



EDUCATION SECTOR

NDP III PRIORITIES 2025-2027

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Fasalka 1 ilaa 4

Fasalka 5 ka ilaa 8

Dugsiga sare





Contents

Abbreviation ii

1. Introduction..... 1

1.1. Mandate of the Sector 1

1.2. Pillar and SDGs Alignment..... 2

1.3. Historic Achievements..... 2

2. NDPIII Progress highlights (2023 to 2025) 3

3. Prioritization Rationale 3

4. Prioritization Methodology and Process..... 5

5. Sector priorities 6

6. Annexes 21

6.1. Annexes 1: NDP III MEAL Calendar (2025–2027) 21

6.2. Annex 2: Sector MDAs list 22





Abbreviation

ABE	Accelerated Basic Education
CB	Central Bank of Somaliland
ECW	Education Cannot Wait
GER	Gross Enrollment Rate
MDAs	Ministries, Departments and Agencies
MERA	Ministry of Endowment and Religious Affairs
MOIID	Ministry of Investment and Industrial Development
MSME	Micro, Small and Medium Enterprises
NCHE	National Commission for Higher Education
NDPIII	National Development Plan Three
NIA	National Insurance Authority
SDGs	Sustainable Development Goals
SLNCTE	Somaliland National College of Teacher Education





1. Introduction

Somaliland's National Vision 2030 and the National Development Plan III (NDPIII) place education at the forefront of national priorities, recognizing it as both a fundamental human right and a key driver of sustainable development. The education sector plays a central role in expanding equitable access to quality learning, empowering citizens to participate in socio-economic transformation, and building a resilient, knowledge-based society. Guided by national policies, legal frameworks, and strong partnerships with NGOs, community-based organizations, and religious institutions, the sector continues to advance reform efforts while addressing persistent challenges. Through these combined investments and collaborative approaches, Somaliland aims to strengthen service delivery, scale successful interventions, and ensure that education remains a foundation for national progress.

This sector booklet presents the Education sector's contributions to NDP III, including its alignment with national development pillars and SDGs, progress highlights, prioritization rationale, methodology, and agreed priorities for 2023–2027. It also provides an overview of sector monitoring mechanisms, coordination structures, and institutional responsibilities. By consolidating progress to date and clarifying future priorities, the booklet serves as a roadmap for policymakers, development partners, private sector actors, and civil society to jointly accelerate progress in the sector.

1.1. Mandate of the Sector

The education sector consists of the Ministry of Education and Science (MoES), the Ministry of Endowment and Religious Affairs (MoERA) and the National Commission for Higher Education (NCHE). These institutions work together to expand quality learning opportunities. Through policy enforcement, resource allocation, partnerships, and continuous monitoring Somaliland's education sector institutions aim to improve learning outcomes, strengthen governance, and support national development goals.

Education sector institutions in Somaliland are mandated to provide strategic leadership and regulatory oversight for the entire education system. Their responsibilities typically include developing national policies, standards, and legal frameworks that guide pre-primary, primary, secondary and higher education. These institutions design and review curricula, approve textbooks, and oversee examinations to ensure quality and relevance. They also manage teacher recruitment, deployment and professional development, while ensuring that public and private schools comply with national regulations. In addition, education sector institutions play a central role in planning school infrastructure, allocating budgets, coordinating with regional education offices, and mobilizing support from development partners.



For example, MERA plays a vital role in aligning Quranic education with national education priorities, while NHEC provides leadership in standardizing and improving higher education. In parallel, these institutions leverage partnerships with non-state actors including NGOs, community-based organizations, and private providers to broaden reach, foster innovation, and enrich the quality of education. Moreover, these governmental institutions are committed to sustaining learning during times of crisis through the Education in Emergencies (EiE) framework, ensuring that the right to education is safeguarded even in fragile and challenging contexts.

These bodies are also responsible for maintaining an effective Education Management Information System, collecting and reporting reliable statistics that guide decision-making and sector reforms. They monitor school performance, promote equitable access to education for girls, pastoralist communities and children with disabilities, and implement programs such as school feeding or scholarships.

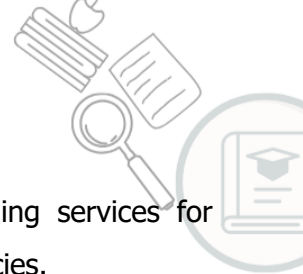
1.2. Pillar and SDGs Alignment

Education stands as a core sector in social pillar of Somaliland's Vision 2030, serving as a driver of sustainable development and social transformation. It directly contributes to the achievement of key global goals, notably:

- SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- SDG5: Achieve gender equality and empower all women and girls
- SDG8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- SDG9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation specifically, to promote universities budget Allocated for research
- SDG13: Take urgent action to combat climate change and its impacts to promote education development budget allocated towards school drought resilience programs.

1.3. Historic Achievements

During NDP II, Somaliland's education sector recorded notable achievements that significantly expanded access to learning opportunities nationwide. Pre-primary enrolment rose to 3,037 children, representing a GER of 1.25%, supported by the establishment of 26 new public pre-schools. At the primary level, GER increased to 32% with enrolment reaching 280,561 pupils and 95 newly built schools. Secondary education also expanded, with GER improving to 16% and 66,170 learners enrolled, accompanied by the construction of 46 additional secondary schools. Non-formal pathways made remarkable progress; enrolment in Accelerated



Basic Education (ABE) programmes grew by 122%, reaching 9,096 learners previously excluded from formal schooling.

Equity and inclusion also advanced meaningfully during the period. The Gender Parity Index in secondary education improved from 0.68 to 0.78, indicating a narrowing gender gap in access. Adult literacy initiatives provided learning opportunities to 9,136 adults of whom 90% were women—contributing to community empowerment and socio-economic participation.

Significant investments were also made to enhance teaching quality and learning outcomes. The Somaliland National College of Teacher Education (SLNCTE) was established, certifying 229 qualified teachers. The primary pupil-teacher ratio improved to 40:1, while the pupil-textbook ratio reduced to 2.5:1, increasing access to instructional materials. As a result, dropout rates remained low (3.5% in primary and 4.15% in secondary), while primary promotion rates reached an impressive 95.5%.

To strengthen management and governance of the sector, the Ministry piloted the decentralized Education Service Delivery Model across 23 districts, improving local-level planning and responsiveness. Competency-based curricula were revised for pre-primary, primary, ABE, and teacher training programmes, modernizing teaching and assessment approaches. Additionally, crisis response capacity was enhanced through the launch of the Education Cannot Wait (ECW)

programme, expanding learning services for children affected by emergencies.

Islamic education, a vital component of Somaliland’s learning landscape, also saw progress. A unified curriculum was introduced across 2,441 Quranic schools serving 192,970 students, and standardization efforts commenced for 93 Sharia institutes, ensuring consistent quality and alignment with national education standards.

2. NDPIII Progress highlights (2023 to 2025)

In education sector shows that 60% of planned activities (64 out of 107) have been achieved, while the remaining 40% (43 activities) are still pending. This indicates that over half of the sector-level interventions under NDP-3 have been completed, suggesting moderate achievement but highlighting that significant work is still required to meet all targets.

The Ministry of Education and Science (MoES) has achieved 83% of its target interventions, completing 59 out of 71 planned activities, with 12 activities still pending. This reflects strong achievement in implementing planned activities, indicating that MoES is largely on track toward reaching its NDP-3 targets, though some gaps remain.

The Ministry of Endowment and Islamic Affairs (MoEIA) shows 53% achievement, completing 3 out of 6 planned activities, with 3 activities still pending. This represents moderate achievement, suggesting that MoEIA is





supposed to take corrective action to complete the remaining objectives.

The National Commission for Higher Education (NCHE) has achieved 36% of its planned goals, completing 11 out of 30 activities, leaving 19 activities still pending. This indicates significant delays or gaps in implementation, showing that NCHE is far behind in meeting its objectives and needs targeted interventions to accelerate progress.

Displacement Affected Communities (DAC) Crosscutting Theme

Activities aimed at assisting displaced and affected populations have shown moderate success. Out of 15 planned activities, 9 have been completed, achieving a 60% performance rate. While a majority of activities have been executed, 6 remain pending, highlighting the need for sustained efforts to fully meet the sector's objectives.

HIV/AIDS Crosscutting Theme

Youth-focused initiatives under the SYDF category have performed exceptionally well, with both planned activities completed, achieving a 100% performance rate. In contrast, the HIV/AIDS section reported 16 planned activities, of which only 5 were completed, resulting in a performance rate of 31%. Together, these sections highlight both successful youth interventions and significant gaps in HIV/AIDS programs, pointing to the need for intensified efforts in addressing HIV/AIDS-related challenges.

Youth Crosscutting Theme

The initiatives under the Measure of Youth (MoY) aim to empower young people. Out of the 6 planned activities, only 1 has been completed, resulting in a low performance rate of 17%. This suggests that more effective strategies and support mechanisms are needed to engage youth and ensure the successful implementation of planned initiatives.

3. Prioritization Rationale

The Somaliland National Development Plan III (NDP-III) was officially launched in March 2023 to serve as the country's guiding framework for sustainable development. However, the implementation of the plan has faced significant setbacks due to unforeseen national and global events. Delayed elections and armed conflicts in the eastern Sool region diverted national attention and resources away from planned development initiatives. At the same time, the global economic crisis and subsequent reduction in international aid further constrained fiscal space, limiting the government's ability to deliver on its development commitments.

These challenges have forced the government to reallocate portions of the development budget toward urgent security and election-related expenditures, leaving critical development priorities underfunded or delayed. The combination of political, security, and financial pressures has disrupted the pace and balance of NDPIII implementation,



reducing the plan's ability to deliver results as originally envisioned.

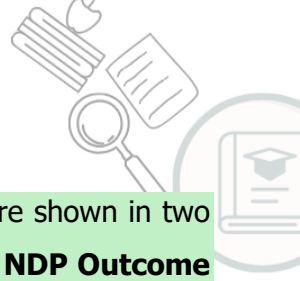
Given these realities, a mid-term review was deemed essential to recalibrate NDPIII for the remaining implementation period (2025–2027). The review provides an opportunity to re-prioritize interventions, ensuring that scarce resources are directed toward the most pressing and feasible development needs. It also strengthens the alignment of ongoing initiatives with the country's long-term Vision 2030 while responding to current contextual challenges.

Specifically, the objectives of the mid-term review are to: (i) prioritize outcomes and critical outputs; (ii) refine indicators to allow for more accurate monitoring of progress; (iii) adjust cost estimates to reflect present realities; (iv) reassess potential budget and financing sources; and (v) address emerging implementation challenges. These adjustments will enhance accountability, efficiency, and impact in the delivery of NDPIII.

In summary, the mid-term review is both a corrective and strategic exercise. It acknowledges the unforeseen disruptions that have constrained progress while providing a clear roadmap for improved implementation. By focusing on realistic priorities, recalibrated costs, and credible financing strategies, the government aims to safeguard the relevance of NDPIII and ensure its continued contribution to Somaliland's socio-economic transformation.

4. Prioritization Methodology and Process

The prioritization methodology was designed to be evidence-based, participatory, and results-oriented, ensuring both technical rigor and broad ownership. The process began with a comprehensive stocktaking of the first 2.5 years of NDPIII implementation. This review identified what had been achieved, what remained incomplete, and where significant gaps persisted. Interventions already delivered were set aside, while unfinished and high-impact priorities became the focus of the review. Using standardized tools and agreed criteria, interventions were then scored and ranked against dimensions such as strategic alignment with NDPIII and SDGs, urgency, feasibility, cost-effectiveness, and equity. This process was supported by extensive consultations including 48 meetings with Ministries, Departments, and Agencies (MDAs), as well as sector-level discussions with development partners to validate evidence and secure consensus. Once priorities were identified, cost estimates were recalculated, financing options were reassessed, and the results were consolidated into sector-specific booklets. These booklets will serve as the national framework for guiding investment, coordination, and monitoring of NDPIII for the period 2025 to 2027.



5. Sector priorities

Driving a comprehensive transformation across all levels of the education system, the key priorities are centered on radically expanding access and participation from pre-primary through to higher education, including TVET and non-formal community services like Islamic Centres. This expansion is fundamentally linked to a core commitment to achieving significant improvements in equity and inclusion at every stage, ensuring that wider access translates into fair opportunities for all. Concurrently, a sharp focus on elevating quality and efficiency is paramount for primary, secondary, and higher education, while a parallel strengthening of governance and institutional system capacity in both pre-primary and higher education sectors will provide the robust foundation necessary to sustain these ambitious and integrated improvements for the long term.

The education sector tables are shown in two main formats. The first is the **NDP Outcome table**, which has five columns: *NDP Outcome, Indicator, Unit, Baseline (2021), and Target (2027)*. This table shows the main goals and targets for each level of the sector. The second is the **Critical Output table**, which has ten columns: *Critical Output, Operational Benchmark, Type of Target, Priority, Cost Estimates, the years 2025, 2026, 2027, and the Responsible Institution (MDA)*.





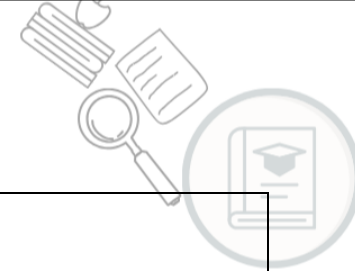
Education Sector

Note: "The following table categorizes the operational benchmarks by priority level, which is defined by our current resource capacity. **High priority** operational benchmarks are those we can achieve with our available resources. **Medium priority** indicates that only some of the operational benchmarks in this category can be accomplished with our present means. Finally, **low priority** operational benchmarks are those we cannot currently achieve given our resource and technical constraints. This classification ensures our efforts are focused on what is immediately actionable."

Strategic Objective EDU - SO-1:	To achieve access for all to quality education in soundly governed institutions, at all levels of education and vocational training (as entrenched in the goals and objectives of the ESSP 2022 - 2026).
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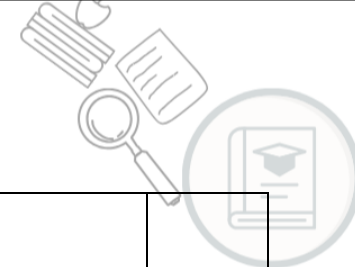
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-KG - 1: By 2027, there will be a significant increase in access and participation in Pre-primary Education.	EDU-KG - 1.A: Gross Enrollment Rate (GER) in 2-year Pre-primary Education	%	5%	20%				
Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost estimates	The remaining NDP-III period			MDA Resp.
					2025	2026	2027	
EDU-KG - 1.2: Annual awareness and advocacy campaigns targeted to parents and communities to explain the importance of Early Childhood Education	EDU-KG - 1.2.a: No. of awareness campaigns held by MoES every year	Annual Total	High	NA	1	1	1	MoES
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				

EDUCATION SECTOR



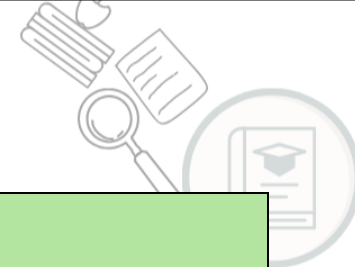
EDU-KG - 2: By 2027, significant improvements in equity and inclusion in Pre-primary Education.	EDU-KG - 2.A: Gender Parity Index in 2-year Pre-primary Education	fGER/mGER	0.79	0.92				
	EDU-KG - 2.B: Proportion of SEN children that are attending Pre-primary schools.	%	0%	5%				
	EDU-KG - 2.C: Proportion of children in the rural areas that attend Early Childhood Education.	%	0%	16%				
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-KG - 2.3: Improved design of new pre-primary schools to make them SEN (Special Education Needs) friendly.	EDU-KG - 2.3.a: Improved SEN friendly design for ECE centres approved	Milestone	NA	NA				MoES
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-KG - 4: By 2027, significant improvements in governance and enhanced institutional system capacity in Pre-primary Education.	EDU-KG - 4.A: Proportion of Pre-primary schools applying and passing minimum standards	%	Standards to be determined	50%				
Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost estimates	The remaining NDP-III period			MDA Resp.
					2025	2026	2027	

EDUCATION SECTOR



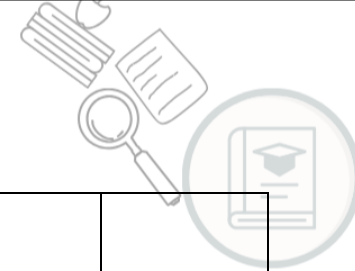
EDU-KG - 4.1: Understanding and interpretation of ECE Policy and Minimum Standards disseminated and promoted	EDU-KG - 4.1.a: Develop procedures and guidelines to enforce the application of ECE minimum standards in both ECE infrastructure and programme delivery.	Milestone	High	NA	In Progress	In Progress	Completed	
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-PE - 1: By 2027, there will be a significant increase in access and participation in Primary Education.	EDU-PE - 1.A: Gross Enrollment Rate (GER) in Primary Education	%	32%	50%				
Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost estimates	The remaining NDP-III period			MDA Resp.
					2025	2026	2027	
EDU-PE - 1.3: Gender segregated pupils' toilets and girls' friendly spaces constructed where the need is greatest.	EDU-PE - 1.3.a: No. of gender segregated pupils' toilets built in primary schools.	Accumulated total	High	NA	180	240	300	MoES
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-PE - 2: By 2027, significant improvements in equity and inclusion in Primary Education.	EDU-PE - 2.A Gender Parity Index in Primary Education	fGER/mGER	81%	91%				
	EDU-PE - 2.B: Percentage of female teachers in Primary Education	%	19%	30%				
Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost estimates	The remaining NDP-III period			MDA Resp.
					2025	2026	2027	
EDU-PE - 2.3: Approved adaptations of primary schools to make them SEN (Special Education Needs) friendly	EDU-PE - 2.3.b: % of primary schools that have been adapted according to approved SEN-friendly standards.	Accumulated total	High	NA	20%	30%	45%	MoES

EDUCATION SECTOR



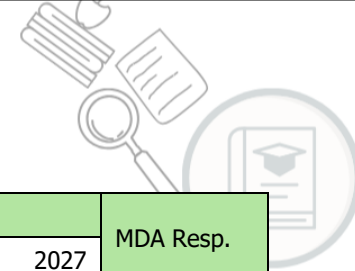
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-PE - 3: By 2027, there will be a significant increase in quality and efficiency in Primary Education.	EDU-PE - 3.A: % of qualified Primary Education teachers	%	55%	75%				
	EDU-PE - 3.B: Pupil - Class ratio in Primary Education	Pupils/Class	50	45%				
	EDU-PE - 3.C: Primary Education promotion rate (M/F)	%	95,9% / 95,1%	96% / 96%				
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-PE - 3.2: Enhanced capacity to broadcast pre-recorded lessons to primary schools in areas without electricity.	EDU-PE - 3.2.a: No. of ICT equipment units and associated solar panels distributed to primary schools in areas without electricity.	Accumulated total	High	NA	3000	4000	5000	MoES
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-SE - 1: By 2027, there will be a significant increase in access and participation in Secondary Education.	EDU-SE - 1.A: Gross Enrollment Rate (GER) in Secondary Education	%	18%	35%				
	EDU-SE - 1.B: Proportion of students transiting from lower to upper secondary education.	%	44%	64%				
Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost estimates	The remaining NDP-III period			MDA Resp.
					2025	2026	2027	
EDU-SE - 1.1: Sound base provided for evidence-based infrastructure expansion plan for secondary education.	EDU-SE - 1.1.b: Feasibility study of establishing sustainable boarding schools in rural nomadic areas.	Milestone	High	NA	In Progress	In Progress	Completed	MoES

EDUCATION SECTOR



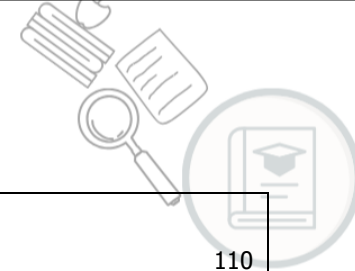
EDU-SE - 1.2: Infrastructure expanded to accommodate more secondary school students.	EDU-SE - 1.2.a: No. of Secondary Schools built, consisting of minimum 4 classrooms, library, laboratory and staff space, giving priority to rural areas in disadvantaged regions.	Accumulated	High	NA	30	40	50	MoES
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-TV - 1: By 2027, there will be a significant increase in access and participation in TVET.	EDU-TV - 1.A: Increased participation in TVET centers (mostly 4 - 6-month courses) over the NDP III period	No. of students	2769	25000				
	EDU-TV - 1.B: Increased participation in Technical Secondary Schools (4 yrs) over the NDP III period	No. of students	350	6500				
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-TV - 1.1: TVET infrastructure expanded for short 4 - 6 mths courses (TVET centres) and 4-year courses (Technical Secondary Schools).	EDU-TV - 1.1.b: Additional public TVET centres built in regions that do not have adequate access to TVET programmes (Baseline = 55)	Accumulated total	High	NA	2	3	3	MoES
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-TV - 2: By 2027, significant improvements in equity and inclusion in TVET.	EDU-TV - 2.A: Gender Parity Index in Technical and Vocational Education and Training (TVET)	GPI	0.68	0.78				
	EDU-TV - 2.B: Percentage of female instructors in Technical and Vocational Education and Training (TVET)	%	5%	15%				

EDUCATION SECTOR



Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-TV - 2.1: Knowledge gap reduced in understanding the key issues affecting participation in TVET for disadvantaged groups.	EDU-TV - 2.1.a: Survey held targeting potential trainees from disadvantaged groups.	Milestone	High	NA	In Progress	In Progress	Completed	MoES
EDU-TV - 2.2: Financial support in place to promote TVET participation of students from disadvantaged groups.	EDU-TV - 2.2.a: No. of most vulnerable TVET trainees that were provided with monetary and non-monetary incentives	Annual total	High	NA	1400	1400	1400	MoES
EDU-TV - 2.3: Infrastructure built or adapted to enhance the participation of disadvantaged groups.	EDU-TV - 2.3.b: No. of TVET centres adapted to facilitate the participation of disabled and SEN trainees.	Accumulated total	High	NA	30	40	50	MoES
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-QE - 5: By 2027, improved access to Islamic Centres, Quranic education, and other community services provided by them.	EDU-QE - 5.A: Number of operational Quranic schools.	Number	2441	2458				

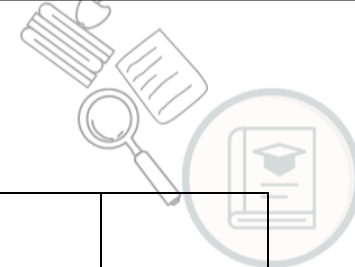
EDUCATION SECTOR



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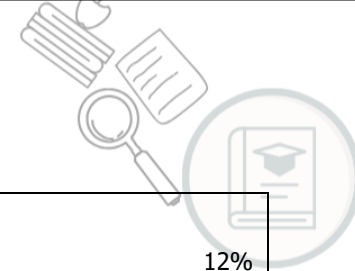
	EDU-QE - 5.B: Number of Sharia institutes for the education of Islam scholars that are operational.	Number	93					
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-QE - 5.3: A functional, centralized Islamic Institutions Information Management Database established and operational	EDU-QE - 5.3.a: Database system designed	Milestone	High	NA	Completed			MoEIA
EDU-QE - 5.4: Legislative framework for regulation and management of Islamic/traditional-based Healing Centres (Cilaajs) developed and adopted	EDU-QE - 5.4.a: Cilaajs Act approved and enacted	Milestone	High	NA	Completed			MoEIA
	EDU-QE - 5.4.b: Zakaat Act approved and adopted	Milestone	High	NA	Completed			MoEIA
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-HE - 1: By 2027, there will be a significant increase in access and participation in Higher Education	EDU-HE - 1.A: Number of students enrolled in Higher Education Institutions (HEIs).	No. of students	39525	50000				
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	

EDUCATION SECTOR



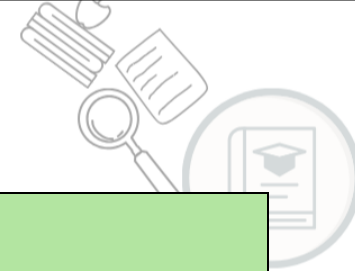
EDU-HE - 1.2: Financial barriers reduced for students of Higher Education Institutions (HEIs) by facilitating access to full scholarships.	EDU-HE - 1.2.b: No. of students with a full scholarship directly provided by NCHE.	Annual total	High	NA	1110	1200	1275	NCHE
	EDU-HE - 1.2.b: No. of students with a full scholarship directly provided by NCHE.	Annual total	High	NA	145	175	200	NCHE
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-HE - 2: By 2027, significant improvements in equity and inclusion in Higher Education.	EDU-HE - 2.A: Proportion of enrolled students in HEIs that are female.	%	48%	52%				
	EDU-HE - 2.B: Percentage of university lecturers that are female.	%	2%	8%				
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-HE - 2.1: Mechanisms and incentives in place to promote the employment of female lecturers at Higher Education Institutions.	EDU-HE - 2.1.a: Policy and procedures in place to increase scholarships and study leaves for female lecturers.	Milestone	NA	NA	In Progress	In Progress	Completed	In Progress
NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				

EDUCATION SECTOR

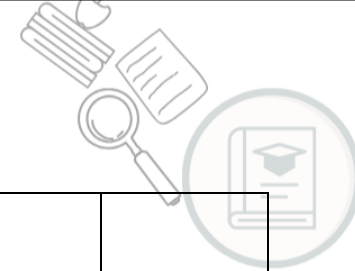


EDU-HE - 3: By 2027, there will be a significant increase in quality and efficiency in Higher Education.	EDU-HE - 3.A: Proportion of university programmes accredited by the NCHE	%	0%	12%				
	EDU-HE - 3.B: Proportion of undergraduate lecturers with at least a Master's degree	%	60%	70%				
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-HE - 3.1: Higer Education Institutions (HEIs) quality assurance system reviewed, updated and operational.	EDU-HE - 3.1.a: Review of university quality assurance system.	Milestone	NA	NA	In Progress	In Progress	Completed	NCHE
EDU-HE - 3.2: Compulsory pre-admission accelerated English language course operational for all first-year university students.	EDU-HE - 3.2.a: Curriculum developed and approved for compulsory pre-admission freshman accelerated English course.	Milestone	NA	NA	In Progress	In Progress	Completed	NCHE
EDU-HE - 3.3: Reviewed and reformed curricula for higher education institutions, including, when opportune, better aligned with industrial and commercial needs.	EDU-HE - 3.3.a: No. of reviewed and reformed curricula.	Accumulated total	NA	NA	13	18	23	NCHE

EDUCATION SECTOR



NDP Outcome	NDP Outcome Indicator	Unit	Baseline (2021)	Target (2027)				
EDU-HE - 4: By 2027, significant improvements in governance and enhanced Institutional system capacity in Higher Education.	EDU-HE - 4.A: NCHE has adequate technical staff as compared to the Human Resource Needs Assessment's validated recommendations.	Boolean (Yes/No)	No	Yes				
Critical Output	Operational Benchmark	Type of Target	Priority	Total Cost estimates	The remaining NDP-III period			MDA Resp.
			Level		2025	2026	2027	
EDU-HE - 4.1: New infrastructure for the National Commission for Higher Education.	EDU-HE - 4.1.a: Technical drawings for new office buildings approved and plot secured.	Milestone	High	NA	Completed			NCHE
	EDU-HE - 4.1.b: New NCHE Headquarter buildings constructed and furnished.	Milestone	High	NA		Completed		NCHE
	EDU-HE - 4.1.c: NCHE staff moved and operating from new Headquarters.	Milestone	High	NA	In Progress	In Progress	Completed	NCHE
EDU-HE - 4.2: Improved legal and regulatory framework for Higher Education.	EDU-HE - 4.2.a: Higher Education Act developed and approved.	Milestone	Milestone	NA	In Progress	In Progress	Completed	NCHE
EDU-HE - 4.3: Higher Education Management Information System supporting NCHE's management needs.	EDU-HE - 4.3.a: IT software for the HEMIS designed, constructed and operational.	Milestone	NA	NA	In Progress	In Progress	Completed	NCHE
	EDU-HE - 4.4.a: Human Resource Needs Assessment implemented for the NCHE.	Milestone	NA	NA	In Progress	In Progress	Completed	NCHE



EDU-HE - 4.4: Improve capacity of the NCHE - based staff.	EDU-HE - 4.5.a: Minimum accreditation standards for HEIs developed and approved.	Milestone	NA	NA	In Progress	In Progress	Completed	NCHE
	EDU-HE - 4.5.b: No. of PUBLIC HEIs accredited according to approved accreditation standards.	Accumulated total	NA	NA	7	8	9	NCHE
	EDU-HE - 4.5.c: No. of PRIVATE HEIs accredited according to approved accreditation standards.	Accumulated total	NA	NA	12	14	16	NCHE
EDU-HE - 4.6: Newly constructed and functioning public Polytechnic Colleges	EDU-HE-4.6.a: At least one Technical Design of new Polytechnic College(s) in Hargeisa, Burco and/or Borama approved.	Milestone	NA	NA	In Progress	In Progress	Completed	NCHE
	EDU-HE-4.6. b: First new Polytechnical College constructed, equipped and furnished.	Milestone	NA	NA	Completed			NCHE
	EDU-HE-4.6.c: First-year courses are on-going in first new Polytechnical College.	Milestone	NA	NA	✓	✓	✓	NCHE



Displacement Affected Communities Crosscutting Theme

Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost Estimates	The Remaining NDP-III Period			MDA Resp.
					2025	2026	2027	
CCT-DAC - 3.2: Proper data registration system operational to reliably measure the proportion of DACs who have access to education, health, and drinking water.	CCT-DAC - 3.2.b: % of DACs with access to primary education.	Accumulated Total	High	\$125,000	60%	80%	90%	MoRHA
	CCT-DAC - 3.2.c: % of DACs with access to secondary education.	Accumulated Total	Low	\$0.00	20%	30%	40%	MoRHA
	CCT-DAC - 3.2.d: % of DACs with access to TVET.	Accumulated Total	High	\$300,000.00	20%	30%	40%	MoRHA



HIV/AIDS Crosscutting Theme

Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost Estimates	The Remaining NDP-III Period			MDA Resp.
					2025	2026	2027	
CCT-HIV - 8.1: Integration of HIV/AIDS awareness in all levels of the educational system.	CCT-HIV - 8.1.a: Content available to integrate in PRIMARY education curriculum.	Milestone	Medium	NA	--	In Progress	Completed	SOLNAC
	CCT-HIV - 8.1.b: Education material with HIV/AIDS awareness and anti-discrimination content has been printed and distributed for PRIMARY education.	Milestone	Low	NA	--	In Progress	Completed	SOLNAC
	CCT-HIV - 8.1.e: Content available to integrate in tertiary education curriculum.	Milestone	High	NA	--	In Progress	Completed	SOLNAC
	CCT-HIV - 8.1.f: Content available to integrate in TVET curriculum.	Milestone	Low	\$0.00	--	--	--	SOLNAC
	CCT-HIV - 8.1.g: Content available to integrate in NFE curriculum.	Milestone	Low	\$0.00	--	--	--	SOLNAC



Youth Crosscutting Theme

Critical Output	Operational Benchmark	Type of Target	Priority Level	Total Cost Estimates	The Remaining NDP-III Period			MDA Resp.
					2025	2026	2027	
CCT-YOU - 6.4: Youth centers established in all 6 regions.	CCT-YOU - 6.4.b: Number of regions with youth center functioning.	Accumulated Total	High	\$550,000.00	1	2	3	MoYS



6. Annexes

6.1. Annexes 1: NDP III MEAL Calendar (2025–2027)

(Prepared by the Monitoring & Evaluation Department, MoPND)

The following calendar outlines the monitoring, evaluation, accountability, and learning (MEAL) processes of the National Development Plan III (NDP III). It is binding for all Government Ministries, Departments, and Agencies (MDAs), as well as Sector Lead MDAs, and aligned development partners. 4421057

Type of report	"Year N "(This is the Implementation year)												" Year N+1"						By whom?	
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J		J
quarterly Operational Progress Reports	Submission to DG	31			30			31			31									All PSDs of all MDAs
	MDA internal validation		15			15			15			15								
	Sharing with SCF-chairs		20			20			20			20								
	Compilation for the whole year												28							
sector Outcome Progress Report	Data collection												28							PSDs of sector lead MDAs
	Outcome targets													15						
	Submission to DG													31						
	Analysis and validation w/SCF													5						
Annual Operational Progress Report	Compilation of Annual Report														10					PSDs of sector lead MDAs
	Submission to DG														15					
	MDA internal validation														30					
	Sharing with MoPND/M&E															15				
	Sharing with MoPND/CSD															15				
	Sharing with relevant SCF chair															15				
National Progress Report	Compilation of all MDA reports																15			MoPND (M&E dept. and CSD)
	Outcome data check by CSD																30			
	Submission to DG of MoPND																	10		
	Analysis and validation NPC																	25		
	Report dissemination																	31		



SECTORS COORDINATION MEETING CALENDAR in 2025

Sectors	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Education	27	24	31	28	28	30	28	25	29	27	24	29

6.2. Annex 2: Sector MDAs list

- Ministry of Education and Science
- Ministry of Endowment and Islamic Affairs
- National Commission for Higher Education