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## Introduction

The MacArthur Foundation’s Big Bet On Nigeria program supports Nigerian-led efforts to reduce corruption by strengthening accountability, transparency, and participation, including—in line with the Foundation’s Just Imperative—by applying a gender equity and social inclusion (GESI) lens to those efforts. This learning brief presents results from an analysis of how On Nigeria 2.0 grantees understand and practice GESI in their organizations and in their work with beneficiaries.<sup>1</sup>

This brief demonstrates that grantees represent a number of dimensions of diversity, and deploy several strategies to intentionally increase GESI in their organizations and programming. Further, grantees often define diversity, inclusion, and GESI interchangeably, and face a number of challenges in their efforts to fully integrate a GESI lens into their work.

## Sample & Methods

This learning brief contributes to answering Learning Questions 2.1 and 2.2 (see box).<sup>2</sup> EnCompass distributed a

### Learning Questions

*2.1: To what extent do On Nigeria 2.0 grantees come from, represent, and serve marginalized communities?*

*2.2: What strategies are priority grantees using to identify, engage, and support marginalized communities? What evidence is there on the effectiveness of those strategies? What does evidence indicate regarding variation of effectiveness across ethnic, sociocultural, and geographical boundaries?*

<sup>1</sup> **NOTE:** This brief was updated in June 2022, after the Program Team, the Technical Assistance (TA) Partner, and the Evaluation and Learning (EL) Partner collected additional data from grantees during a GESI-focused learning workshop.

<sup>2</sup> **NOTE:** At the time of writing, the Program Team has yet to define the term “marginalized communities” in a Nigerian context, though a definition may emerge later in 2022, as the Program Team further develops its GESI strategy in Nigeria.

**NOTE:** The term “priority grantee” in Learning Question 2.2 signifies that, to answer this question, the EL Partner and Program Team will analyze data from a sample of grantees, rather than from the entire grantee population. Use of the term should not be understood to signify that the EL Partner or Program Team favor some grantees over others.

quantitative survey to all 110 On Nigeria 2.0 grantees in late 2021,<sup>3</sup> conducted follow-up key informant interviews (KIIs) with four purposively sampled grantees to further explore organizational GESI, and analyzed and synthesized the collected data in a three-step process. First, the EnCompass team analyzed survey data in Excel, producing descriptive statistics disaggregated by organization size, staff seniority, and ongoing and exiting grantees. Second, EnCompass coded and summarized KII transcripts to extract themes from the collected evidence. Third, the team held an internal data analysis, integration, and synthesis session to review emergent themes and generate overarching findings. To guide this process, the EnCompass team organized themes and findings into three lines of inquiry, each of which maps to Learning Question 2.1 or 2.2:

- 1) How do grantees define diversity, GESI, and inclusion? (LQ 2.1)
- 2) How diverse and inclusive are grantee organizations, in terms of their staff and the groups they support? (LQ 2.1)
- 3) What strategies are grantees using to move toward their GESI goals? (LQ 2.2)

On April 25, 2022, in coordination with the On Nigeria Program Team, EnCompass hosted a grantee-facing GESI workshop. The purpose of this workshop was to introduce grantees to initial findings from the EL Partner and TA Partner’s GESI analyses, collect additional data about how grantees think about and practice GESI in their work, and facilitate reflection on how to continue integrating GESI considerations into On Nigeria programming. Representatives from 36 grantee organizations attended the workshop. EnCompass incorporated data collected at the event into the analysis below.

## Findings

Learning Question 2.1: To what extent do On Nigeria 2.0 grantees come from, represent, and serve marginalized communities?

*Line of Inquiry 1: How do grantees define diversity, inclusion, and GESI?*

**Finding 1: Many grantees use overlapping terms to define “diversity,” “inclusion,” and “GESI,” but marginalized and vulnerable groups are a consistent focus.**

Many grantees appear to conflate terms like “diversity,” “GESI,” and “inclusion,” but involving people from different backgrounds, marginalized people, and/or vulnerable people appears to be at the core

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<sup>3</sup> The survey explored how grantees think about and integrate diversity, GESI, and inclusion into their work. EnCompass received 83 survey responses, of which 42 were complete. Sample sizes from the survey vary by variable, as some data had to be excluded from analysis due to errors and inconsistencies. Sample sizes per variable are presented throughout. Additionally, EnCompass gathered feedback from twenty-four grantees to better understand the overall response rate to the survey. It appears that a combination of factors contributed – a failure to receive the survey, the length of the survey, and the need for grantees to review and gather their demographic, beneficiary, and organizational policy data to answer some survey questions – may have contributed to the relatively low response rate. The EnCompass team has worked with the Program Team to ensure that these lessons learned are integrated into subsequent data collection exercises.

of how grantees define all three terms (see Exhibit 1). Grantees cited equality (of opportunity and access) frequently when defining “inclusion” and “GESI.”

**Exhibit 1. Grantee definitions of (a) diversity (n=44), (b) inclusion (n=44), and (c) GESI (n=43) word clouds**



“Gender,” “women,” and other terms related to gender equality appear to be core elements of “GESI” in particular, but also feature in definitions of “diversity” and “inclusion.” Gender, age, economic/social status, sex, and disability are most associated with “GESI,” whereas disability, gender, and age are mentioned often in definitions of “inclusion” (see Error! Not a valid bookmark self-reference.).

**Exhibit 2. Groups of people or factors mentioned in grantee definitions of (a) diversity (n=44), (b) inclusion (n=44), and (c) GESI (n=43)**

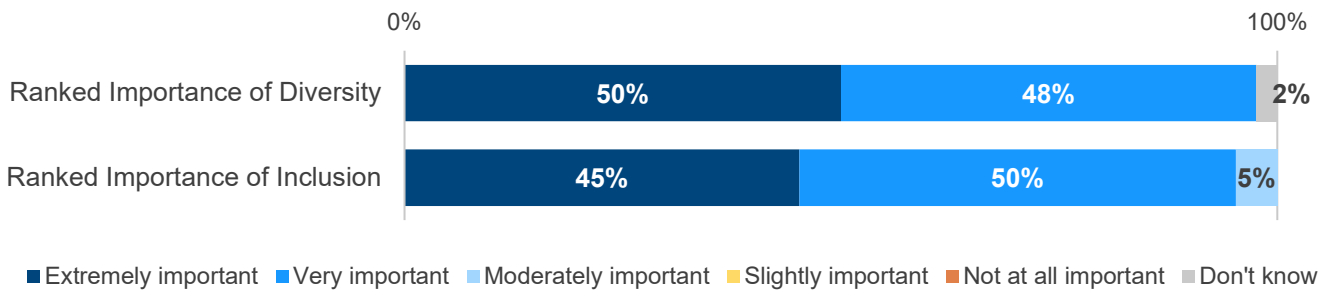


Data from the grantee workshop confirm that grantees sometimes struggle to understand GESI concepts, both in general and in the context of Nigeria. Thirty-three percent (nine of 27) of respondents at the workshop reported that they would like to learn how to better define GESI and related terms.

**Finding 2: Grantees are committed to increasing diversity and inclusion within their organizations and in their programming.**

As shown in Exhibit 3, 98 percent (n=41/42) of grantee survey respondents state that diversity is at least very important, while 95 (n=40/42) percent report that inclusion is at least very important. Responding to a live poll during the April 25 workshop, the majority of attendees (58 percent, or 21 of 36 attendees) likewise emphasized that further integrating diversity and inclusion considerations into their work is a priority for their organizations.

**Exhibit 3. The importance of diversity and inclusion for grantees (n=42)**



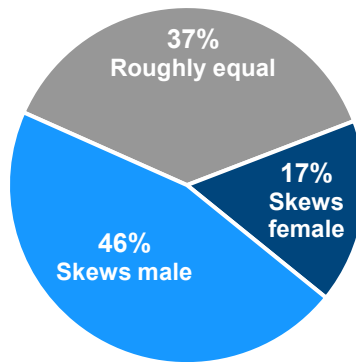
*Line of Inquiry 2: How diverse are grantee organizations in terms of their staff and the groups they support?*

**Finding 3: Grantee organizations generally demonstrated staff diversity across gender, age, and region of origin.**

Grantee staff generally represented a range of different genders, ages, and regions of origin. Many grantees achieved a rough gender balance within their organizations, though slightly more grantees, both ongoing and exiting, skewed toward having more male employees at entry, intermediate and senior levels. For illustrative purposes, (

Exhibit 4) visualizes this point for entry level employees only.

**Exhibit 4. Grantee gender representation at the entry employee level (n=24 organizations)<sup>4</sup>**



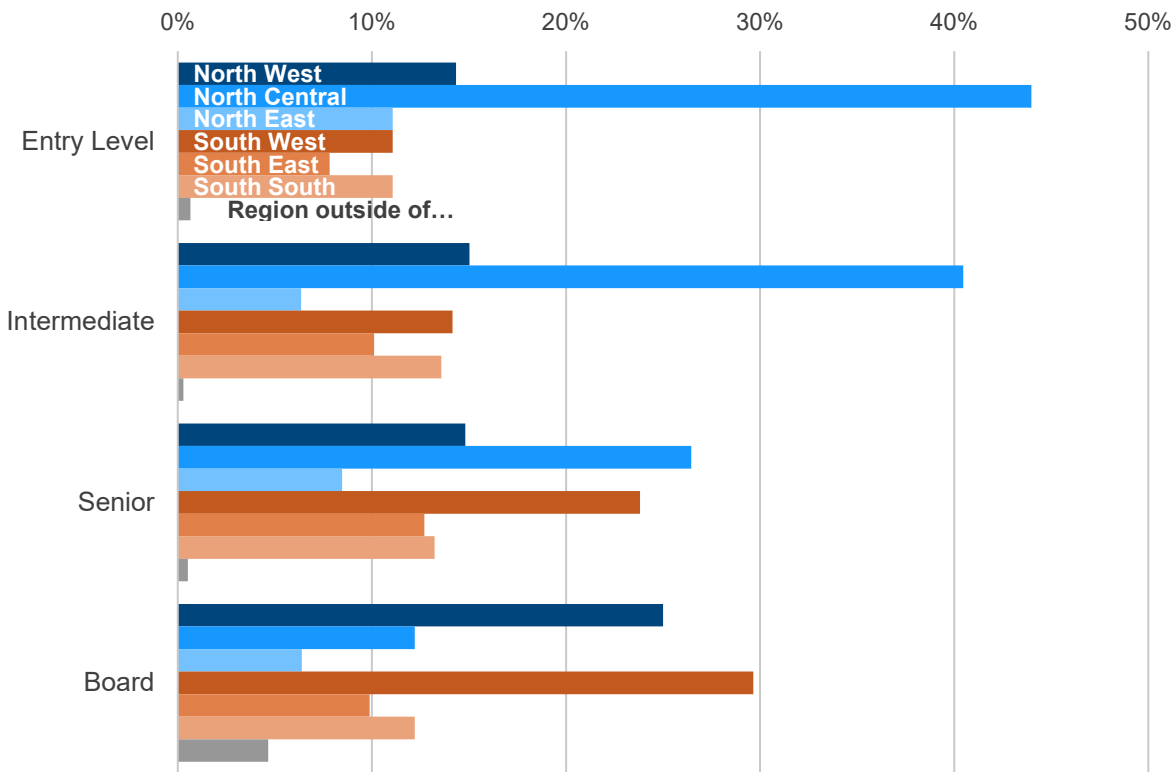
Across the small number of responding grantees, most employees come from the North Central region, particularly at the entry and intermediate levels. Other regions are represented fairly evenly (Exhibit 5),<sup>5</sup> with the exception of board members, many of whom come from the North West and

<sup>4</sup> **NOTE:** Only 24 survey responses produced useable data for this variable, so the data presented should not be understood as definitively representing *all* On Nigeria grantees. Percentage of grantee gender representation was similar at each level of seniority; therefore, we have only shown entry level percentages in this exhibit. Forty-two percent of grantees skew toward male employees at both the intermediate and senior levels.

<sup>5</sup> Many grantees are also based in Abuja or the North Central region, which could contribute to the greater representation of this region.

South West regions. Given the small sample size, more data collection would be necessary to further interpret these findings.

**Exhibit 5: Grantee regional representation by level of seniority (n=18)<sup>6</sup>**



Generally, age and education levels increase as employees become more senior. Most employees have, at minimum, an undergraduate degree, and as seniority increases, so does educational attainment. Fifty percent (n=12/24) of responding grantees reported that they have employees who identify as people with disabilities. One grantee identified an organizational goal of ensuring representation of people with disabilities at all levels (see box).

*“We need to improve on persons with disability representation among staff. We already have persons with disability but what we need to do is to actually have people from the minority represented on the board as well as staff.”*

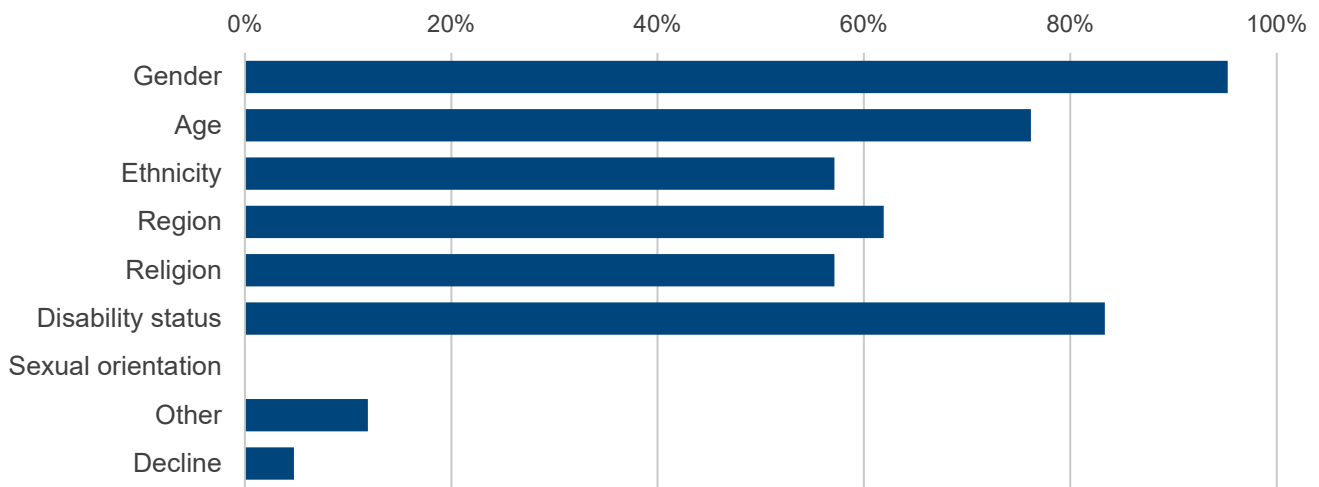
**Finding 4: Grantees generally target a wide range of populations, although a few grantees focus their programming on very specific groups, with mixed results.**

Generally, grantees aim to provide support to targeted populations across all categories of education, employment status, region, age, religion, disability status, and gender. Grantees report that gender, disability, and age are especially important considerations with regard to the diversity and inclusion of their intended targets (Exhibit 6). Ninety-three percent (n=39/42) of survey

<sup>6</sup> **NOTE:** Only 18 survey responses produced useable data for this variable, so the data presented should not be understood as definitively representing ALL On Nigeria grantees

respondents report that gender factors into their thinking around target selection. Seventy-nine percent (n=33/42) of grantees include both men and women among their targets, while 10 percent (n=4/42) say that they target men, women, *and* people who identify as non-binary. Even though only 83 percent of grantees (n=23/28) reported that disability status is an important consideration when selecting targets, 95 percent (n=40/42) report that their target population includes people with disabilities. Seventy-six percent (n=32/42) of grantees reported that age is an important factor, and grantees reported a variety of age groups represented among their targets. Five percent of grantees (n=2/42) focus exclusively on youth populations, and 21 percent (n=9/42) restrict their programming to a single region.

**Exhibit 6. Percent of grantees reporting that gender, age, ethnicity, etc. are important considerations when selecting targets for their programming and activities (n=42)**



Analysis of inputs from the GESI Grantee Workshop suggests that, in some cases, grantees face challenges engaging beneficiaries from particular target groups, as traditional cultural norms, poverty, and accessibility affect target groups' capacity to participate in anticorruption work. Thirty-five percent (n=19/54) of workshop respondents reported that women struggle to participate in their anticorruption work. Twenty-seven percent (n=15/54) said the same of people with disabilities, while 13 percent (n=7/54) said that youth struggle to participate.

Learning Question 2.2: What strategies are grantees using to identify, engage, and support marginalized communities?

*Line of Inquiry 3: What strategies are grantees using to move toward their GESI goals?*

**Finding 5: Grantees integrate GESI values into their internal ways of working through formal policies and informal practices; however, they face challenges in implementing GESI across their organizations.**

The majority of survey respondents report that their organization has formal policies on non-discrimination (91 percent, or 39 of 43 respondents), sexual harassment (98 percent, or 41 of 42

respondents), the rights of survivors (63 percent, or 26 of 41 respondents), whistleblowers (65 percent, or 28 of 43 respondents), and child protection (56 percent, or 24 of 43 respondents), and that those policies are enforced “always” or “often.”<sup>7</sup> During the KIIs, grantees also mentioned several informal practices for increasing diversity in their organizations. These include leadership programs for women (or which purposively include women), opportunities for learning on the job, paid professional development leave, equity-focused interview panels during recruitment, and diversifying the organization’s board. Grantees noted that they felt these policies and programs are successful, as evidenced by staff diversity levels, diversity being taken for granted, and the fact that staff saw their organizations as safe spaces where they could speak up.

Despite these policy successes, grantees also reported challenges in achieving their GESI goals. Two KII respondents said that finding qualified candidates for some positions was difficult, with one noting challenges in recruiting candidates from the North East and North West regions in particular. Interviewees also flagged that they were not able to offer employee benefits to all project staff because they were not permanent staff, that staff employment was contingent on temporary project funding, and that childcare requirements made it difficult for female staff members to work late or meet up with team members for work-related purposes. Another noted that, though they offered paid professional development leave, finding people to fill gaps when staff members took leave was a consistent challenge.

#### **Finding 6: Grantees use a range of strategies to bring partners into program design and planning.**

Based on KII responses, grantees appear to use four strategies to engage partners and communities in their programming. First, all four grantees interviewed ensure representatives from different communities have opportunities to join program events. Second, one grantee ensures physical accessibility for persons with disabilities (see box). Third, all interviewees report that they use research to better understand the perspectives of the communities they work with. Fourth, three of the interviewed grantees report that they intentionally integrate partners as staff, including by advertising for positions with the explicit purpose of ensuring beneficiary representation. During the GESI Grantee Workshop, grantees identified three more such strategies: 37 percent (n=22/61) of respondents reported carrying out advocacy focused on marginalized groups, 31 percent (n=19/61) said they engage marginalized groups in decision-making

*“When we organize events, we ensure there is a balance in the opinions that we include voices from across different divides or also across different spectrums in terms of gender, age and ability as well but more importantly we ensure that even voices from traditionally excluded groups are included in the conversation as well.”*

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<sup>7</sup> The survey asked grantees to use a Likert scale to assess the frequency with which policies are enforced. In the KIIs, grantees discussed policies their organizations have established, but did not talk about enforcement explicitly. Grantees also seem to have varying notions of what constitutes a “policy”; for example, some grantees described non-discrimination as a policy, while others described non-discrimination as a guideline or something documented in the company handbook.

processes, and 15 percent (n=9/61) noted that they highlight marginalized groups in external-facing media.

Although the survey did not specifically ask grantees about whether they integrate GESI into their program design or implementation, 30 percent of respondents (n=13/43) spontaneously mentioned GESI in a general way in relation to “programming,” “design,” or “implementation,” and a few provided specific examples of how grantees integrated GESI. Such examples include: including underrepresented groups in development of their web-based platform and ensuring female representation in trainings. Data from the GESI workshop provide additional detail on how grantees integrate GESI considerations into their programming. Thirty-six percent (n=15/42) of respondents report using GESI analyses to inform project design and implementation in some way, whereas 29 percent (n=12/42) use GESI analyses to engage partners and/or program participants. Seventy-one percent (n=15/21) of respondents also reported integrating GESI approaches, such as disaggregated data and gender-sensitive indicators, into their monitoring, evaluation, and learning plans. More than half of workshop attendees (59 percent, or n=36/61) mentioned a desire for additional training on how to further integrate GESI into their work and contexts.

## Conclusions

***Conclusion 1: On Nigeria grantees are generally committed to principles of gender equity and social inclusion, but are not consistently clear on how to define GESI in the Nigerian context (aligned with Findings 1 and 2).***

Grantees clearly think about, and express interest in, values related to GESI, and mention a number of groups – especially women, youth, and people with disabilities – when defining the terms diversity, inclusion, and GESI. Further, many grantees describe prioritizing improvement of diversity and inclusiveness of their work – both internally, within their organizations, and in programming with external partners and beneficiaries. That said, grantees appear to define GESI in a variety of ways, and report that they are not always confident as to what GESI might mean, especially in the Nigerian context, including within the context of their own anticorruption programming.

***Conclusion 2: Grantee organizations are fairly diverse by some measures, and use a variety of strategies to integrate GESI into their ways of working and programming, but they often struggle to successfully engage women, people with disabilities, and youth in their anticorruption work (aligned with Findings 3, 4, 5, 6).***

Grantee staff represent a range of different genders, ages, and regions, though leaders tend to be older and more often identify as male. Further, many grantees have both formal policies and informal practices to strengthen diversity and inclusion among staff. Grantees also appear to intentionally use a range of strategies and approaches to target and engage marginalized groups in their programming. In some cases, however, grantees find it difficult to successfully engage such groups, especially women, people with disabilities, and youth, due to a variety of factors. These include prevailing sociocultural norms and gender roles, poverty and economic exclusion, and limited access to technology.



**Conclusion 3: Grantees would welcome additional support and/or training on issues related to GESI, including how to define GESI in their contexts, how to design and integrate GESI approaches, and how to monitor the GESI-related dimensions of operations and programming (aligned with Findings 1, 2, 6).**

Many grantees express interest in receiving additional support to further deepen their understanding and integration of GESI and related concepts. They also desire additional training and/or support to design and use GESI tools to guide their operations, programming, and evaluation approaches, such that they can better contextualize how to prioritize GESI, select marginalized group(s) as their primary focus, and successfully engage priority groups.

## Learning Considerations

Based on the findings and conclusions in this Learning Brief, the Program Team may consider reflecting on the following questions:

1. *How could the On Nigeria Program Team develop (and potentially, co-develop with grantees), share, and socialize an overarching definition for GESI and related terms in Nigeria, such that grantees might customize those definitions to their own contexts, and ensure their programming and policies align with and reflect the Foundation's GESI priorities?*
2. *Where is the On Nigeria Program Team best placed to help grantees access and use resources – such as trainings, guides, and customizable tools – to develop and apply GESI-sensitive approaches in their anticorruption programming?*

