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Title of Tool
Peer-Assisted Learning: Discussion of structural inequality statistics

Category of content (Planning, Delivery, Evaluation)
Delivery

Summary – max. 100 words
The Peer-Assisted Learning tool for educators focuses on facilitating discussions about structural inequality statistics. Educators select relevant and reputable statistics, prepare prompts, and create a safe space for discussions. Through reflective preparation and guided questions, the tool aims to enhance the educator's facilitation skills and increase awareness of intersectionality. Educators guide student groups through discussions, encouraging active engagement and critical thinking. The tool emphasizes sensitivity, inclusivity, and the use of intervention models. The desired outcomes for educators include improved facilitation skills in addressing sensitive topics and heightened awareness of contextual considerations in tailoring sessions effectively.

Learning For/About/Through

Learning Outcome(s)/What is the change expected?
1. **Enhanced Facilitation Skills in Addressing Sensitive Topics:** After using the tool, educators should expect to develop enhanced facilitation skills, particularly in addressing sensitive topics related to structural inequality. This includes the ability to create a safe space for discussions, manage diverse perspectives within the group, and navigate potential challenges that may arise during the session. Educators should gain confidence in guiding conversations effectively and promoting an inclusive learning environment. 2. **Increased Awareness of Intersectionality and Contextual Considerations:** The tool aims to foster discussions on various forms of structural inequality. Educators should expect to gain a deeper understanding of intersectionality – the interconnected nature of social categorizations such as race, gender, class, and more. Through reflection on the chosen statistics and discussions with the student group, educators should develop an awareness of how different factors intersect and contribute to structural inequality. In order to tailor the session effectively, the educator will also recognize the importance of contextual considerations, such as the demographic and academic background of the student group.

In-Person	Online	Hybrid	Small Cohort (<25)	Medium Cohort (25-75)	Large Cohort (>75)	Fixed learning space	Flexible learning space	Synchronous	Asynchronous
✔	✔	✔	✔	✔	✘	✔	✘	✔	✘

Core Content (max. 1000 words)
Required resources Source statistics (stats) that highlight structural inequality. Select statistics that are relevant for the client group you are working with. There are some examples included in this tool and websites for the educator to source independently. Think carefully about where you source the statistics from and share the source with clients. Think about how trustworthy and up to date the source is.

It is recommended that educators should provide accessible format options, print copies and an online option where possible.

Here are some examples of stats and websites the educator could use:

- Glassdoor
- Workl
- Women's Engineering Society - Statistics of women in engineering in the UK.
- Bloomberg - Employers aren't treating identical resumes equally, new research finds
- National Bureau of Economic Research - Employers' Replies to Racial Names
- House of Commons Library - Women and the UK Economy, Gender Pay Gap
- Orchard Creative Marketing Recruitment - Why are the creative industries so male dominated?
- Creative Industries Policy and Evidence – New research from the Creative Industries Policy and Evidence Centre (PEC) highlights class imbalances across the UK's creative industries
- Institute for Fiscal Studies Labour Market Inequality
- Equality Trust – Income inequality in the UK
- National Museum of Women in the Arts - Gender inequality in the arts

Preparation in advance for educator
Some of these stats might be more challenging than others. You could provide client group with some background reading to help support the discussion and put the stat into context. This could include some information about initiatives designed to tackle the inequality that the stat reveals. For example if the educator uses the stat about women being under represented in the engineering sector the educator could also provide information on initiatives that are encouraging and supporting women to get into the sector. There are 15 examples of initiatives that are bringing women into STEM on the World Wide Learn websites. Alternatively if the educator chose to use a stat about people with African origin names being discriminated again in job applications they could provide information on blind recruitment initiatives that are designed to tackle this bias. The Harvard Business Review published an article discussing blind recruitment which you can read on their website linked here. The American Economic Association has published research entitled 'Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians' which could be useful.

It is suggested that the educator spends some time before the session reflecting on the stat they have chosen. When reflecting on the stat the educator could consider:

- How comfortable they feel discussing the subject with your client group
- Think about how the statistics might affect the clients in your session.
- Think about common beliefs and misconceptions might be about this stat
- Reflect on their own assumptions, biases and personal experience related to this stat (if applicable)
- Reflect on the assumptions you may have about your students.

The educator will provide prompts in order to support the client group to get the conversation started. Examples of types of questions the educator could ask include:

- How does this stat make you feel?
- Do you identify with this stat?
- Has this stat affected you or someone you know?
- Who do you think was included in the research behind this stat? Where the participants of the research diverse or representative of different groups (age, sex, gender, race, religion etc.)
- Where did this come? Source? Who wrote it? When did they write it?
- Would this stat influence your decisions?

- If you came across this inequality in action how might you challenge it? What push back might you get?
- What is being done in this area to combat with inequality? If you don't know where could look you find out?

It is important for the educator to be prepared to manage the client group and challenge inappropriate comments Consider reviewing The 4 D's of bystander intervention model. This model can be used by the educator to intervene. Clients may also find the model helpful. The educator could shre the model with clients at the start of the session. The educator should also consider reviewing the 5 Signposts for Socially Just Careers Guidance and consider how these signposts relate to their delivery approach in the session. Note that although the title includes 'guidance' the five signposts (below) are useful in workshop delivery and education more generally.

5 Signposts:

1. build critical consciousness
2. name oppression
3. question what is normal
4. encourage people to work together
5. work at a range of levels

The educator will have to carefully consider which stat is appropriate for their client group. Here are some points the educator might find helpful when considering this:

- The academic level of the client group e.g. UG, PG etc.
- The demographic of the client group
- The institution
- The subject the client group are studying
- The module that the session is being delivered in
- The current climate e.g. what's in the news currently
- Their own identity and experience and what they would be willing to share with the client group

The educator may also wish to collate contacts details for sources of support for the client group considering that this session could surface some difficult feelings or emotions for the clients. E.g. student services, careers, wellbeing organisations etc.

Preparation in advance for students
The educator could chose to prepare the students prior to the session but this is optional. Consider prefacing the session by introducing clients to skills that might be useful in this session, for example active listening skills or sharing feedback sensitivity. Also consider how the session follows on from previous sessions in the module if relevant.

Prerequisites for this to have impact, if relevant
It will be vital to create a safe space in-session; and before the exercise starts, to ensure that students are: a) aware that the subject matter is sensitive and b) that it may surface their own lived experiences or those of others in their group. It will be important to remind the group to listen actively to one-another, challenge respectfully, share only where they feel comfortable to do so and support others who choose to share. Educators may also wish to implement a learning gain tool to assess how the activity was received and whether learning outcomes have been met.

Step by step approach

Review The 4 D's of bystander intervention model

1. **Before the session:** Select a statistic that is relevant and appropriate for the client group you will be working with. Think about what affect the statistic could have on the people attending the session. Reflect on the lived experience that might be in the room. Decide whether you want to include facts about initiatives that are working to tackle the inequality you will surface. See examples above.
2. **Before the session:** Prepare questions and prompts to help clients start the conversation. See suggestions above. Include these in accessible handouts and/or present them in a PowerPoint presentation.
3. **During the session**: Spend a few minutes before the start of the exercise to create a safe space for discussions to take place (see our safe space tool). Educators may want to create an accompanying slide with the principles they would like the groups to follow during the exercise.
4. **During the session:** Before you start the exercise, introduce the 4 D's and how the clients might use them during their conversations.
5. **During the session:** Introduce the activity and statistics. Deliver clear instructions to student groups on the content they will be discussing, the amount of time available for the discussions, the guiding questions/ prompts to consider and how to feed back (e.g., verbally via a spokesperson, via an online tool such as Padlet etc.)
6. **During the session:** Allow the groups to begin their discussions. During the discussions, facilitators and educators are recommended to circulate in the room, checking that the groups are engaging, are comfortable and have clarity on the exercise. If the session is online and includes breakout rooms, educators may want to work with a co-facilitator to check each room.
7. **During the session:** Once the allotted discussion time has elapsed, bring the groups together to review the key points they have identified in response to the guiding questions in each case.
8. **During the session:** To round the exercise off, educators may want to ask students for their key takeaways or a key action they want to take and/ or prepare a summary slide with key points for students to consider.
9. **During the session:** Consider safe landings from the exercise. The educator provide a slide or handout with contacts details for sources of support for the client group considering that this session could surface some difficult feelings or emotions for the clients. E.g. student services, careers, wellbeing organisations etc.

Some other ideas to consider:

Diversity of Statistics:
Educators are encouraged to choose a variety of statistics that cover different aspects of structural inequality. This will allow students to gain a more holistic understanding of the challenges faced by various groups.

Interactive Elements:
Consider incorporating interactive elements into the session, such as group discussions, online polls, or case studies. This can enhance student engagement and provide a more dynamic learning experience.

Inclusive Language:
Emphasize the importance of using inclusive language during discussions. This can create a more welcoming environment for all students.

Follow-up Resources:
Provide additional resources for students who want to delve deeper into the topics discussed. This could include recommended readings, documentaries, or online platforms that address structural inequality.

Feedback Mechanism:
Implement a feedback mechanism to assess the effectiveness of the session. This could involve a brief survey or reflection activity to gather insights on what worked well and areas for improvement.

Flexibility in Delivery:
Acknowledge the diverse learning styles of students and provide flexibility in the delivery of the session. Consider incorporating both in-person and online elements to accommodate different preferences.

Cultural Sensitivity:
Highlight the importance of cultural sensitivity during discussions. Encourage students to share their perspectives while respecting the experiences of others, fostering a culture of understanding and empathy.

Guest Speakers:
Consider inviting guest speakers or experts in the field to share real-world insights and experiences. This can add a practical dimension to the discussions and provide students with valuable perspectives.

Post-Session Reflection:
Encourage students to reflect on the session and how it has influenced their perspectives. This reflection can be done individually or as part of a follow-up assignment.

Graphic - what image is being associated with this tool, if applicable
N/A
Links to Relevant Resources (both within the toolkit and outside)
Link to safe space tool