

# Compassionate Data Collection: Promoting Equity in Evaluation

Dr. Debbie Chiodo  
Daniel Murcia Monroy



# Acknowledgement & Gratitude





# Say hello in the language you learned in early childhood!

bonnie apres-midi

Li there everyone  
hey hey hey  
holo  
hallo  
nello  
hi hoi bonjour  
whappen  
namaska  
kamusta  
kay ho ma



## Key Messages

- Equity & intersectionality play an important role in evaluation
- It is important to engage clients/youth/students/community throughout all evaluation phases
- It is important to understand the context of your program and your participants
- You must be sensitive to and aware of power differentials and diversity
- It is useful to take a strength-based approach to evaluation
- Sociodemographic data can be used to advance equity in evaluation



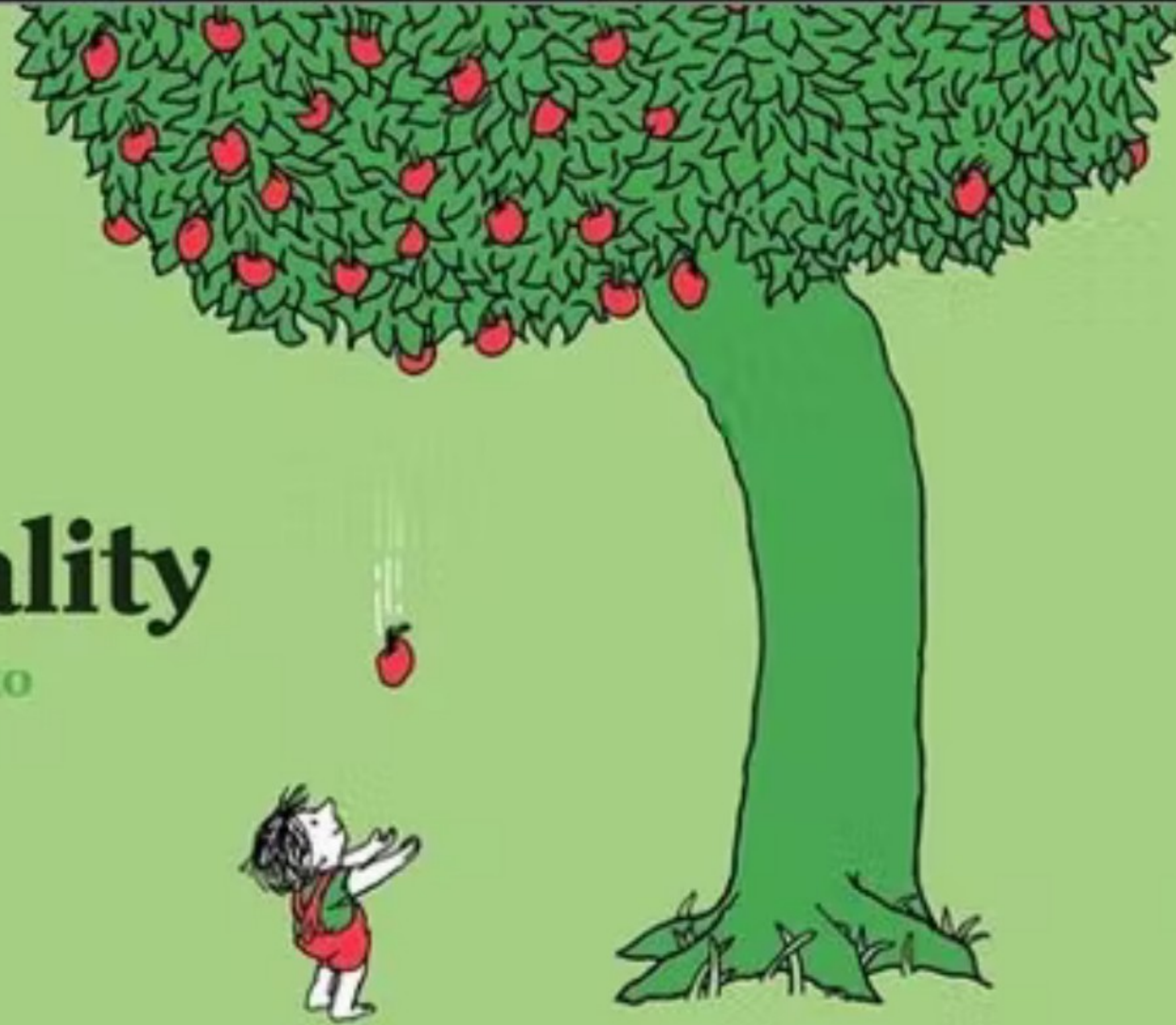
# Use one word to describe equity!

feeling comfortable  
belonging meaningful  
access freedom  
inclusive  
accessible  
everyone  
fairness  
justice  
essential  
even  
level  
inclusion  
thoughtful



# Inequality

Unequal access to opportunities



With apologies to Steve Silverman from @lunchclub

2019 Design in Tech Report | Addressing Imbalance

Inequality



# Equality?

Evenly distributed  
tools and assistance



With apologies to Shel Silverstein from @lunchboxall

2018 Design in Tech Report / Addressing Imbalance

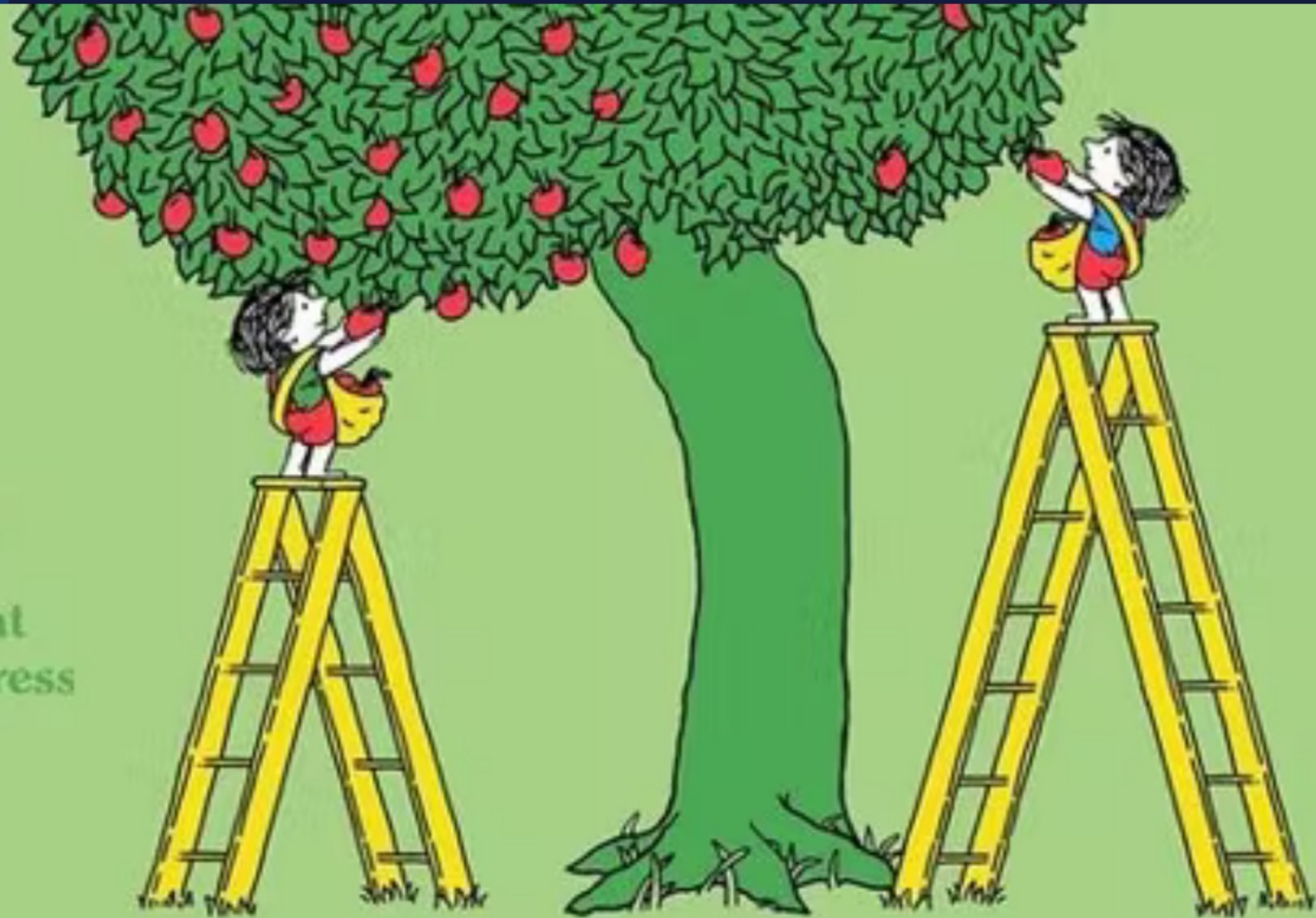
Equality





# Equity

Custom tools that identify and address inequality



With apologies to Shel Silverstein from @hunch2breat

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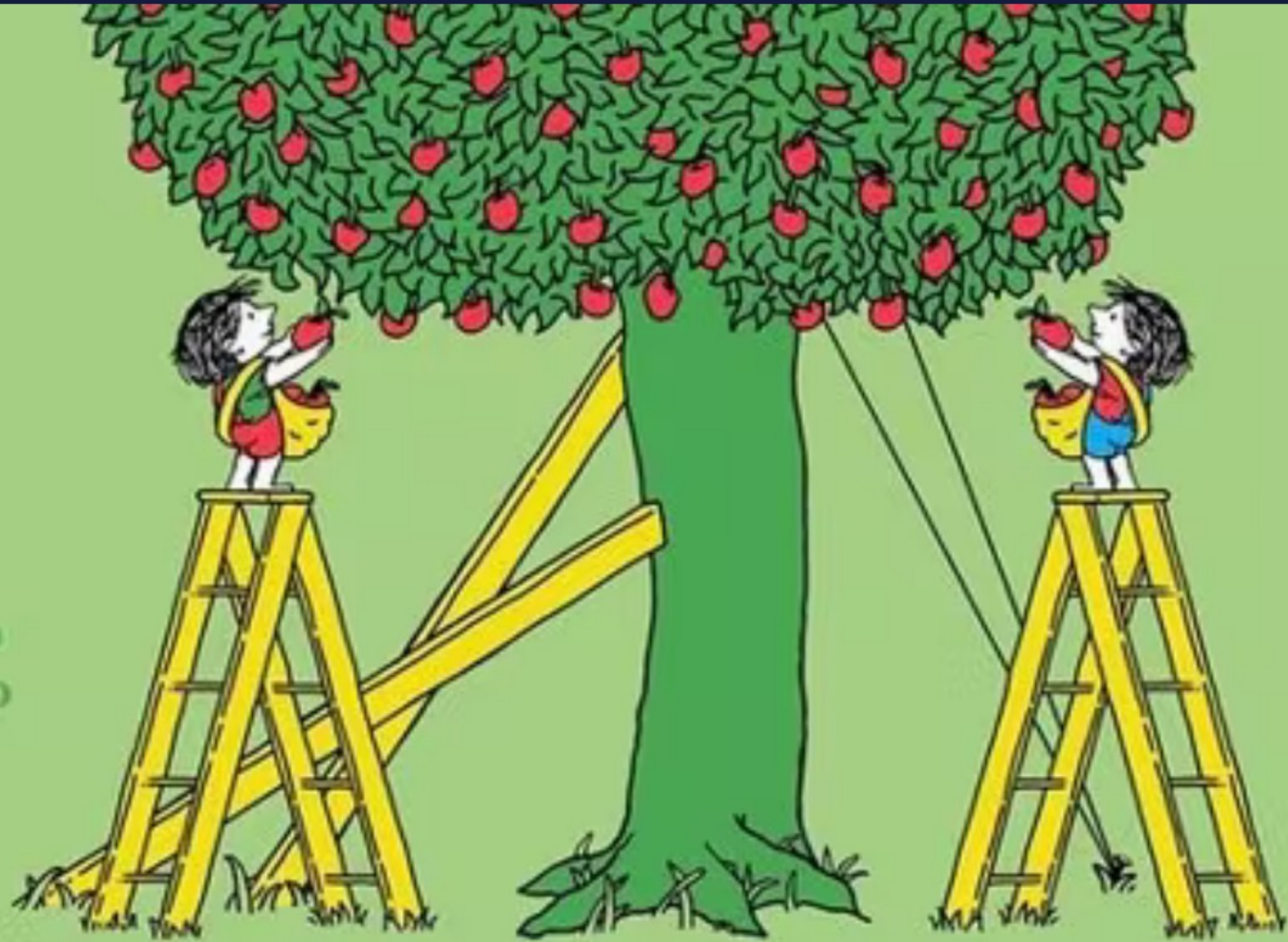
Equity





# Justice

Fixing the system to offer equal access to both tools and opportunities



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Justice



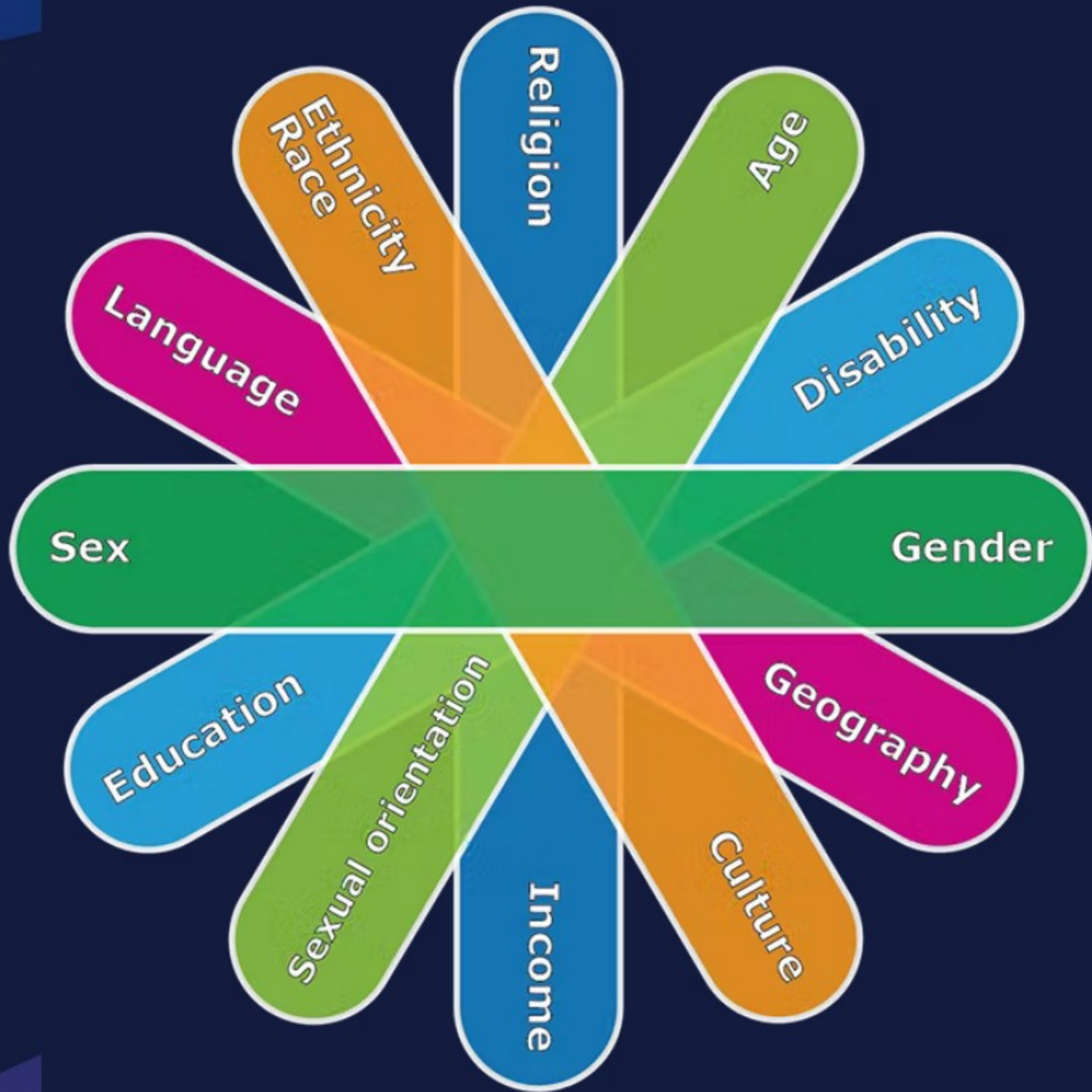


# Intersectionality

– Kimberlé Crenshaw







Intersectionality







**Why is equity so important in evaluation?  
How can evaluations be better designed to  
account for equity issues?**



# Equity in evaluation challenges us to think differently about our work

- Align our practices with an equity approach
- Using evaluation as a tool to advance equity
- Challenges us to consider multiple truths and consider context



# Equity in evaluation challenges us to think differently about our work... Consider:

- Diversity of our teams (beyond ethnic and cultural)
- Cultural appropriateness and validity of methods
- Ability of our research designs to reveal structural and systems-level drivers of inequity
- Degree to which those affected by what is being evaluated have the power to shape and own how evaluation happens





Incorporate equity considerations across lifespan of your program/project





## PLAN for equitable project/activities/interventions

- Does the project integrate health equity considerations of intersectional experiences throughout?
- What does project team membership look like? Does it include members of diverse and intersectional gender, culture, and racial identities?
- How are the needs of your target population addressed in the project?
- What barriers do participants face in their involvement/engagement in the project?
- Does the budget/ scope allow for engagement of community in design and implementation?





## STUDY considerations for equitable evaluations

- Do your evaluation questions allow for or promote exploration of equity issues?
- Do your evaluation questions pertain to the structural or systemic drivers of inequity?
- Are you ensuring that data collection considers a broad range of perspectives?
- Are your data collection tools culturally relevant and appropriate?
- Are you actively involving stakeholders in the process of making meaning from the data?
- Are you examining differential outcomes for populations?
- Do you disaggregate data by different demographic characteristics to understand differential experiences?







One way to advance equity in evaluation is through the consistent collection and use of sociodemographic data!





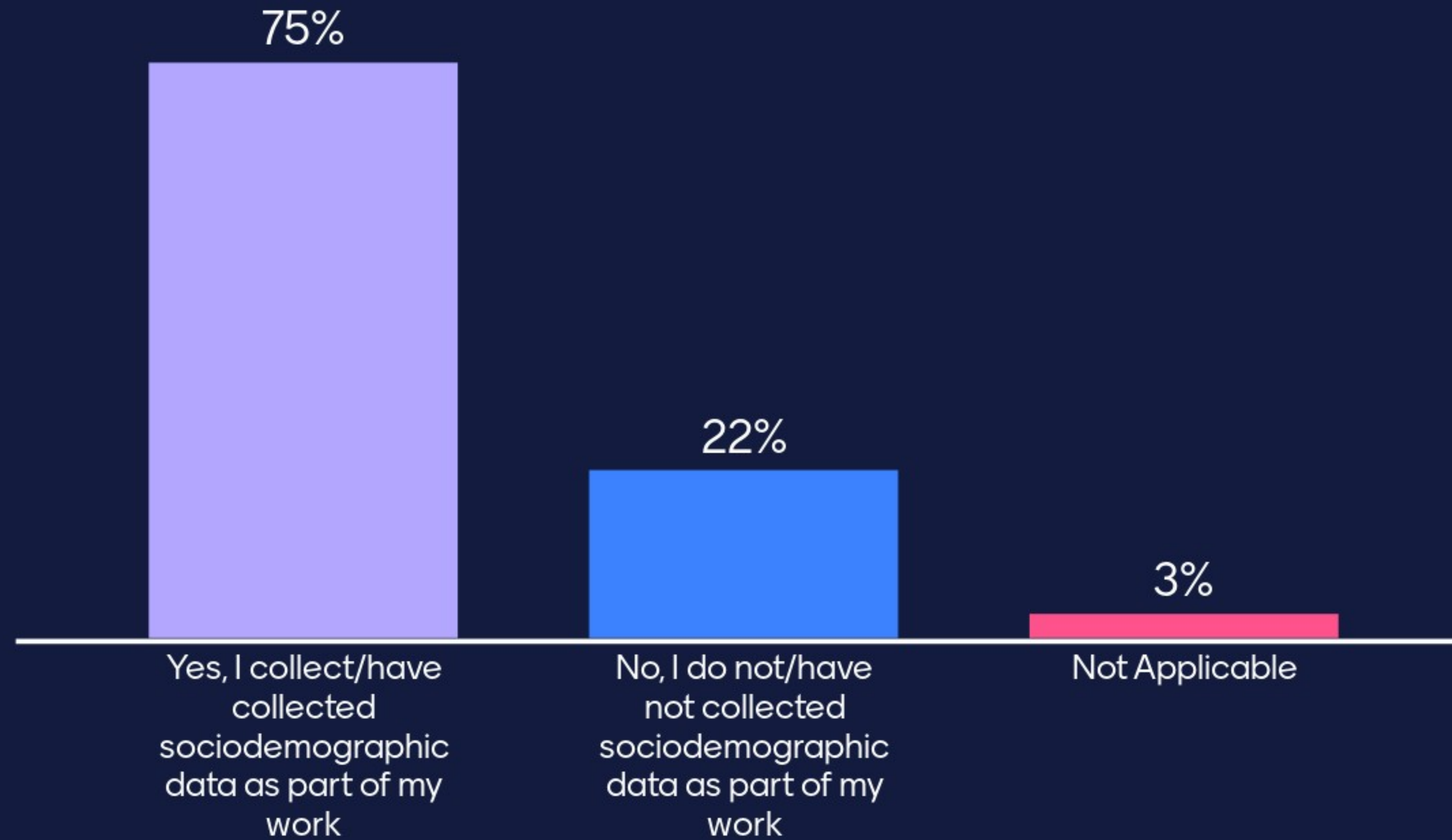
## What is sociodemographic data?

- Age
- Gender identity, incl. pronouns
- Language
- Sexual orientation
- Ethnicity/race
- Housing status
- Income status





# How many of you collect sociodemographic data as part of your programming/evaluations?









# Benefits of collecting sociodemographic data






- Identify the people you are reaching & who you are not reaching
- Identify the differences (strengths or challenges) that people/groups may be facing
- Begin the process of developing strategies to address the needs of people/groups identified







It is the only way to identify the needs of each community you work with and know what impact(s) you are having in supporting them!





## Preparing to collect sociodemographic data - Big picture considerations

- What do you need to know and why?
- How will you use this information?
- Consider the information and data that you currently have available. How is this data currently collected and by whom? Is there anything missing?
- Do you have the capacity to collect this information in a safe, anti-racist, trauma-informed and meaningful way?
- How will you engage student to help you determine the appropriate method to collect this information?
- Is there buy-in from your leadership to collect and use this data? Are there resources available to address needs identified by the data?



## Prepare to collect sociodemographic data - Practical considerations

- What are the right questions to ask? What are the appropriate response options for each?
- When will you be collecting this data? Intake process? End of program evaluations?
- How will you be collecting this data? Paper forms? Online surveys?
- Have you prepared resources to share with students to inform them why this information is being asked and how it will be used?



## Key Takeaways

- It's important to make a commitment to **take action!**
- Implementing changes requires us to take **adequate accountability and appropriately resource** the implementation of changes
- It's important to involve **diverse and intersectional perspectives at all stages** of the data collection, interpretation, and decision-making process





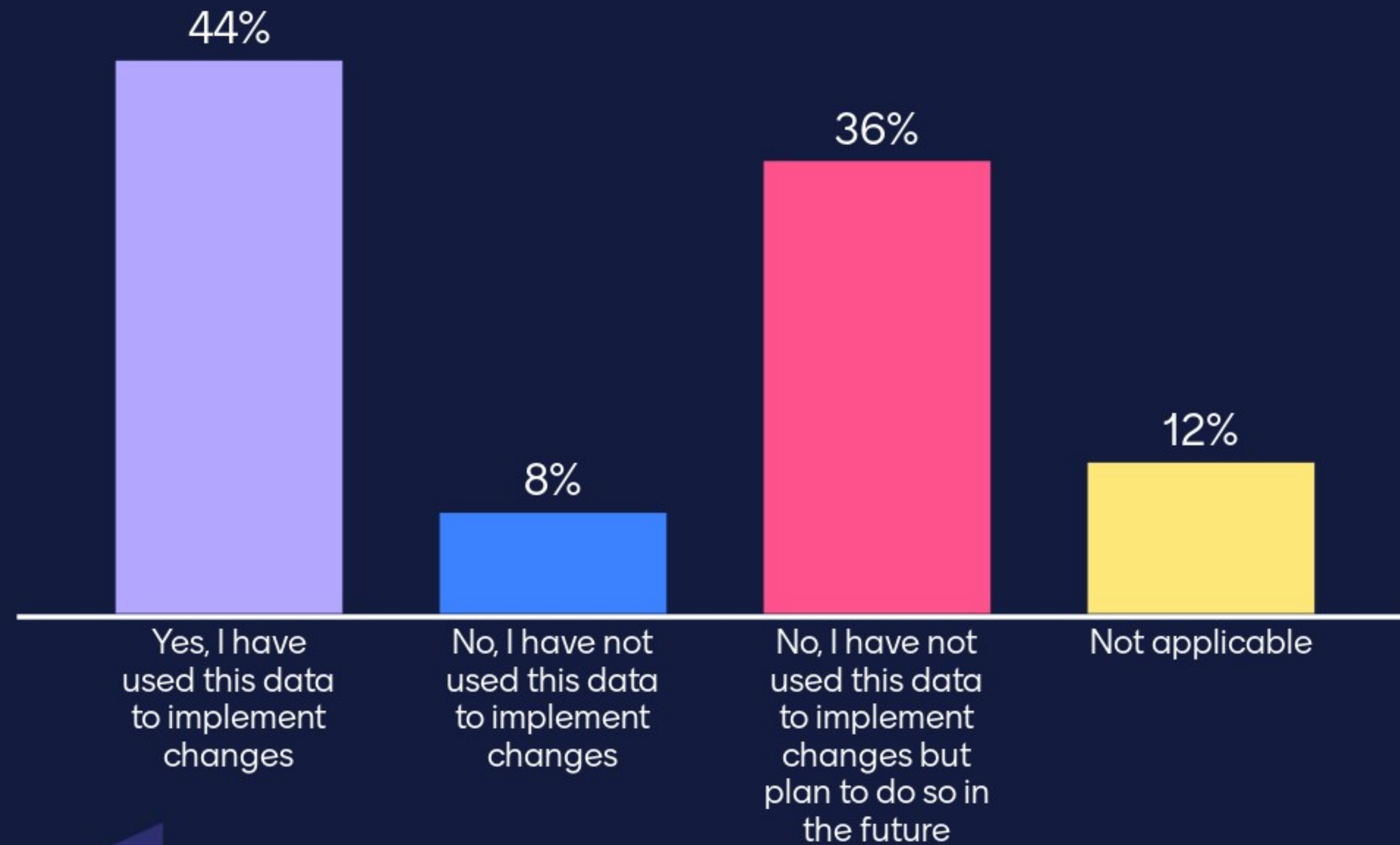
## ACT - Take Action!

- What are the outcomes of the program?
- Who is accessing the program and who is being **left out**?
- How are the benefits of the program distributed among different groups? What could be contributing to the distribution of benefits across groups?
- How might the benefits of the program be more equitably distributed?
- Are any groups burdened by the program? Which groups?





# How many of you have used sociodemographic data to implement changes that better serve the needs of your participants?





# How can sociodemographic data be used?

- Individual level
- Organizational level
- Systems level
- Advocacy





# Thank You!

Dr. Debbie Chiodo  
([debbie.chiodo@camh.ca](mailto:debbie.chiodo@camh.ca))

Daniel Murcia Monroy  
([dmurcia@caseyhouse.ca](mailto:dmurcia@caseyhouse.ca))





## Resources

- We Ask Because We Care - The Tri-Hospital + TPH Health Equity Data Collection Research Project Report
- Equitable Evaluation Initiative (<https://www.equitableeval.org/>)
- Unicef: How to Design & Manager Equity-Focused Evaluations ([http://mymande.org/sites/default/files/EWP5\\_Equity\\_focused\\_evaluations.pdf](http://mymande.org/sites/default/files/EWP5_Equity_focused_evaluations.pdf))
- How to Train Employees to Have Difficult Conversations | Tamekia MizLadi Smith (Ted Talk - YouTube)
- The First Nations Principles of OCAP (<http://fnigc.ca>)

