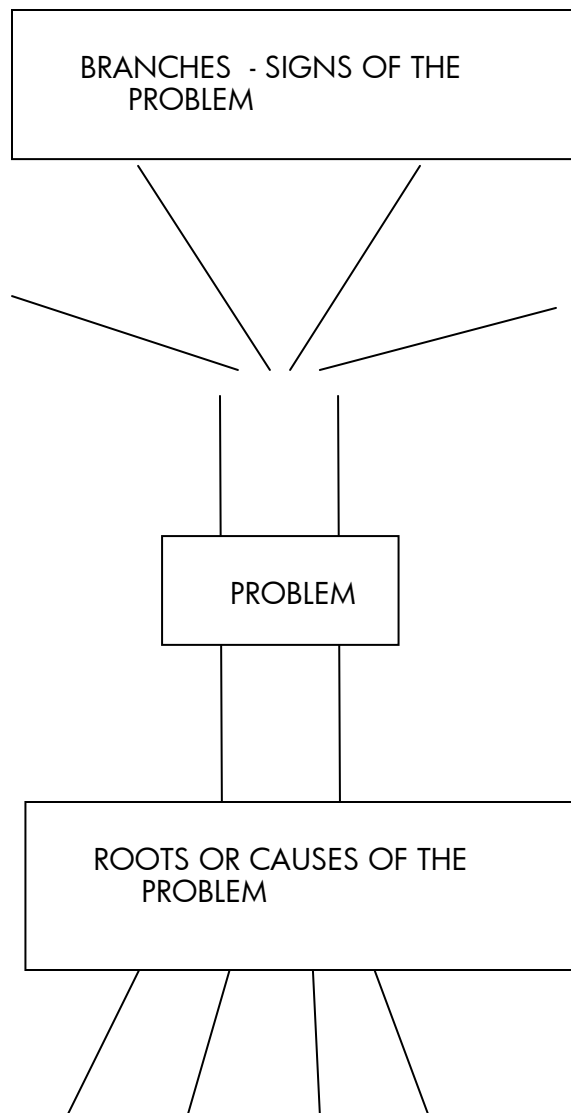


**Background:** Moving the Goalposts Kilifi (MTGK) is a community based organisation in Kilifi district, Kenya, East Africa. It is a girls' football and development organisation, promoting youth leadership through football. It also runs reproductive health, HIV/AIDS and economic empowerment programmes for young women and girls. It has a participatory approach to M&E and has experimented with many tools, such as story telling, writing competitions, group discussions, individual interviews, voting on excellence, questionnaires and fact sheets. Below is an example of one of the tools used.



**Name of tool: Problem tree, a participatory rural appraisal technique used in planning. We have adapted it for our M&E**

**Why did we use this method?**

MTGK has over 3,000 players in a big rural, remote district and only 5 members of staff. We were only seeing some players once a year when they participated in tournaments, so we did not know how active they were as footballers. We wanted to get a better picture of how often girls were participating in football ie playing or practicing.

**How implemented:** Once a year with a sample of teams. Eg in 2006 we did it with 20 girls' football teams (out of 140). It can be done with as many teams as you like depending on need and resources. Two MTGK volunteers visited the girls' football team with a piece of flip chart paper. They explain to the team how to 'do' a problem tree: The players discuss what they see as their main problem as a team. They write it in the trunk of their tree. They then write the signs of the problem, ie what shows you that you have this problem, as branches and the causes of the problem as roots.

**Methods used to interpret the data:** Categorise the 'problem' eg our analysis was quite straight forward as 12 of the 20 teams said their main problem was players do not come for practice. Categorise the signs and the causes. The process of using the problem tree is likely to give the organisation very useful information to assist on program planning eg in a rural African context it might be assumed that the main reason for girls not coming to practice was lack of freedom/time because they are busy with domestic chores, school work. In the case of MTGK girls said they did not practice because they did not know enough about football and because they often had disagreements amongst their team. To mitigate the problem MTGK can increase coaching training provided so teams have well qualified coaches and provide more social support in an attempt to reduce conflict amongst players. However it is also necessary to triangulate this information through collecting data from other methods, eg group discussions

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