



नेपाल सरकार

सङ्घीय मामिला तथा सामान्य प्रशासन मन्त्रालय

सिंहदरबार, काठमाण्डौ
(स्थानीय तह समन्वय शाखा)

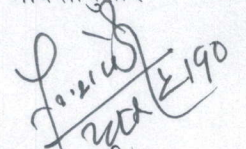
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विषय: वातावरण तथा सुरक्षा सम्पर्क व्यक्ति तोक्ने व्यवस्था सम्बन्धमा ।

प्रस्तुत विषयमा शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयको प.सं. २०८२/०८३, च.नं. PMD/DACS/३५, मिति २०८२/०५/०८ को वातावरण तथा सुरक्षा सम्पर्क व्यक्ति तोक्ने व्यवस्था सम्बन्धी पत्र साथ SCHOOL EDUCATION SECTOR PLAN 2025, BUDGET REVIEW MEETING, AIDE MEMOIRE, 5-9 MAY, 2025 को छायाप्रति यसैसाथ संलग्न राखी आवश्यक जानकारी तथा कार्यार्थ पठाईएको व्यहोरा आदेशानुसार अनुरोध छ


(प्रकाश पन्थी)
शाखा अधिकृत

बोधार्थ:-

श्री शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय,
विकास सहायत समन्वय शाखा ।

श्री सूचना प्रविधि शाखा, सबै गाउँ/नगरपालिकाको ईमेलमार्फत पत्र प्रेषित गरी मन्त्रालयको वेबसाईटमा अपलोड गरिदिनु हुन ।



नेपाल सरकार

०१-४२००३८१
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नेपाल सरकार
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सङ्घीय मामिला तथा सामान्य प्रशासन मन्त्रालय

दर्ता नं.:- ६९९

दर्ता मिति:- २/९

श्री सङ्घीय मामिला तथा सामान्य प्रशासन मन्त्रालय,
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सिंहदरबार, काठमाडौं ।

विषय: वातावरण तथा सुरक्षा सम्पर्क व्यक्ति तोक्ने व्यवस्था सम्बन्धमा ।

उपरोक्त सम्बन्धमा यस मन्त्रालय अन्तर्गत सञ्चालन भएको विद्यालय शिक्षा क्षेत्र योजना (School Education Sector Plan-SESP(2079-2088)) को कार्यान्वयनका सन्दर्भमा विद्यालय शिक्षा क्षेत्रभित्र शैक्षिक गुणस्तर अभिवृद्धिका लागि वैदेशिक स्रोतको सहायता परिचालन गर्न नेपाल सरकार र दातृनिकाय बीच द्विपक्षीय बैठक Budget Review Meeting (BRM) मिति २०८२।०९।२२ देखि २०८२।०९।२६ (तदनुसार 5-9 May, 2025) सम्ममा सम्पन्न भएको तहाँको जानकारीका लागि अनुरोध छ । साथै उक्त बैठकबाट तयार भएको Aide Memoire अन्तर्गत Agreed Actions को बुदा नं. ५(i) "Initiate Coordination with MoFAGA/MoFE on assignment of E&S focal in LGS" भन्ने उल्लेख भए अनुसार प्रत्येक स्थानीय तहमा वातावरणीय तथा सुरक्षा सम्पर्क व्यक्ति (Environment and Safeguard (E&S) Focal Point) को व्यवस्थाका लागि तहाँ मन्त्रालयमा अनुरोध गर्ने यस मन्त्रालयको मिति २०८२।०५।०२ को निर्णय (सचिवस्तर) भएकाले प्रत्येक स्थानीय तहमा एक जना वातावरण तथा सुरक्षा सम्पर्क व्यक्ति तोक्ने आवश्यक व्यवस्थाका लागि अनुरोध छ । सो बैठकको Aide Memoire एकप्रति छाँयाकपी तहाँको जानकारीका लागि यसै पत्रसाथ संलग्न छ ।

सावित्रा पौडेल
शाखा अधिकृत

श्री कान्ति तह त. २०८२।०५।०८
२/९

School Education Sector Plan 2025 Budget Review Meeting

Aide Memoire
5–9 May 2025

Ministry of Education, Science, and Technology
and
Joint Financing Partners to
the School Education Sector Plan

List of Abbreviations

AIN	Association of INGOs in Nepal	MoF	Ministry of Finance
ASIP	Annual Strategic Implementation Plan	MoFAGA	Ministry of Federal Affairs and General Administration
AWPB	Annual Work Plan and Budget	MuAN	Municipal Association of Nepal
BLE	Basic Level Examination	NARMIN	National Association of Rural Municipalities in Nepal
BRM	Budget Review Meeting	NARN	National Assessment of Reading and Numeracy
CDC	Curriculum Development Centre	NASA	National Assessment of Student Achievement
CEHRD	Centre for Education and Human Resource Development	NCE-N	National Campaign for Education Nepal
CLC	Community Learning Centre	NEB	National Examination Board
CNT	CNT Confederation of Nepali Teachers		
DLI	Disbursement Linked Indicator	NGO	Non-Governmental Organization
DP	Development Partner	NNRFC	Nepal National Resource and Fiscal Commission
DRR	Disaster Risk Reduction	NPC	National Planning Commission
CSO	Civil Society Organization	NQF	National Qualification Framework
EI	Equity Index	OAG	Office of the Auditor General
EMIS	Education Management Information System	PAP	Program Action Plan
ERO	Education Review Office	PFM	Public Finance Management
FCGO	Financial Comptroller General Office	PG	Provincial Government
FMR	Financial Management Report	PIM	Program Implementation Manual
FY	Fiscal Year	PLGSP	Provincial and Local Governance Support Project
GESI	Gender Equality and Social Inclusion	PPTS	Pro-Poor Targeted Scholarship
GIEN	Gender and Inclusive Education Network	ReAL	Recovery and Accelerated Learning
GoN	Government of Nepal	SAS	School Accounting System
GPE	Global Partnership for Education	SEE	Secondary Education Examination
INGO	International Non-Governmental Organization	SESP	School Education Sector Plan
JFA	Joint Financing Arrangement	SME	Science, Math and English
JFP	Joint Financing Partner	SOP	Standard Operating Procedure
JRM	Joint Review Meeting	SRM	Supplementary Reading Material
KPI	Key Performance Indicator	SSDP	School Sector Development Program
LEDPG	Local Education Development Partner Group	SCG	System Capacity Grant
LEG	Local Education Group	SPA	Strategic Partnership Agreement
LG	Local Government	STG	System Transformation Grant
LMBIS	Line Ministry Budget Information System	SWAp	Sector Wide Approach
MoEST	Ministry of Education, Science and Technology	SuTRA	Sub-National Treasury and Revenue

TC
TCF
TLM
ToR

Application
Thematic Committee
Teacher Competency Framework
Teaching Learning Material
Terms of Reference

TPD
TPSS
TSC
TSU
TWG

Teacher Professional Development
Teacher Professional Support System
Teacher Service Commission
Technical Support Unit
Thematic Working Group

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I. Background and Proceedings

1. The School Education Sector Plan (SESP) 2022-2032 is a 10-year strategic plan of the Government of Nepal (GoN). The SESP is implemented by the Ministry of Education, Science and Technology (MoEST) as the executing agency and the Centre for Education and Human Resource Development (CEHRD) as the central level implementing agency through a Sector Wide Approach (SWAp). The SWAp is supported by nine Joint Financing Partners (JFPs)¹ that provide funding to the SESP through the Joint Financing Arrangement (JFA). The JFP support includes both program-based financing and result-based financing through disbursement-linked indicators (DLIs). In addition, the SESP is supported by other Development Partners (DPs) and international non-governmental organizations (INGOs) as the Local Education Development Partner Group (LEDPG) through various financing modalities. The total cost of the 10-year SESP is estimated to be US\$8.36 billion, of which the first 5 years is US\$3.58 billion. About 75 percent of the Program for the first 5-year will be financed by the government, while the JFPs have committed to finance US\$ 410.7 million (11.5 percent). The estimated financing gap is US\$ 478 million (13.5 percent), the majority of which is expected to be financed with contributions from Provincial Governments (PGs) and Local Governments (LGs).

2. The SESP, along with its five-year costed program (2022–2027), was approved in 2022 with the following four objectives:

- i. To ensure equitable access to - and participation of all children in a full school education cycle, including those from socially and economically disadvantaged groups and children with disabilities.
- ii. To enhance the quality and relevance of overall school education by ensuring school readiness, foundational learning, and quality learning achievements for each child.
- iii. To strengthen alternative pathways of education and their linkage to formal education or accreditation of skills, ensuring all adolescents leave the system with life skills and able to pursue further education and lifelong learning; and
- iv. To ensure effectiveness of education service delivery by promoting good governance across the system, strengthening inter-governmental coordination and collaboration, and developing institutional capacities of all involved in the delivery of school education.

3. As outlined in the JFA, the MoEST and JFPs jointly conduct two review meetings annually—the Budget Review Meeting (BRM) and the Joint Review Meeting (JRM)—to collaboratively assess the progress of SESP implementation (see Annex 1 for the Terms of Reference (ToR) for 2025 BRM and Annex 2 for the list of participants). More specifically, the 2025 BRM aims to:

- a. Review the SESP draft Annual Strategic Implementation Plan and Annual Work Plan and Budget (ASIP-AWPB) for FY 2025/26, ensuring adequate reflection of recent additions and cancellation of financial support in the budget plan.
- b. Assess overall program performance to date.

¹ The nine JFPs consist of the Asian Development Bank (ADB), the Embassy of Finland (Finland), the European Union Delegation to Nepal (EU), the Foreign, Commonwealth and Development Office (FCDO) UK, the Global Partnership for Education (GPE), the Royal Norwegian Embassy in Nepal (Norway), the United Nations Children's Fund (UNICEF), the United States Agency for International Development (USAID), and the World Bank (WB). See para 51 with more information on JFA signatories.

- c. Assess and confirm the achievement of DLIs not assessed in the previous review meetings, progress update on year 3 DLIs, identify measures to overcome implementation bottlenecks, and discuss potential revisions or reallocation of funding, if applicable.
- d. Review Financial Monitoring Report (FMR) and implementation of financial management and procurement procedures in the FY 24/25.

Additional objectives are:

- e. Assess overall program performance and implementation, including confirmation on the achievement of the year 3 Global Covenants;
 - f. Review the implementation of the Program Action Plan (PAP) and adjust and/or update the PAP as necessary, including review of the FY 2023-2024 audit report and adding an action agreed for the GPE Multiplier-funded program.
 - g. Review, discuss and review the strategic use, adaptability and responsiveness of the disbursement-linked indicator (DLI) modality in light of the MTR.
 - h. Review and adoption of the agreed TA Framework by all pooling and non-pooling partners to follow the agreed TA protocols under one unified system of TA management.
4. Ahead of the 2025 BRM, the DPs reviewed the documents prepared by the MoEST and CEHRD (see Annex 3 for the list of documents). These included the draft ASIP/AWPB for FY 2025/26 (Annex 4), Flash I Report FY 2024/25 (Annex 5), Progress Report on 2024 JRM Agreed Actions (Annex 6), Progress Report on PAP (Annex 7), the Joint DLIs progress report (Annex 8), Financial Management Report (Annex 9) and Audit Report for FY 2023/24 (Annex 10). In addition, the government and DPs conducted a joint field visit on 29 April 2025 to observe the SESP implementation on the ground (see Annex 11 for field visit report). On 2 May 2025, the Thematic Committees presented the key findings from the technical level discussions on review of ASIP/AWPB for FY 2025/26 and progress against agreed actions from their respective Technical Working Groups (Annex 12).

5. The opening session of the 2025 BRM was chaired by Dr. Dipak Kaphle, Secretary of MoEST and co-chaired by Mr. Arnaud Heckman, Country Operations Head, ADB, JFP Focal Point. Mr. Shiba Kumar Sapkota, Joint Secretary for Planning and Monitoring Division of MoEST chaired the sessions on 5th and 7th of May, 2025. Mr. Chandra Kanta Bhusal, Deputy Director General of CEHRD chaired the remaining sessions on 6th May and led the joint Aide Memoire team. Based on the review of documents and government's further presentations and discussions during the BRM, the MoEST and JFPs agreed on the specific actions to be taken in the next six months to ensure effective implementation of the SESP. The BRM concluded on 9th May 2025, with a pre-wrap-up meeting at the MoEST chaired by Dr. Dipak Kaphle, Secretary of MoEST and the wrap-up meeting at the Ministry of Finance (MoF) chaired by Mr. Dhani Ram Sharma, Joint Secretary of International Economic Cooperation Coordination Division (IECCD) of MoF.

6. As customary, and to ensure effective coordination, invitations to the BRM were extended to Local Education Development Partner Group (LEDPG) members supporting the SESP outside the JFA framework, encouraging their participation in the review process and general sessions discussing overall progress and key issues. The Meeting saw the participation of MoF, National Planning Commission (NPC), Confederation of Nepali Teachers (CNT) Ministry of Health and Population (MoHP), a Federation of School Management Committees, National Private and Boarding Schools Association Nepal (N-PABSON), Municipal Association of Nepal (MUAN), National Association of Rural Municipalities in Nepal (NARMIN), Madhesh and Sudur Paschim provinces, and LGs (Butwal Sub-metropolitan City, Bheri Municipality, and Roshi Rural Municipality). The Meeting employed a hybrid format with simultaneous translation, including sign

language, facilitating participation for government and stakeholder representatives at provincial and local levels, as well as those with hearing impairments.

7. The following sections of this Aide Memoire highlight the major achievements and challenges, key issues, financial commitments for FY 2025/26, and the key agreed actions for follow-up with specific timelines.

II. BRM Findings

8. Overall, the Meeting observed that ASIP and AWPB were of a good quality, demonstrating significant steps taken in strengthening and institutionalizing coordination and collaboration across the different tiers of government in the school education sector and highlighting priority areas. The Government of Nepal informed the Meeting that USAID had formally notified its decision to discontinue several projects, including the education sector projects, and to pause the ongoing Government-to-Government support (G2G), including the one for SESP. The MoEST informed the Meeting about the 9 point cabinet decision related to the results of the interactions between the Government and the CNT. The Meeting was informed that (i) the additional funding for addressing the decision will be made available without compromising the existing allocated budget for education, and (ii) the Parliament has committed to expedite the approval of the Education Bill.

SESP achievements and strategic priorities for FY 2025/26

9. **Early Childhood Education and Development:** Overall, the Meeting emphasized the importance of investing in ECED to enhance children's school readiness and welcomed the recognition of ECED as a strategic priority in the FY 2025/26 ASIP/AWPB. There is a need to further align the budget in terms of allocating resources and strengthen coordinated efforts through a dedicated campaign to ensure the increase of ECED centers meeting the Minimum Enabling Conditions (MECs), given the envisaged increase of 6% against the baseline in FY 2025/26. In addition, the Meeting noted the need for assuring budget provisions for ECED teacher training to be sufficient to train 1,500 teachers to achieve the DLI that is added under the GPE multiplier grant. Furthermore, it was agreed to expedite the development of reference documents to facilitate LGs and schools to implement quality ECED, such as model ECED designs and ECED strengthening work procedures.

10. **Basic Education:** The Meeting underscored the urgent need to improve foundational learning—such as basic reading, numeracy, and social-emotional skills—which serves as the bedrock for all future learning and lifelong success as well as the country's human capital development. Recognizing that students struggle to progress through the education system without strong foundational skills, the Meeting highlighted this as a national priority. Building on the momentum of the recent regional event, *“Accelerating Foundational Learning: Going to Scale in South Asia,”* hosted by MoEST, the Meeting emphasized the importance of sustaining a continuous country-level dialogue and developing a comprehensive Country Action Plan as part of the SESP to advance this critical agenda, which is planned to be discussed in a workshop. The meeting took note of the data shared on the percentage of children that remain out of school at Basic education having decreased from 9 percent reported in the 2021 Census to around 6 percent, flagging the need for concerted efforts to support local governments in validating these numbers on the ground and enrolling the remaining out of school children through targeted interventions.

11. The Meeting noted the need for ensuring assistive devices for those children that have been identified having a functional limitation through the early screening, given that such devices will no longer be available through the USAID funded projects. The Meeting agreed the need for test items within the EGRA/EGMA/NARN framework for children with disabilities to be developed and made available. Further inter-ministerial collaboration among the health, social welfare, WASH, nutrition and social protection sectors is required to plan joint activities and possibly share DLI targets and leverage funding.

12. The Meeting noted the recommendations of the Rapid Assessment on School Enrollment, including the need for alternative teaching-learning models to accommodate students from several grade levels in a single class in small schools. The Meeting discussed and suggested to develop a comprehensive strategy for small schools to address such situations, including the adoption of multi-grade multi-level (MGML) teaching approaches. Hence, the Meeting recommended developing a comprehensive strategy and implementation package for small schools to address such situation. At the same time, most schools in Nepal have multi-lingual situation, so the Meeting suggested to roll out the 5-day MLE training package that was developed and piloted in FY 2024/25 for addressing such situation in schools. The Meeting also discussed the need for restructuring of schools, conversion of redundant teacher positions, and rationalization of scholarship schemes. The Meeting agreed to initiate systematic planning to address these issues.

13. **Secondary Education:** According to the draft ASIP/AWPB for FY 2025/26, the MoEST has allocated 25.9% of the total SESP budget to secondary education. The major activities in secondary education include grants for the provision of teacher salaries, subject teacher (MSE) grants, Per-capita-Funding (PCF) grants for management of learning resources, scholarships and school operation costs. In addition, the Government has allocated grants for strengthening science education in grades 11-12 and the model school program. The Meeting recommended the need for further analysis of achievements against the SESP KPIs and identify areas that are lagging behind so as to identify the need for additional resource allocation in these areas.

14. The FLASH I report for AY 2024/25 shows that KPI indicators for secondary education show a mixed picture, with a slight increment in enrollments and survival rates, and persistent regional disparities for some of the KPIs. For example, there is a need to expedite progress in the number of secondary schools meeting the MECs, with schools in Madhesh and Karnali provinces lagging behind, to stay on target. Likewise, the Meeting noted the disparities in STRs across the provinces and emphasized the need for teacher rationalization and management of teacher grants for subject teachers, particularly in science, math and English subjects. During the MTR process this needs to be explored further. The meeting suggested that EMIS include reporting on availability of science labs in secondary schools and number of students enrolled in science and technical streams.

15. **Non-formal Education and Lifelong Learning:** The Meeting noted the endorsement of the National Qualifications Framework (NQF), along with the development of 47 learning materials for levels 1-3, made available to LGs through the CEHRD learning portal. These materials focus on knowledge; however, certification needs to be operationalized. Furthermore, the alternative learning packages (ALPs) that have been developed for level-1-3 focusing on re-enrollment of out-of-school-children have been scaled nationally, with 25 Masters trainers trained on the facilitation of ALPs. The Meeting noted the need to align NFE-EMIS with the IEMIS to strengthen the system capacity to track and (re)enroll children into formal education. Finally, the Meeting noticed that there are significant differences in the operation and capacity amongst the 2151 Community Learning Centers (CLCs), proposing a resource mapping for those serving

areas with most children and adolescents requiring non formal education programs in Madhesh and Lumbini provinces and supporting a number of CLCs to serve as scalable model centers. It was further discussed that given figures on OOSC children at basic and secondary level education further attention is needed on verification of OOSC numbers and development of LG actions to address OOSC numbers. The Meeting noted the importance of employability of adolescents, including those that are out-of-school.

16. Curriculum and Evaluation: The Meeting noted that timely and wider dissemination of the integrated curriculum and capacity development/training of teachers in implementing the integrated curriculum continues to remain a critical issue. The Meeting emphasized the need to work more closely with the LGs to strengthen the implementation of integrated curriculum, including the possibility of using mentoring and linkage with ReAL activities. Additional budget needs to be included for the dissemination of the integrated curriculum (including development of dissemination materials) and capacity development of teachers. New TA needs to be explored to support the effective implementation of the integrated curriculum.

17. The Meeting was informed that resilience and climate change curriculum is to be integrated into the ongoing revision of the Social Studies curriculum, and avenues will be explored for integration into other subjects as well. Relevant activities will also be integrated into the *'Resource book for teachers for Practical and Project Work'* that is being developed by the CDC.

18. The Meeting was informed that 159 LGs have used the standardized test items for MSE developed by the NEB in the Basic Level Examinations (BLE) of AY 2024/25. The Meeting recommended that further policy discussion is required to agree on the modality for making the item bank accessible to all the LGs for use in the BLE. Likewise, the Meeting was informed that the CDC is currently developing a formal taxonomy of learning outcomes and specification grid and will work closely with the NEB and ERO to ensure harmonization of the taxonomy in assessment and examination.

19. The Meeting acknowledged the ERO's commitment to improving the quality of the National Assessment of Student Achievement (NASA) and the National Assessment for Reading and Numeracy (NARN). The ERO is planning to pilot testlets and administer the Assessment of Minimum Proficiency Level (AMPL) aligning with the NASA results with the Global Proficiency Framework. Publication and dissemination, including stakeholder workshops, of the final NASA Grade 5 2022, the NARN 2023, and possibly the Early Learning and Development Standard (ELDS) based assessment 2023 reports are planned for FY 2025/26.

20. Teacher Management and Development: Overall, the Meeting appreciated the focus in terms of strategic priorities and budget allocations for teacher training and professional development in ASIP/AWPB for FY 2025/26. The Meeting also appreciated CEHRD's efforts to accomplish several crucial activities, including developing and uploading the Head Teachers' Competency Framework and Teachers Educators' Competency Framework on the website; and completion of job induction training for all the newly recruited basic and secondary-level teachers. The Meeting further noted the on-going development of the handbook for TPD, ToT on education in emergencies and female head teachers training and digitalization of teacher training program.

21. There is a need to establish a strong coordination and collaboration mechanism between universities and MoEST to ensure the coherent and uniform system approach to both pre-service and in-service teachers training programs in the universities and CEHRD as well as in the teacher selection process in the Teachers Service Commission. The National Teachers Competency Framework that is being revised will be approved and disseminated soon in order to cater to this

need. Additionally, the Meeting underscored the need to develop multi-subject specialization in teacher preparation courses designed by the universities and to improve TPD certification and customized teacher training programs for in-service teachers from content-based approach to practice-based approach. The meeting recommended that MoEST/CEHRD gradually extend professional development opportunities to as many teachers as possible, including through the utilization of digital training platforms and self-certification modules, so that the share of competent teachers increases.

22. The meeting recommended updating the current Standard Operating Procedures (SOP) for the teacher mentoring program to enhance its scope and effectiveness. Proposed improvements include adjusting the mentor-mentee ratio based on geographic needs, reducing the number of mentoring sessions per mentee, expanding the eligibility to include interested teachers beyond the newly appointed permanent ones, providing resources to engage substitute teachers to cover mentors' classroom duties, formally integrating mentoring activities into mentors' work programs, engaging local campus lecturers, retired teachers and education officials in school-based mentoring, and incorporating virtual mentoring through digital technology.

23. **Information and Communication Technology (ICT) in Education:** The Meeting noted the challenge of inadequate ICT infrastructure including the server space. This is also provided as a recommendation for the wider governance mechanism. The Meeting appreciated the gradual increase in the number of schools with Internet connectivity, which is a prerequisite for digitalization of education. The CEHRD has been continuously upgrading the online learning portal Sikai Chautari by making it more accessible, interactive and including grade appropriate materials for all grades, including for grades 11-12. In this regard, the need to strengthen the online learning portal Sikai Chautari to make it more accessible for all children was emphasized. The Meeting noted that many agencies within and outside of the government are developing online learning materials, and emphasized the need to integrate these materials as relevant into the Sikai Chautari through a CDC-led validation and endorsement process.

24. The Meeting recommended strong collaboration between MoEST and MoCIT and within the CLAs and MoEST internal system required for prompt and quality service of cloud server and hosting infrastructure required for all Education ICT related services. The Meeting agreed to have further engagement with the Ministry of Communication and Information Technology/Integrated Data Management Center (IDMC) to increase dedicated server space for key education functions including EMIS, online learning portal Sikai Chautari, Letter of Equivalence (LoE) and No Objection Certificate (NOC), and examination results publishing to ensure uninterrupted continuity of these services.

25. **Education in Emergencies and Crises:** The Meeting acknowledged the reflections shared by representatives from Bheri Municipality (Jajarkot) and Roshi Rural Municipality (Kavrepalanchok) on the education response following the Jajarkot Earthquake and last year's floods. Immediate support was mobilized by the government, NGOs, CSOs, and development partners. However, there was a delay in mobilizing funds including the GPE-Funded recovery fund. This highlights the urgent need to strengthen the timeliness and flexibility of education financing in emergencies to protect learning continuity. The Meeting underscored the importance of institutionalizing contingency planning, linking Local Level Education Plans (LLEPs) with emergency response mechanisms, and ensuring that Environment and Social Management Frameworks (ESMFs) are integrated into education sector planning at all levels. The Meeting recommended the need for strengthening funding mechanisms for immediate education responses. It was also informed of reluctance shared by a number of local governments to accept

semi-permanent learning centers (TLC type 2), fearing that this would cause a lack of support for permanent structures. Additionally, many schools with fewer students are in need of a clear strategy for learning continuity in the absence of safe facilities.

26. The Meeting was informed that the ASIP/AWPB has allocated resources at province level to manage education in times of disasters and emergencies. The Meeting emphasized the need for timely mobilization of emergency funds to ensure learning continuity in case of emergencies.

27. **Comprehensive School Safety, Climate Change and Green Schools:** The Meeting acknowledged the MoEST's initiation on including education as a key contributor for the Nationally Determined Contributions 3.0 (NDCs). The Comprehensive School Safety Master Plan, 2081 (CSSMP) has been updated to include climate change resilience and green schools and will be approved soon. The Meeting also noted that the action plan being developed for implementing the GPE Climate Smart Education System Initiative (GPE CSESI) grant (approximating US\$D 700,000) across the seven pillars of the GPE CSESI is to be shared with the Comprehensive School Safety, Climate Change and Green Schools TWG for review to ensure the proposed interventions are aligned with and supplementary of the substantial work ongoing in this area, after principal approval from MoEST. Finally, the Meeting noted the need for the preparation of a proposal to proceed to access climate financing for the education sector, which could be proposed together with the additional financing some of the partners might be able to mobilize.

28. **Institutional capacity development:** Regarding provincial and local government capacity strengthening, the Meeting noted ongoing progress in supporting local governments (LGs) to develop and approve their education plan and budget. As of April 2025, 283 LGs have approved their education plans, with assistance of CEHRD, TSU and development partners, utilizing the updated Local Level Planning Guidelines and the SESP Calibration Toolkit. However, the Meeting noted that anticipated progress had to be scaled back due to the termination of USAID-funded projects, which had previously provided support to over 400 LGs in this area. The Meeting emphasized the need for joint efforts to support the remaining LGs to finalize and approve their plan. Moving forward, it was agreed to capacitate the earlier trained SESP Calibration master trainers on undertaking appraisal of the approved plans to assess the extent to which they are Gender Equality and Social Inclusion (GESI) responsive and Climate Change resilient.

29. In terms of enhancing overall ownership to implement the SESP at the subnational level, the Meeting noted the need to expedite the development of the SESP Communication and Engagement strategy, also exploring MUAN/NARMIN engagement including in the dissemination. The Strategy needs to capture good practices and strengthen ownership across all levels of Government and across duty bearers and stakeholders. In terms of institutional capacity, the Meeting noted the need to develop a comprehensive capacity development strategy for the remaining SESP implementation period, that takes note of the capacity assessment undertaken with the support of the TSU, the recommendations of the SESP MTR and constraints noted in the joint sector reviews before the 2025 JRM. The strategy should be developed with intensive consultation of duty bearers at all three tiers of government. The Meeting discussed that there are LGs without education officers, which would require possibly a different approach to capacity development. The presentation made on the status of local level planning has been attached as Annex 13.

30. **Governance and Management:** The Meeting appreciated the very engaged participation of MUAN and NARMIN and looks forward to continuation. It was agreed to conduct further

meetings with MUAN and NARMIN to develop a joint action plan based on the MOUs. In terms of cross-sectoral collaboration, the Meeting noted the actions proposed by the cross-sectoral TWG to strengthen linkages of WASH, Health, Nutrition and Protection in education to strengthen the quality of provision of midday meals and sanitary pads. In Technical Committee 1 it was discussed that in addition to coordination with MoF, especially with the MDTF-PFM, and with MoFAGA, especially with PLGSP, on capacity development, stronger coordination on climate resilience and ICT infrastructure were identified as emerging requirements. The Meeting emphasized the need to work continually on strengthening internal control, internal audit and PAC functions at the LG level.

Status of Global Covenants

31. **Global Covenants:** The Meeting noted that two out of the three SESP Global Covenants have been successfully complied with. These two covenants are: (i) timely submission of financial management reports, and (ii) annual audit reports. The second Quarterly Financial Management Report (FMR) for FY 2023-24 was submitted on time and the Audited Financial Statement for FY 2023-24 was submitted on 12th April 2025. The MoEST's proposed SESP budget (based on the ceiling obtained from MoF) for FY 2025/26 is NPR 147 billion (US\$1,159 million), consisting of NPR 3794 million (2.59 percent) allocated to the federal level, NPR 81.40 million (0.55 percent) to provincial governments (PGs), and NPR 142.4 billion (96.86 percent) to local governments (LGs). For the third Global Covenant, the Meeting noted with concern that the ASIP/AWPB shows nominal increase compared to the budget allocated for FY 2024/25. The Meeting also drew attention to the fact that the current SESP allocation for FY2025/26 (NPR 147 billion) is significantly lower compared with the projected allocation for FY2025/26 included in the SESP (NPR 210.4 billion). The Meeting agreed that compliance with this covenant will be reconfirmed during the 2025 Joint Review Meeting against the final SESP budget of FY 2025/26.

Progress against Disbursement-Linked Indicators

32. The Meeting conducted a comprehensive review of progress against the Disbursement-Linked Indicators (DLIs) as detailed in Annex 8, resulting in alignment on specific action items to facilitate timely achievement. The Meeting acknowledged significant challenges in meeting some of the Year 3 DLIs within the current fiscal cycle and formally requested that the MoEST intensify administrative efforts, with particular emphasis on reporting timeliness and expedited completion of Independent Verification Agency (IVA) assessments.

33. The Meeting agreed on initiation of a strategic revisit for select DLIs that have experienced significant delays. Where necessary, these DLIs will need restructuring following the completion of the SESP Mid-Term Review (MTR). The following DLIs are specifically identified for restructuring:

- The Asian Development Bank (ADB) DLI (4.1c, 4.2c, 4.4c, 4.4c) related to the National Examinations Board (NEB)
- The World Bank DLI (5.2a, 5.3a, 5.4a) regarding performance grants
- The World Bank DLI (4.4a) focused on student assessments

34. The Meeting strongly emphasized the necessity for MoEST and CEHRD to establish clear, non-negotiable deadlines for IVA-contracted agencies. The Meeting reaffirmed that the annual Monitoring and Evaluation (M&E) plan, a required Program Action Plan (PAP) deliverable, must comprehensively incorporate both activities and budget allocations specifically dedicated to monitoring protocols and systematic data collection methodologies for tracking DLI achievement

matrix.

Expected Disbursement in FY2024-25 and Commitment for FY 2025-26

35. The JFPs shared the amount disbursed, expected to be disbursed during FY 2024/25 and the committed allocation for FY 2025-26, which are presented in Table 2. The expected disbursement needs to be proposed as per the disbursement schedule mentioned in the bilateral agreement.

Table 2: Expected disbursement from JFPs in FY 2024-25 and FY 2025-26

JFP	Type	FY 2024/25	FY 2025/26
ADB	DLI	US\$59 m (US\$ 51 already disbursed)	US\$ 50 m
European Union	Fixed/DLI	EUR 12.5 m	Euro 14 m
FCDO	DLI	GBP 1 m	GBP 1 m
Finland	Fixed/DLI	EUR 4.2m	EUR 4.3 m
GPE including WB multiplier	DLI	US\$9.85	US\$8.5
Norway ²	Fixed	NOK 45,000,000	-
UNICEF ³	Fixed	US\$ 4,772,760 (US\$ 1.9 m already disbursed)	US\$ 7,187,760
USAID	DLI	US\$6.1m	NA
World Bank	DLI	US\$41.22m	US\$ 28.78 m

Updates against the Program Action Plan

36. The progress of the PAP was updated during the BRM based on the discussion held in the Thematic Committees and Working Group meetings (Annex 12). It was agreed that the thematic committees and thematic working groups meet regularly for PAP actions progress.

37. **Gender Equality and Social Inclusion:** The Meeting appreciated the updates shared with regard to strengthening Gender Equality and Social Inclusion (GESI), which included the establishment of 206 Girls and Inclusive Education Networks (GIENs). To ensure that GIENs play a critical role in addressing the GESI agenda, the GPE Multiplier supports the establishment of "functional" GIENs. The Meeting also noted that GIENs should have the capacity and opportunity to be engaged in the development and/or appraisal of local education plans and budgets to ensure they are GESI-responsive.

38. **Safeguard:** The Meeting acknowledged that CEHRD is in the process of organizing a consultation workshop with key stakeholders and DPs for the draft consolidated Environmental and Social Management Framework (ESMF) to solicit comments and requirements and for finalization of the document. The Meeting also noted the continued efforts to integrate environmental and social safeguards across Nepal's school infrastructure and governance systems. It is essential that MoEST/CEHRD provide training to LGs on ESMF implementation,

² The financial commitment for FY 2025/26 and beyond will be updated after the new grant agreement. The current grant agreement ends on 15 July 2025.

³ This includes the program-based GPE Multiplier funds

and the Meeting was informed that budget for this training was included. The draft safeguards monitoring progress report was shared, comments provided, and the revised version will be shared by June 2025. The Meeting also noted that one of the points of engagement with MoFAGA is the appointment of Environmental and Social Safeguards Focal points in Local Governments.

39. Presentations highlighted the incorporation of safeguard provisions into school development through the adoption of the School Physical Infrastructure Construction Standards approved in 2023. This includes guidelines for local governments and schools on safe, inclusive, and resilient facilities. CEHRD has printed and distributed safeguard compliance guidelines nationally, with a grievance redress mechanism at CEHRD which is now partially functional and in some local governments. It was raised that safeguarding concerns-particularly relating to GBV, VAC, disability inclusion, and school safety-require stronger attention. A representative from Madhesh Province flagged the recruitment of volunteer teachers to fulfill teacher resource gaps, it was agreed that safeguarding orientation would be critical for volunteer teachers related to GBV, corporal punishment etc. and ensure child protection. Development partners emphasized the importance of designating safeguards focal persons and delivering systematic orientation to all 753 local governments to embed these provisions effectively at the school level.

40. **Monitoring and Evaluation (M&E):** In terms of the number of schools that have updated disaggregated data in EMIS, 10,309 schools (i.e. 37.76%) across 316 local levels have updated the disaggregated data in disability sub-system/module and the disaggregated data can be retrieved. Furthermore, technical assistance has been deployed for EMIS system strengthening as per the approved guidelines and based on a comprehensive system assessment. Technical assistance has also been deployed to undertake the independent verification of EMIS, which is set to be completed by June 2025.

41. **Technical Actions:** The Meeting noted that for the agreed technical actions in the PAP progress is satisfactory. The Meeting proposes to advance the deadline for the evaluation and conduct a joint comprehensive review of both the ReAL and the integrated curriculum implementation, with draft results to be discussed in the next JRM. The review will be supported by Technical Assistance.

Update against Financial Management (FMR/Audit/AFR, FM PAP actions)

42. The Meeting recognized MOEST's prompt submission of the Financial Monitoring Report (FMR), Audit Report for the fiscal year 2023/24, and program financial statements. MoEST informed the Meeting that the budget provision for the School Education Sector Plan (SESP) activities for the fiscal year 2025/26 is set at NPR 147 billion (approximately US\$1,159 million). The Meeting agreed on the need to seek guidance from the Ministry of Finance to reflect USAID's support in the financial statements and required adjustments if any. The review team also acknowledged MoEST and CEHRD's efforts to address foreign exchange gains and losses in the government account. To enhance the effectiveness of sector FM PAP sector, the Meeting proposed organizing PFM Technical Working Group (TWG) meetings every three months, or more frequently if needed.

43. The Meeting also discussed the FM PAP actions where a few actions have moved forward while the others are facing some lags. In line with the Joint Review Meeting (JRM) agreement, a team was formed to conduct a rapid assessment of the School Accounting System (SAS) and Annual Fiduciary Review (AFR). Additionally, the Terms of Reference (ToR) were prepared for capacity development and the settlement of pending audit arrears from the School Sector Development Plan (SSDP) period. The SAS assessment team has completed field visits and

phone interviews with stakeholders, with a draft report scheduled to be shared with Technical Committee 1 (TC1) within May. Although the AFR team has been formalized, field visits have not yet commenced. The Meeting noted delays in implementing the action plan to settle pending audit arrears from the SSDP period, as the documentation collection requires substantial resources, and the financing source for these arrears has not yet been agreed upon. Updates were provided that PFM training at local and school levels has been completed in Koshi province, with plans to conduct similar training in Karnali and Sudurpaschim provinces in May 2025. The Meeting also highlighted the need to evaluate the effectiveness of the coordination mechanism established with the Ministry of Federal Affairs and General Administration (MoFAGA) to ensure alignment with other development agency-supported government projects like PLGSP and PFM Reform projects, focusing on necessary PFM reforms at local levels.

Technical Assistance under the SESP

44. The Meeting noted the overview of technical assistance and discussed ways to further operationalize the Common Framework for Technical Assistance under the SESP and emphasized the point that DACS as the entry- and exit point for updates to the common TA register. The mapping exercise showed that there is a sizable envelope of confirmed TA, but it was noted that further effort is needed for ensuring the optimal utilization of each TA in a coordinated and systematic approach, including the regular reporting of the TA activities. For this, it was agreed that DACS will update the TA reporting template in collaboration with the TSU and JFPs. DACS will organize a TA Coordination meeting to initiate regular coordination between DACS and major TA providers. The Ministry of Finance emphasized the importance of timely reporting, ensuring technical assistance addresses identified gaps and remains outcome-focused. They noted that the SESP and associated strategic documents serve as exemplary models compared to other sectors due to their comprehensive approach. The preliminary mapping of current technical assistance availability appears in the Annex 14.

Field trip observations

45. On April 29, 2025, a joint field visit to Roshi Rural Municipality, Kavrepalanchowk, was organized to take stock of school education planning and the implementation of the SESP, especially regarding Education in Emergencies. Led by CEHRD and MoEST with development partners, the team met local officials and visited flood-affected Shree Amarnath Basic School. The team noted the swift response to the 2024 floods by the local government to minimize school closures by allocating NPR 28 million for emergency education and establishment of Temporary Learning Centers. Despite progress, challenges persist in teacher availability, monitoring, and ICT. The visit highlighted the need for timely release of funding and coordinated support.

Reflections from sub-national-level stakeholders

46. Representatives from provincial and local governments actively engaged in the Meeting. Among them, the provincial government officials from Madhesh and Sudurpaschim provinces shared that challenges persist around defining the role of the province for the provision of quality education in the absence of a legal framework to unpack and operationalize their constitutional mandate, noting that education remains a priority and the readiness of the provincial governments to increase its engagement. Furthermore, the local governments from Jajarkot, Bheri, Roshi RM and Butwal Sub-Metropolitan shared their perspectives. They highlighted inadequate human resources and the need for increased provisions for major interventions, such as mid-day meals

and catering to small- and scattered communities within their municipal catchment areas, as challenges in their efforts to implement the SESP. However, the Meeting also took note of the various innovations and good practices shared by the local government representatives, including the establishment of kitchens to produce mid-day meals at scale and development of digital dashboards to provide timely information on education to stakeholders.

Civil Society Organization engagement in SESP

47. The Meeting was informed by presentations made by the Association of International Non-Governmental Organizations (INGOs) in Nepal (AIN). The AIN Education Working Group (EWG) lead presented several innovative approaches to strengthen- and accelerate learning outcomes, as well as in the field of inclusive education and the use of ICT in education. Examples presented included the use of mobile applications for home-based learning and the development of green schools. It was noted to look at ways to further strengthen the AIN-EWG internal coordination to ensure these good practices and innovations are compiled and shared by the AIN members of the SESP TWGs to ensure they can be used to inform the strategies and interventions under the SESP and be increasingly captured as part of the achievements. The need for ensuring the interventions supported by AIN members can be captured and counted towards the targets under the SESP is even more pertinent in the context of the global context of ODA and the significant increase of reported by the AIN-EWG lead in terms of the combined budget from AIN-EWG members having increased from US\$ 12.2 million in 2024 to US\$ 20.1 million in 2025 and is stated to cover 361 LGs, 8,117 schools and 3.2 million students. The presentation by the AIN is included as Annex 15.

48. The Meeting was informed by presentations made by the National Campaign for Education for Nepal (NCE-Nepal), which serves as the major civil society organization for advocacy and accountability platform in the SWAp and is composed of 508 members. The Meeting noted the concern shared by CSOs that the budget has remained around 11 percent, thereby lagging behind the targeted percentage in the SESP and not adequate for fulfilling the education related fundamental right to provide free and compulsory education. Furthermore, disparities in the allocation to education across the provinces and LGs were highlighted, sharing that an analysis of 121 LGs showed only 4 percent of LGs allocated 20% or more to education from internal revenue, and 79 percent of these LGs had included GESI related activities in their budgets. Furthermore, the need to ensure that the budget allocated is targeting priority areas under the SESP, as well as strengthening LGs in improving their budget utilization were emphasized, noting a decrease in the amount of ineligible expenditure on the latter. The Meeting was also informed about the CSO's support in SESP rollout through providing technical support to LGs, sharing of best practices, community mobilization and local level advocacy. The presentation by the NCE is included as Annex 16.

Progress on the GPE Strategic Partnership Agreement:

49. The Nepal Strategic Partnership Agreement (SPA) serves as the COMPACT for the GPE. To support the implementation of the SPA, Nepal has been granted the System Transformation Grant in the amount of US \$19.7 million, financing several joint DLIs. As of early May 2025, US\$ 13.7 million (70 percent) has been disbursed. In addition, Nepal successfully accessed US\$28.2 million (US\$17.2 UNICEF/ US \$11 million WB) of its Multiplier country allocation in January 2025 by leveraging US\$80.2 million of additional financing from development partners, of which US\$1.9 million has been disbursed under the UNICEF-managed component for the establishment of transitional learning facilities in the earthquake affected communities in Jajarkot. The Grant Agreement for the World Bank-managed portion is at the final stage of signing. For the System

Capacity Grant (US\$1.75 million WB/ US\$1.65 million UNICEF), 74.5 percent has been utilized of the UNICEF-managed component as per the SCG budget that was approved by the LEG. As for the World Bank-managed component, while some key activities such as the teacher mentoring program have been moving well, some other activities are under discussion for revision to address foundational learning, which is one of the government's priorities. Such a revision could consider filling the TA funding gap created by the discontinuation of USAID's Early Grade Learning Program

SESP Mid-Term Review:

50. As part of the SESP JFA arrangements, a Mid-Term Review (MTR)⁸ has been initiated to review the progress against the SESP targets and provide reflections and recommendations for the LEG to take into account for the remaining SESP implementation period of the five-year costed plan (2022-27), as well as for the remaining period under the SESP beyond this (2027-32). The Meeting was informed by a presentation of the initial findings by the independent MTR team. The MTR has adopted a mixed-method approach, which includes both a stocktaking of the first 2.5 years of implementation and a forward-looking approach in terms of checking the SESP Theory of Change against the initially identified imperatives and the evolving context of the country. The MTR will also include a dedicated GESI focus and review the assumptions, transformative priorities and enabling factors that were identified and included in the Nepal SPA (see previous paragraph). In terms of next steps, the first draft of the MTR report is to be provided by 19th May, followed by feedback. The revised draft of the MTR report is due by 6th June, followed by a second round of feedback, with the final MTR report due by 20th June and the MTR team to present the findings to the LEG by 4th July. The Meeting agreed that the MTR results will inform the joint decision making on the course corrections for the SESP. The revised SESP will also include an update of the financing gap which will be the basis for the decision-making on possible additional financing from partners.

JFA Membership and Representation

51. The Meeting was informed that the European Union and the Foreign, Commonwealth & Development Office will be the focal point and co-focal point respectively for FY 2025/26. The transition will occur during the summer. The signing of the JFA amendment to formalize FCDO as a JFP will be completed as soon as possible, but no later than 30 June 2025.

Remarks by the Ministry of Finance

52. During the wrap-up MoF committed to support coordination with PLGSP and MDTF-PFM to develop specific action plans for PAP implementation. MoF also confirmed its availability to coordinate with other ministries and agencies as required, like with MoCIT and MoHP/MoWCSC. MoF appreciated the close collaboration between all the partners in education, and the support received from all of them.

III. Key Issues and Agreed Actions

Key Issues

53. During the discussions held, the following key issues were jointly identified:

- Improvement in the quality of education requires a continuous focus on learning outcomes.

Hence it is important to assess the effectiveness of initiatives started under the SESP and use the results for improvement. Despite the progress made in increasing enrollments, a sizable number of children continue to remain out of basic education. This requires innovative strategies, such as providing support to LGs to develop profile of OOSC, to reach the unreached and offer them suitable, flexible pathways.

- The changing demographic dynamics and related matters have had significant impact on student numbers and STRs in the majority of community schools. However, it is extremely challenging to merge/close schools in small and scattered communities across Nepal's rural areas where LGs continue to struggle with providing sustainable education for children. Hence there is a need to undertake a comprehensive review of current school provision and functioning (including physical facility requirements) to develop restructuring strategy, ensuring equitable access and quality.
- In the federal structure, the need for vertical and horizontal communication between the three tiers of governments is immense, and this will also allow for sharing and dissemination of good practices. Hence the SESP Communication and Engagement Strategy needs to be immediately finalized and operationalized.
- The need to operationalize the high-level arrangement established to initiate and foster inter-ministerial and cross-sectoral collaboration, including across the three tiers of governments is crucial to successful implementation of the SESP.

Agreed Actions

54. The table below summarizes Agreed Actions, including those that had been agreed during the 2024 JRM but yet to be completed and those agreed during the 2025 BRM.

No.	Action	Deadline	Responsibility
1	(i) Develop (ii) finalize, approve and implement the SESP Communication and Engagement Strategy	(i) 24 September 2025 (i) 31 December 2025	MOEST/DACS
2	Meeting with MoCIT to confirm the provision of ICT infrastructure in the areas like EMIS, data center and server	23 June 2025	MoEST/DACS/CEH RD/IT
3	TWG 1.1 to be held every 3 months	Every three months	MoEST, Finance Section
4	(i) Updating the Common TA Register based on available TA (ii) Confirmation of TA needs with indicative costing including the inputs from TC/TWGs	(i) 15 July 2025 (ii) 31 July 2025	(i) MoEST/DACS (ii) MoEST
5	(i) Initiate coordination with MoFAGA/MoFE on assignment of E&S focal in LGs (ii) Conduct a stakeholder consultation workshop on the draft ESMF and finalize the ESMF (together with the ES focal points)	31 July 2025	MoEST CEHRD
6	Finalize and approve revised National Teachers' Competency Framework	30 November 2025	MoEST/CEHRD

7	Improve and upgrade CEHRD's digital portal including Sikai Chautari and self-certification online teacher training	30 November 2025	CEHRD
8	Approve (i) the model ECED designs, and (ii) ECED strengthening work procedure	30 December	CEHRD
9	Undertake a comprehensive review of current school provision and functioning system (including physical facility requirements) to develop restructuring strategy ensuring equitable access and quality	31 December 2025	MoEST/CEHRD
10	Approve the updated Comprehensive School Safety Master Plan (CSS MP)	30 November 2025	CEHRD
11	Conduct a workshop on foundational learning	20 June 2025	CEHRD
12	Update the SOP for the teacher mentoring program	20 September 2025	CEHRD
13	Advance the evaluation of the ReAL as agreed in the PAP, including integrated curriculum, with first results to be shared by JRM	30 November 2025	CEHRD
14	Update programme action plan, and incorporate home-grown school feeding indicators as agreed to in GPE Multiplier Programme Document	30 June 2025	MoEST- School Education Division
15	Allocate funding to start implementation of home-grown school feeding in 100 (of 250 agreed) local governments referenced in the GPE Multiplier Programme Document	14 July 2025	MoEST
16	Develop and approve a costed action plan as an annex to the updated Equity Strategy for the identification, enrollment and retention of the remaining out of school children at basic level	30 November 2025	CEHRD

III. List of Annexes

Annex 1	Terms of Reference of the 2025 BRM
Annex 2	List of participants of the 2025 BRM
Annex 3	List of BRM Documentation
Annex 4	ASIP/AWPB for FY 2025-26
Annex 5	Flash 1 Report 2081 (2024/25)
Annex 6	JRM 2024 Agreed Actions
Annex 7	SESP PAP
Annex 8	DLI Status Report
Annex 9	Financial Monitoring Report – 2 nd Quarter 2024-2025
Annex 10	Independent Auditor Report 2025
Annex 11	Joint 2025 BRM field trips report
Annex 12	Presentation on Thematic Committees
Annex 13	Presentations on Local Level Education Planning
Annex 14	Presentation on TA Mapping
Annex 15	Presentation on AIN EWG
Annex 16	Presentation from the NCE

The annexes can be accessed through the following link:

https://drive.google.com/drive/folders/12YASDhDA5wlr291p4D732P48...?usp=drive_link