

The background features three vertical stripes on the left: a wide pink stripe, a medium blue stripe, and a narrow light beige stripe. The right side of the slide is a light beige background with a pattern of small, faint pink dots arranged in a grid-like fashion, with some dots missing to create a sparse effect.

ASSESSING RACE IN EVALUATION TRIALS

Challenges, Risks, and Recommendations

Sabrina Paiwand

Race Equity Associate at YEF

London School of Economics

Equitable Research

OVERVIEW

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MULTIPLE RACE CATEGORIES

YEF'S RACE EQUITY COMMITMENT

- **Overrepresentation of CYP of Colour in the youth justice system**
- **Challenging the role of racism**
- **Research as one of 5 areas of YEF's race equity action plan**

IDENTIFYING AND MONITORING THE EXPERIENCES OF RACIALISED PARTICIPANTS

Lack of Data

We currently lack data to fully understand the role of systemic racism in youth services.

Experiences of Racism and Discrimination

These factors influence engagement and effectiveness of interventions.

Cultural or Religious Practices

These affect accessibility and effectiveness but are at risk of being overlooked in evaluation.

FRAMEWORK FOR EQUITABLE RESEARCH: CHILD TRENDS

Part I

Five guiding principles of a racial and ethnic equity perspective

- 1. Examine your own background and biases.**
- 2. Make a commitment to dig deeper into the data.**
- 3. Recognize the impact the research process itself has on communities, and acknowledge your role in ensuring that research benefits communities.**
- 4. Engage communities as partners in research.**
- 5. Guard against the implied or explicit assumption that white is the default position.**



Part 2

ONS ETHNICITY MEASURE



THE DOMINANCE OF THE ONS ETHNICITY MEASURE

1

Ethnicity focuses on shared culture or nationality rather than racialisation.

2

ONS Ethnicity Categories: Commonly used in UK-based evaluations and research.

3

Categories Include: White, Mixed/Multiple Ethnic Groups, Asian/Asian British, Black/Black British, Other Ethnic Group

ONS MEASURE ENGLAND

What is your ethnic group?

Choose one option that best describes your ethnic group or background

White

1. English/Welsh/Scottish/Northern Irish/British
2. Irish
3. Gypsy or Irish Traveller
4. Any other White background, please describe

Mixed/Multiple ethnic groups

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other Mixed/Multiple ethnic background, please describe

Asian/Asian British

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background, please describe

Black/ African/Caribbean/Black British

14. African
15. Caribbean
16. Any other Black/African/Caribbean background, please describe

Other ethnic group

17. Arab
18. Any other ethnic group, please describe

(PSYCHOMETRIC) PROBLEMS WITH ONS ETHNICITY MEASURE

Conflation of Race and Geography

**Lack of consistency in definitions:
"race" vs. "ethnicity"**

Broad and Inconsistent Categories

Categories differ in their breadth (Black African vs Bangladeshi).

Missing Regions

Some regions of the world, like Central Asia, are completely missing.

WHO GETS (MIS)REPRESENTED?

- **British-born racialised individuals categorised by ancestry they may not identify with.**
- **Individuals from multi-ethnic nations**
- **LatinX populations find themselves in the same category as Arabs**

THE RISKS OF GETTING IT WRONG

Low validity: Misleading conclusions from misclassified data.

Psychological consequences: Reinforcing stereotypes and assumptions.

Participant frustration and miscategorisation: Alienation because they don't fit the category.

CONCLUSION

Reconsider the use of ONS measure

It can still be useful but must be clearly understood as a measure of cultural identity.

Clarify the purpose

Researchers should clearly state the purpose of using ethnicity measures and adjust categories accordingly.

Prioritise more nuanced, inclusive approaches to race and ethnicity data collection.



Part 3

MEASURES BEYOND ETHNICITY



BEYOND ETHNICITY

General Rules

- 1. Specificity preferred over generalisation**
- 2. Hypotheses and study objectives should determine data collection and analysis**
- 3. Acceptance by the study population**

BEYOND ETHNICITY

Language(s)

Useful for assessing accessibility of services/research materials, social relationships, perception of belonging, etc.

Language barriers linked to exclusion from services and marginalisation (e.g., Cummins' work on bilingual education).

Examples

- Identifying CYP whose first language is not English to assess the effectiveness of intervention in this group (quant)
- Exploring how language barriers might affect communication with mentors in sports programmes aimed at preventing violence and crime (e.g. IPE/qual)

BEYOND ETHNICITY

Part 3

Residence status, No recourse to public funds (NRPF).

Shapes access to rights, services, and community belonging. Influences CYP's sense of stability and long-term planning.

Example application

Access to Programmes:

- CYP with precarious residence statuses or NRPF may face structural barriers when trying to access free or subsidised interventions.
- Tailoring outreach and support to ensure participation despite their legal status.

Hyper-Local and Targeted Interventions:

- Residence status and NRPF data could guide assessments in specific hyper-local areas with high migrant populations.
- Inform interventions designed for communities most affected by these barriers, ensuring equity in programme delivery.

Precarious residence status and NRPF exacerbate marginalisation (e.g., Bloemraad et al. (2023) studies on legal status and integration).

Critical Race Theory (CRT): Institutional policies like NRPF perpetuate racial and social inequalities.

BEYOND ETHNICITY

Part 3

Experience of racism, perceived racism

A key determinant of wellbeing and trust in systems.

Influences CYP's perception of authority, institutions, and fairness.

Research on racial trauma links experiences of racism to mental and physical health outcomes (e.g., Carter's studies on race-related stress).

CRT's links between trust in institutions and experience of racism.

Example application:

Interventions addressing youth violence could consider how experiences of racism intersect with trust in law enforcement or mentors.

Does addressing racism-related stress within intervention programmes improve outcomes related to youth violence reduction?

BEYOND ETHNICITY

Self-identification

- Offers insights into how CYP see themselves versus how they are categorised by systems.
- Reflects individual agency and intersectionality of identity.

Identity is both self-ascribed and socially mediated (e.g., Social Identity Theory, Tajfel & Turner, 1979).

Self-identification helps avoid imposing external labels that may not align with lived experiences.

Example application:

- Exploring CYP's self-identification qualitatively (e.g. as part of a pilot) can inform both intervention and evaluation trial.
- E.g. conducting focus groups as part of the study design to understand how different social identities are expressed/negotiated within the local context of the target population.


NEXT STEPS

- **Validating subjective and objective measures of racial and cultural identity and heritage, etc.**
- **Further explorative qualitative research on race measurement in evaluation trials**
- **Engage communities before data collection**
- **Pilot questions and data collection methods with diverse groups to ensure cultural and linguistic appropriateness.**



Part 4

MULTIPLE RACE CATEGORIES



MULTIPLE RACE CATEGORIES

The Importance of Multiple-Race Questions

- **Recognises complex identities and lived experiences.**
- **Respondents can select multiple categories to better reflect their identity.**
- **Addresses gaps in traditional single-choice categories.**

MULTIPLE RACE CATEGORIES

Example Question Format:

What category best describes you? (Select **all that apply):**

- White (European heritage)
- Black (African heritage)
- Black (Caribbean heritage)
- East Asian
- South Asian
- Central Asian
- West Asian (aka Middle East)
- LatinX
- ...

MULTIPLE RACE CATEGORIES

Part 4

Analysing Multiple Race Data: The Hyphen Approach

- Combines categories into unique identities:
 - E.g., Black-White, South Asian-White.
- Treats combinations as distinct groups with unique experiences.
- Advantages:
 - Recognises intersectionality of identities.
 - Captures lived experiences that differ from single-race groups.
- Challenges:
 - Sub-group sizes may be too small for meaningful quantitative analysis.
 - Requires careful consideration of identity order (e.g., Black-White vs. White-Black).

MULTIPLE RACE CATEGORIES

Part 4

Analysing Multiple Race Data: The Ampersand (&) Approach

- Treats each racial category as a separate component of an individual's identity.
- Focuses on the unique impact of each racial background on outcomes of interest.
- Individuals may be represented in multiple categories.
- Highlights the separate effects of each racial identity.
- Useful for understanding how individual components influence specific outcomes.
- Complexity in analysis due to overlapping categories.
- Risk of oversimplifying intersectional experiences.
- Can lead to technical issues with weighting or counting.

MULTIPLE RACE CATEGORIES

Part 4

Analysing Multiple Race Data: The Multiplicative Approach

- Views intersecting identities as more than the sum of their parts.
- Captures the compounded impact of multiple racial identities (e.g., Black Caribbean x South Asian).
- Reflects intersectionality, where unique interactions between identities create new dynamics
- Requires careful interpretation of multiplicative effects.
- May not align with traditional binary systems of categorisation.
- Quantitative data might struggle with complexity.

MULTIPLE RACE CATEGORIES

Analysing Multiple Race Data: The Slash (Binary) Approach

- Aggregates responses into binary or broad categories:
 - Single Race / Multiple Races.
 - White European / All Others.
- Reflects high-level groupings for simplified analysis.
- Useful for:
 - Small group sizes.
 - Broad comparison across categories.
 - Initial exploratory analysis.

SUMMARY: MULTIPLE RACES CATEGORIES

The Hyphen approach is ideal for understanding unique experiences of mixed identities but struggles with small sample sizes.

The Multiplicative approach captures compounded oppression but requires careful interpretation.

The Ampersand approach allows for granular analysis of each identity's separate impacts but may miss their intersectional nature.

The Slash approach is useful for binary or high-level aggregation but oversimplifies nuanced experiences.

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THANK YOU

Presented By : Sabrina Paiwand
s.paiwand@lse.ac.uk