


**MINUTES OF MEETING  
BETWEEN  
THE 2<sup>nd</sup> JAPANESE PREPARATORY STUDY TEAM  
AND  
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF  
THE REPUBLIC OF MALAWI  
ON THE JAPANESE TECHNICAL COOPERATION  
FOR  
THE MALAWI RURAL ELECTRIFICATION PROMOTION PROJECT**

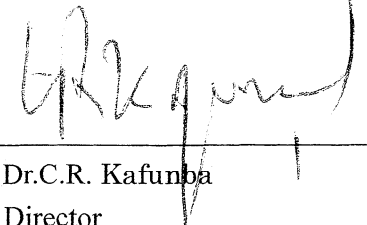
Japan International Cooperation Agency (hereinafter referred to as “JICA”) dispatched the 2<sup>nd</sup> Preparatory Study Team (hereinafter referred to as “the Team”), headed by Mr. Toshiyuki Hayashi, to the Republic of Malawi from June 9 to June 21, 2006 for the purpose of discussing the concept and scope of the technical cooperation for the Malawi Rural Electrification Promotion Project (hereinafter referred to as “the Project”).

During its stay in the Republic of Malawi, the Team had a series of discussions on the Project with the authorities concerned of the Government of the Republic of Malawi (hereinafter referred to as “the Malawian side”).

As a result, the team and the Malawian side reached to the common understanding concerning the matters referred to the documents attached hereto.

Lilongwe, June 20, 2006

  
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Mr. Toshiyuki Hayashi  
Leader  
The 2<sup>nd</sup> Preparatory Study Team  
Senior Advisor  
Japan International Cooperation Agency  
Japan

  
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Dr.C.R. Kafunba  
Director  
Department of Energy Affairs  
Ministry of Energy, Mines and Natural  
Resources  
Republic of Malawi

## **THE ATTACHED DOCUMENT**

### **1 FIELD INVESTIGATION**

The Team investigated rural areas, as is shown in ANNEX I, in order to confirm the needs and impacts of rural electrification briefly in Malawi.

As the result of the investigation, it has been confirmed that the needs for rural electrification in rural health centers and trading centers are significantly high. At the same time, economic activities induced by rural electrification, such as video show house, refrigeration of beverages, welding, and maize mills, have also been confirmed in the trading centers that are recently electrified.

### **2 PROJECT DOCUMENT**

The team and the Malawian side (hereinafter referred to as “both sides”) jointly have prepared the Project Document for the rationalization of the plan and justification of the Project implementation.

The Draft Project Document is attached in ANNEX II.

### **3 PROJECT DESIGN MATRIX**

The Project Design Matrix (hereinafter referred to as “PDM”) was elaborated through discussions. Both sides agreed to recognize PDM as an important tool for project management and the basis of throughout the implementation of the Project.

The PDM will be subject to change within the framework of the Record of Discussions when the necessity arises in the course of implementation of the Project with the mutual consultation of both sides.

The Draft PDM is attached in ANNEX III.

### **4 PROJECT DURATION**

In the Minutes of Meeting signed on June 23, 2004 between Director of Energy Affairs and Preparatory Study Team Leader, the project duration was discussed and both sides tentatively agreed the duration of the Project will be three [3] years.

During the second Preparatory Study, both sides agreed the project duration be three years tentatively, and extension of project duration may be considered based on the progress of the Project in the third years.

### **5 RECORD OF DISCUSSION**

Based on the Preparatory Study and further discussion between the Malawian side and JICA, the Record of Discussion (hereinafter referred to as “R/D”) will be developed and signed by

both sides prior to the implementation of the Project.

The R/D will confirm the framework of the Project and the measures to be taken by the Government of the Republic of Malawi and JICA.

The Draft R/D is attached in ANNEX IV.

ANNEX I	SCHEDULE OF FIELD INVESTIGATION
ANNEX II	DRAFT OF PROJECT DOCUMENT (第3章に掲載のため省略)
ANNEX III	DRAFT OF PROJECT DESIGN MATRIX
ANNEX IV	DRAFT OF RECORD OF DISCUSSION
ANNEX V	LIST OF PARTICIPANTS AT THE DISCUSSIONS

## SCHEDULE OF FIELD INVESTIGATION

Date	Time	Target
Jun 14	09:30 10:30 13:00	Mikondo Healthcare center Matunba Healthcare center Mphunzi Healthcare center [These centers were installed Solar Home Systems through the grant assistance for grass-roots human security projects phase 1 by the government of Japan]
Jun 16	11:45 15:00	Ntonda Healthcare center [This center was installed Solar Home System through the grant assistance for grass-roots human security projects phase 2 by the government of Japan] Mdeka Trading Center
Jun 17	11:00 13:00	Phalula Trading center [Recently electrified center] Nyambi Trading center [Un electrified center]
Jun 18	11:00	Malembo Trading Center [Recently electrified center]

**ANNEX III**

**Project Design Matrix**

Project Name : Malawi Rural Electrification Promotion Project (MAREPP) Duration : 3 years (Oct. 2006 – Sep. 2009 )  
 Implementing Agencies: (Malawi) Rural Electrification Unit, Department of Energy (REU/DOE); (Japan) Japan International Cooperation Agency (JICA)  
 Project Site : Lilongwe, Malawi , Target Group : (Primary) Employees of REU/DOE, (Secondary ) Local communities near trade centers  
 First created on 06/22/04 Revised on 6/15/06 (Ver.2\_0), Revised on 6/20/06 (Ver. 2\_1)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
<p><b>Overall Goal</b> Household electrification rate is increased by extending distribution lines and disseminating PV systems.</p>	<p>By the end of 2010 Electrification rate of households increased by the national target of 10 %</p>	<p>Electric statistics from ESCOM</p>	<p>1. Comprehensive economic development policy covering various sectors in place. 2. Households use electric power supply for their economic activities. 3. ESCOM continues to extend distribution lines to individual households. 4. Pricing of in-house wiring remains affordable.</p>
<p><b>Project Purpose</b> Planning and implementation of MAREP is improved.</p>	<p>By the end of the Project 27 rural trading centers are electrified as planned in M/P for MAREP Phase V. Rural Electrification Fund (REF) receives audit annually.</p>	<p>Specifications, contractual documents, Asset registration Audit report</p>	
<p><b>Output</b> 1. Technical capacity of planning and implementing rural electrification projects is enhanced and improved.</p>	<p>1.1 C/P is able to execute F/S appropriately. 1.2 C/P is able to outsource detailed design (D/D) to contractors. 1.3 C/P is able to supervise construction projects.</p>	<p>1.1 Result of F/S. 1.2 Specification documents, contractual documents and detailed design documents. 1.3 Completed projects and facilities.</p>	

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
<p>2. Capacity of contract management for planning and implementing rural electrification projects is improved through the activities of Phase V and VI.</p> <p>3. Technical capacity of inspectors and trainers for PV systems is improved.</p> <p>4. Capacity of financial management for Rural Electrification Fund is developed and maintained.</p> <p>5. Appropriate administrative and management system of REU/DOE is developed and maintained.</p> <p><b>Activities</b>            (Output 1: Technical capacity of planning and implementing rural electrification projects is enhanced and improved.)            1-1. Recruit energy officers to fill the vacant positions.            1-2. Prepare field manual for social and economic investigation.            1-3. Carry out social and economic investigation including power demand estimate for Phase VI sites using the manual, and revise the manual.            1-4. Prepare annual rural electrification plan of MAREP.            1-5. Carry out feasibility study using the Implementation Manual for Grid Extension and revise the manual if necessary.            1-6. Prepare supervision manual for detailed design investigation.            1-7. Carry out supervision for detailed design investigation using the manual and revise the manual if necessary.            1-8. Prepare supervision manual for construction works.            1-9. Carry out supervision for the construction works using the manual and revise the manual if necessary.            1-10. Prepare manual for taking over inspection.            1-11. Carry out taking over process for Phase IV and V sites</p>	<p>2. Projects are carried out based on proper specifications and contractual agreements.</p> <p>3.1 Number of inspectors trained.</p> <p>3.2 Number of trainers trained</p> <p>4. Financial management system is developed and functioning.</p> <p>5. System is developed and functioning.</p> <p><b>Input from Japan</b></p> <ul style="list-style-type: none"> <li>-Dispatch of long-term expert,</li> <li>-Dispatch of short-term experts,</li> <li>-Training of counterpart personnel of DOE and ESCOM in Japan and Jordan</li> <li>-Provision of materials, and</li> <li>-Expenses necessary for the implementation of the Project</li> </ul>	<p>2. MAREP Phase V completion report</p> <p>3.1 Record of training</p> <p>3.2 Record of training</p> <p>4. Annual financial report</p> <p>5. Annual report</p> <p><b>Input from Malawi</b></p> <ul style="list-style-type: none"> <li>-Assignment of counterpart personnel</li> <li>-Assignment of administrative personnel and driver,</li> <li>-Buildings and facilities necessary for the Project, and</li> <li>-Allocation of the budget necessary for the Project.</li> </ul>	<p>MERA starts accreditation of installers and inspection of the systems.</p> <p>-Vacant positions in REU/DOE is filled</p> <p>-MERA is established and start its operation before the Project inauguration,</p> <p>-Financial constraint of Phase IV and V is solved,</p> <p>-Energy officers who are trained and gained experience in the Project are retained in DOE.</p>

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
<p>using the manual and revise the manual if necessary.</p> <p>1-12. Prepare technical and installation standard for distribution lines, use the standard for contractual and supervision process, and revise the standard if necessary.</p> <p>1-13. Carry out feasibility study on micro hydropower sites identified by the Master Plan Study in order to prepare for the implementation.</p> <p>1-14. Carry out social and economic investigation for monitoring the power demand and connection increases at newly electrified trading centers in order to improve the method of demand forecast.</p> <p>1-15. Revise the database of Rural Electrification Master Plan. (Output 2: Capacity of contract management for planning and implementing rural electrification projects is improved through the activities of Phase V.)</p> <p>2-1. Review the existing contract agreements for material procurement, detailed design investigation and construction works.</p> <p>2-2. Carry out contractual process for material procurement for Phase V and review the tender documents for procurement.</p> <p>2-3. Carry out contractual process for detailed design investigation for Phase V sites and revise the contract agreement if necessary.</p> <p>2-4. Carry out contractual process for construction works for Phase V sites and revise the contract agreement if necessary.</p> <p>(Output 3: Technical capacity of inspectors and trainers for PV systems is improved.)</p> <p>3-1. Identify engineers of stakeholders to be trained as inspectors and trainers for PV systems.</p> <p>3-2. Formulate monitoring and evaluation system.</p> <p>3-3. Prepare inspection manual.</p> <p>3-4. Train inspectors, carry out inspection works using the manual and revise it if necessary.</p>			<p>-Energy officers who are trained and gained experience in the Project are retained in DOE.</p> <p>-Vacant positions in REU/DOE is filled</p> <p>-Energy officers who are trained and gained experience in the Project are retained in DOE.</p>

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
<p>3-5. Prepare trainer's manual.</p> <p>3-6. Train trainers, carry out training by the trainers and revise the manual if necessary.</p> <p>(Output 4: Capacity of appropriate financial management for REF is developed and maintained.)</p> <p>4-1. Recruit energy officers to fill the vacant positions.</p> <p>4-2. Recruit an accountant for the financial management of Rural Electrification Fund.</p> <p>4-3. Assess the present procedure for accounting, budget and asset management.</p> <p>4-4. Suggest improved procedure for accounting, budget and asset management, and identify the needs of capacity development.</p> <p>4-5. Prepare guidelines and manuals for improved procedure for accounting, budget and asset management.</p> <p>4-6. Carry out accounting, budget and asset management using the guidelines and manuals, and revise the guidelines and manuals if necessary.</p> <p>(Output 5: Appropriate administrative and management system of REU/DOE is enhanced and maintained.)</p> <p>5-1. Prepare mission statements of REU/DOE.</p> <p>5-2. Prepare job descriptions of respective positions.</p> <p>5-3. Prepare information sharing and reporting system for internal and external communications.</p> <p>5-4. Carry out the administrative and management activities using the job descriptions, and information sharing and reporting system, and revise them if necessary.</p>			<p>-Vacant positions in REU/DOE is filled</p> <p>-Energy officers who are trained and gained experience in the Project are retained in DOE.</p>
			<p><b>Prerequisites</b></p> <p>Enough incentives to work for internal management and business for government officers shall be provided.</p>



**DRAFT**

**RECORD OF DISCUSSIONS  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
AUTHORITIES CONCERNED OF THE GOVERNMENT OF  
THE REPUBLIC OF MALAWI  
ON JAPANESE TECHNICAL COOPERATION  
FOR  
THE MALAWI RURAL ELECTRIFICATION PROMOTION PROJECT**

Japan International Cooperation Agency (hereinafter referred to as "JICA") had a series of discussions with the Malawian authorities concerned with respect to desirable measures to be taken by JICA and the Government of the Republic of Malawi for the successful implementation of the Project on "The Malawi Rural Electrification Promotion Project" in the Republic of Malawi.

As a result of the discussions, and in accordance with the provisions of the Agreement on Technical Cooperation between the Government of Japan and the Government of the Republic of Malawi, signed in Lilongwe on 1 March, 2006 (hereinafter referred to as "the Agreement"), JICA and the Malawian authorities concerned agreed on the matters referred to in the document attached hereto.

Lilongwe, \*\* \*\* 2006

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Mr. Kyoji Mizutani  
Resident Representative  
Japan International Cooperation Agency  
Malawi Office  
Japan

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Principal Secretary  
Ministry of Energy, Mines and Natural  
Resources  
Republic of Malawi

## **THE ATTACHED DOCUMENT**

### **I. COOPERATION BETWEEN JICA AND THE GOVERNMENT OF THE REPUBLIC OF MALAWI**

1. The Government of the Republic of Malawi will implement the Malawi Rural Electrification Promotion Project (hereinafter referred to as “the Project”) in cooperation with JICA.
2. The Project will be implemented in accordance with the Outline of the Project that is given in Annex I.

### **II. MEASURES TO BE TAKEN BY JICA**

In accordance with the laws and regulations in force in Japan, and the provisions of Article III of Agreement, JICA, as the executing agency for technical cooperation by the Government of JAPAN, will take, at its own expense, the following measures according to the normal procedures of its technical cooperation scheme.

#### **1. DISPATCH OF JAPANESE EXPERTS**

JICA will provide the services of the Japanese experts as listed in Annex II.

The provision of Article III of the Agreement will be applied to the above-mentioned experts.

#### **2. PROVISION OF MACHINERY AND EQUIPMENT**

JICA will provide such machinery, equipment and other materials (hereinafter referred to as “the Equipment”) necessary for the implementation of the Project as listed in Annex III.

The provision of Article III of the Agreement will be applied to the Equipment.

#### **3. TRAINING OF MALAWIAN PERSONNEL IN JAPAN**

JICA will receive the Malawian personnel connected with the Project for technical training in Japan.

### **III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF THE REPUBLIC OF MALAWI**

1. The Government of the Republic of Malawi will take necessary measures to ensure that the self-reliant operation of the Project will be sustained during and after the period of Japanese technical cooperation, through full and active involvement in the Project by all related authorities, beneficiary groups and institutions.
2. The Government of the Republic of Malawi will ensure that the technologies and knowledge acquired by the Malawian nationals as a result of Japanese technical cooperation will contribute to the economic and social development of the Republic of Malawi.
3. In accordance with the provisions of Article V of the Agreement, the Government of the Republic of Malawi will grant in the Republic of Malawi privileges, exemptions and benefits to the Japanese experts referred to in II-1 above and their families.
4. In accordance with the provisions of Article V of the Agreement, the Government of the Republic of Malawi will take the measures necessary to receive and use the Equipment provided by JICA under II-2 above and equipment, machinery and materials carried in by the Japanese experts referred to in II-1 above.
5. The Government of the Republic of Malawi will take necessary measures to ensure that the knowledge and experience acquired by the Malawian personnel from technical training in Japan will be utilized effectively in the implementation of the Project.
6. In accordance with the provision of Article V of the Agreement, the Government of The Republic of Malawi will provide the services of Malawian counterpart personnel and administrative personnel as listed in Annex IV.
7. In accordance with the provision of Article V of the Agreement, the Government of The Republic of Malawi will provide the buildings and facilities as listed in Annex V.

8. In accordance with the laws and regulations in force in the Republic of Malawi, the Government of the Republic of Malawi will take necessary measures to supply or replace at its own expense machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project other than the Equipment provided by JICA under II-2 above.
9. In accordance with the laws and regulations in force in the Republic of Malawi, the Government of the Republic of Malawi will take necessary measures to meet the running expenses necessary for the implementation of the Project.

#### **IV. ADMINISTRATION OF THE PROJECT**

1. Director of the Department of Energy, Ministry of Energy, Mines and Natural Resources, as the Project Director, will bear overall responsibility for the administration and implementation of the Project.
2. Chief Energy Officer of MAREP (Head of Rural Electrification Division, Department of Energy), as the Project Manager, will bear the direct responsibility of managing and implementing the Project.
3. The Japanese Long Term Expert (Rural Electrification Advisor) will provide necessary recommendations and advice to the Project Director and the Project Manager on any matters pertaining to the implementation of the Project.
4. Japanese Short Term Experts, together with the Long Term Expert, will give necessary technical guidance and advice to the Rural Electrification Division.
5. For the effective and successful implementation of the Project, the Joint Coordinating Committee (JCC) will be established. The functions and members of the JCC are stipulated in Annex VI.

#### **V. JOINT EVALUATION**

Evaluation of the Project will be conducted jointly by JICA and Ministry of Energy, Mines and Natural Recourses, at the middle and during the last six months of the cooperation term in order to examine the level of achievement.

#### **VI. CLAIMS AGAINST JAPANESE EXPERTS**

In accordance with the provision of Article VI of the Agreement, the Government of the Republic of Malawi undertakes to bear claims, if any arises, against the Japanese experts engaged in technical cooperation for the Project resulting from, occurring in the course of, or otherwise connected with the discharge of their official functions in the Republic of Malawi except for those arising from the willful misconduct or gross negligence of the Japanese experts.

#### **VII. MUTUAL CONSULTATION**

There will be mutual consultation between JICA and the Government of the Republic of Malawi on any major issues arising from, or in connection with this Attached Document.

#### **VIII. MESURES TO PROMOTE UNDERSTANDING OF AND SUPPORT FOR THE PROJECT**

For the purpose of promoting support for the Project among the people of the Republic of Malawi, the Government of the Republic of Malawi will take appropriate measures to make the Project widely known to the people of the Republic of Malawi.

#### **IX. TERM OF COOPERATION**

The duration of the technical cooperation for the Project under this Attached Document will be starting from \*\* \*\*, 2006, for three [3] years.

ANNEX I	OUTLINE OF THE PROJECT
ANNEX II	LIST OF JAPANESE EXPERTS
ANNEX III	LIST OF MACHINERY AND EQUIPMENT
ANNEX IV	LIST OF THE REPUBLIC OF MALAWI COUNTERPART AND ADMINISTRATIVE PERSONNEL
ANNEX V	LIST OF LAND, BUILDINGS AND FACILITIES
ANNEX VI	JOINT COORDINATING COMMITTEE

## **ANNEX I      OUTLINE OF THE PROJECT**

### **1. Title of the Project**

The Malawi Rural Electrification Promotion Project

### **2. Overall Goal**

Household electrification rate is increased by extending distribution lines and disseminating PV systems.

### **3. Project Purpose**

Planning and Implementation of MAREP is improved.

### **4. Outputs of the Project**

1. Technical capacity of planning and implementing rural electrification projects is enhanced and improved.
2. Capacity of contract management for planning and implementing rural electrification projects is improved through the activities of Phase V.
3. Technical capacity of inspectors and trainers for PV systems is improved.
4. Capacity of appropriate financial management for REF is developed and maintained.
5. Appropriate administrative and management system of REU/DOE is developed and maintained.

### **5. Activities of the Project**

- 1-1. Recruit energy officers to fill the vacant positions;
- 1-2. Prepare field manual for social and economic investigation;
- 1-3. Carry out social and economic investigation including power demand estimate for Phase VI sites using the manual, and revise the manual;
- 1-4. Prepare annual rural electrification plan of MAREP;
- 1-5. Carry out feasibility study using the Implementation Manual for Grid Extension and revise the manual if necessary;
- 1-6. Prepare supervision manual for detailed design investigation;
- 1-7. Carry out supervision for detailed design investigation using the manual and revise the manual if necessary;

- 1-8. Prepare supervision manual for construction works;
  - 1-9. Carry out supervision for the construction works using the manual and revise the manual if necessary;
  - 1-10. Prepare manual for taking over inspection;
  - 1-11. Carry out taking over process for Phase IV and V sites using the manual and revise the manual if necessary;
  - 1-12. Prepare technical and installation standard for distribution lines, use the standard for contractual and supervision process, and revise the standard if necessary;
  - 1-13. Carry out feasibility study on micro hydropower sites identified by the Master Plan Study in order to prepare for the implementation;
  - 1-14. Carry out social and economic investigation for monitoring the power demand and connection increases at newly electrified trading centers in order to improve the method of demand forecast; and
  - 1-15. Revise the database of Rural Electrification Master Plan.
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- 2-1. Review the existing contract agreements for material procurement, detailed design investigation and construction works;
  - 2-2. Carry out contractual process for material procurement for Phase V and review the tender documents for procurement;
  - 2-3. Carry out contractual process for detailed design investigation for Phase V sites and revise the contract agreement if necessary; and
  - 2-4. Carry out contractual process for construction works for Phase V sites and revise the contract agreement if necessary.
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- 3-1. Identify engineers of stakeholders to be trained as inspectors and trainers for PV systems;
  - 3-2. Formulate monitoring and evaluation system;
  - 3-3. Prepare inspection manual;
  - 3-4. Train inspectors, carry out inspection works using the manual and revise it if necessary;
  - 3-5. Prepare trainer's manual; and
  - 3-6. Train trainers, carry out training by the trainers and revise the manual if necessary.
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- 4-1. Recruit energy officers to fill the vacant positions;



- 4-2. Recruit an accountant for the financial management of Rural Electrification Fund;
  - 4-3. Assess the present procedure for accounting, budget and asset management;
  - 4-4. Suggest improved procedure for accounting, budget and asset management, and identify the needs of capacity development;
  - 4-5. Prepare guidelines and manuals for improved procedure for accounting, budget and asset management; and
  - 4-6. Carry out accounting, budget and asset management using the guidelines and manuals, and revise the guidelines and manuals if necessary.
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- 5-1. Prepare mission statement of REU/DOE;
  - 5-2. Prepare job descriptions of respective positions;
  - 5-3. Prepare information sharing and reporting system for internal and external communications; and
  - 5-4. Carry out the administrative and management activities using the job descriptions, and information sharing and reporting system, and revise them if necessary.

## **ANNEX II LIST OF JAPANESE EXPERTS**

### **1. Long-term experts**

- (1) Expert for Rural Electrification Advisor

### **2. Short-term experts**

- (1) Expert for Distribution Line Protection System,  
other distribution short-term expert will be dispatched according to the project progress
- (2) Expert for Micro Hydro Power Development
- (3) Expert for Photovoltaic Inspection System and Training
- (4) Expert for Financial Management
- (5) Expert for Institutional Management

#### Note:

Assignment schedule of experts depends on the progress of the Project and availability of the suitable experts. It will be decided through mutual consultations for each Japanese fiscal year.

### **ANNEX III LIST OF MACHINERY AND EQUIPMENT**

Equipment will be given as necessary for the effective implementation of the Project. Details shall be discussed during the Project.

The expected machinery and equipment are as follows:

- a) Four (4) sets of desk top computers,
- b) Two (2) sets of laptop commuters,
- c) Three (3) sets of printers,
- d) Ten (10) sets of filling cabinet,
- e) One (1) set of engineering drawing software (Visual),
- f) One (1) set of equipment and tools for PV system inspection, and
- g) One (1) set of equipment for distribution line inspection.

**ANNEX IV LIST OF THE REPUBLIC OF MALAWI COUNTERPART AND ADMINISTRATIVE PERSONNEL**

**1. Counterpart personnel**

- (1) Project Director
- (2) Project Manager
- (3) Head of Technical Service
- (4) Head of Economic Service
- (5) Other Energy officers

**2. Administrative personnel**

- (1) Drivers
- (2) Other personnel

**ANNEX V            LIST OF LAND, BUILDINGS AND FACILITIES**

1. Office space and necessary facilities for Japanese experts and Malawian counterparts
2. Other facilities mutually agreed upon as necessary for the implementation of the Project

## **ANNEX VI      JOINT COORDINATING COMMITTEE**

### **1. Function**

The Joint Coordination Committee will meet at least once a year or whenever the necessity arises in order to fulfill the following functions;

- 1) To evaluate the annual work plan of the Project;
- 2) To review the progress of the annual work plan;
- 3) To review and discuss major issues that may arise during the implementation of the Project;  
and
- 4) To discuss any other issue(s) pertinent to the smooth implementation of the Project.

### **2. Provisional Composition**

- (1) Chairperson: Principal Secretary, Ministry of Energy, Mines and Natural Resources
- (2) Member of the Malawian side
  - a) Director of Energy Affaires,
  - b) Head of Rural Electrification Division,
  - c) Chief Executive Officer of MERA,
  - d) Chief Executive Officer of ESCOM,
  - e) Executive Director of CHAM, and
  - f) Other personnel concerned to be assigned by the request of JICA or DOE, if necessary.
- (3) Member of the Japanese side
  - a) Long Term and Short Term Experts,
  - b) Representative from JICA Malawi Office
  - c) Other personnel concerned to be assigned by the request of JICA or DOE, if necessary.

**LIST OF PARTICIPANTS AT THE DISCUSSIONS****Ministry of Energy, Mines and Natural Resources**

Dr. Charles Kafumba	Director of Energy Affairs
Mr. C.Kang'ombe	Director of Finance & Administration
Mr. G. Nyrongo	Chief Energy Officer of DOE
Mr. K. Lungu	Principle Energy Officer of DOE
Mr. A.Sambani	Energy Officer of DOE

**ESCOM**

Mr. T. W. Chisale	Director of Distribution & Customer Services
Mr. H. Machewere	MERAP Manager

**JICA Second Preparatory Study Team**

Mr. Toshiyuki Hayashi	Team leader
Mr. Masato Onozawa	Organizational management
Mr. Masanori Kozuki	Cooperation planning

## 5. Marep Proposed Phase V Trading Centers

<b>Northern Region</b>		
<b>Serial</b>	<b>District</b>	<b>Name of TC</b>
1	Chitipa	Nthalire
2	Karonga	Hara
3	Rumphi	Chitimba
4	Nkhata Bay	Sanga
5	Mzimba	Edingeni
<b>Central Region</b>		
6	Kasungu	Chamama
7	Nkhotakota	Mkaika
8	Ntchisi	Khuwi
9	Dowa	Thambwe
10	Salima	Chilambula
11	Lilongwe	Nyanja
12	Mchinji	Chiosya
13	Dedza	Golomoti
14	Ntcheu	Ntonda
<b>Southern Region</b>		
15	Mangochi	Makanjira
16	Machinga	Chikweu
17	Balaka	Chendausiku
18	Zomba	Jenala
19	Chiradzulu	Kanje
20	Blantyre	Mombo
21	Mwanza	Tulonkhondo
22	Neno	Matope
23	Thyolo	Nansadi
24	Mulanje	Nanthombozi
25	Phalombe	Phaloni
26	Chikwawa	Livunzu
27	Nsanje	Mankhokwe



## MAREP Phase IV

Serial	CENTRE	DISTRICT
1	Likoma	Likoma
2	Mkhota	Kasungu
3	Phalula	Balaka
4	Thekerani	Thyolo
5	Neno	Neno
6	Abunu	Mulanje
7	Cape Maclear	Mangochi
8	Chimwankhuku	Dedza
9	Kamphata	Lilongwe
10	Lisungwi	Neno
11	Malembo	Mangochi
12	Malomo	Ntchisi
13	Marka	Nsanje
14	Mchenga	Rumphi
15	Mwamphanzi	Chikwawa
16	Mwanje	Chiradzulu
17	Nkhamenya	Kasungu
18	Chisemphere	Kasungu
19	Dwangwa	Kasungu
20	Kasisi Hqs.	Chikwawa
21	Nyungwe	Karonga
22	Vuwa (Wovwe R.Sch.)	Karonga
23	Ngara	Karonga
24	Nchezi	Lilongwe
25	Njereza	Chikwawa
26	Villa Mitekete	Chikwawa
27	Wovwe T.C	Karonga
28	Chapananga	Chikwawa
29	Biriwiri Border	Ntcheu
30	Songwe Border	Karonga
31	Mchinji Orphanage	Mchinji
32	Milepa	Chiradzulu
33	Mtwiche	Zomba
34	Kunenekude	Mwanza
35	Mowo	Zomba
36	Chiringa	Phalombe
37	Kapoloma	Machinga
38	Lichenza CDSS	Chiradzulu
39	Malowa CDSS	Salima
40	Mwenilondo	Karonga
41	Makungwa H/Centre	Thyolo
42	Ntchenachena	Rumphi
43	Muhuju	Rumphi
44	Chikwina	Nkhata Bay
45	Mbalachanda	Mzimba
46	Mwansambo	Nkhota kota
47	Tsangano	Ntcheu
48	Champhira	Mzimba
49	Kafukule	Mzimba
50	Khombedza	Salima
51	Malingunde (Dikisoni)	Lilongwe

52	Chulu	Kasungu
53	Nambuma	Lilongwe
54	Engucwini	Mzimba
55	Misuku Hills	Chitipa
56	Mposa	Machinga
57	Nkhate	Chikwawa
58	Nyambi TC	Machinga



## LEARNING CONTRACT

### INTRODUCTION

The use of learning contracts with adult learners has gained cogency during the past decade. Research on self-directed learning has resulted in the search for appropriate learning resources and guides. The work of Knowles (1980, 1984) and others relative to andragogy has resulted in a need by many teachers of adults to provide some mechanism for learners to build on past experience and determined needs as they carry out learning activities. Finally, the emergence of non-traditional learning programs like Empire State College in New York has mandated that some vehicle be available for learners to mix experience with actual learning endeavors. Thus, in response to these many needs the learning contract method was developed.

An extended description of how to complete and utilize a learning contract is shown below. A blank form is provided for you to use if the described format is acceptable. In reality a learning contract can take on many shapes and forms ranging from audio tapes, to outlines, to descriptive statements, to elaborate explanations of process and product. The intent of utilizing learning contracts in a learning endeavor is to provide a vehicle whereby you can personalize the learning experience.

For supplemental reading on contracts, the following are recommended: Gross (1977), Hiemstra and Sisco (1990), and Knowles (1986).

### LEARNING STYLE PREFERENCES

In developing your learning contract, it may be useful if you have a sense of your own learning and cognitive styles. The following figure (Figure 1) is provided to facilitate the learner who has never filled out a learning contract in obtaining some sense of what might be the best approach for this course.

Figure 1. Your Learning Style Preferences		
	Self-Directed Learner	Other-Directed Learner
Learner Dependent	Standard contract with suggested structure used as basic guide	Standard contract using instructor suggestions
Learner	Create own contract in terms of content	Develop own version of contract

Independent	and procedure	using instructor suggestions
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Note that the range of possibilities is quite extensive.

## **SOME GUIDELINES FOR THE USE OF LEARNING CONTRACTS**

### **Why Use Learning Contracts?**

One of the most significant findings from research about adult learning (e.g., Tough, 1979) is the following: When adults go about learning something naturally (as contrasted with being taught something), they are highly self-directing. Evidence has accumulated, too, that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught (Brockett & Hiemstra, 1991).

Those kinds of learning that are engaged in for purely personal development can perhaps be planned and carried out completely by an individual on personal terms and with only a loose structure. But those kinds of learning that have as their purpose improving one's competence to perform on a job or in a profession must take into account the need and expectations of organizations, professions, and society. Learning contracts provide a means for negotiating a reconciliation between these external needs and expectations and the learner's internal need and interests.

Furthermore, in traditional education the learning activity is structured by the teacher and the institution. The learner is told what objective to work toward, what resources are to be used and how (and when) to use them, and how any accomplishment of the objectives will be evaluated. This imposed structure conflicts with the adult's deep psychological need to be self-directing and may induce resistance, apathy, or withdrawal. Learning contracts provide a vehicle for making the planning of learning experiences a mutual undertaking between a learner and any helper, mentor, or teacher. By participating in the process of diagnosing personal needs, deriving objectives, identifying resources, choosing strategies, and evaluating accomplishments the learner develops a sense of ownership of (and commitment to) the plan. Learning contracts also are a means for making the learning objectives of any field or practical experience clear and explicit for both learners and facilitators.

## **How do you develop a learning contract?**

### **Step 1: Diagnose your learning needs.**

A learning need is the gap between where you are now and where you want to be in regard to a particular set of competencies. You may already be aware of certain learning needs as a result of a personal appraisal or the long accumulation of evidence for yourself regarding any gaps between where you are now and where you would like to be.

If not (or even so), it might be worth your while to go through this process: First, construct a model of the competencies required to perform excellently the role (e.g., parent, teacher, civic leader, manager, consumer, professional worker, etc.) about which you are concerned. There may be a competency model already in existence that you can use as a thought-starter and check-list; many professions are developing such models. If not, you can build your own, with help from friends, colleagues, supervisors, and expert resource people. A competency can be thought of as the ability to do something at some level of proficiency, and is usually composed of some combination of knowledge, understanding, skill, attitude, and values. For example, "ability to ride a bicycle from my home to work to get in better physical shape" is a competency that involves some knowledge of how a bicycle operates, and the route to work; an understanding of some of the dangers inherent in riding a bicycle; skill in mounting, pedaling, steering, and stopping a bicycle; an attitude or desire to ride a bicycle; and a valuing of the exercise it will yield. Ability to ride a bicycle in cross-country racing would be a higher-level competency that would require greater knowledge, understanding, skill, etc. It is useful to produce a competency model even if it is crude and subjective because of the clearer sense of direction it will give you.

Having constructed a competency model, your next task is to assess the gap between where you are now and where the model says you should be in regard to each competency. You can do this alone or with the help of people who have been observing your performance. The chances are you will find that you have already developed some competencies to a level of excellence, so that you can concentrate on those you haven't mastered. An example of a competency model is contained in Appendix A.

Step 2: Specify your learning objectives.

You are now ready to start filling out the first column of the learning contract (objectives). Each of the learning needs diagnosed in Step 1 should be translated into a learning objective. Be sure that your objectives describe what you will learn, not what you will do. State them in terms that are most meaningful to you--Content acquisition, terminal behaviors, or direction of growth.

Step 3: Specify learning resources and strategies.

When you have finished listing your objectives, move over to the second column of the contract (resources and strategies) and describe how you propose to go about accomplishing each objective. Identify the resources (material and human) you plan to use in your various learning experiences and the strategies (techniques, tools) you will employ in making use of them. Here is an example:

Step 4: Specify target dates for completion.

After completing the second column, move over to the third column (target completion date). Put realistic dates, unless there are institutionally or other required deadlines.

Step 5: Specify evidence of accomplishment.

Move to the fourth column (evidence) and describe what evidence you will collect to indicate the degree to which you have achieved each objective.

Step 6: Specify how the evidence will be validated.

After you have specified what evidence you will gather for each objective in column four, move to column five (verification). For each objective, first specify the criteria by which you propose the evidence will be judged. The criteria will vary according to the type of objective. For example, appropriate criteria for knowledge objectives might include comprehensiveness, depth, precision, clarity, authentication, usefulness, scholarliness, etc. For skill objectives more appropriate criteria may be flexibility, precision, poise, speed, gracefulness, imaginativeness, etc. After you have specified the criteria, indicate the means you propose for verifying the evidence according to these criteria. For example, if you produce a paper, who will you have read it and what are their qualifications? Will they express their judgments by rating scales,

descriptive reports, or evaluative memos? How will they communicate those judgements to you and to me? Perhaps they can use a memo or some other written statement. If you attempt to improve a professional skill, is there someone at your place of employment who can judge your accomplishments? An action helping to differentiate "distinguished" from "adequate" performance in self-directed learning is the wisdom with which personal validators operate.

#### Step 7: Review your contract with consultants.

After you have completed the first draft of your contract, you will find it useful to review it with two or three friends, supervisors, or other expert resource people to obtain their reaction and suggestions. Here are some questions you might have them ask about the contract to receive optimal benefit from their help:

- Are the learning objectives clear, understandable, and realistic? Do they describe what you propose to learn?
- Can they think of other objectives you might consider?
- Do the learning strategies and resources seem reasonable, appropriate, and efficient?
- Can they think of other resources and strategies you might consider?
- Does the evidence seem relevant to the various objectives, and would it convince them?
- Can they suggest other evidence you might consider?
- Are the criteria and means for validating the evidence clear, relevant, and convincing?
- Can they think of other ways to validate the evidence that you might consider?

#### Step 8: Carry out the contract.

You now simply do what the contract calls for. But keep in mind that as you work on it you may find that your notions about what you want to learn and how you want to learn changing. So don't hesitate to revise or renegotiate your contract as you go along.



### Step 9: Evaluation of your learning.

When you have completed your contract you will want to get some assurance that you have in fact learned what you set out to learn. Perhaps the simplest way to do this is to ask the consultants you used in Step 7 to examine your evidence and validation data and provide you their judgment about adequacy.

[Adapted by permission of Malcolm Knowles from materials he distributed in his classes.]

## APPENDIX A

### DEVELOPING COMPETENCY MODELS

One of the most valuable techniques for discovering (and constantly rediscovering) learning needs is the competency model. To build a competency model, it is necessary to decide first of all what the competency components are for successful or outstanding performance in a particular field or activity. When this is done, the next step is to determine your own present level of competence with regard to each of the competency components. Once this has been accomplished, the gaps between your present level of attainment and the required level become apparent. While this seems to be simple--and it is--there can be quite an impact when we clearly identify our own learning needs for the first time. The awareness of the gap between "what I can do" and "what I want to be able to do" produces a strong motivational pull to close the gap with all deliberate speed.

An example of this process can be demonstrated in looking at potential competency requirements for a position such as that of a purchasing manager in an industrial corporation. The required competencies might be the following:

#### Competence Factors

1. A knowledge of source of products, materials, or services required for successful corporate operation.
2. Knowledge of purchasing techniques and methods.

3. Familiarity with pricing structures, discounts, allowances, and quantity price breaks.
4. Awareness of delivery schedules, alternate shipping techniques, and transportation routes and methods.
5. Competence in lease/buy decision making and the negotiation of specific performance and delivery contract.

### Supervisory and Managerial Skills

Utilizing competency models in organizations can produce the following effects:

1. Self-diagnosis of training and development need.
2. Self-directed planning of personal growth progress leading to greater internal commitment.
3. Increased feelings of psychological success rather than psychological failure.
4. Clarification of supervisor and subordinate perceptions of attainment and competence.
5. Improved bonus and compensation planning.
6. An orientation toward a continuing cycle of growth and development with a focus on forward progress rather than judgment.

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Knowles, M. S. (1986). Using learning contracts. San Francisco: Jossey-Bass.

Knowles, M. S., & Associates. (1984). Andragogy in action. San Francisco: Jossey-Bass.

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Learning Contract Form (Simulation One - A Distance Education Course)

Learner: Jane Smith Course: AED 5220 Instructor: Hiemstra Contract Grade: A

What are you going to learn (objectives)	How are you going to learn it (resources/strategies)	Target date for completion	How are you going to know that you learned it (evidence)	How are you going to prove you learned (verification)
Improve my general understanding of distance educ.	<ol style="list-style-type: none"> <li>1. Actively participate in the course (LA#2)</li> <li>2. Complete a Learning Contract (LA#1)</li> </ol>	<ol style="list-style-type: none"> <li>1. End of the course</li> <li>2. By June 12</li> </ol>	Self perceptions about my contributions and during our CMC time make appropriate contracts with class mates	<ol style="list-style-type: none"> <li>1. Ask Roger and learning partner for feedback</li> <li>2. All contract tasks completed</li> </ol>
Acquire more info. about dist ed and its uses	<ol style="list-style-type: none"> <li>1. Read the texts, at least 1 more book, and several related journal articles</li> </ol>	End of course	Read log (see my term project description)	Ask Roger for feedback
Improve my ability to acquire knowledge about accessing info. electronically (LA3)	<ol style="list-style-type: none"> <li>1. Participate in any related class discussions</li> <li>2. Practice searching and downloading information that I find</li> </ol>	By end of the term	A brief report that describes the list serves I join and my part in them plus some sample copies of downloaded materials	Ask both Roger and several work colleagues for feedback on my involvement and its potential for my work
Enhance my	<ol style="list-style-type: none"> <li>1. Read at least 4 books</li> </ol>	By end of the	<ol style="list-style-type: none"> <li>1. Written report of my findings</li> </ol>	Ask both Roger and my supervisor

<p>understanding of CMC and its potential for training employees at work (LA4a)</p>	<p>listed in the bibliography</p> <p>2. Annotate ideas, reflections, and learnings in a reading log</p>	<p>term</p>	<p>including implementation implications</p> <p>2. Make 1-hr. presentation in-class on it</p>	<p>for some feedback</p>
<p>Improve my ability to create and employ CMC in my workplace (LA5)</p>	<p>1. Use the info I obtain for LA4a and design a several week training at work w/CMC</p> <p>2. Carry out and evaluate the CMC activities</p>	<p>End of course</p>	<p>A written report of my entire effort, including the design, implementation, evaluation, and future implications</p>	<p>Ask Roger and all work participants for feedback on the experience and its long term implementation possibilities</p>
<p>Enhance my overall understanding of the potential of distance education in the workplace (term project)</p>	<p>1. Read at least 3 books listed in the bibliography beyond what I have already described</p> <p>2. Annotate all my ideas, reflections, and new learnings in a reading log</p>	<p>End of course</p>	<p>Extensive interactive reading log where I will both summarize and interact with my readings</p>	<p>Ask Roger and as appropriate my supervisor for feedback</p>