



The World Bank
Barwaaqo - Somalia Water for Rural Resilience Project

TALOBEEG
consulting services

Report: Planning, Monitoring, Evaluation and Learning (PMEL) Training

Location: Garowe, Puntland, Somalia

Dates: 22nd – 26th June, 2025

Facilitator: Joseph N. Mungai, Training Consultant of Talobeeg Consulting Services

Commissioned by: Ministry of Planning, Economic Development and International Cooperation (MoPEDIC)

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Executive Summary

From 22nd – 26th June, 2025, the Ministry of Planning, Economic Development and International Cooperation (MoPEDIC) in partnership with Talobeeg Consulting Services, conducted a five-day Planning, Monitoring, Evaluation and Learning (PMEL) training in Garowe, Puntland, Somalia. The training aimed to strengthen institutional capacity in planning and MEL among 29 staff from 17 government Ministries, Departments and Agencies (MDAs), as part of the *Barwaaqo* Project funded by the World Bank.

The training was informed by a Training Needs Assessment (TNA) and featured a hands-on, participatory methodology emphasizing real-world application, peer learning, and digital tools. Each day focused on a specific theme:

- **Day 1:** Introduced foundational MEL concepts, results-based frameworks, and strategic planning linkages.
- **Day 2:** Focused on digital data collection using Kobo Toolbox, ODK, and Google Forms, including hands-on tool design and testing.
- **Day 3:** Covered data cleaning and basic analysis using Excel, Taguette, and AI tools, with exercises in quantitative and qualitative data interpretation.
- **Day 4:** Explored effective reporting and visualization using Excel, Power BI, and Tableau, including critique of visual dashboards and narrative clarity.
- **Day 5:** Addressed performance tracking, institutionalizing MEL, and final group presentations showcasing learning integration.

Participants engaged in simulations, group discussions, visual reviews, quizzes, and shared personal commitments for applying skills post-training. Post-training feedback showed 100% rated the facilitator's knowledge as 'Excellent' or 'Very Good', with 92% valuing the practical exercises.

Key outcomes include:

- Improved MEL planning and digital data collection competencies
- Stronger skills in cleaning, analyzing, interpreting, and reporting data
- Renewed motivation to apply MEL frameworks and mentor colleagues
- Collaborative action plans for ongoing MEL improvements

Recommendations include virtual coaching, peer learning forums, and standardizing MEL templates. The training is a step toward institutionalizing MEL across Puntland's development agenda, with continued support encouraged.

1. Background and Objective

The Ministry of Planning, Economic Development, and International Cooperation (MoPEDIC) of Puntland plays a central role in shaping the region’s development agenda by formulating strategic plans, coordinating international partnerships, and overseeing the implementation of development projects. With the ongoing formulation of the State Development Plan for 2025–2029, MoPEDIC is leveraging the *Barwaaqo* project, supported by the World Bank, to address critical capacity gaps in its Planning and Monitoring & Evaluation (M&E) departments across key line ministries. These gaps hinder effective coordination, performance tracking, and evidence-based decision-making, particularly in climate-resilient infrastructure initiatives.

In response to the growing demand for institutional capacity in evidence-informed decision-making, the MoPEDIC conducted a five-day PMEL training program aimed at strengthening systems across government ministries, departments, and agencies (MDAs). This capacity-building initiative included the following three components:

1. Conducted a Training Needs Assessment (Annex II),
2. Designed a customized PMEL training program (Annex III), and
3. Developed tools and templates tailored to operational PMEL needs.

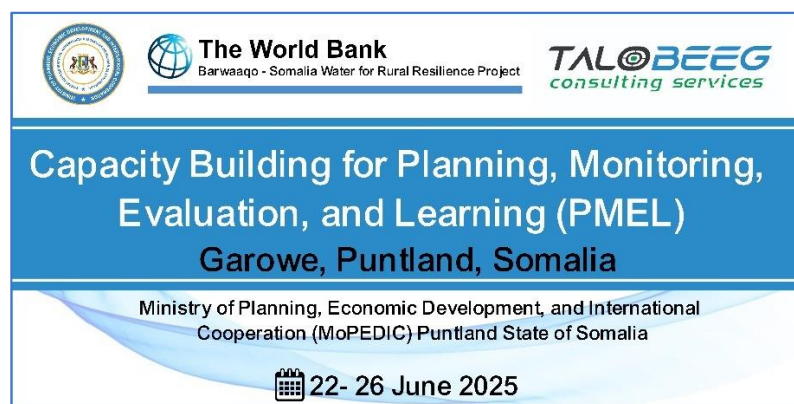


Figure 1: Planning and MEL training banner

Twenty-nine government officials (22 male and 7 female), including M&E and planning officers, project focal points, and seconded staff from the Project Implementation Unit participated in the training. Participants were drawn from 17 Ministries, Departments and Agencies, with representations across critical development sectors (Annex I – Attendance list). The training took place on 22nd – 26th June 2025, at Dream Point Hotel in Garowe, Somalia.

The training was guided by four key objectives, as spelled out in the terms of reference:

- a) ***Strengthening planning frameworks***. This was covered on Day 1: Introduction to Planning and MEL frameworks (Annex V), that helped the participants to achieve the following:
 - Understand MEL concepts and frameworks,
 - Explain how MEL links to national and sectoral planning,
 - Reflect on current MEL practices and identify gaps, and
 - Apply MEL principles in planning scenarios
- b) ***Streamlining workflows***. We covered this on Day 2: Data Collection Tools & Techniques (Annex V), which helped the participants to do the following:
 - Explore features and functions of Kobo Toolbox, ODK, Excel and Google Form
 - Design digital surveys for MEL purposes
 - Test and deploy mobile surveys
 - Understand ethical and practical data collection issues
 - Reflect on practical challenges and opportunities in applying digital tools
- c) ***Improving reporting practices***. We discussed this on Day 3: Data Analysis & Interpretation and Day 4: Reporting and Visualization (Annex V). Participants learnt:
 - Data cleaning and preparation using Excel
 - Conducting data analysis using Excel (quantitative), Taguette (qualitative) and AI
 - Interpreting and summarizing results for decision-making
 - Practicing storytelling with data (reports and dashboards)
 - Generating and peer reviewing effective MEL reports and data visualizations
- d) ***Fostering long-term institutional sustainability***. We covered this on Day 5: Performance Tracking and Action Planning (Annex V). On this final day, participants weaved in the five-day MEL training content and sought to:
 - Understand the principles of performance tracking
 - Develop clear, measurable indicators and tracking tools
 - Apply strategic thinking and structured approaches to MEL initiatives.
 - Present and critique group project outputs that integrate key cross learnings
 - Reflect on action plans for applying skills post-training, and provide feedback

After the training, participants and the facilitator exchanged contacts, discussed current and upcoming assignments and agreed to collaborate in relevant MEL tasks. **The training contributed to** improved capacities in accountability, robust performance-based monitoring, evaluation and learning, integration of digital tools and enhanced execution of Puntland's development.

2. Training Methodology and Learning Approach

The training employed a **hands-on, participatory approach**, rooted in real-world application and informed by findings from the **Training Needs Assessment** (Annex II).

It was designed using expert facilitation, adult learning principles, balancing structured presentations with highly participatory exercises. The facilitator applied a mix of live demonstrations, group work and individual assignments, storytelling, and real-case scenarios (case-studies) to enhance engagement. Using their own laptops, participants worked with mobile tools such as Kobo Toolbox, Google Forms and Excel. This reinforced hands-on learning.

Interactive activities such as icebreakers, energizers, simulations, and peer reviews were embedded daily to maintain attention and reinforce content. Daily recaps, reflection questions and participant feedback loops supported active learning and consolidation.

The training covered the following topics (Annex III – Agenda and Annex IV – Training handbook):

- **Day 1:** Introduction to Planning & MEL: Key Concepts and Frameworks
- **Day 2:** Data Collection Tools & Techniques: Designing Mobile Tools
- **Day 3:** Data Analysis & Interpretation: Data Cleaning and Insights
- **Day 4:** Reporting & Visualization: Data Visualization and Drafting Reports
- **Day 5:** Performance Tracking and Action Planning: Results-Based Monitoring



Figure 2: PMEL Training in Session



Figure 3: Screenshot of the Training Agenda

3. Highlights from the Training Sessions

This section of the report describes in details the training activities conducted over the five days. It begins with the opening ceremony, highlights daily sessions and ends with closing ceremony. Hon. Daud Mohamed Omar (Minister of Planning) officially opened and closed the training.

Opening remarks by the Minister of Planning

Flanked by MoPIDEC officials, the Minister welcomed participants to the training. He acknowledged the growing need for planning and MEL capacity building among staff across different government ministries. He cited numerous knowledge and skills gaps experienced during study designs, field work and reporting in advancing Puntland's development goals. Consequently, senior officials lacked quality data and evidence to support decisions or shifts, whether in the education, agriculture, environment, security and/or other development sectors.



Figure 4: Hon. Daud, Minister of Planning presides over the PMEL training kick off

H.E. Daud appreciated the World Bank, through its *Barwaaqo* project, for providing resources that procured Talobeeg Consulting Services' expertise to build staff capacities in planning and MEL. He noted that the training's five days would be a build up to a long-term process of institutional strengthening. Urging the team to seek impact in timely and quality data collection, analysis and utilization, to advance sectoral and national development agenda in Puntland.

As he presided over the opening ceremony, he challenged the participants to maximize their time away from office to meaningfully engage the facilitator and make the most of the training.

Training Preliminaries

The facilitator (Joseph N. Mungai) guided the participants through the following sessions:

- **Introduction of facilitator and participants:** the facilitator introduced himself. Sharing his career profile, that included 15 years of work experience with 8 international organizations, implementing projects across five countries and with funding from 7 development partners. The participants introduced themselves, their MDAs and roles.



Figure 5: PMEL training participants at Dream Point Hotel

- **Housekeeping and ground rules:** the facilitator reviewed the training time (start and end), agenda (including health/prayer breaks) and rehashed ground rules that ensured everyone's curiosity, active participation and respect for other's contributions.
- **Training Objectives:** the participants familiarized themselves with the five training objectives, which were projected on a PowerPoint and also listed in a hard copy training handbook provided to each participant.
- **Key findings from Training Needs Assessment (TNA):** prior to this training, Talobeeg Consulting Services, through the MoPEDIC conducted a needs assessment (Annex II), which sought to identify key skill gaps in PMEL, to inform the design of a practical, impact-focused five-day in-person training in Garowe. The findings shaped learning goals:
 - Thirty-nine respondents (30 male and 9 female) from 17 MDAs gave their input, indicating a strong demand for training on modern and practical PMEL tools.
 - The TNA concluded that most MDAs lacked adequate hands-on PMEL capacity and hence the need to train them on advanced PMEL tools and techniques.

Day 1 – Introduction to Planning & MEL: Key Concepts and Frameworks

After covering the training preliminaries, the training kicked off with four sessions on Day 1. The sessions laid the foundation for the next four training days. They built on the TNA's evidence of a clear need for capacity building and integrated training methods that appreciated participants' varying PMEL experience and tools expertise.

Day 1's training objective was to **Strengthen foundational understanding of PMEL frameworks and their relevance to public sector planning and accountability**, which was broken down into:

- i. Understand MEL concepts and frameworks
- ii. Explain how MEL links to national and sectoral planning
- iii. Reflect on current MEL practices and identify gaps
- iv. Apply MEL principles in planning scenarios.

Session 1: MEL Concepts and Frameworks

Using PowerPoint presentations, this session introduced participants to the fundamental principles and key concepts of Planning, Monitoring, Evaluation, and Learning (PMEL). These included definitions, purpose, and relevance to government operations. The facilitator used a guided presentation, icebreakers, interactive quiz and video (*Figure 7*, below: [the bridge that nobody used](#)) to distinguish between planning, monitoring, evaluation and learning concepts and frameworks. Participants discussed real-life MEL aspects and challenges from their ministries.

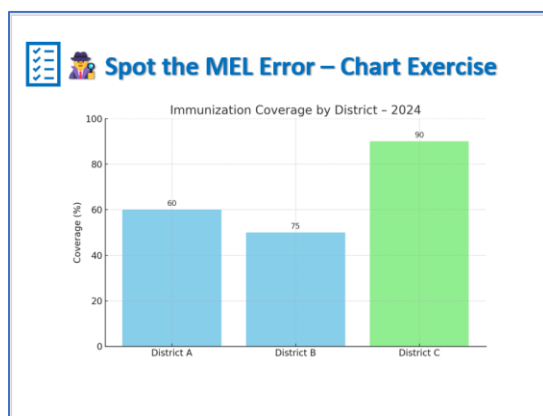


Figure 6: Screenshot of MEL error spotting chart exercises Figure 7: Video Snapshot of a bridge that didn't connect places

Figure 6 (above) shows a chart, the participants interrogated to identify MEL errors. It emphasized the need to always double-check visual accuracy and consistency when presenting MEL data. The chart had errors on the title, data source, data label and confusing chart colors.

The session emphasized that without quality and timely data and community feedback, planning fails. As such, we adopted a new rallying call that was rehashed every day, as a key takeaway:

💡 “When we don’t measure what matters, we invest in what doesn’t.”

Session 2: Linking MEL to Strategic Planning and State Development Plans (SDPs)

Participants explored how MEL supports planning by strengthening the alignment of results chains to policy objectives. The facilitator presented examples from the Puntland Development Plan (2024–2028), and participants worked in three small groups (see *Figure 8*, below) to define and map MEL goals, outcomes, outputs, and activities in a logical framework, as a PMEL tool.



Figure 8: Group discussions showing a good grasp of logical frameworks

The groups peer reviewed their logical frameworks on health, education and water programs.

Session 3: Group Discussions & Case Study

Using a fictional vignette storyboard based on Water, Sanitation and Health sector, participants reviewed how PMEL turned a struggling sector plan into a success story. They worked in three small groups. They collaboratively developed sector goals, identified activities, indicators and discussed how data from a mid-year reality check (evaluation) helped adjust activities and/or budgets, besides ways to share the lessons learned.

 **Scene 3: MEL Steps In** 

- **A mid-year MEL review was conducted:**
 - ☒ Community feedback collected
 - ☒ Field monitoring visits done
 - ☒ Data reviewed collaboratively
- **The work plan was revised:**
 - Repair and upgrade existing wells
 - Add performance indicators
 - Quarterly check-ins with local elders



Commit feedback concluct. Fied monitoring

Figure 9: Screenshot of Using MEL to turn sector and project plans into success

Participants analyzed a sample SDP to identify planning indicators and MEL gaps. They shared reflections on planning challenges in their ministries. These exercises allowed them to apply planning, monitoring, evaluation and learning concepts and frameworks (learned earlier) in a contextual setting.

Session 4: Recap, Reflections, and Q&A

Participants asked clarifying questions on concepts, shared insights, and reflected on how they could integrate MEL into their current work. The day concluded with open reflection and the facilitator clarified key points. We used [mentimeter](#) to capture key takeaways on *one concept or idea from the sessions that changed how you think about the role of MEL in planning*.

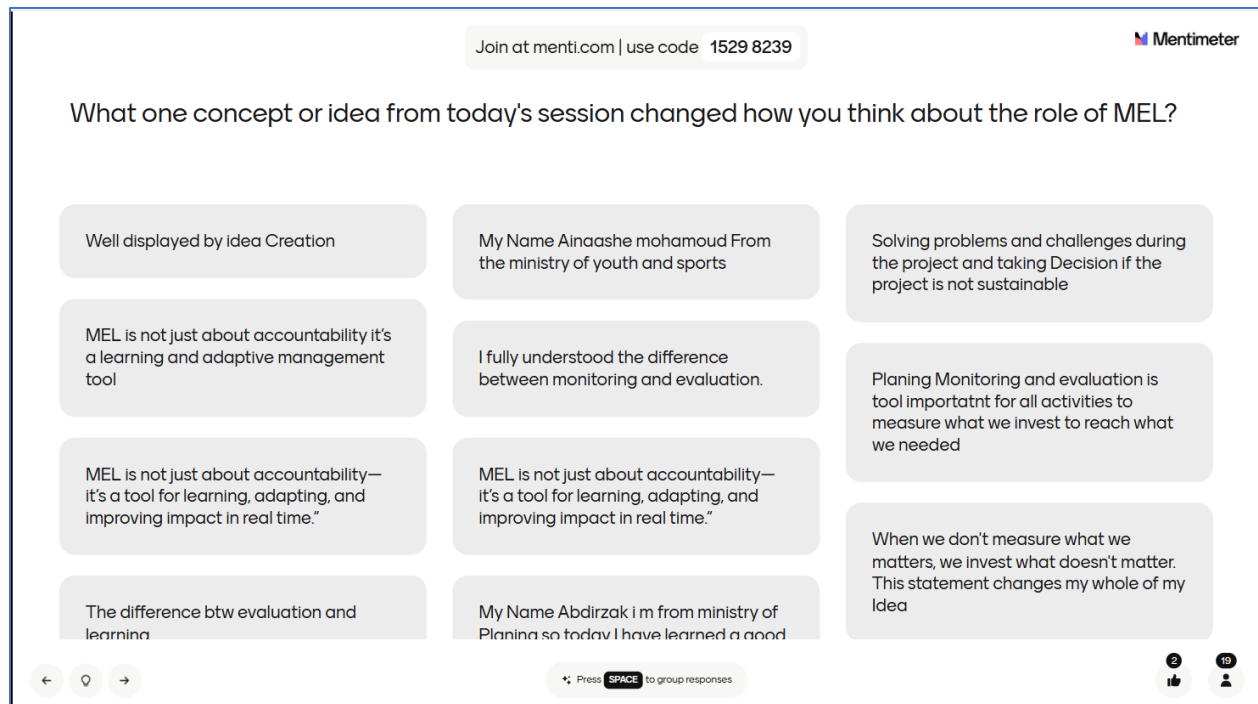


Figure 10: Screenshot of Day 1 key takeaways on how participants thought about the role of MEL

Day 2 – Data Collection Tools & Techniques: Designing Mobile Tools

Before diving into Day 2 content, participants individually reflected on three review questions:

1. Based on Day 1 learning, what could be improved in your MDA?
2. What challenges will you experience in trying to improve MEL in your MDA?
3. How will you overcome these challenges?



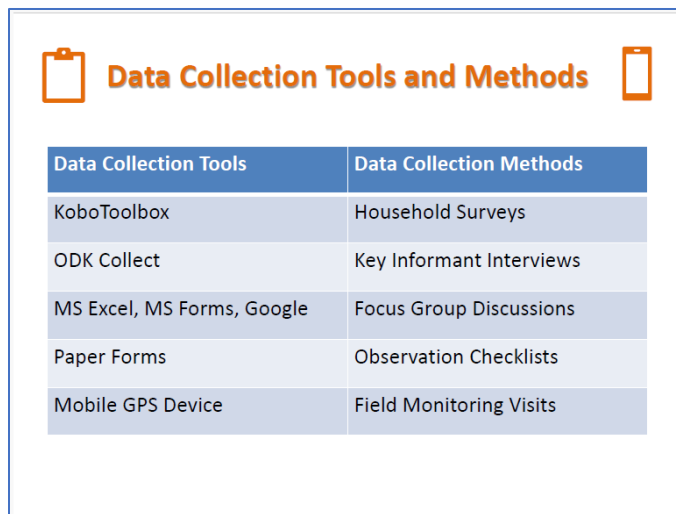
Figure 6: Participants discussing and showcasing what can be improved, anticipated challenges and solutions

Day 2 training objective was to **Building practical skills in designing and using digital data collection tools like Kobo Toolbox and Open Data Kit (ODK)**, which was broken down into:

- i. Explore features and function of KoboToolbox, ODK, Excel and Google Form
- ii. Design digital surveys for MEL purposes
- iii. Test and deploy mobile surveys
- iv. Understand ethical and practical data collection issues
- v. Reflect on practical challenges and opportunities in applying mobile data tools

Session 1: Introduction to Kobo Toolbox and ODK

Demonstrated how digital tools supported household and sector data collection in remote settings. Introduced mobile-based data collection platforms, focusing on Kobo Toolbox, ODK and Google forms. Discussed key advantages of digital data collection in remote and low-resource settings, including offline capability, GPS tracking, and multimedia input. Conducted a hands-on walkthrough of how to create forms, deploy surveys, and collect sample data.



Data Collection Tools	Data Collection Methods
KoboToolbox	Household Surveys
ODK Collect	Key Informant Interviews
MS Excel, MS Forms, Google	Focus Group Discussions
Paper Forms	Observation Checklists
Mobile GPS Device	Field Monitoring Visits

Figure 12: Screenshot of Data collection tools and methods

Session 2: Designing Surveys & Practical Exercise

This session walked participants through key principles of effective questionnaire design, such as avoiding bias, logical flow, appropriate scaling, and skip logic. Participants worked individually and in small groups (on their laptops) to design basic survey forms using Google Forms and Kobo Toolbox, incorporating validation rules, then tested their tools on mobile phones.

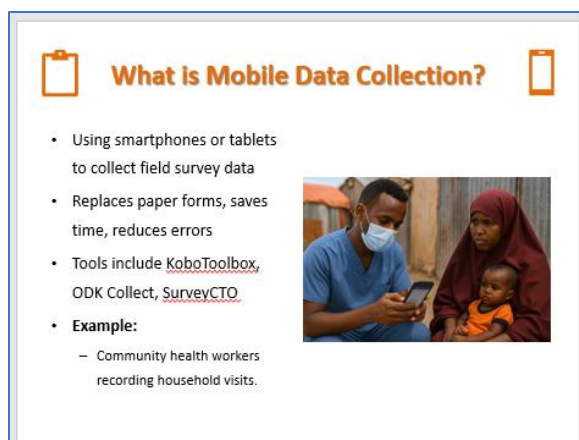


Figure 13: Screenshot – Digital data collection tools



Figure 14: Participants using mobile devices in data collection

Session 3: Mobile Data Collection Practice

Building on the earlier sessions, participants conducted short field-style mock interviews within the training venue using their digital tools. They uploaded real-time responses to KoboToolbox and learned how to export data in Excel format. Key challenges encountered during the simulation (e.g., network delays, formatting and validation errors) were discussed in plenary.

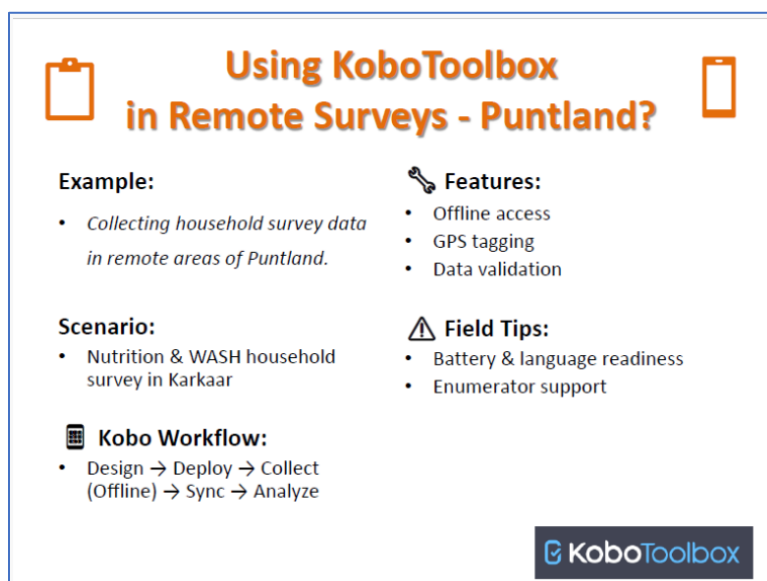


Figure 7: Screenshot of Visual flow of Kobo Toolbox form creation

To reinforce the lesson, participants reviewed a handout on a fictitious agricultural project. They critiqued its MEL activities and rationalized where and if to use paper- or digital-based tools.

Session 4: Group Reflections and Q&A

To close the day, participants reflected on the lessons from the day's practice, including the importance of pre-testing tools, maintaining data security, device limitations, best practices for and ethical considerations in mobile data collection and planning for enumerator training.

The participants were paired and asked to share, *'Which part of today's practical sessions (designing, testing or using mobile tools) did you find most challenging or rewarding and why?'* Using popcorn sharing, the facilitator invited participants to share their insights.

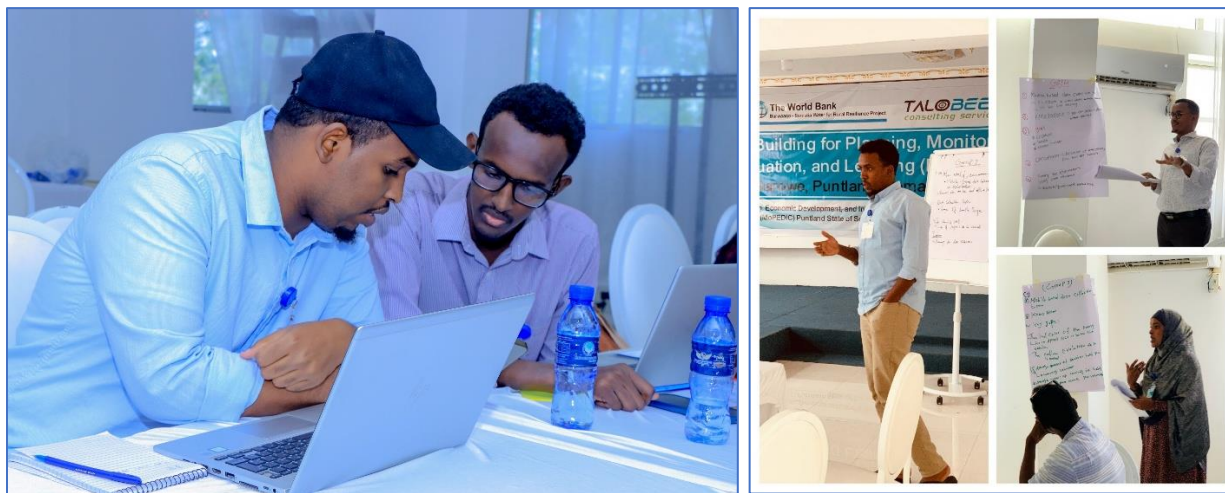


Figure 8: Participants pair and share insights of using digital-based tools

Question & Answer discussions clarified similarities and distinctions between Google forms, ODK and Kobo Toolbox, while a brief recap helped consolidate understanding of their pros and cons.

Day 3 – Data Analysis & Interpretation: Data Cleaning and Insights

Before diving into Day 3 content, participants individually reflected on two review questions:

1. *Identify one ministry-specific use case, where mobile data collection tools could improve efficiency or decision-making. What would it take to implement it?*
2. *What steps can your department take to adopt or strengthen the use of digital data collection tools like Kobo Toolbox or ODK in your ongoing MEL work?*

Day 3 training objective was to **Enhance capabilities in quantitative and qualitative data analysis and interpretation**, which was broken down into:

- i. Clean and prepare datasets using Excel
- ii. Conduct data analysis using Excel, Taguette and AI (bonus)
- iii. Interpret and summarize results for decision-making
- iv. Practice storytelling with data.

Session 1: Data Cleaning and Preparation (Excel)

The day began with an introduction to the importance of clean and accurate data for reliable analysis. Participants learned how to detect and correct common data issues such as missing values, duplicates, inconsistencies, and outliers using Microsoft Excel. Demonstrations included using filters, conditional formatting, and formulas like, FILTER, REMOVE, ISBLANK, and TRIM.

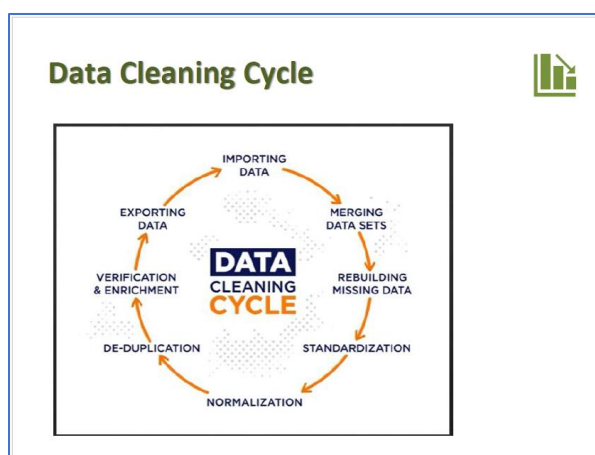


Figure 9: Screenshot of data cleaning cycle

Practice Activity

Identify the ERRORS in this (dirty) dataset

A	B	C	D	E
Farmer Name	Gender	Age	District	Farm Size (Acres)
Asha Omar	Female	34	Garowe	3.5
Mohamed Ali	femael	42	Bosaso	4.2
Halima Noor	Female		Qardho	2.8
	Male	28	Galkayo	3
Moh amed Ali	MALE	33	bari	3.7
Layla Yusuf	Female	31	Karkaar	5
Ahmed Hassan	Male	29	Nugaal	3.3
Zahra Ali	Female	27	Bary	2.9
Fatuma Abdi	Male	26	Garowe	999
Mohamed Ali	femael	42	Bosaso	4.2

Figure 10: Screenshot of Excel data cleaning walk through

Session 2: Statistical Analysis with Excel, Taguette and ChatGPT

This session provided an overview of basic statistical analysis techniques using Excel, Taguette and ChatGPT. These represented quantitative and qualitative data analysis, using traditional and emerging tools. Participants were guided through descriptive statistics (mean, median, mode), frequency tables, and simple cross-tabulations. They explored how to generate summaries and interpret key findings. A live demo showed how to import datasets and run quick analytics.

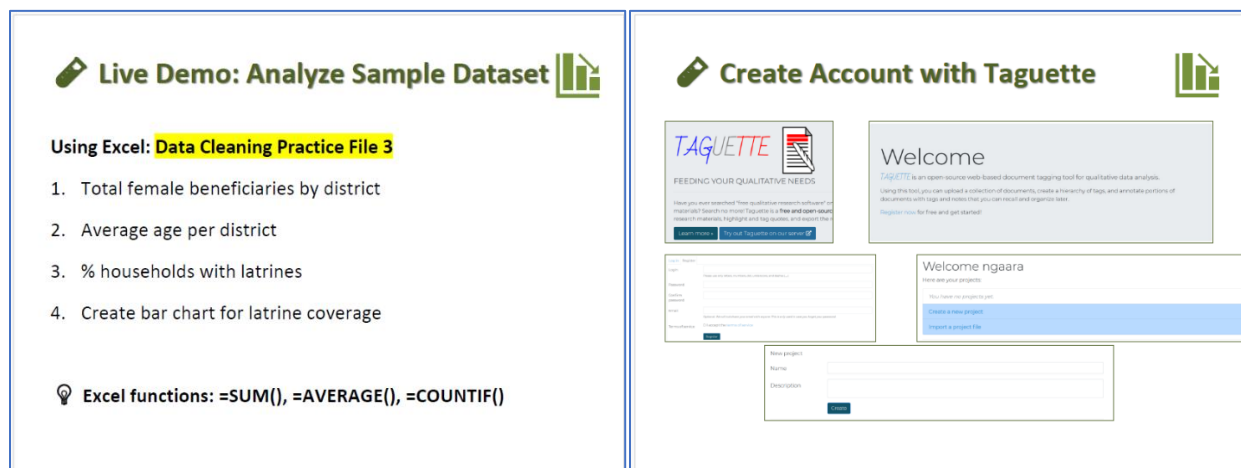


Figure 19: Screenshot of Live demo using Excel for data analysis

Figure 20: Screenshot of Account creation on Taguette

Session 3: Practical Analysis Exercises

Participants worked in small groups to clean and analyze a sample dataset from a mock household survey. Using Excel and SPSS, they applied what they learned to generate tables and identify trends related to indicators such as household income, school attendance, and vaccination status. Mentors supported groups to troubleshoot challenges and reinforce learning.

Session 4: Data Interpretation & Reporting Insights

The final session focused on turning data into meaningful insights. Participants learned how to interpret results with context in mind and how to distinguish between correlation and causation. Discussions explored how poor interpretation can lead to misleading conclusions. A brief recap and reflection exercise allowed participants to share how they plan to apply these skills in their ministries and departments. Emphasized the importance of drawing actionable insights, not just presenting numbers.



Group Practice Activity



Open sample dataset – Farmer Survey Dummy Data

- In groups:
 - Calculate gender distribution (percentages) – male %; female %
 - Men – 50% and Female – 50%
 - Age profile (mean, youngest, oldest)
 - Education level (percentages)
 - Average (Household size and Number of SFG sessions attended)
 - Main income sources (percentage)
- Share insights like you would to stakeholders
- 🕒 20–30 min



Figure 11: Screenshot of group activity

Figure 12: Group discussion on data analysis

Day 4 – Reporting & Visualization: Data Visualization and Drafting Reports

Before diving into Day 4 content, participants individually reflected on two review questions:

1. *Reflect on a recent report or dataset your ministry worked with. How could improved data analysis or interpretation have changed the decisions that followed?*
2. *What steps can your department take to build a stronger culture of data-informed planning and reporting using tools like Excel, SPSS or AI?*

Day 4 training objective was to **Develop competencies in producing MEL reports and visual dashboards in Power BI and Tableau**, which was broken down into:

- i. Understand the core principles of effective MEL reporting
- ii. Explore data visualization tools such as Power BI and Tableau
- iii. Practice structuring MEL reports that present evidence, highlight key insights
- iv. Develop and refine draft visual dashboards and summary reports using sample data
- v. Provide and receive peer feedback to strengthen reporting quality and visual storytelling.

Session 1: Principles of Effective Reporting

The day began with an icebreaker on ‘*What’s the story behind the numbers?*’ Displayed and discussed the chart below (Figure 23) to describe what it is trying to show. Demonstrated how data can be interpreted differently. Underpinning the importance of data without context can be misleading and charts can tell different stories, depending on the framing (and audience). The takeout was that we must explain the numbers, not just present them.

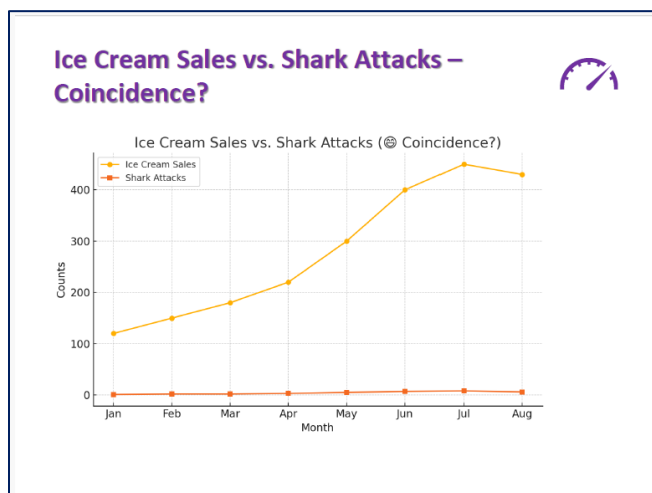


Figure 13: Screenshot of Unusual data (ice cream vs shark attacks)

Further, participants discussed the differences between progress and milestone reports. The session explained an effective report is clear, concise, structured and relevant to its audience. To reinforce the learning, participants peer reviewed a dummy education report, to identify common reporting weaknesses, learn how to correct errors and improve clarity of reports.

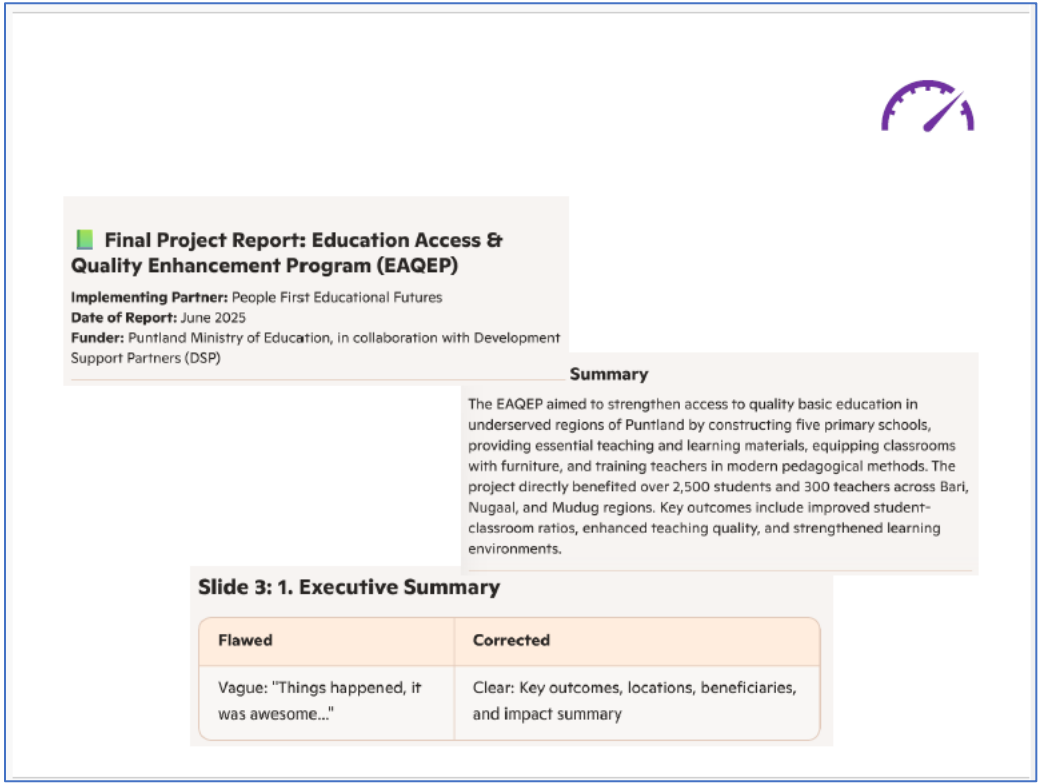


Figure 14: Screenshot of Group exercise to review dummy education report, showing flaws and corrections

Session 2: Visualizing Data with Power BI and Tableau

This session introduced participants to data visualization tools, with a practical focus on Microsoft Power BI and Tableau. Participants learned the basics of setting up dashboards, importing datasets, and designing charts that communicate key messages effectively. Emphasis was placed on avoiding clutter and selecting the right chart types to match the nature of data and audience needs.

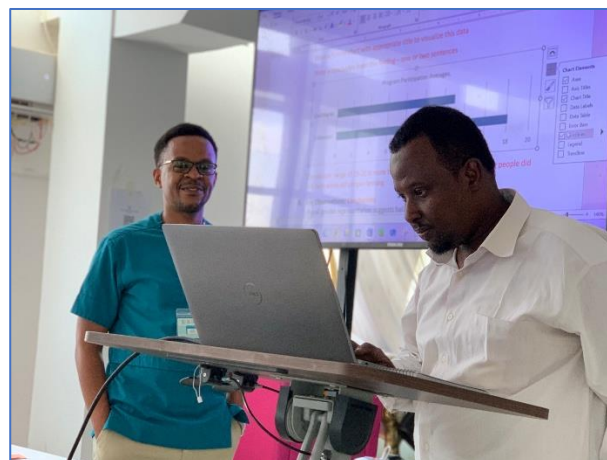
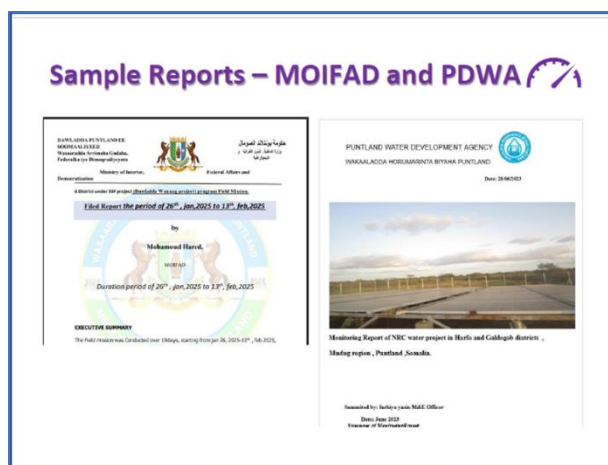


Figure 25: Screenshot of MOIFAD and PDWA visuals discussed Figure 26: Participant presents their data visualization

Session 3: Drafting Reports and Dashboards

In this hands-on session, participants practiced drafting short summaries of their findings from the Day 3 exercises. They translated data into graphs and dashboards using Excel and PowerPoint, applying the principles of clear, impactful communication. The facilitator offered real-time feedback on visual layout, clarity of interpretation, and linkage between data and conclusions.

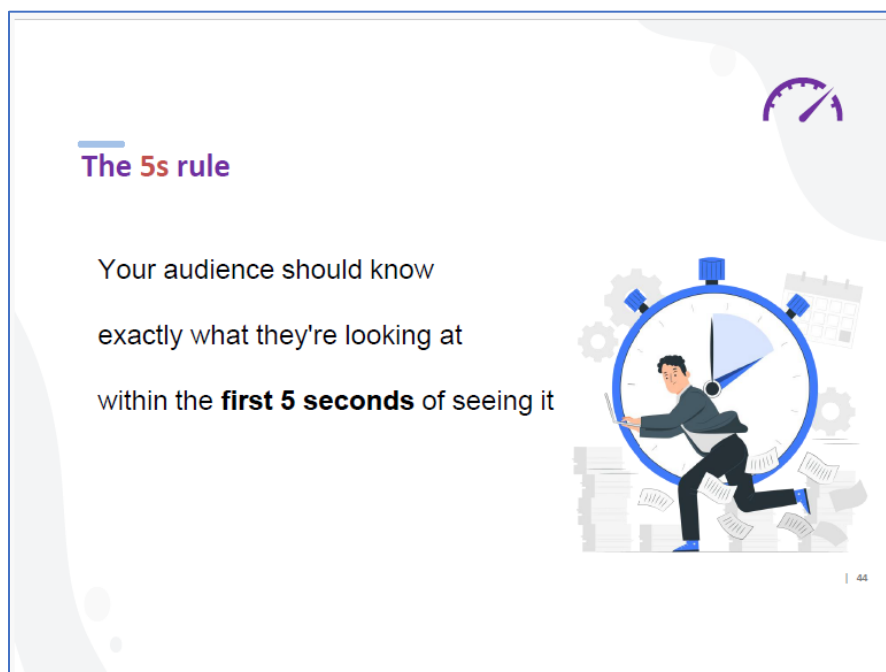


Figure 15: Screenshot of The five seconds rule in data visualization

Session 4: Peer Review & Feedback

Each group presented a brief summary of their analysis and draft report. The session promoted collaborative learning as peers offered constructive feedback using a checklist of quality criteria (e.g., completeness, relevance, visual clarity, logical flow). Participants reflected on the experience of communicating data visually and shared tips for improving internal reporting within their ministries. The session highlighted the data visualization process below (Figure 28).

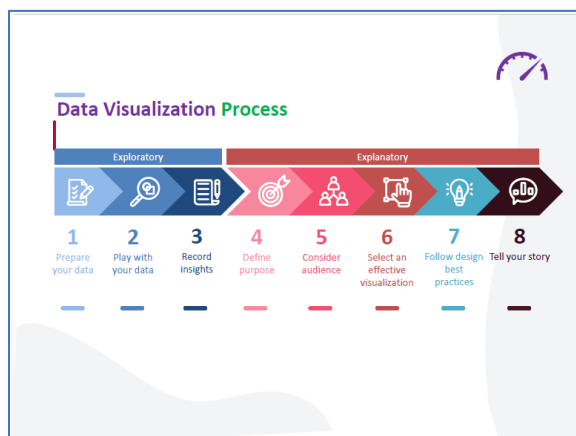


Figure 16: Screenshot of Data Visualization Process



Figure 17: Participants follow data visualization presentation

Day 5 – Performance Tracking & Action Planning: Results-Based Monitoring

Before diving into Day 5 content, participants individually reflected on two review questions:

1. *Identify one ministry-specific use case, where mobile data collection tools could improve efficiency or decision-making. What would it take to implement it?*
2. *What steps can your department take to adopt or strengthen the use of digital data collection tools like Kobo Toolbox or ODK in your ongoing MEL work?*

Day 5 training objective was to **Equip participants with tools for performance tracking and institutionalizing MEL practices across MDAs**, which was broken down into:

- i. Clean and prepare datasets using Excel
- ii. Conduct data analysis using Excel, Taguette and AI (bonus)
- iii. Interpret and summarize results for decision-making
- iv. Practice storytelling with data.

Session 1: Performance Tracking & Results-Based Monitoring

The final day opened with a discussion on performance monitoring frameworks, including how to set realistic targets, define milestones, and track progress using indicators aligned to the Puntland State Development Plan (PSDP). Participants reviewed sample Monitoring Plans (PMPs) and Results Frameworks to understand how activities, outputs, and outcomes are linked. Emphasis was placed on the use of performance data for adaptive management and strategic decision-making.

Session 2: Proposal Writing & Stakeholder Engagement

This session focused on developing practical skills to design MEL components of donor proposals and facilitate collaboration with stakeholders. Participants explored key elements such as writing measurable objectives, developing logframes, and integrating gender-sensitive and inclusive indicators. Discussions highlighted the importance of engaging implementing partners, communities, and government stakeholders in MEL planning and review processes.

Session 3: Group Project Presentations

Each group presented their final MEL assignment, demonstrating their ability to apply concepts learned throughout the five-day training. Projects showcased integrated MEL frameworks, data collection strategies, visualization outputs, and performance tracking plans. Feedback from the facilitator and peers emphasized clarity of logic, contextual relevance, and alignment with government planning priorities.

Session 4: Closing Ceremony, Evaluation & Certificates

The training concluded with a formal closing session attended by H.E. Daud, MoPEDIC representatives, Talobeeg Consulting Services and the facilitator. Certificates were issued, and participants expressed appreciation for the practical, hands-on nature of the training. Final remarks by the Minister and Director General and of the MOPEDIC encouraged continued collaboration and peer learning beyond the workshop.

- Knowledge quiz and final assignment: from raw data to donor-facing report
- Participant-led presentation and peer critique
- Closing ceremony and certificate awards by MoPEDIC leadership
- Reflections and personal commitments on applying MEL tools in their work

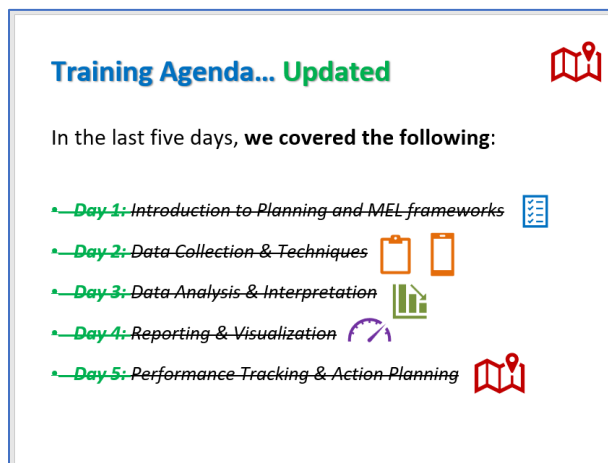


Figure 18: Screenshot of Day 5 training agenda updated



Figure 19: Director General and Trainer award certificates

4. Post-Training Feedback

Out of 39 participants, 35 shared end-of-training feedback using mentimeter. Key results include:

- **100% of respondents** rated the facilitators' knowledge as "Excellent" or "Very Good."
- **92% found the practical exercises useful** in building their MEL capacity.
- Participants appreciated the focus on digital tools and requested additional sessions on data visualization.

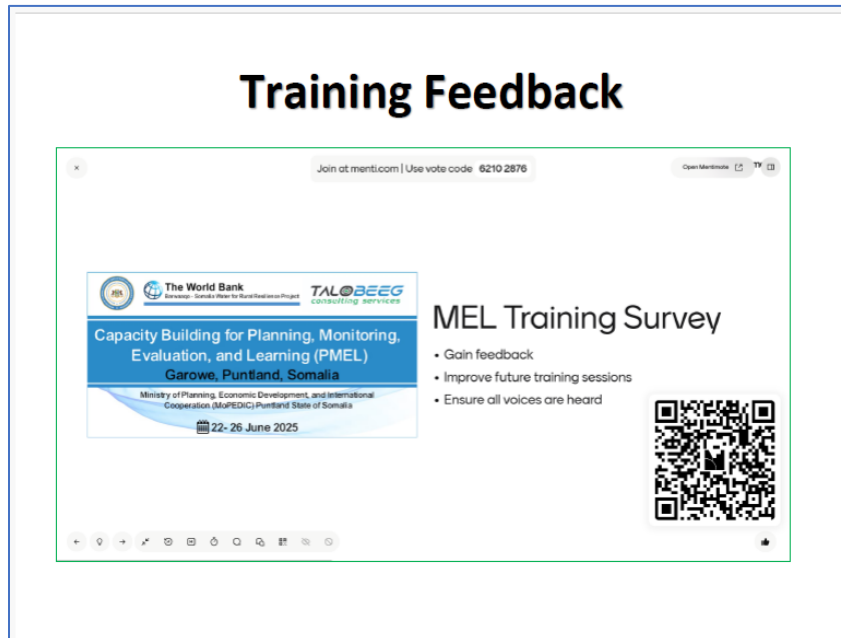


Figure 20: Post-training feedback administered through mentimeter

At the end of the training, participants were asked the following feedback questions

1. Were the training objectives clearly defined?
2. Rate their satisfaction with the training (content, facilitation and interaction)
3. After the training, if they feel comfortable to improve their Planning & MEL practice?
4. Suggest what MoPEDIC and Talobeeg should improve in future similar training

Below are the responses, collected using mentimeter:



Figure 21: Additional post-training feedback collected via mentimeter

In addition, participants completed an end-of-training evaluation to reflect on knowledge gained, areas for improvement, and their confidence in applying MEL tools in their work. They rated the training at an average of 4/5 (80%).

They cited the follow areas of improvement in future similar training events:

- Offer refresher sessions or mentorship in the coming months.
- Allocate more time for one-on-one technical support.
- Provide more printed guides and handouts alongside digital files.
- Consider an alternative venue with better logistics (internet and restaurant)

5. Training Outcomes

By the end of the training, participants demonstrated improved capacity in several areas:

- **Planning and MEL Linkages:** Participants clearly understood how MEL supports policy design and the monitoring of SDPs.
- **Digital Data Collection Tools:** Most participants successfully developed simple data collection forms using Kobo Toolbox and Google Forms.
- **Data Management Skills:** Using Excel and SPSS, participants cleaned, analyzed, and interpreted dummy datasets with confidence.
- **Reporting and Visualization:** Participants drafted simple MEL reports with visualizations using PowerPoint and Word.

One participant from the Ministry of Agriculture noted (see *Figure 34*, below):

"Since the training, I've developed a Kobo Toolbox form to register farmland in Garowe. The training also gave me the confidence to try this out on my own."

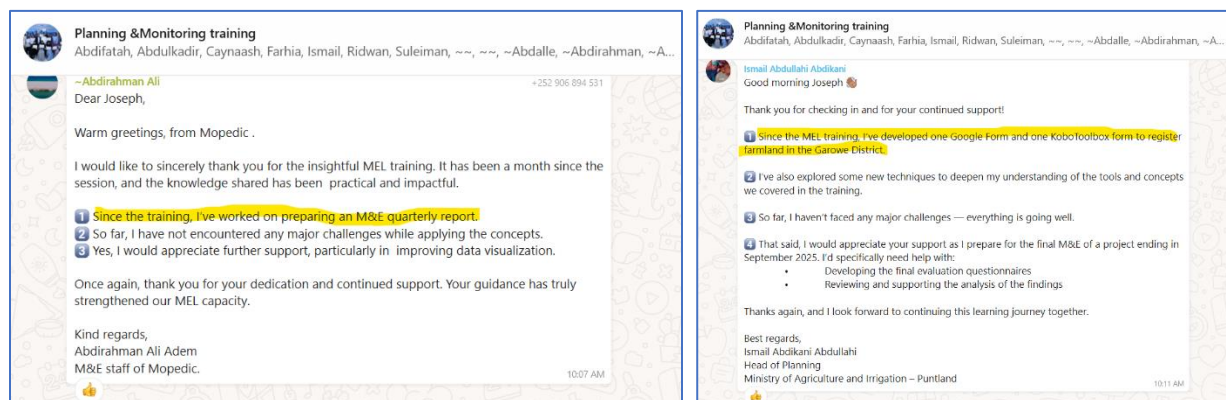


Figure 22: Screenshot of Post-training WhatsApp messages sent to the training group on 22nd July, 2025

The training was **highly engaging**, equipping participants with **low-hanging MEL skills** and digital tools they could immediately apply in their offices. Many expressed renewed motivation to do the following:

- Lead MEL improvements in their MDAs
- Clean and visualize data before reporting
- Design better survey tools using Kobo Toolbox or Google Forms
- Mentor colleagues in planning and performance tracking

6. Recommendations and Next Steps

Overall, the participants appreciated the timeliness, quality and utility of the training. Indicating that it met their expectations and recommend future training for their colleagues and regular refresher training on MEL to enhance their skills and knowledge. Collaboratively, the participants proposed the following short- and medium-term recommendations for consideration:

Recommendation	Responsible	Timeline
1. Conduct a follow-up coaching session (virtual) on data visualization tools.	Talobeeg & MoPEDIC	Aug–Sept 2025
2. Establish a MEL support desk or peer learning group across MDAs.	MoPEDIC	By Q4 2025
3. Support development of standardized MEL templates and indicator guides for MDAs.	MoPEDIC with World Bank technical support	Ongoing
4. Incorporate MEL as a regular component in sectoral planning reviews.	Planning units in MDAs	2025–2026
5. Leverage digital platforms for real-time monitoring	Planning units in MDAs	2025–2026

7. Acknowledgment

Talobeeg Consulting Services thanks the MoPEDIC for its vision and investment in strengthening MEL capacity across government. Special appreciation goes to the World Bank through *Barwaaqo* project, for financing the training. Congratulations to all participants for completing the training and bringing openness, collaboration, and commitment to data-driven governance.



Figure 23: Final group photo with all participants after certificates awarding ceremony

8. Annexes (attached separately)

- Annex I: Training Attendance List
- Annex II: Training Needs Assessment Report
- Annex III: Detailed Training Agenda
- Annex IV: Training Handbook and Guide
- Annex V (a-e): Day 1-5 Training presentations