA | | |
| Chess in Schools | | |
| Law insight session Paul Hastings & Generation Success | | |

| | | |
|---|--|-------|
| Wednesday June 29 | | |
| 9:30 | 11:30 | 13:30 |
| Livery Showcase | | |
| | Discover Your Voice – developing oracy skills English Speaking Union | |
| Drawing the Future Education & Employers: Primary Futures | | |
| | Chocolate Workshop Ottimo | |

Creative Careers Programme

| Thursday June 30 | | | |
|-------------------------|---|---------------------------------------|------------------------------|
| 10:00 - 11:30 | The Goldsmiths' Centre | Careers in the Jewellery Industry | post-16 |
| 10:00 - 11:30 | Culture Mile Learning & Barbican | Using your passions for purpose | secondary & post-16 |
| 10:00 - 11:00 | London Symphony Orchestra | Roles and Skills at the LSO | secondary |
| 10:30 - 12:00 | Museum of the Order of St John | Saving Lives on the Home Front | primary ((Older KS1 and KS2) |
| 14:00 - 14:45 | London Mithraeum Bloomberg SPACE | London Mithraeum Bloomberg SPACE tour | primary & secondary |
| 15:00 - 16:30 | City & Guilds Art School | Tour and Talk Degree Show | post-16 |
| 11:00 - 12:00 | London Metropolitan Archives | LMA Careers Day: Behind the scenes | all ages |
| 12:00 - 13:00 | London Symphony Orchestra | Roles and Skills at the LSO | primary |
| 12:00 - 13:00 | Guildhall Art Gallery and London's Roman Amphitheatre | Who works in a Gallery like this? | primary & secondary |

**sessions highlighted in grey were booked but did not take place, either due to school or facilitator drop-outs.*

Appendix 3

Costs associated with LCF 2022

| Item | Cost (£) |
|--------------------------------|------------------|
| Delivery Partners | 25358.75 |
| LCF merchandise | 2376.54 |
| Security | 3959.75 |
| Catering | 5528.4 |
| Sound | 802.5 |
| AV/screens | 4033 |
| Videography | 2000 |
| Photography | 1500 |
| Sundries | 77 |
| AoA Sound | 400.5 |
| AoA Tech | 2470 |
| Temporary Project Staff | 2862.09 |
| ESU Staff time | 6000 |
| Total | 57,368.53 |

Appendix 4

Copy from City AM article

One of the most common concerns I hear from City businesses is about a shortage of workers with the right skills.

But the solution lies in the hands of companies themselves.

By working closely with the education sector, firms of all sizes can develop a pipeline of talent, helping them compete globally and create lasting value for people across the UK.

According to research by London Councils, almost a quarter of all vacancies in the capital are due to a lack of applicants with the necessary talents.

More than four in 10 London companies say they are not confident that they will be able to recruit people with the right skills over the next five years.

And the number of cases where employers have been unable to fill a vacancy due to skills shortages in the capital has more than doubled since 2011.

Young people have been dealt a particularly bad hand by the pandemic, which has been hugely disruptive to their education and career opportunities.

And we are still seeing that too many of those at the top are drawn from a narrow background, and this is particularly acute in professional sectors such as finance, government, and law.

But there is hope on the horizon. Employers across a range of sectors are increasingly realising that diversity of thought is good for business -and greater diversity in the workforce can bring benefits to the bottom line.

And as London recovers from the virus, so does the capital's jobs market.

Today is the first day of the London Careers Festival, a two-week hybrid event hosted at Guildhall, where 20,000 young people from across London are connected to the world of work.

It brings together students from the capital's primary and secondary schools, with major firms including the BBC, The Guardian Foundation, Royal Geographical Society, and Sir Robert McAlpine.

These businesses will offer employment advice, apprenticeships opportunities, and work experience, to kickstart young careers after the struggles of the past two-and-a-half years.

But it is not only the young people themselves who will benefit.

By working with schools, these businesses are building the young, diverse, and resilient future workforce they need to ensure they are competitive - and stay one step ahead of their rivals.

Firms like these become more attractive to young talent from all backgrounds, with better community engagement, greater diversity and inclusion, and a buzzing staff morale.

In her inaugural speech as Chair of the Social Mobility Commission, Katharine Birbalsingh raised some important questions about what we can do for those young people who have not gone to university, but still need a route to high skills and good careers.

She asked how as a society – and an economy - we can help those young people at the very bottom of the jobs market – particularly those with low levels of basic literacy and numeracy – who cannot take advantage of higher education, and are unable to access higher paid work.

The answer is clear.

Trailblazing employers are simply changing what defines talent and adjusting their recruitment and progression procedures to secure a more dynamic workforce.

The Department for Education's Careers Strategy describes how a young person who has four or more encounters with an employer during their education is not only much less likely to be unemployed - but also likely to be better paid.

So, rather than lament a lack of skills, let us instead take bold and practical action to ensure our young people are equipped to play a leading role in our economy.



Report prepared by
the Education
Strategy Unit,
City of London
Corporation