



# LONDON CAREERS FESTIVAL

# 2024 Evaluation Report

A full report that includes

- Programme and planning information
- Data analysis and maps
- Feedback and testimonial
- Recommendations



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A note on Recommendations...

The **Items Carried Forward into Recommendations** boxes offer a summary of recommendations for that section or page.

All recommendations are collated, with further explanation where necessary, in **Conclusion and Recommendations** on page 35.

## The London Careers Festival

The London Careers Festival (LCF) is an annual event open to primary and secondary schools, sixth forms and colleges, and those aged up to 25. Since its inception in 2019, it has grown into a flagship educational event, bringing young people from across London and neighbouring counties to the City of London Guildhall for industry insight sessions, careers workshops, and expositions that showcase London businesses, learning providers, and Livery Companies and their connected industries. Since 2020, the festival has also included an online virtual festival that sees career-themed workshops streamed live into primary and secondary school classrooms, and from 2022 has continued in a hybrid way with both an in-person week and an online week.

The festival was created to serve the City of London Corporation's Education Strategy (2019-2023) commitment to ensuring ***learning is linked to the world of work at all stages to enable learners to make informed career choices.***

The strategy outcomes from the 2019-2023 policies the festival was designed to meet are listed in the appendices (Page 41).

Going forward, the London Careers Festival will be aligned with the new Education Strategy, 2024-2029, contributing to its goals and long-term impact under the Improving Employability strand and Supporting Education Excellence strand (see next page).

## Gatsby Benchmarks

The festival continues to support teachers from participating schools to deliver on five of the eight recommended Gatsby Benchmarks for careers provision. The festival supports directly with the following benchmarks in the ways noted:

|    |   |   |
|----|---|---|
| #4 | <b>Linking curriculum learning to careers</b>       | Exhibitors and workshop providers are encouraged to link careers to what pupils are learning in school. |
| #5 | <b>Encounters with employers and employees</b>      | At exhibition stalls and in insight sessions.   |
| #6 | <b>Experiences of workplaces</b>                    | Available at on-location sessions.  |
| #7 | <b>Encounters with further and higher education</b> | At exhibitor stalls.  |
| #8 | <b>Personal guidance</b>                            | At exhibitor stalls and some sessions, for example, speed mentoring.                                    |

Future festivals might also be able increase the level of information about careers connected to the Square Mile, additionally supporting with:

### **#2 - Learning from career and labour market information**

## Draft Education Strategy 2024-2029

The London Careers Festival best aligns with Outcomes 1-3 of the Improving Employability priority, and Outcome 4 of the Supporting Educational Excellence priority in the Draft Education Strategy 2024-2029.

|  |
|--|
| <b>Priority Theme: Improving Employability</b>   |
| [1] Learners facing the most challenge have a strong grasp of careers options, are aware of high-quality City-based development opportunities including mentoring and apprenticeships, and build connections with professionals and practitioners. |
| [2] Learners [...] who are aspiring entrepreneurs are aware of and motivated to engage with the business support services available to them via the City Corporation.  |
| [3] Learners of all ages are more compelled by and inspired to develop green employability skills and are connected with Green Careers pathways.   |
| <b>Priority Theme: Supporting Educational Excellence</b>   |
| [4] More learners engage with the City Corporation's places and spaces through unique enrichment opportunities which offer the chance to build their skills and knowledge, as well as their social and cultural capital.                           |

The aims of the London Careers Festival are based on the above impact statements.

### Festival Aims

The following aims will allow the festival to have clear and communicable motifs – Inspire, Support, Mobilise - that festival stakeholders and delivery partners can adopt as shared success factors while ensuring activities contribute to the City Corporation Education Strategy and Corporate Plan.

The London Careers Festival aims to:

| <b>London Careers Festival Aims 2025 to 2029</b> |  |
|--|--|
| <b>Inspire</b>                                   | Inspire young Londoners to consider a career connected to the Square Mile by creating interactions and connections with the variety of job roles available in organisations operating there.                             |
| <b>Support</b>                                   | Support festival attendees aspiring to a Square Mile connected career to know and explore the skills required, especially those facing the most challenge because of their different ability or barriers to opportunity. |
| <b>Mobilise</b>                                  | Mobilise organisations operating in the Square Mile or connected to City Corporation to be advocates for Square Mile connected careers, including apprenticeship routes and entrepreneurship.                            |

## Corporate Plan 2024-2029

By mobilising Square Mile businesses to inspire and support young Londoners with skills and knowledge around Square Mile connected careers, LCF is promoting participation and enabling social mobility and learning. The Corporate Plan actions that LCF aligns with are listed below.

|   |
|---|
| <b>Outcome: Providing Excellent Services</b>  |
| Action 1 - Support others to provide outstanding education, lifelong learning, and skills.  |
| Action 5 - Promote the health, wellbeing, and quality of life of people of all ages.  |
| Action 6 - Focus on equality, diversity, and inclusion to improve social mobility and reduce inequalities, including health inequalities. |
| <b>Outcome: Diverse Engaged Communities</b>   |
| Action 1 - Engage with all our communities across the City, working to increase participation in co-creating and delivering services.     |

## Case Study: AECOM

### Opportunities in the Square Mile and filling the skills gap

“ AECOM is keen to encourage more young people into our sector and we embrace every opportunity to demystify careers and provide guidance.

**The design, engineering and construction sector has a significant skills gap. The London Careers Festival is an impactful way to promote the opportunities.**

- 30 students from Leyton Sixth Form
- 1 of 5 on-location sessions from Square Mile connected businesses
- AECOM summer internships and routes into careers demystified
- “It was interesting to see how many different people are required for a project” -pupil

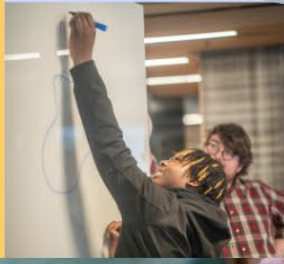
### LCF removes barriers between schools and business

“ The festival’s support simplified the process and removed some of the logistical barriers that can make school engagement more difficult.



On-location insight session  
at the AECOM offices





# LONDON CAREERS FESTIVAL



## 2024 Festival Headlines



**134** partner organisations



**59** schools in-person  
11 primary schools  
36 secondary schools  
12 post-16 organisations



**60** stalls each day at showcase/expo



**39** new to the festival schools (in-person)



**29** insight sessions or workshops



**6** specialist sessions  
5 for special educational needs /disabilities and education health care plan.  
1 for care experienced.



**162** schools online  
133 primary schools  
29 secondary schools



## LCF Programme 2024

The 2024 LCF took place from Monday 26 February to Friday 8 March 2024. The first week was in-person at the City of London Guildhall Complex and on-location at partner businesses, followed by the online festival week with sessions streamed live into school classrooms.

|     |                  |   |
|-----|------------------|---|
| Key | Business partner | Organisation with industry expertise volunteering to take part.   |
|     | Delivery partner | Organisation contracted by the LCF team to deliver the session.   |
|     | Asterix*         | Supported by Cultural and Creative Learning Fund. In previous years, creative industries sessions were provided by Culture Mile Learning. |

### In-person Festival Week

|               |  |   |                   |
|---------------|--|---|-------------------|
| Mon 26<br>Feb | AM & PM  | <i>Livery Showcase (Primary)</i>  | Great Hall        |
|               | Multiple slots   | Livery Schools Link, LCF stakeholder  | Old Library       |
|               | 10:00 – 12:00  | <i>You Can Build This City*</i>   |                   |
|               | 12:30 – 14:30  | Animate Arts & Keltbray, business partner   |                   |
|               | Drop-in  | <i>Skills Through Chess (inclusive SEN)</i>   | Ambulatory        |
| Tue 27<br>Feb | 12:30 – 14:30  | <i>Design a Robotic Pet, work skills (inclusive SEN)</i><br>ELSA, delivery partner                        | Print Room        |
|               | AM & PM  | <i>Livery Showcase (Secondary)</i>  | Great Hall        |
|               | Multiple slots   | Livery Schools Link, LCF stakeholder  | Old Library       |
|               | 10:00 – 15:00  | <i>Entrepreneurial Business Course*</i><br>Mango Studios, delivery partner                                | Basinghall Suite  |
| Wed 28<br>Feb | 10:00 – 12:00  | <i>Brand Me (inclusive SEN)</i><br>ELSA, delivery partner   | Print Room        |
|               | 10:00 – 12:00  | <i>Inspiring the Future – Skills for the World of Work (KS4).</i> Education & Employers, delivery partner | Livery Hall       |
|               | AM & PM  | <i>Post-16 Pathways and Careers Expo</i>  | Great Hall        |
|               | Multiple slots   | Co-led by Pathway CTM, delivery partner   | Old Library       |
|               | 10:00 – 12:00  | <i>Find Your Future (care experienced)</i><br>ELSA, delivery partner.                                     | East Crypt        |
|               | 10:00 – 12:00  | <i>Careers in Architecture, Engineering and More</i><br>New London Architecture, business partner         | The London Centre |
|               | 10:00 – 12:00  | <i>Tech is More Than Coding*</i>  | Basinghall Suite  |
|               | 12:30 – 14:30  | Identity 2.0, delivery partner  |                   |
|               | 10:00 – 12:00  | <i>How to Start Your Own Business</i>   | SBREC             |
|               | 14:00 – 16:00  | SBREC, business partner   |                   |
| 10:00 – 12:30 | <i>Routeways into Construction</i><br>Mace, business partner                                   | Livery Hall   |                   |
| 11:00 – 11:45 | <i>The Future of Green Skills, Q&amp;A</i><br>Business partners: CLSG, City Corporation, AECOM | Print Room  |                   |
| 12:30 – 13:30 | <i>Support Networks in the Creative Industries*</i><br>Creative Access, delivery partner       | Print Room  |                   |
| 12:30 – 14:30 | <i>Speed Mentoring</i><br>Generation Success, business partner                                 | Livery Hall   |                   |



|               |  |   |                       |
|---------------|--|---|-----------------------|
| Thu 29<br>Feb | 09:30 – 15:30                          | <i>A Day in the Life of a Consultant</i><br>PwC and Palantir, business partners   | PwC office            |
|               | 10:00 – 12:30                          | <i>Introduction to Construction</i><br>Mace, business partner   | Salisbury Square site |
|               | 10:00 – 14:00                          | <i>Creating a City One Building at a Time</i><br>Landsec, business partner  | Hill House site       |
|               | 11:00 – 12:30                          | <i>Careers at AECOM Engineering</i><br>AECOM, business partner  | AECOM office          |
|               | 11:15 – 14:00                          | <i>Technology Careers Insight Session</i><br>Natilik, business partner  | Natilik office        |
| Fri 01<br>Mar | 3 sessions<br>10:00 / 13:00 /<br>17:00 | <i>Young Professionals Conference (6<sup>th</sup> formers)</i><br>Young Professionals<br>Each sessions involved an insight panel with professionals from the law industry, and another panel from the finance and professional services industry. Attendees also had access to networking opportunities and information stands from industry businesses advertising routes to employment. | Livery Hall<br>Crypts |

### Online Festival Week

Sessions are provided by the LCF online delivery partner, Education and Employers, apart from the BBC session on Thu 7 Mar.

|               |   |  |        |
|---------------|---|--|--------|
| Mon 04<br>Mar | No sessions (recommended by delivery partner) |  |        |
| Tue 05<br>Mar | 09:30 – 10:30                                 | Primary Futures –<br>KS2 Redraw the Balance with What's My Line?             | online |
|               | 09:30 – 10:30                                 | Inspiring the Future –<br>KS4 and Post-16 Inspiring the Future in Healthcare | online |
| Wed 06<br>Mar | 09:30 – 10:30                                 | Primary Futures –<br>KS1 Under the Sea                                       | online |
|               | 09:30 – 10:30                                 | Inspiring the Future –<br>KS3 Building the Future: Jobs in Construction      | online |
| Thu 07<br>Mar | 09:30 – 10:30                                 | Primary Futures –<br>KS2 World Book Day: Jobs Behind the Books               | online |
|               | 09:30 – 10:30                                 | Inspiring the Future –<br>KS4 Exploring Post-16 Pathways                     | online |
|               | 13:30 – 15:00                                 | BBC: Media Careers - Being a Journalist and Working in Broadcasting          | online |
| Fri 08<br>Mar | 09:30 – 10:30                                 | Primary Futures –<br>KS2 STEM Jobs in Everyday Life                          | online |

## Stakeholders and Partnerships

### Livery Companies

The Livery Companies offer one of the unique propositions for schools and young people. Their work-related activities and focus on skills acquisition alongside helping pupils to consider related subject choices is very popular with school groups from Primary through to Year 9.

The involvement of Livery Companies is managed by one of our primary stakeholders.

- **Livery Schools Link** is the fundamental connection between the LCF team at the Corporation and the Livery Companies. Volunteers at Livery Schools Link coordinate each of the stalls and volunteers from the Livery Companies.

Many schools return to the Livery Showcase each year.

***“It is [our] third or fourth year ...it’s a marvellous opportunity not to be found anywhere else – well, I’ve not found it anywhere else!”***

-Careers Lead, Gladesmore Community School



Primary schools really appreciate the offer.

***“It’s really great that we can bring our younger children [...] to show them there’s a whole wide world of different careers [...] it’s been a real eye-opener”.***

-Primary Teacher, Oasis Academy Hadley

See further comments and testimonials from Page 31

Another key stakeholder is:

- **Apprentice Futures** is an organisation connected to The Stationers Company. While they were unable to take part in LCF 2024, they remain a key stakeholder and have been invited to take part in LCF 2025.

## Referrals from Responsible Procurement

The LCF team worked with the Responsible Procurement team to link with supply chain partners who were able to offer something to the festival. They were:

- **Phoenix Software** engaged students at the Guildhall by providing hands-on experiences with their HoloLens equipment, inspiring exploration of technology in various industries.
- **PwC** hosted 15 students on-location at the PwC offices for the *A Day in the Life of a Consultant* workshop offering invaluable insights into technology-focused school-leaver programmes spotlighting unconventional career paths.
- **MACE**, a returning LCF business partner, hosted a workshop at the Guildhall, *Routeways into Construction*, plus their on-location site visit *Introduction to Construction*.

## Referrals from Skills for a Sustainable Skyline

The Corporation's Innovation and Growth team connected members of their Skills for a Sustainable Skyline initiative to the LCF team. They were:

- **Schneider Electric** – exhibitor at the *Post-16 Careers and Pathways Expo*.
- **Willmott Dixon** – exhibitor at the *Post-16 Careers and Pathways Expo*.
- **Keltbray (pictured right)** –

Keltbray were open to working with all ages and keenly took part in a collaboration formed by the LCF team between Keltbray and Animate Arts. It explored the many careers available in the built environment with pupils from,

- Netley Primary and Centre for Autism
- Whitehall Primary, Waltham Forest
- City of London Academy Islington

Keltbray also exhibited at the *Post-16 Careers and Pathways Expo*

**200 pupils designed and built their own cardboard city while exploring the many jobs involved.**

**A Keltbray and Animate Arts collaboration formed by the LCF**



The above are examples of utilising the City Corporation's connections to businesses operating in the Square Mile.

A total of 134 organisations partnered either directly with the LCF team or through session providers, for example, Pathway CTM who helped to provide the Pathway and Careers Expo and ELSA who provided some specialist sessions.

### **Items Carried Forward into Recommendations**

#### **LCF and its Unique Propositions**

There are two unique propositions.

(See Page 39 for recommended LCF vision, mission, and aims).

1. **Livery Companies**

The involvement of the Livery Companies and their interactive way of exploring key industry skills. Their approach is very popular with primary-aged and secondary-aged pupils.

2. **Careers connected to the Square Mile**

The City Corporation and its connected networks of partners, contractors, departments, and Members as industry professionals are uniquely placed to mobilise and galvanise representatives from the wide variety of careers connected to the Square Mile.

## Marketing and Communications

### **Selected sessions opened for pre-booking.**

A selection of sessions were opened for booking each week during November 2023. Having new sessions available each week gave the LCF team new content to include in the weekly e-mail newsletter each Wednesday. This secured a good number of bookings for those events that were ready to book, while other sessions that were awaiting final descriptions or confirmations were opened for booking later.

### **Mailing List**

A list of email addresses of those who have engaged with the festival in previous years is held within the mailing platform, Mailchimp. Members of the mailing list are primarily from schools or other learning organisations, but there are a small proportion of individuals, too. The festival was promoted to this list most Wednesdays from November 2023 until the week of the festival.

There were noticeable bookings surges on the day of, or the day following an e-mail newsletter.

The audience on social media were encouraged to sign up to the mailing list so they could hear about new sessions, or newly released places on sessions. Those on the mailing list were also encouraged to share with their colleagues and help them sign up.

### **Social Media**

The City of London media team assisted the LCF team in publicising the festival. Visual assets and text were created by the LCF team, liaising with the media team to identify key days or weeks to post those on Facebook, Twitter (X), and LinkedIn. The posts were made on a semi-regular basis, depending on desired messaging and audience, plus what other City-related content could crowd out the post, for example, posts were not made during the week of the Lord Mayor's Show.

Social media posts were also used to promote the inclusion of business partners, allowing City of London Corporation to celebrate their involvement and provide the business partner with content to repost, thus publicising the festival to their audience, too. Although these posts did get a good number of views, they did not create a surge in bookings, suggesting that social media posts are best used for general awareness. (See appendix, Page 43 for examples).

### **Media Coverage**

The LCF team worked with the media team to invite media organisations and to utilise the City of London Corporation advert space in City AM.

Here is a summary of activity.

BBC London – Although BBC London expressed an interest in attending the opening day, Mon 26 Feb, an emerging news story on-the-day meant that the coverage did not happen.

Getty Images – a photographer from Getty Images attended the festival on Mon 26 Feb.

City AM advert (see appendix, Page 42).

**Items Carried Forward into Recommendations**

- Use a pre-booking activity to generate a surge in bookings in the run up to the official launch. Pre-booking activity could also be a good way of getting the festival into school calendars much earlier than the official programme launch.
- Continue to encourage mailing list sign ups. Many bookings come after an e-shot newsletter.
- Social Media posts are good for general publicity and can be an excellent way for City Corporation and festival partners to celebrate their involvement.

## Evaluation Methods

### Data Collectors

Data is used from two main sources:

- London Careers Festival team members at the City of London Corporation.
- Education and Employers the LCF online delivery partner.

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.

### Methods

A mixed-methods approach was used which consisted of

- Booking, attendance, Pupil Premium, and location data.
- Questionnaires that included both open questions to collect qualitative data, and closed questions – for example, tick boxes and Likert scales – to be converted into quantitative data.
- Semi-structured interviews with a cross-section of participants, including young people, teachers, parents, and festival partners or exhibitors.

### 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.

#### Items Carried Forward into Recommendations

- Retain the use of questionnaires but review the desired indicators and adjust the questions and the way in which they are asked. See Page 40 for a fuller review.
- Retain and enhance the use of interviews and discussions as data collection methods so that rich qualitative feedback can continue to be considered and acted upon.
- Consider new ways of data collection that develop how impact and outcomes are measured.

## Recommendations Brought Forward

Each year the team working on London Careers Festival adjusts and enhances the festival in response to feedback. Previous recommendations and actions taken are summarised below.

| Area of Focus and Year of Recommendation                           | Description   | Achieved or continued?              |
|--|---|-------------------------------------|
| <b>Festival structure and timings</b><br>(2022)                    | <ol style="list-style-type: none"> <li><b>Two time slots nearer the middle of the day (e.g. 10:30 – 12:00, 12:30 – 14:00).</b><br/>These suggested timings were adopted in 2023 and retained for 2024.</li> <li><b>Consider moving the festival to ‘around March’ for LCF 2024.</b><br/>LCF 2024 was Mon 26 Feb to Fri 8 Mar 2024.</li> <li><b>Streamlined virtual offer for primary and secondary only, keeping post-16 events within the in-person festival week.</b><br/>For 2024, Education &amp; Employers, the LCF online delivery partner, retained a focus on primary and secondary only for the online festival week. They further enhanced school attendance by only offering morning sessions from Tuesday to Friday (see LCF Programme on Page 8).</li> <li><b>Folding the creative careers workshops into wider festival.</b><br/>This was retained for 2024. These were scheduled according to their target age.</li> </ol> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |
| <b>Co-creation and Youth Voice</b><br>(2022)                       | <ol style="list-style-type: none"> <li><b>Ensuring LCF content is relevant and engaging by involving young people in the planning and delivery of sessions.</b><br/>This was not achieved in 2024 because of the festival’s new early position and the time constraint this created.</li> </ol> <p><b>Enhancing co-creation involving young people and incorporating youth voice initiatives should be considered for 2025. This could involve the City of London Family of Schools</b></p>   | <p>✗</p> <p>!</p>                   |
| <b>Networking Opportunities and interactive sessions</b><br>(2022) | <ol style="list-style-type: none"> <li><b>Embedding opportunities for discussion and networking.</b><br/>Generation Success returned as a partner in 2024 and delivered their speed networking session to more young people than in 2023.</li> <li><b>Allowing space for a two-way dialogue between business representatives and the young people.</b><br/>Most festival partners, including those running exposition events, demonstrated this (see Page 31).</li> </ol>   | <p>✓</p> <p>✗</p>                   |



|   |   |                            |
|---|---|----------------------------|
|   | <p>Although, some feedback described the opposite of an interactive two-way dialogue, for example “talking too long” (see Page 28).</p> <p><b>Provide clear guidance for session providers, giving session objectives alongside the overall festival vision, mission, and aims. Guidance should include the importance of linking what pupils learn in school to jobs and careers. This helps to increase LCF actions towards Gatsby Benchmark 4.</b></p>   | !                          |
| <p><b>Understanding Pupil Needs</b><br/>(2023)</p>                      | <p><b>1. Effective channels of communication between delivery parts and schools regarding pupils’ needs.</b><br/>Describing pupils’ needs was retained as part of the booking process which worked well. The descriptions of needs were passed to the session providers.<br/>For groups with a high level of additional needs, the ESU team contacted the lead teacher directly by telephone or email to discuss.</p>   | ✓                          |
| <p><b>School no-shows</b><br/>(2023)</p>                                | <p><b>1. Take a harder line on no-shows and last-minute cancellations.</b><br/>In 2024 larger bookings or schools with multiple bookings were asked to sign a Memorandum of Understanding. There was an improvement in no-shows for those who did sign and MoU, although there were still substantial last-minute cancellations.</p> <p><b>It is suggested that the sessions be over-booked incorporating a predicted level of attrition.</b></p>   | <p>✓</p> <p>!</p>          |
| <p><b>City Careers and Variety of Careers</b><br/>(2022 &amp; 2023)</p> | <p><b>1. Utilise the City’s connections to businesses to increase the variety of sectors by working with Corporation teams such as Innovation and Growth, and procurement.</b><br/>Innovation and Growth connected the ESU with members of the Skills for a Sustainable Skyline initiative. Both the DCCS commissioning team and the Corporation’s responsible procurement team connected the ESU with Corporation contractors.</p> <p><b>2. Ensure more careers are covered, particular those identified by the young people as being of interest but are underrepresented at LCF.</b><br/>Most the careers represented match those of interest to the young people. However, there are industries that are not fully represented. (See Sectors Represented versus Sectors of Interest)</p> <p><b>A renewed mission that accounts for the variety of careers available through businesses located in the Square Mile or connected.</b></p> | <p>✓</p> <p>✗</p> <p>!</p> |



# Data Summary

Total Learners 34%



STEM, Finance and Law



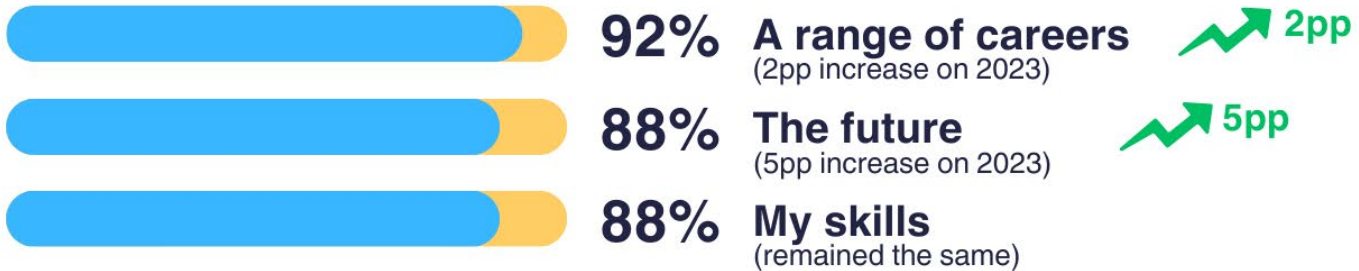
rated the experience as excellent or good

## Top 6 industries well matched to learner interests

- Science, Tech & Eng.
- Finance
- Architecture & Construction
- Law
- Arts & Communication
- Business



Young people agreed that "It made me think about..."



increase on 2023

## Turnout

### In-person Week

Attendance at the in-person LCF was measured at 2,887 people, a slight decrease of 8.8% from LCF 2023. The attendance figure was expected to be over three thousand, but cancellations in the weeks prior, particularly of some large bookings for the Secondary day, Tue 27 Feb, caused this drop. It is recommended that over-booking and a level of attrition be accounted for in future years (see also Recommendations Brought Forward, Page 16).

This number is broken down as follows:

|     |                                |              |   |
|-----|--------------------------------|--------------|---|
| Mon | Primary                        | <b>729</b>   | Of which 514 attended the Livery Showcase |
| Tue | Secondary                      | <b>673</b>   | Of which 483 attended the Livery Showcase |
| Wed | Secondary/Post-16              | <b>421</b>   |   |
| Thu | On-location at employers       | <b>64</b>    |   |
| Fri | Young Professionals Conference | <b>1000</b>  | (6 <sup>th</sup> formers)                 |
|     | TOTAL                          | <b>2,887</b> |   |

*N.B. These are estimates based on information given by attending teachers or school staff.*

### Online Week

Approximately 14,252 young people attended the virtual week of LCF, which is a healthy increase of 45% from the 2023 delivery. This is the second year in a row that the festival's engagement with Education & Employers as the online festival delivery partner has extended the festival's online reach.

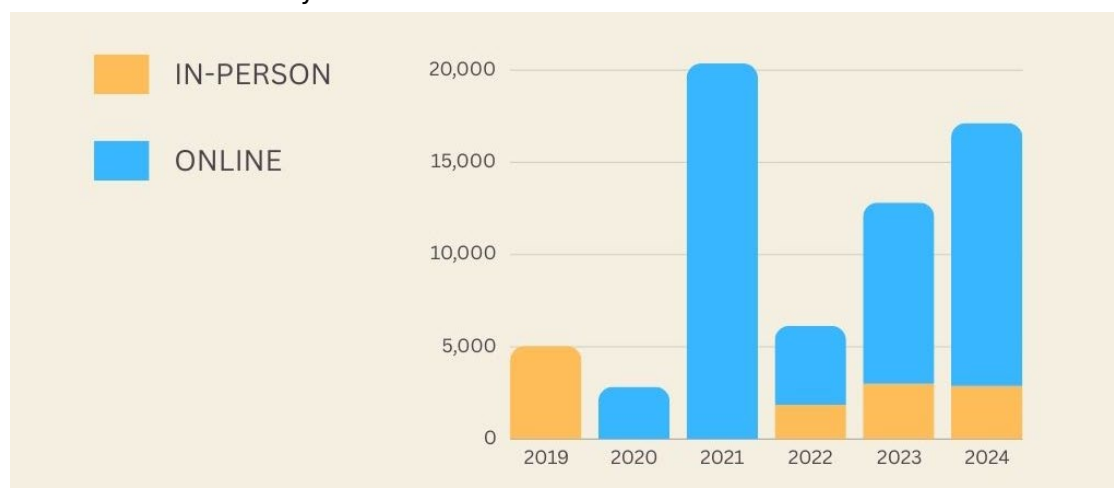
This broke down by age group as follows:

|                    |               |
|--------------------|---------------|
| Primary            | <b>12,085</b> |
| Secondary/ Post-16 | <b>2,167</b>  |

*N.B. These are estimates based on teacher records and observations by Education & Employers staff.*

### Attendance each year 2019 to 2024

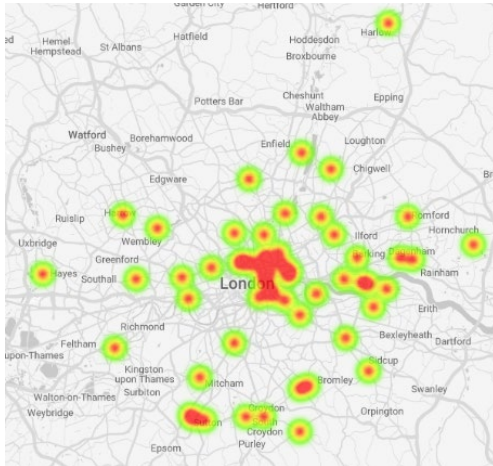
There has been a steady increase in attendance 2022-24.



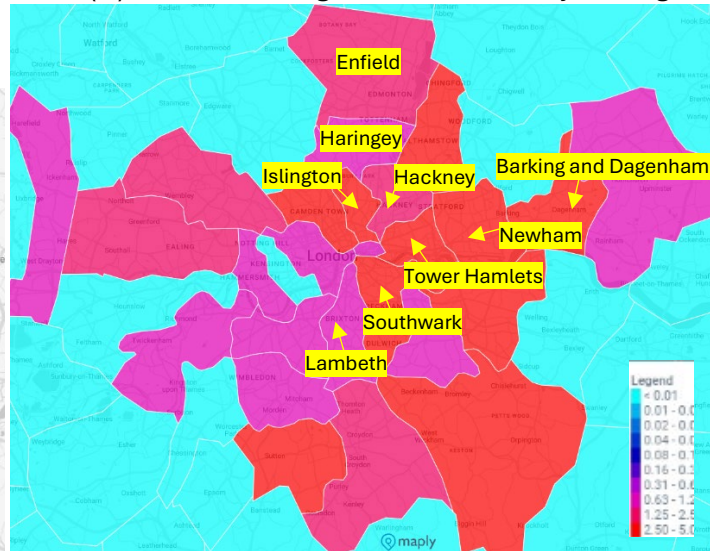
# Locale of Schools

## Location Data for In-person Week

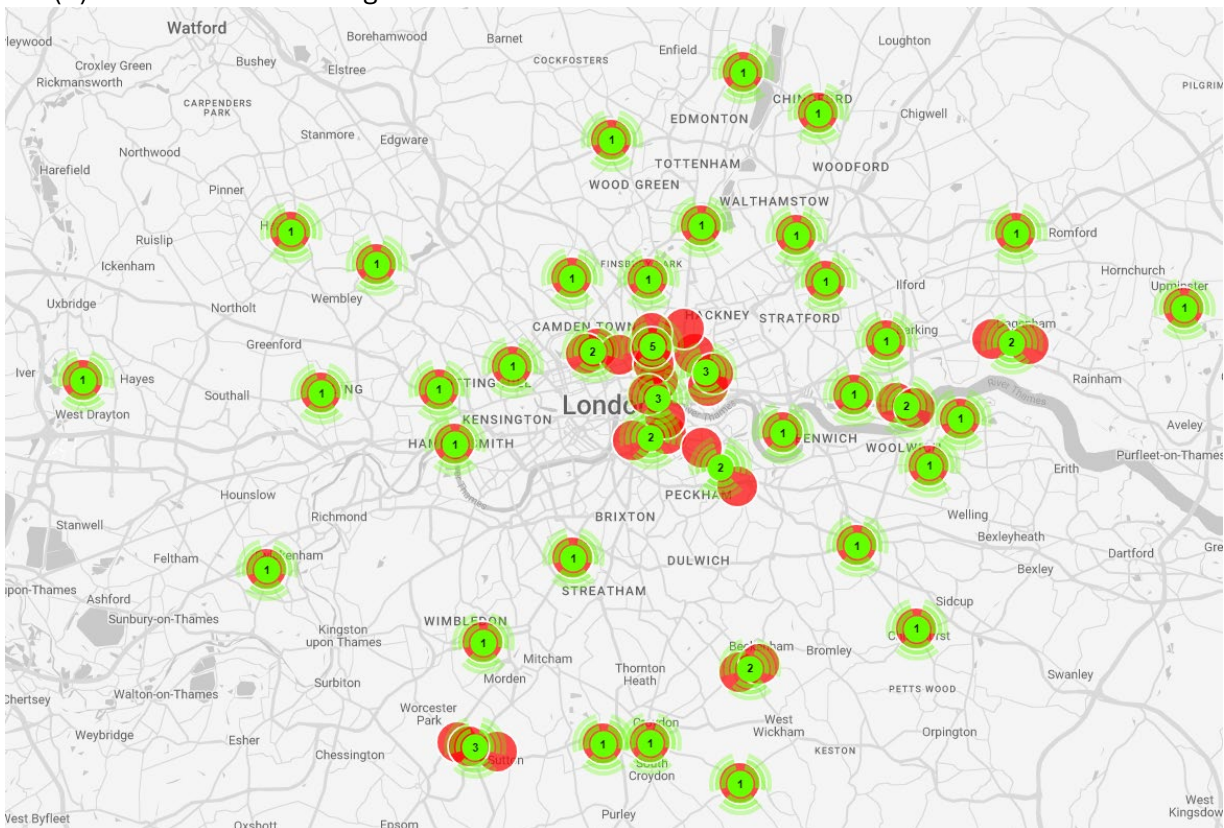
(A) South East England View



(C) London Boroughs with CoL Priority Boroughs



(B) London View Showing Number of Schools



The data maps on the previous page use the location data of schools that booked for any in-person session from Mon 26 Feb to Thu 29 Feb. The in-person session on Fri 1 Mar, the Young Professionals Conference, is not included because attendees signed up as individuals and not through their school.

Each map is explained below.

**Map A** – Heat map showing the concentration of booked schools across London and neighbouring boroughs.

Observations:

The outlying school is:

- Burnt Mill Academy, Harlow. A Livery-connected School that attended the Livery Showcase (Secondary) on Tue 27 Feb.

**Map B** – The underlay of red circles shows the locations of each school. The overlay of green icons further shows the concentration of schools within an area.

Observations:

There is a large concentration of schools in a spread generally east of the Square Mile. These include bookings from the **City of London Family of Schools**:

- City of London Primary Academy Islington
- City Academy Southwark
- City of London School
- City of London Girls School
- City of London Academy Islington
- Newham Collegiate Sixth Form

There is also a good spread of schools across North, East, and South London, but notable lower engagement with schools in the outer boroughs of West London.

Some **City of London Academy Trust (CoLAT)** schools were able to attend sessions in-person and online. They are included in the above list. Other CoLAT schools were not able to attend. Senior leaders from CoLAT advised that this is because off-site visits are difficult to accommodate during all of the spring term and most of the summer term. It has been suggested that an online session(s) be co-curated with CoLAT and offered as an alternative to attending in-person.

**Map C** – Showing boroughs in which there are a high concentration of schools – coloured red. Target boroughs are named.

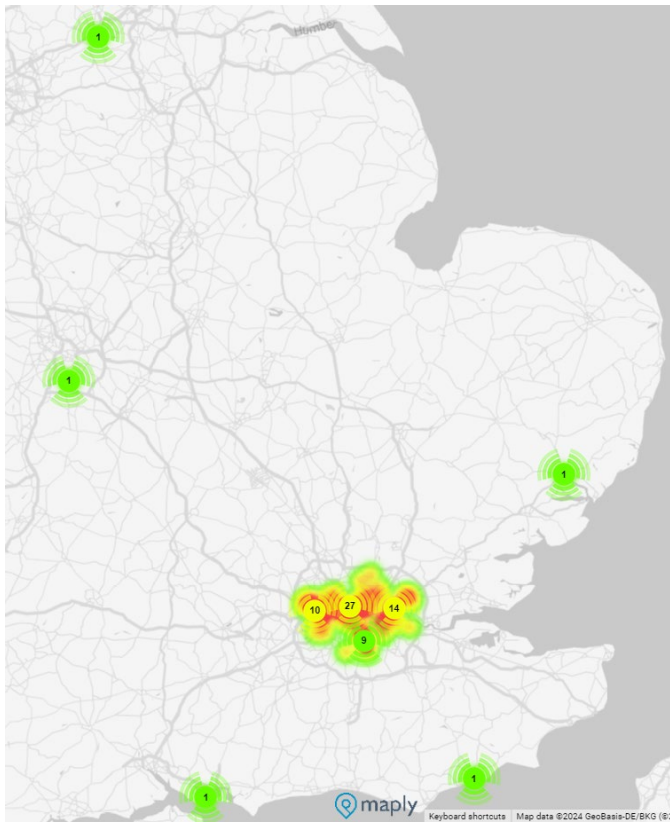
N.B. City Corporation Local Procurement (LP) target boroughs were identified by the responsible procurement team because of their high levels of deprivation. This report uses this as an additional measure – in addition to Pupil Premium (see Page 26) – to show LCF reach to those facing high barriers to opportunity.

Observations:

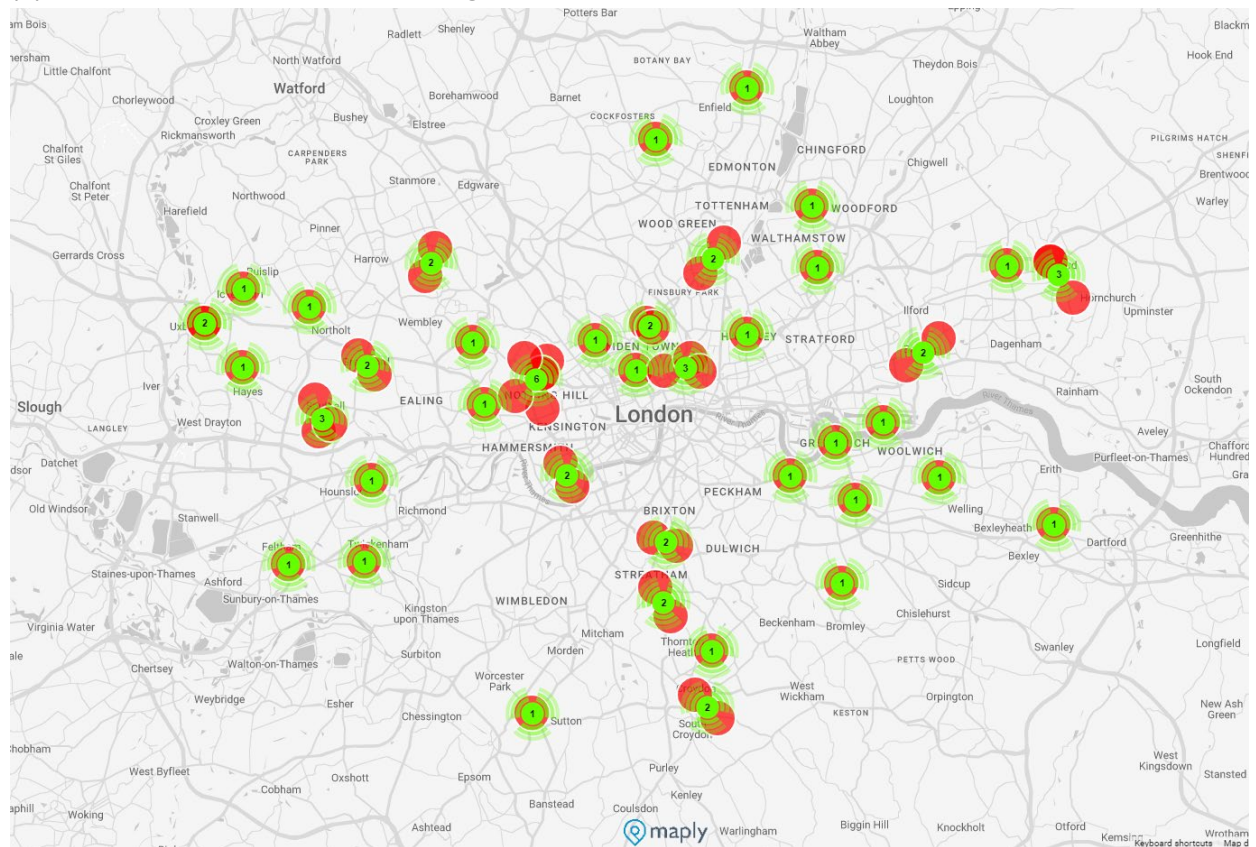
There is good engagement with five of the nine City Corporation LP target boroughs, Islington, Newham, Tower Hamlets, Southwark, and Barking and Dagenham. However, more engagement with Hackney, Enfield, Haringey, and Lambeth is needed.

## Location Data for Online Week

### (D) UK View of Schools Attending an Online Session



### (E) London View of Schools Attending an Online Session



**Map D** – England map showing the concentration of schools in Greater London, but with some outliers beyond.

Observations:

There are some schools located outside London and immediately connected boroughs:

- Ark Ayrton Primary Academy, Portsmouth.
- Ark Blacklands Primary Academy, Hastings.
- St Joseph’s College, Ipswich.
- Braintcroft E-Act Primary Acadmeny, Birmingham
- St Thomas CE (VC) Primary School, Huddersfield.

These have most likely seen the online sessions advertised via the LCF’s online delivery partner’s mailouts as they operate across the UK, or have seen the festival advertised on a mailout internal to the academy trust as is potentially the case for the Ark Academy schools.

**Map E** – The underlay of red circles shows the locations of each school. The overlay of green icons further shows the concentration of schools within an area.

Observations:

The online sessions were more successful in engaging the boroughs and areas that were less engaged for the in-person session, for example Lambeth, and the West London boroughs.

See **Map F** for the online festival data overlaid onto the in-person festival data.



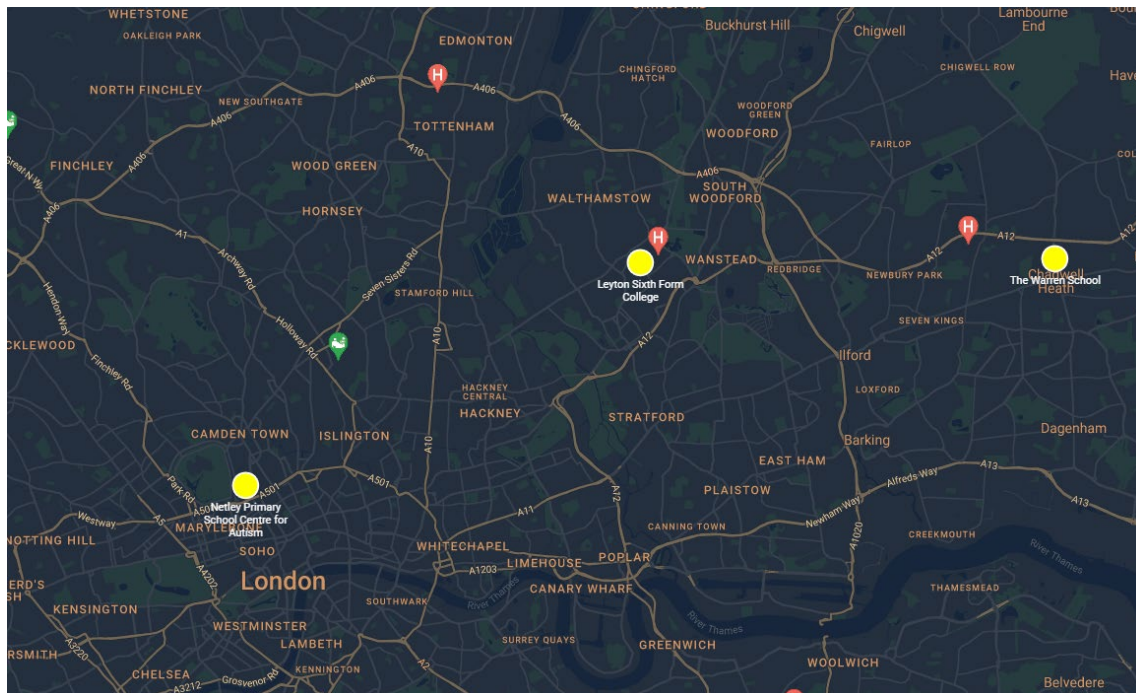


## Map G

### Observations:

There isn't a clear distinction between the location of schools that attended and online session and the location of schools that attended an in-person session. This suggests that distance from The Guildhall – as the location of the majority of the in-person sessions – might not have been the main factor for registering for an online session rather than an in-person session. Other factors, for example, school trip processes, teacher cover, and access the easy transport links to The Guildhall could affect a school's choice of whether to book for an online session or an in-person session.

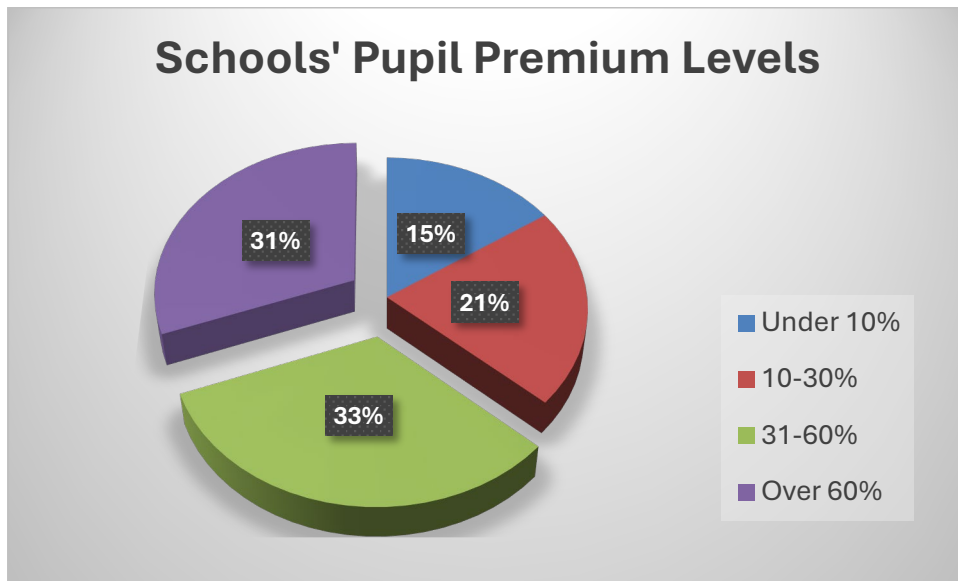
(F) Locations of the three schools that booked both an in-person session and an online session.



### Items Carried Forward into Recommendations

- Co-curating an online session with CoLAT and the Family of Schools could help engagement with the City Family of Schools.
- Engagement with schools in the outer West London boroughs is needed, alongside generally bolstering engagement with outer London boroughs.
- Communicating the nearest stations to The Guildhall and recommended routes could attract schools from underrepresented areas, for example, promoting the Elizabeth Line as a route in from the outer West London boroughs.
- Adopting the City Corporation Local Procurement target boroughs or establishing LCF target boroughs to raise engagement from boroughs like Lambeth and Enfield.
- Promoting in-person sessions to schools that previously attended online could increase the amount attending in-person as there are few schools that attend both (see Map F).

## Pupil Premium (in-person)



LCF attracts a good range of schools from across London and adjacent counties. These include a mixture of faith schools, multi-academy trust schools, and independent schools.

The chart above shows that more than two thirds of schools attending the in-person sessions have a Pupil Premium level of 31% or more, and more than 1 in 3 schools record a Pupil Premium level of over 60%.

So, LCF is operating as an inclusive festival while still supporting those pupils with the biggest challenges, measured in this case by Pupil Premium levels.

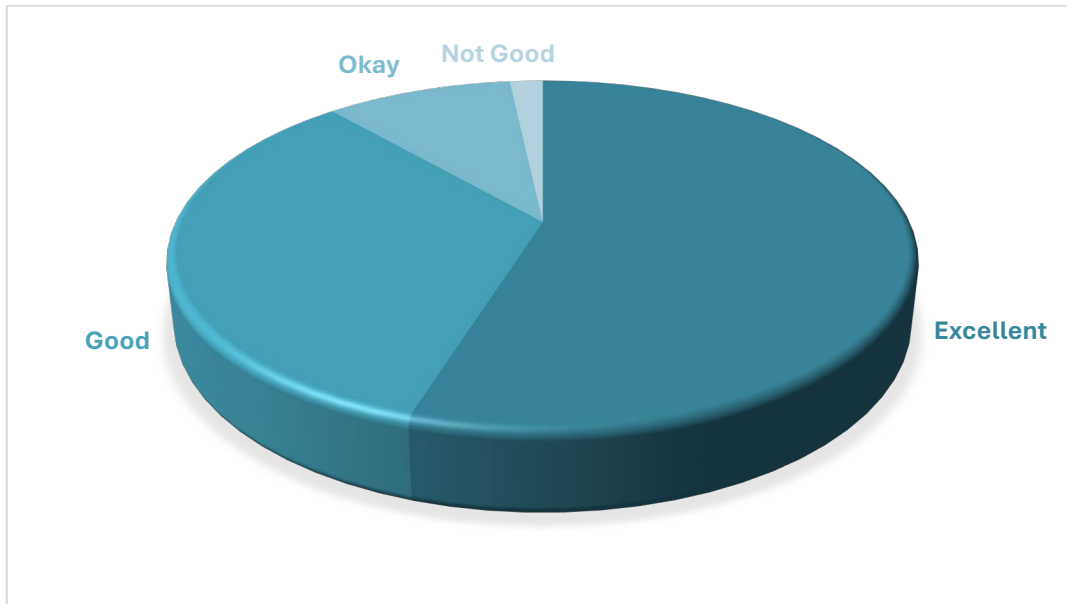
(See Page 20-21 for City Corporation Priority Boroughs).

## Attendee Feedback

How attendees rated the festival or the event they attended (by day of attendance):

|                                     | Excellent  | Good       | Okay       | Not Good  |
|-------------------------------------|------------|------------|------------|-----------|
| Primary Day                         | 53%        | 38%        | 9%         | 0%        |
| Secondary Day                       | 56%        | 24%        | 16%        | 4%        |
| Post-16 Day*                        | 55%        | 45%        | 0%         | 0%        |
| <b>Overall (shown in pie chart)</b> | <b>55%</b> | <b>34%</b> | <b>10%</b> | <b>2%</b> |

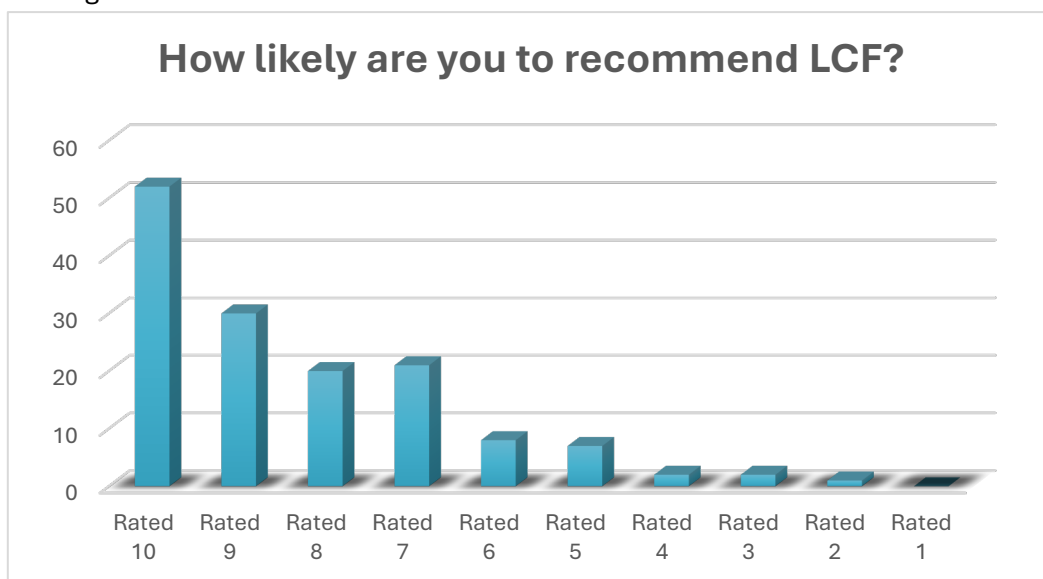
\*Some secondary-aged learners will be included here because they attended the Post-16 day.



Out of 10, how likely respondents were to recommend LCF to other people.

| Primary Day average | Secondary Day average | Post-16 Day average |
|---------------------|-----------------------|---------------------|
| 8.5                 | 7.7                   | 8.9                 |

Overall rating for the above data set:



## Responding to negative feedback

Observations:

The scores for the Secondary Day are notably lower than the other days. The low scores were observed to come from two sets of evaluation forms:

1. A group of learners who attended the Brand Me workshop.
2. Other questionnaires completed by pupils attending the Livery Showcase.

|               | Excellent | Good | Okay | Not Good |
|---------------|-----------|------|------|----------|
| Secondary Day | 56%       | 24%  | 16%  | 4%       |

|                       |
|-----------------------|
| Secondary Day average |
| 7.7                   |

The partner delivering Brand Me confirmed that there were not any unusual occurrences or negative feedback given in the session, and similarly so for the Livery Schools Link team.

Selected responses with observations noted below the table:

|   | What do you want to be when you finish your education? | What did you think of the session? | Rating | Comments                                     |
|---|--|------------------------------------|--------|--|
| A | Sports Man [sic]                                       | Not good                           | 0      | Good – [blank]<br>Bad – “everything”         |
| B | Beauty   | Okay                               | 2      | Good – “drawing”<br>Bad – “a lot of talking” |
| C | Police   | Excellent                          | 4      | “IDK” I don’t know                           |
| D | Footballer   | Okay                               | 5      | “Nothing” “None”                             |

**A** – The session was rated highly by others. But this respondent notes that they would like to be a sportsman, which is an industry underrepresented at the festival (see Page 30).

**B** – This respondent attended the same session as ‘A’ and perhaps also didn’t hear about their career of interest, suggesting that ‘a lot of talking’ was irrelevant to them. They did enjoy the drawing activity.

**C** – This is an example of feedback that gives a low recommendation rating while also rating the session highly, “Excellent”.

**D** – There are several respondents who aspire to be footballers. The low rating might again be because of sports and sports-related careers were underrepresented at the festival.

Negative feedback was also recorded in relation to some operational issues with the BT virtual reality trailer on Monday 26 February. There were also many positive comments from pupils who did experience it.

| <b>BT Virtual Reality Trailer</b>                 |  |
|---|--|
| Positive comments about the experience            | Negative comments about the experience |
| Best – “The VR area”                              | “The waiting in the virtual room.”     |
| Best – “The VR experience”                        | “Not doing the metaverse”              |
| Best – “That I got to see in the virtual reality” | Worst – “Business meeting”             |

The above references to a business meeting and not being able to do the metaverse come from a group of pupils that joined the waiting list for the BT Virtual Reality Trailer but were unable to go in because of a pre-planned business meeting that was happening with the experience provider. The LCF team and the volunteers from WC of Educators were not made aware of this which caused some confusion. Parties took part in a debrief following the festival and enhancements are planned for LCF 2025.

Actions are in Recommendations below.

#### **Items Carried Forward into Recommendations**

- With workshop providers, fully explore the feedback and consider amending workshop briefs for 2025.
- Consider a different approach or workshop provision for secondary-aged learners.
- Ensure all partner experience or stall providers have all the information – including reiterating festival timings and expectations - and space provision they need to deliver their experience in a way that is focus on outcomes for the young people.

**See Page 31 for attendee comments overall.**



## Attendee Comments (in-person)



A sample of attendees at the in-person festival week on days Monday 26, Tuesday 27, and Wednesday 28 February were given a questionnaire that asked about their experience.

### **The older age groups really appreciated the ability to talk with business professionals face-to-face.**

- The smile on people's faces, welcoming and guiding visitors
- The long chat with the RAF guy. I absolutely loved it here.
- The adults involved were kind and engaging.
- The best thing was the information that was given.
- Getting to talk and learn more about my chosen career.

### **Some even got insider knowledge about opportunities with a company.**

- [Knowing about] unadvertised job opportunities, [making] connections.

### **The questionnaire also picked up...**

- Wish there was more about travel & tourism.

### **Primary-age pupils told us that the best bits were activities that helped them to learn about jobs.**

- Doing all the activities and learning new things.
- How I get to try things I've never done before.
- [I liked] the bit when you build the building.
- I loved doing the plaster things and the weeding.
- That I got to see in virtual reality.

### **Some primary pupils even gained insight into working life and career planning.**

- I now understand how hard some jobs are.
- I still don't know what to do [as a career] but it gave me lots of ideas.

The Army and technology experiences were popular with primary-aged and secondary-aged pupils.

- “
- Talking to the Army was the best thing.
  - The soldiers [were the best].
  - The VR experience [was the best].
  - The VR area. It was fun and a great experience.







# Testimonials

A marvellous opportunity not to be found anywhere else

## Teachers want to return year after year



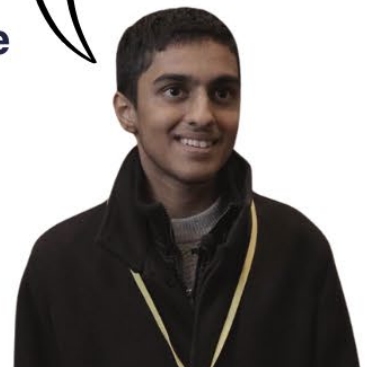
“ It is the third or fourth year we’ve brought our Year 9s. I’ll be bringing a lot more year 10s next year - absolutely - on the calendar again! [...] as much as we can speak to them in school - and we’ll have outside speakers in - to bring them to an environment like this, which in itself, the Guildhall is absolutely fabulous... to speak to the trades people [...] and then try out the different skills [...] it’s a marvellous opportunity not to be found anywhere else. Well, I’ve not found it anywhere else, anyway.

**Caroline Brown, Careers Lead  
Gladesmore Community School,  
Tottenham**

There are many different roles in finance I didn’t know about

## Learners get information they can’t find elsewhere

“ I came here to find out more about degree apprenticeships, especially in the banking and finance industry. What surprised me the most was that within the finance sector there are many different roles that I didn't know about and that there are many ways you can apply. Currently I aspire to be an investment banker because I spoke to someone today and they gave me a wider insight into what they do, especially being a degree apprenticeship student.



**Devam Sharma,  
Attendee, Post-16 Expo**

**Savita Sharma,  
Parent of Attendee,  
Post-16 Expo**

[...] here you got more information. [...] if we didn't come today, [Devam] would have [thought] most of the apprenticeships [start] in September. We would have missed it. So we now we know where to look - know how to apply - when they’re going to be [accepting applications].





See what [young] people are actually interested in



**Dayne Reynolds,**  
**Student Recruitment,**  
**St Mary's University**

### Highly valued by organisations

“ I think it's great for exhibitors to come to the London Careers Festival, it gives you a chance to see what people are actually interested in ...your organisation and what you're offering and what people want out of it.

“ I'd really recommend for schools and the students to come next year because there were so many things that even I, as someone already a few years into my career, had seen that I didn't even know were career paths or ways of getting into different careers.

“ It's really, really great that we can bring our younger children. We've currently brought 60 Year 5s to show them, look, there's a whole wide world of different careers ...it's been a real eye opener of what's available to them ...and because they are so young, they've got the next seven years, eight years before university to figure it out.

Even I didn't know that was a career path



**Saskia Burke,**  
**Nuclear Scientist,**  
**National Physical Laboratory**

Companies get to see your personality not just an application form

An eye opener for our younger children



**Oasis Academy Hadley**  
**Primary Phase**

**Post-16 Attendees**



### Young people learn more about their chosen industry

“ It showed a lot of careers that I could go into other than the ones that I thought... I was originally interested in looking for a job in architecture, specifically. But I've seen that there's also opportunities in planning and development.

## Conclusion and Recommendations

The London Careers Festival has grown into a respected leader among careers initiatives, trusted by teachers and praised by the young participants. The offer is varied, covering a wide selection of industries through in-person workshops, online insight session, on-location taster days, and walkthrough expositions, while also celebrating its unique offer as a place to explore Square Mile careers with interactive encounters provided by the Livery Companies.

### LCF and its Unique Propositions

#### 1. Livery Companies

The involvement of the Livery Companies and their interactive way of exploring key industry skills. Their approach is very popular with primary-aged and secondary-aged pupils.

#### 2. Careers connected to the Square Mile

The City Corporation and its connected networks of partners, contractors, departments, and Members as industry professional are uniquely placed to mobilise and galvanise representatives from the wide variety of careers connected to the Square Mile.

The following are recommendations that could advance the position of the festival as a leading careers initiative that mobilises organisations to support and inspire young people.

For vision, mission, and aims see Page 39.

### Headline Recommendations

- A. Continue to enhance the festival each year by:
  - i. Further incorporating youth voice, for example, by continuing to increase representation of industries identified as being of interest to participants while acting on opportunities for co-creation.
  - ii. Communicate the festival aims and provide clear expectations to session providers and exhibitors to ensure sessions are interactive appropriate for the participants.
  - iii. Adopting initiatives to reduce the impact of no-shows.
  - iv. Reflecting the wide variety of careers connected to the Square Mile.
- B. Publicising the festival through retaining a pre-booking activity, celebrating festival partners on City of London social media channels, and increasing mailing list subscribers.
- C. Increase attendance in-person by engaging with more schools from boroughs underrepresented in previous years, for example, Enfield, Lambeth, and the outer West London boroughs.
- D. Review briefs for workshops and insights sessions to ensure they are serving the participants well, in particular, secondary-aged pupils, care experienced, and those who are differently abled, neurodiverse, or have special educational needs.

- E. Revise and enhance the ways in which participant outcomes are evaluated to better measure value and aid future enhancements.

#### **A – Recommendations Brought Forward**

- **Co-creation and Youth Voice**  
Enhancing co-creation involving young people and incorporating youth voice initiatives should be considered for 2025.
- **Networking Opportunities and Interactive Sessions**  
Provide clear guidance for session providers, giving session objectives alongside the overall festival vision, mission, and aims. Guidance should include the importance of linking what pupils learn in school to jobs and careers. This helps to increase LCF actions towards Gatsby Benchmark 4.
- **School No-shows**  
It is suggested that the sessions be over-booked incorporating a predicted level of attrition.
- **City Careers and Variety of Careers**  
A renewed mission that accounts for the variety of careers available through businesses operating in the Square Mile or connected. Improving the representation of popular sectors, particularly those underrepresented in 2024 (see Page 30).

#### **B – Marketing and Communications**

- **Pre-booking Activity**  
Use a pre-booking activity to generate a surge in bookings in the run up to the official launch. Pre-booking activity could also be a good way of getting the festival into school calendars much earlier than the official programme launch.
- **Mailing List Signups**  
Continue to encourage mailing list sign ups. Many bookings come after an e-mail newsletter.
- **Social Media**  
Social Media posts are good for general publicity and can be an excellent way for City Corporation and festival partners to celebrate their involvement.

#### **C – Engaging Schools**

- Co-curating an online session with CoLAT and the Family of Schools could help engagement with the City Family of Schools.
- Engagement with schools in the outer West London boroughs is needed, alongside generally bolstering engagement with outer London boroughs.
- Communicating the nearest stations to The Guildhall and recommended routes could attract schools from underrepresented areas, for example, promoting the Elizabeth Line as a route in from the outer West London boroughs.
- To align with the City Corporation target boroughs, attention should be given to engaging schools in the boroughs of Lambeth and Enfield.

- Promoting in-person sessions to schools that previously attended online could increase the amount attending in-person as there are few schools that attend both (see Map F).

#### **D – Responding to Workshop Feedback**

- With workshop providers, fully explore the feedback and consider amending workshop briefs for 2025.
- Consider a different approach or workshop provision for secondary-aged learners.
- Ensure all partner experience or stall providers have all the information – including reiterating festival timings and expectations - and space provision they need to deliver their experience in a way that is focus on outcomes for the young people.

#### **E – Evaluating the Way We Evaluate**

- Retain the use of questionnaires but review the desired indicators and adjust the questions and the way in which they are asked. See Page 40 for a fuller review.
- Retain and enhance the use of interviews and discussions as data collection methods so that rich qualitative feedback can continue to be considered and acted upon.
- Consider new ways of data collection that develop how impact and outcomes are measured.
- Review evaluation processes through desk research or consultancy.

#### **Measuring Impact and Outcomes.**

There is opportunity to develop and enhance the ways in which the impacts of the festival are measured and what the long-term outcomes are.

Outcomes should be considered for:

Principal audience

- Young people who attend either in-person or online.

Additional audiences

- Teachers or other school staff and youth leaders.
- Festival partners and Square Mile connected businesses that take part.

As stated in Recommendations, advice and guidance should be sourced from programme evaluation experts either through desk research or consultancy.

## Part II – The Future of LCF

### The Careers Provision Landscape

#### Careers Events in London

|           | Title  | Company/Partner           | Last Event Dates                      | In-person or Online |
|-----------|--|---------------------------|---------------------------------------|---------------------|
| Jan-Feb   |  |                           |                                       |                     |
| March     | Festival of Apprenticeships  | Pathway Group, Birmingham | Oval (5 Mar 2024)                     | In-person           |
|           | This event takes place in London, Birmingham, and Manchester on different dates. They also host an online version during National Apprenticeship Week. They have exhibitors with some presentations across the day.<br><a href="https://festivalofapprenticeships.com/">https://festivalofapprenticeships.com/</a> |                           |                                       |                     |
| April-May |  |                           |                                       |                     |
| June      | Step-Up Expo   | Evening Standard          | Olympia (28-29 Jun 2024)              | In-person           |
|           | With the tagline Inspiring Teen Choices, this two-day Fri-Sat event is aimed at those 16+ from schools, sixth forms and FE colleges. Involves exhibitors and talks. <a href="https://stepupexpo.co.uk/">https://stepupexpo.co.uk/</a>  |                           |                                       |                     |
| Jul-Sep   |  |                           |                                       |                     |
| October   | London Job Show*   | JS Media Westfield        | Shepherd's Bush (next 11-12 Oct 2024) | In-person           |
|           | Happens multiple times during a year. "London's Biggest Careers Event". Many expo stands offering vacancies, graduate schemes, and apprenticeships. Live vacancies section on website. Includes careers seminars and workshops.<br><a href="https://www.londonjobshow.co.uk/">https://www.londonjobshow.co.uk/</a> |                           |                                       |                     |
| November  | London Careers Fair  | UK Careers Fair           | Tottenham (Fri 8 Nov 2024)            | In-person           |
|           | UK Careers Fair runs 80+ recruitment events across the country. Expo stands with jobs available on the day. <a href="https://www.ukcareersfair.com/">https://www.ukcareersfair.com/</a>  |                           |                                       |                     |
| December  |  |                           |                                       |                     |

\*The London Job Show happens multiple times during a year, so it is recommended that upcoming dates for this event be checked ahead of LCF.

The above lists the significant similar events and is not an exhaustive list.

#### National Celebrations to be aware of

- National Apprenticeship Week – early February, next dates Mon 10 to Sun 16 Feb 2025
- National Careers Week – early March, next dates Mon 03 to Sat 08 Mar 2025
- British Science Week – March, next dates Fri 07 to Sun 16 Mar 2025
- World Book Day – early March, next date Thu 06 Mar 2025

(This is not an exhaustive list and attention should be paid to significant and relevant events surrounding each year's LCF.)

## A proposal for LCF 2025

### Vision, Mission, and Aims

**Vision** – An inclusive Square Mile with career opportunities for those from underrepresented groups, from areas of deprivation, and those who are neurodiverse, have special educational needs, or are differently abled.

**Mission** - To hold space for companies and organisations to connect with young Londoners to explore the variety of careers in or connected to the Square Mile.

#### Aims of the Festival

The London Careers Festival aims to:

| London Careers Festival Aims 2025 to 2029 |  |
|---|--|
| <b>Inspire</b>                            | Inspire young Londoners to consider a career connected to the Square Mile by creating interactions and connections with the variety of job roles available in organisations operating there.                             |
| <b>Support</b>                            | Support festival attendees aspiring to a Square Mile connected career to know and explore the skills required, especially those facing the most challenge because of their different ability or barriers to opportunity. |
| <b>Mobilise</b>                           | Mobilise organisations operating in the Square Mile or connected to City Corporation to be advocates for Square Mile connected careers, including apprenticeship routes and entrepreneurship.                            |

### The 2025 Festival

**In-person week** – Monday 03 February to Thursday 06 February 2025

|            | Main at Guildhall                     | Additional at Guildhall                 | On-location /satellite                        |
|------------|---------------------------------------|---|---|
| Mon 03 Feb | Livery Showcase for Primary           | SEND workshops                          |   |
| Tue 04 Feb | Livery Showcase for Secondary         | Some specialist workshops               |   |
| Wed 05 Feb | Young Professionals Spring Conference | Apprentice Futures insight sessions TBC |   |
| Thu 06 Feb |                                       |   | All events to happen on-location on this day. |
| Fri 07 Feb |                                       |   | Some possible.                                |

**Online festival week** – Tuesday 11 February to Friday 14 February 2025. (Education and Employers recommend limiting the online week to Tue-Fri in 2024).

## Evaluating the approach to evaluation

The LCF evaluation exercise has not significantly changed in recent years. Having elements that are repeated each year has created data points for useful comparison. However, there are opportunities to further enhance the data collected through questionnaires.

### Meaningful Survey Data

The table below explores the main components of the existing surveys and explains both the utility and the observed or inherent risks.

|   | Data Utility   | Data Risks   |
|---|--|--|
| Comparing data on sectors represented and sectors of interest | <b>Indicates festival relevance</b><br>Measuring the LCF offer against learner wants. It also informs the spread of sectors in subsequent years.   | <b>Changing careers landscape</b><br>Keeping the same categories does not account for shifts   |
|   | <b>Recommendation</b><br>To retain this element but benchmark the sector categories.   |  |
| Use of tick box questions                                     | <b>Fast responses</b><br>Easy to respond.  | <b>False responses</b><br>Respondents have a noticeable tendency to tick all 'yes', or to tick in a pattern, e.g. 'yes' then 'I don't know' then 'no' and so on. |
|   | <b>Recommendation</b><br>Consider reducing the amount of tick boxes, for example, asking respondents to highlight their top three statements rather than a Likert scale for each statement.  |  |
| Use of open questions   | <b>Thoughtful responses</b><br>Collects a deeper explanation of an answer.   | <b>Questions not attempted</b><br>A sizeable number of respondents left the answer box for this type of question blank.<br>It could also be survey apathy.       |
|   | <b>Recommendation</b><br>To retain open questions but explore other methods of collection, for example, an activity that requires the placement of tokens in a box, or a mark on a board.<br>The use of vox-pop interviews could also be considered. |  |
| Language, phrases, and terms.                                 | <b>Fast responses</b><br>Easier to answer if the question is giving a clear context.   | <b>Confusing or similar terms</b><br>A sizeable number of respondents did not answer or ticked the same box for all questions.                                   |
|   | <b>Recommendation</b><br>Review whether pupils understand the meaning and context of terms. Avoid repeating similar terms. Rationalise the amount of question and use of complex terms and ideas.  |  |



# Appendices

## Previous Strategy Outcomes

The festival was created to serve the City of London Corporation's Education Strategy (2019-2023) commitment to ensuring ***learning is linked to the world of work at all stages to enable learners to make informed career choices.***

It was designed to meet the following strategy 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.

## City of London update



# Retrofit approval for Gresham Street scheme

**T**HE City of London Corporation has approved a major retrofit scheme at 65 Gresham Street that will include a large area of public realm improvement and new retail outlets, alongside an uplift of much needed, sustainable office space.



Proposals for the mixed-use scheme will see the site retain approximately 70% of the existing building's structure and benefit both office workers, local residents and visitors alike. These include numerous and extensive landscaped terraces, improvements to access and travel through and around the site, as well as the introduction of new retail spaces along Aldermanbury,

to create a more diverse and vibrant space for everyone to enjoy.

The scheme's approval builds upon a strong performance in 2023 by the City Corporation's planning team, which has overseen year-on-year increases in planning applications received and decided, since 2020.

## Careers expo for young people

ARE you or someone you know aged 16-25 and exploring career options? The London Careers Festival is holding a Pathways and Careers Expo on Wednesday 28 February, 10am-3pm at Guildhall and tickets are free.



Talk to professionals from a variety of sectors offering direct routes to employment; apprenticeships and traineeships; and vocational courses. Explore pathways to the career you want through activities, workshops, and speed mentoring. There will also be insight sessions (pre-booking only) in

Tech, Architecture, Entrepreneurship, Law, Creative Industries, Engineering, Construction and Finance.

You can get a free ticket if you are, or accompanying someone, aged 16-25. [LondonCareersFestival.org.uk](https://www.LondonCareersFestival.org.uk)

News, info and offers at [www.cityoflondon.gov.uk/eshot](https://www.cityoflondon.gov.uk/eshot)

## Social Media Post Examples

Encouraging mailing list signups through social media posts. A mailing list signup adds a regular audience.



(Top right) Encouraging posts from exhibitors and partners by sharing assets and recommended wording for social media posts within the ‘Stakeholders Pack’.

(Middle) Fully utilising the official social media accounts of City Corporation to raise awareness of the festival and to publicise the involvement of partners as a public thank you.

(Below, left and right) Video content posted in addition to other visual assets showcasing the range of activities at the festival within one post and piece of media.

