



# RAPID SURVEY ANALYSIS FOR EAGLES FOR LIFE

Activity Report

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**TABLE OF CONTENT**

**INTRODUCTION:..... 3**

DATA ANALYSIS PROCEDURE..... 3

SAMPLE SIZE SELECTION:..... 4

**2.0 PROJECT EXPERIENCE ..... 4**

2.2 IMPRESSION OF THE TRAININGS..... 4

2.3 USEFULNESS OF THE TRAINING:..... 5

2.4 ATTITUDE CHANGE AFTER TRAINING:..... 6

**3.0 PUTTING THE TRAININGS TO WORK IN SUPPORT OF KEY POPULATIONS ..... 7**

3.1 OCCASION OF PREACHING/SPEAKING OR ACTING ABOUT INCLUSION IN KEY POPULATIONS ..... 7

3.4 ACCEPTANCE OF LGBTI PERSONS..... 8

3.6. CHALLENGES EXPERIENCED IN THE WORK. .... 10

3.7 ADDITIONAL AREAS TO FOCUS ON: ..... 12

**4.0 RECOMMENDATIONS ..... 12**

4.1 ADDITIONAL RECOMMENDATIONS ..... 12

**5.0 EMERGING AREAS WHERE ALLIES ARE STILL CONFLICTED: ..... 13**

## **Introduction:**

The study involved both male and female critical allies drawn from different fields including religion, law enforcement, community leaders as well allies in the country government spaces. Their views and experiences with TEFL's programming was sought. The major themes that were explored during the study were Demographic profile, overall impression of TEFL programming, own contribution to LGBTI rights and the Recommendations.

In the demographic profile, we looked at the distribution of the participants by gender, position, counties, and their position of responsibility. When looking at the experience of the project, we sought for the number of times that the critical allies have participated in TEFL's trainings/forums, their overall impression on the training, the information that they found to be most and less useful and their attitude change towards the LGBTI persons/Key Populations as a result of their engagement.

We explored the occasions when the critical allies took any specific actions to reduce violence against LGBTI persons or Key Populations. They also narrated cases when they offered help to the LGBTI persons/Key populations and sought to know whether their engagement with TEFL increased acceptance of LGBTI persons/ Key populations. They mentioned some of the other forums that they were invited to or attended.

The respondents finally gave their recommendations on the issues that they would wish to be added and eliminated in the TEFL' programming

## **Data Analysis Procedure**

This qualitative data analysis adopted an exploratory, deductive and inductive analyses approaches. Themes were generated first from the interview guide and later codes were developed from responses. A code sheet was developed from the first few source documents and later a master code sheet was developed. Multiple coders were trained and independently coded the responses using NVIVO 11 software. Each code and sub code were numbered serially to reflect the analysis hierarchy. The source documents included data collected using hard copy forms and later transcribed into Ms. word transcription template

### **Sample Size Selection:**

In order to identify the critical allies for interviews, TEFL used participants lists captured from previous activities over a three-year period. The selection picked every second name on the lists.

A total of 40 respondents were sampled for the survey and were distributed as follows  
Law enforcement 7 persons, Students 2, Faculty staff –2, County executive – 4, Health care worker – 5, SOGIE persons 6, Religious leaders -8, and Cultural leaders- 4.

Out of the 40 targeted respondents, 5 were unavailable for phone interviews during the survey period and 3 declined taking interviews at the mention of the interview being recorded

## **2.0 PROJECT EXPERIENCE**

In this section, three sub-themes were explored namely, Number of trainings, Impression of the training, usefulness of the training and attitude change of attitude after the training.

### **2.1 Participation in trainings/ Other forums**

Most of the respondents mentioned to have participated in the training at least more than once with a majority of those who participated attending several of the meetings

### **2.2 Impression of the Trainings**

Most of the respondents had an overall positive impression of the trainings they received as well as forums they attended organised by TEFL. This was apparent from the answers some of them gave out. One of them said that *“through the trainings at TEFL, I have been empowered on how to reach out to persons who are marginalized”* [Female, religious leader]

Another respondent had this to say, *“my knowledge has expanded. I can now comfortably talk with Sexual and Gender Minorities and Sex Workers.”* [male, police officer]. None of the respondents also expressed a negative impression towards the trainings offered by TEFL

THEME	SUB-NODES	CODES	CODE REFERENCES
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Experience from the Project	2.2 overall impression of the trainings/forums	2.2.1 Positive	<ul style="list-style-type: none"> <li>• Good and brought about the knowledge of the LGBTI persons</li> <li>• TEFL is doing a good job of in fighting stigma and discrimination against key population in a culturally conservative setting</li> <li>• I gained a little that was positive</li> <li>• It was positive and constructive</li> </ul>
		2.2.2 Negative	<ul style="list-style-type: none"> <li>• No reference</li> </ul>
		2.2.3 indifferent	<ul style="list-style-type: none"> <li>• No reference</li> </ul>
	2.3 Usefulness of the trainings	2.3.1 Most Useful	<ul style="list-style-type: none"> <li>• Encouragement and interaction with other religious leaders and opinion leaders</li> <li>• For change to take place it starts with the leaders themselves.</li> <li>• Engagement and acceptance of the LGBTI persons.</li> <li>• LGBTI persons are like other human beings and they should be respected loved and given their space</li> </ul>
		2.3.2 Less useful	<ul style="list-style-type: none"> <li>• No reference</li> </ul>

**2.3 Usefulness of the training:**

Most of the respondents felt that majority of the things they learnt from the trainings were most useful. A good example is one respondent who said that *“LGBTI persons are like other human beings and they should be respected loved and given their space.”* [Male, cultural leader]

All the respondents acknowledged that nothing was less useful to them but a few suggested felt that “more trainings” would more useful

## 2.4 Attitude Change after Training:

As a result of the TEFL trainings, majority of the respondents reported a positive attitudinal change towards the LGBTI persons and Sex Workers. One respondent went further and said that, *“I used to have a different view of LGBTI persons, especially lesbians, but I now realize that there is no need to be discriminative. They have the freedom to choose what they want for themselves.”* [Female Student, Kisii University Faculty of Law]

Other respondents also had an indifferent attitude on the LGBTI persons. For example, some of the replies they gave included *“Has not changed but at least she has a lot of knowledge to understand the LGBTI”* [Female, religious leader]

THEME	SUB-NODES	CODES	CODE REFERENCES
Attitude change as a result of the trainings/ forums with TEFL	<b>2.4</b> Attitude change after training	<b>2.4.1</b> Positive	<ul style="list-style-type: none"> <li>• As a person in charge of community policing, I have been able to sensitize our members on how to relate with key populations</li> <li>• Positively changed. Health service providers, including the ones I work with have really changed their attitude</li> <li>• Yes, I have even supported a sex worker who was on prep and faced an attack from a customer. I used the opportunity to educate bodaboda riders</li> <li>• I used to have a different view of LGBTI persons, especially lesbians-but now I realize that there is no need to be discriminative. They have the freedom to choose what they want for themselves</li> <li>• All along I thought we exist as male and female and my personal attitude has changed as a result of these</li> </ul>

			<p>process...the non-judgemental aspect is now within me</p> <ul style="list-style-type: none"> <li>• I am now more open to give services to MSMs as a result of the trainings</li> <li>• Before I was non accepting at all. Right now I am</li> </ul>
		<b>2.4.2 Negative</b>	<ul style="list-style-type: none"> <li>• No reference</li> </ul>
		<b>2.4.3 indifferent</b>	<ul style="list-style-type: none"> <li>• No refrence</li> </ul>

**3.0 Putting the Trainings to work in support of key populations**

In this theme, respondents shared their experiences with the LGBTI persons and Sex Workers during their daily work. The actions that they took to reduce violence, the opportunities, and most touching cases that they had to offer support and advise them. Their views were also sought on whether their engagement with TEFL has increased the acceptance of the LGBTI persons and Sex Workers in the community

**3.1 Occasion of preaching/speaking or acting about inclusion in Key populations**

The respondents mentioned to have had several occasions speaking about acceptance and inclusion of the LGBTI persons/Sex Workers in the society and the church. One respondent said that she “*I now sit on one of their community advisory boards [Female, Kisii County government worker]*”

Others also reported acting on behalf and protecting Sex Workers, “*I supported a Sex worker who was on prep and was attacked by a client. I utilized the opportunity to sensitize bodaboda riders*”

THEME	SUB-NODES	CODES	CODE REFERENCES
3.0 Putting the trainings to work	Occasions or preaching/speaking or taking action on inclusion of KPs	Preached a sermon	<ul style="list-style-type: none"> <li>• spoken in the churches and told them that they also have some testing’s as other and should be treated equally</li> <li>• Preached a sermon</li> </ul>

		Reported to authorities	<ul style="list-style-type: none"> <li>• A lady was insulted, and he advised her to report to the authorities</li> </ul>
		Provided safe space for victims of violence	<ul style="list-style-type: none"> <li>• Sex and gender clinic where the perpetrators freely express their issues and are addressed</li> </ul>
		Counselled perpetrators	<ul style="list-style-type: none"> <li>• Church meeting with members to sensitize them</li> </ul>
		Specify others	<ul style="list-style-type: none"> <li>• Shared information with the youth on how to live with KPs</li> </ul>

**3.4 Acceptance of LGBTI persons**

Majority of the religious leaders acknowledged that their engagement with TEFL has led to the increased the increased acceptance of the LGBTI persons within families, communities and the church.” *Yes. Because most of them are within their communities and families so the training has improved the relationship between them.*” (male, pastor)

*“At church at first they were rejected but through the teachings from the training they had to go and try to talk to the other religious leaders that rejected them so with time they were accepted*

*back.”* Male, Bishop, *“Yes. I invited and involved affected person in church and choir practice and later became free and open in the church.”* (female, choir member). *“After training I want shared with the congregation and they became aware of how they can handle a situation like that if any might*



THEME	SUB-NODES	CODES	CODE REFERENCES
Putting Trainings to work in Support of Key Populations	Increased acceptance of LGBTI persons/Key Population due to the engagement with TEFL	3.4.1Yes	<ul style="list-style-type: none"> <li>a boy who wanted to leave school was advised by me and he accepted to be whom he is and was accepted to the school. (male, church elder</li> <li>Yes. There is a victim who has been discriminated by the society but after we approached him and talked to him, he no longer feels isolated like before and is now even free and comes to church regularly without fear</li> </ul>
		3.6.2No	<ul style="list-style-type: none"> <li>No reference</li> </ul>

3.5 Participation in other forums organized by other LGBTI persons/organizations

Most of the respondents mentioned to have attended trainings provided by TEFL only. Apart from the trainings organized by TEFL, some participants had been invited and participated in other forums organized by LGBTI Persons. The following were their responses.

“Impact Research trainings trainings.” (Female, Kisii County Health focal person)

### 3.6. Challenges Experienced in the work.

When inquired about major obstacles or challenges in doing the work, the critical allies were varied in their responses. For instance, one respondent said, *“the greatest challenge for me is the perception that others now have of me...being seen as one of them.* (female, faculty member-Kisii University)

They also had cited the largely conservative culture of the local community which made it difficult to talk about matters touching on sex and sexuality. For instance, one responded had this to say ‘The prevailing societal attitudes is largely negative. To talk about sex in itself is often considered immoral. (female, women’s ministry-Pentecostal church)

THEME	SUB-NODES	CODES	CODE REFERENCES
Challenges experienced in the course of doing the work	3.6 Have you experienced any challenges in undertaking the work as per TEFL’s trainings?	3.6.1 Yes	<ul style="list-style-type: none"> <li>• Slow pace of change on the part of law enforcement officers,</li> <li>• In health facilities sometimes, not everyone is sensitized. Also, some facilities do not operate over the weekends, hence not easy to offer seamless services</li> <li>• The penal code as it makes other people think that working with KPs is an illegal undertaking</li> <li>• Rampant stigma from the society</li> <li>• Rampant stigma from the society</li> <li>• Prevalent literal interpretation of the Bible, which hampers dialogue in some conservative faith spaces.</li> </ul>

			<ul style="list-style-type: none"> <li>• Cultural barriers, for instance fear to talk about matters touching on sex or sexuality among the locals.</li> <li>• Difficulty in breaking ice with certain audiences.</li> <li>• Fear of being stigmatized and labelled as 'one of them'</li> </ul>
		<b>3.6.2</b> No	<ul style="list-style-type: none"> <li>• No reference</li> </ul>

### 3.7 Additional areas to focus on:

THEME	SUB-NODES	CODES	CODE REFERENCES
3.o Putting the Trainings into action	Suggested areas to focus on	Any additional areas that TEFL could focus on?	<ul style="list-style-type: none"> <li>• Contextual Bible Study</li> <li>• Continuous refresher courses,</li> <li>• Consider introducing emergency lines where folks can call in anonymously</li> <li>• Expand outreach to include local legislators-members of the county assembly</li> <li>• For law enforcement, it would be important to target recruit training colleges</li> <li>• Through the partnership with universities, could encourage research on sexual and gender minority related issues to build body of literature</li> <li>• Contribute to skills building so that Key Populations can take up government jobs.</li> </ul>

### **4.o Recommendations**

The respondents mentioned number of recommendations that they would wish to be added in the TEFL’s programming and those that they wish to be eliminated.

#### 4.1 Additional recommendations

Majority of the respondents had an additional recommendation to the TEFL’s programming. For example, some of the respondents said:

*“It would be important for TEFL participate in creation of safe spaces, acknowledging that the lethargic nature of government response.” Female respondent*

*“Include more diversity in staffing to reflect cosmopolitan nature of Kisii county and to ensure meaningful inclusion of the faiths in Kisii.”*

Themes	Sub themes	References
4.o Recommendations	4.1 addition	TEFL should continue wo work create more safe spaces for key populations
		<ul style="list-style-type: none"> <li>• Periodic refreshers</li> </ul> Include more diversity in staffing (ethnicity, over representation of SDA, Catholics.’ every tribe has a redemptive value. (Female respondent)
		Consider possibility of using council of elders as an entry point.
		Hold more joint trainings with other government departments
		TEFL should consider solidifying partnership with County Health department, with a view to feeding data into the national health information system
		TEFL could use existing council of elders to find more culturally effective ways of packaging information, including the use of wise sayings.
	4.2 Elimination	NO references

**5.o Emerging Areas where Allies are still conflicted:**

The following areas were identified as requiring clarity. These areas could inform the development of the dialogue tools.

- **Structure of implementation using skills/knowledge gained in forums/trainings:** Trained allies expect to cascade the training at their level which is not only impractical but also not aligned to the objective of the partnership. A key component that is missing would be a deliberate preparation of the critical allies for their action on the next step/level of implementation.
- **Literal interpretation of scripture:** Some religious leaders hang onto literal pronouncements of scripture and shy away from contextual interpretations slowing the pace at which they move through the acceptance continuum -moving from tolerance to acceptance.

- **Notion of LGBTI persons needing deliverance from disease/some power:** There is a conversion notion lingering the minds of critical allies who yearn to play the role of a messiah saving soul of the LGBT persons.
- **Language** - Incorporating culturally acceptable ways of passing information. There is need for deliberate efforts towards selecting the kind of sayings, metaphors, parables from the rich Abagusii culture can be used pass message of love, inclusion, and diversity.
- **Clarity of outcome of the relationship between TEFL and the allies-** Explaining the end game of this work. not to change SGM persons, but rather to increase tolerance levels and society's ability to accommodate diversity
- **Dilemma on Faith and professional standpoints:** Conflict between professional ethics and personal beliefs for instance, there are lawyers who cannot take up criminal cases, citing their faith.