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Evaluation Report

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Evaluation
of
The Center for In-Service Training's Project
"Local Administration & Rural Development"

Conducted by:

**Centre National de Coordination
de la Formation (CENACOF)**

Kinshasa, December 1981

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Forward

The Centre National de Coordination de la Formation (CENACOF) team that undertook this evaluation was composed of Professor Chirume Mendo, Acting Deputy Director of CENACOF, and Mr. Thomas D. Murray, U.S. Technical Consultant to the USAID-sponsored Development Manpower Training Project. Most of the background information concerning the baseline survey and the other historical aspects leading up to the CPA training and the subsequent evaluation were taken from documents prepared by Dr. Richard Vengroff of Texas Tech University and Miald Diambomba of the University of Laval, Canada.

Executive Summary

Zaire's public administration structure collapsed following Independence in 1960. Although subsequent attempts were made at maintaining the remnants of an administrative system, they suffered from a loss of cadre trained in administrative skills and techniques and committed to practicing those elements of administration.

Training programs were set up to deal with the problems of administration during the sixties, and institutes, such as the Ecole National de l'Administration, provided specialized training in administrative practice. But this training was directed for the most part at the higher-level cadre; the lower-level cadre -- those who came into daily contact with villagers -- were ignored.

The Centre pour le Perfectionnement de l'Administration (CPA) was originally created as part of the Ecole National de l'Administration to review the problems of mid and lower-level cadre particularly within the rural context. In 1971 the CPA became part of the National University and began working with a variety of public and private institutions, Zairian and foreign.

Based on its work over the years, the CPA was asked by USAID/Kinshasa to study the problems of the middle and lower-level cadre in Zaire and to design a pilot training program that would, where possible, correct those problems that were identified. The CPA, with the assistance of an American and Zairian technicians, conducted a baseline data survey to determine the areas where training was needed to assist the rural cadre in carrying out their technical and administrative assignments.

The survey identified several areas that posed serious problems to the effective functioning of rural administration. Among these were problems that were seen as external, that is, problems that could not be corrected by training interventions. Internal problems, on the other hand, were recognized as those that could be alleviated through training. These included 1) obstacles to increased agricultural production; 2) the reasons for poor performance of extension workers; 3) the role perceptions the various cadre had of themselves and how much time they spent on various work activities; and, 4) what the cadre considered as important areas of training for themselves.

The final analysis of the information gathered in the survey pointed out that the external factors clearly retarded rural development. But certain internal factors, particularly behavioral

factors, such as lack of coordination between administrative and traditional authorities, or between various technical services were equally important and were also responsible for preventing development in the rural areas.

The training program that was prepared by the CPA and the American Consultant based on the baseline data survey was presented to 101 zone-level personnel over a period of one month. The training was given at four sites in three agricultural producing regions in Zaire: Bas-Zaire, Bandundu and Haut Zaire. Two CPA teams of four members each conducted the training in sessions lasting two weeks each.

The evaluation pointed to improvements in several of the areas identified in the training. Cadre were working together and involving each other in their respective services. There was also increased village level participation taking place as a result of the cadre's exposure to teamwork during the training sessions. Cadre at the zone level also were reported to be meeting more frequently with their subordinates at the Collectivite level and involving the subordinates in developmental activities and in decision-making.

The evaluation also found that the zone-level cadre were having more direct contact themselves with villagers rather than relying on the reports of subordinates. They were also utilizing new approaches with the villagers that they had learned in their training. Case studies presented to the cadre showed that they had developed steps for making decisions, but it should be noted that the evaluation team had no opportunity to verify this.

Finally the evaluation pointed to the cadres ranking and placing priority on the importance of various activities. Chief among these was extension work which pointed out how important and useful were the skills and techniques learned during the training program.

1. Project Setting

Public administration in Zaire has undergone frequent changes since President Mobutu assumed power in 1965. At that time there was little communication between provinces and the central government, and the capitol was no longer able to direct services of public works, customs and finances. Public offices were staffed with friends and relatives of higher officials and ethnic, regional and local loyalties were considered paramount for appointment. During President Mobutu's first two years in office attempts were made to change these habits and to create an apolitical streamlined civil service directed from Kinshasa.

This trend was reversed, however, in 1967 with the creation of the Movement Populaire de la Revolution (MPR) whose goal was defined as the mobilization of the masses in order to educate them politically, inform them of government policies and programs and enlist their active participation in developing the nation. From then on political action was associated with administrative function, and party cells were set up in all government offices. The 1967 constitution also provided new powers to the President including that of Head of State, Commander-in-Chief of the Armed Forces and the police, and in charge of foreign policy. He could dismiss and appoint cabinet ministers and determine their areas of responsibility. He now had the power to appoint and dismiss the governors of all provinces as well as the judges of all courts.

For a while two separate administrative hierarchies persisted, one of the government concerned with administration and one of the party (MPR) charged with political indoctrination and mobilization. A number of legal decrees during 1972 and 1973 established the pre-eminence of the party in all spheres of public life, and all national institutions were declared to be under party control. Step by step the two hierarchies were fused into one. The result was centralization, uniformity of structures and politicization of public servants.

The 1964 constitution had established a type of federal government recognizing the then twenty-one provinces in Zaire, each with a considerable degree of autonomy. By 1972, however, several changes in regional administration had taken place that indicated the provinces had lost their administrative autonomy. Provinces were renamed administrative divisions and their governors were renamed regional commissioners. Provincial assemblies were renamed into consultative bodies. Subdivisions of the provinces -- the districts and territories, which had remained essentially the same as before independence, were renamed respectively subregion and zone, headed by subregional and zone commissioners. Regional, subregional and zone commissioners who were appointed by the President became part of the central administration. They could not be natives of the areas they administered.

Regional commissioners became first regional vice presidents of the MPR and the same principle applied to the levels of the subregion and zone.

A regional commissioner oversaw the social and economic development of his area and maintained the public order. A sub-regional commissioner acted under the authority of the regional commissioner and, in turn directed the public services of the subregion and had authority over the zones.

The zone commissioner's principal duties included, among others, tax collecting, census taking and -- most important -- implementing economic and social development plans.

Collectivite chiefs and locality chiefs were also (unpaid) part of the administrative apparatus.¹

Figure 1.

Zaire's Administrative Structure

Central Government (Kinshasa)

Region

Subregion

Zone

Collectivite

Localite (village)

1

American University, Washington, D. C. Foreign Area Studies. Zaire, A Country Study. (Area Handbook Series) Third Edition, First Printing: 1979.

2. Le Centre pour le Perfectionnement de l'Administration (CPA)

Prior to 1960 there were approximately 11,000 colonial cadres in the various departments of the colonial administration. The majority of these, however, were forced to leave in 1960 during the political and social disorders following the accession to Independence. While the vacuum was partially filled by United Nations personnel, the Belgians were, for the most part, replaced by Zairians who had no training in running an administration set up during the colonial period and continuing that administration after Independence.

To deal with the problem of administration, a significant training effort was undertaken in 1960. It involved an educational network where secondary and post secondary schools were established to provide technical and professional training. It also involved the founding of a number of institutes to provide specialized training to produce immediately useable skills. Among those was Ecole Nationale d'Administration whose aim was to provide specialized training in administrative practice.

Although statistics point to the increased enrollment in educational institutions during the period 1960-1970, there was no indication that Zairian public administration had benefited from it. While it was expected that the administrative apparatus would collapse with the departure of the Belgian colonial corps, it was assumed that replacement by better trained Zairian cadre would have led to improved administrative performance. It appears that the opposite was the case.

Although cadre were trained, they were those working at the middle and higher levels; little, if any, attention was being paid to the cadre working at the lower administrative and technical levels. This is particularly true of cadre working in the rural areas where not only had administrative services collapsed, but where there was increased dependence on the central government.

Recognition that trained cadre at the lower administrative levels were essential to the effective function of the administrative process led to the establishment of new institutions. Such training within the framework of formal education took place during the sixties in an institute for administrative cadres created at Likasi in Shaba province. Although this was patterned after the Ecole National d'Administration, the school focused on lower-level cadre who worked with Territorial Administration. The school was abandoned in the seventies during the general reform of higher education.

In 1969, the Centre pour le Perfectionnement de l'Administration (CPA) was created as a special branch of the Ecole National de l'Administration. Its purpose was to review problems experienced by cadre working in administration particularly at the lower levels and within the rural context. In 1971 the CPA became a part of the National University of Zaire under its Centre Inter-disciplinaire pour le Developpement de l'Education Permanente (CIDEP).

While under Ecole National de l'Administration, the CPA functioned as an in-service training institute providing administration instruction to cadre in the interior. At that time the training provided by CPA was on-the-job training and included client institutions, such as Office des Routes, the Office National de Logement (ONL) and the Banque Commercial Zairoise among others.

With the growth of nonformal education programs and the positive experiences of such programs in other countries, there began to emerge in Zaire a different approach to traditional training. No longer was the failure on the part of administrative cadre to perform their jobs looked at solely on the basis of technical training. Other factors were beginning to be considered with regard to their impact on efficient administrative practices. Among these were 1) the lack of cooperation between various sectors involved in the implementation of development policies; 2) lack of knowledge of the environment in which the cadre worked; 3) an insufficient understanding of the objectives of the development policy that cadre were supposed to implement; 4) and a lack of understanding about the need for lateral as well as vertical cooperation among the diverse administrative structures and individuals concerned with the implementation of development policies.

During this period CPA expanded to other GOZ institutions including the Department of Plan, Titre Fonciere and the Ville de Kinshasa. Other sectors, recognizing the value of the administrative training provided by CPA called upon the organization for assistance. Before long CPA was providing training to the cooperative movement in Zaire. The Union de Cooperatives de Bas Fleuve and the Union de Cooperatives de Kasai Oriental were two where initial training was conducted.

CPA also collaborated with Zairian as well as other national Institutions. These included the Centre des Etudes Pour l'Action Social (CEPAS), the Societe d'Ingenieur Conseil pour l'Amenagement Industriel (SICAI) and the Institute Pan Africaine pour le Developpement (IPD) headquartered in Douala, Cameroon. The United Nations requested CPA's assistance in Rwanda and in Upper Volta and Congo.

In 1976 the CPA staff was trained by the U.S. Consulting firm, Practical Concepts, Incorporated. This training took place under a

U.S. AID grant and proved to be the basis for the project, "Local Administration & Rural Development" which is the subject of this paper.

CPA has also conducted studies at the highest levels of GOZ with its training program for the Bureau du Presidence de la Republique. It also conducted the northeast Zaire and west Zaire studies in 1972/1976.

CPA originally began with a Belgian director and a sizeable staff of Belgian trainers and four Zairians. Today CPA is headed by a Zairian, has two Belgian technical assistants and twenty Zairians working as trainers.

3. History of the CPA Project, "Local Administration and Rural Development"

3.1. Survey

In 1979 AID/Zaire contracted with the National Association of Schools of Public Administration (NASPA), Washington, D. C. to provide technical assistance to the Centre de Perfectionnement de l'Administration. The assistance included the preparation and implementation of a training needs analysis survey to determine how administrative cadres perceived their roles and training needs; and, the training of zone-level cadre in those areas identified through the survey.

The NASPA consultant, Dr. Richard Vengroff, first determined the needs of the CPA staff itself to conduct a needs analysis survey of rural cadre. Once determined, training was conducted for the CPA staff in order to acquaint them with the techniques and skills necessary for a needs analysis survey. These included survey designs, survey techniques, coding and survey implementation. The CPA staff were also trained in interviewing techniques where role playing exercises simulating field conditions were used. Survey instruments were then prepared by the CPA team, and these were then translated into Kikongo, Kiswahili and Lingala. As the success of the survey was seen to be contingent on the qualifications of those who would realize it, the survey questionnaires were prepared and finalized in conjunction with the CPA team that would administer them.

The purposes of the survey were: 1) to collect data for future training courses, administrative reorganization or purposes of political reforms; 2) provide a description of existing practices, problems and attitudes of personnel at the zone and collectivite levels; 3) serve as a training exercise to improve the capabilities of the CPA staff to conduct future training needs analysis; 4) provide input for the design of a training program; and 5) provide experience as a training device for zone-level personnel who would participate in future CPA training programs.

The survey instrument that was eventually developed included questions to provide data in the following areas of concern:

1. Obstacles to increasing production in rural areas;
2. Factors which limit the effectiveness of rural development agents;
3. The importance attached to various work activities at the zone level;
4. Perceptions of the amount of time allocated to the various work activities;

5. An assessment by the interviewees of their own training needs;
6. Role perceptions of the interviewees;
7. Background factors which potentially have an impact on the responses obtained numbers 1-6 above.

The sample universe in which the survey, and subsequently the training, were carried out were selected as they were considered to have high potential for agricultural development. The government positions selected in the study included a variety of administrative, technical, and political and judicial functions at both the zone and collectivite levels. The survey was conducted among 226 respondents in the regions of Bas-Zaire, Bandundu and Haut Zaire.

The survey included twenty-three questions addressing the obstacles to increased agricultural production, an area identified as top priority in the Plan Mobutu. The questions included those of an external nature, that is those clearly beyond the scope of a training program, such as poor roads, lack of vehicles, etc. They also included those of an internal nature where improvement might be effected through training, e.g. improved understanding of one's job, better coordination with superiors/subordinates and other sector personnel, etc.

The problems most often identified in this category as being important were external — lack of health facilities, poor conditions of roads, lack of logistical support, and lack of agricultural and veterinary personnel. Once the problems were grouped and a factor analysis conducted, five factors emerged among which were several that possibly could be dealt with through a training intervention. The factor that ranked the highest in this category was the lack of collaboration between the technical services and the territorial administration. Simply stated, there was little, if any, contact, direction or mutual interest among the Commissaire de Zones or the Chefs de Collectivite and the various technical specialists — agronomist, veterinarian, etc. — working under them. Cited under this category also were abuses carried out by administrative personnel; a lack of qualified personnel and a lack of materials with which to conduct one's job; a lack of coordination between the various development projects and the technical services represented in the project area. Poor economic planning was also cited as important under this category.

A second category studied in the survey was the reason for the poor performance of extension workers. Eighteen questions addressed this category, and as with the general problem of agricultural production, the most broadly identified were external and involved the reward-support structure. Among these were the failure to provide extension workers with equipment essential to their work or to provide them with transportation so that they could accomplish their work. Once the responses were factor analyzed to identify

larger categories of problems, the following factors were indicated as the most important reasons for the poor performance of extension workers; 1) the reward and support structures; 2) inadequate professionalism of the extension workers, i.e. limited technical training which prevented the extension agents at the zone levels from training or assisting their subordinates at the collectivite level much less from carrying out their own job responsibilities; lack of experience among the extension workers; and, 4) the extension worker's lack of familiarity with the local environment in which he worked and a consequent inability to adapt to that environment.

The survey also focused on the perceptions the cadre had of the importance of their various work activities. Seventeen questions in the survey addressed the work activities of local government workers as well as the time they devoted to those activities. A factor analysis here showed that those in higher level positions attached greater importance and commitment to activities, such as planning and management, administrative activities and extension and technical matters. Those in mid-level positions devoted more time to direct relations with the public and to accounting matters. The maintenance of public order was emphasized by those working at the lower levels.

A final category in the survey dealt with the cadre's perception of their training needs. Under this category, those interviewed were asked to identify from a list of possible subjects for training from which they felt they could benefit. The four areas that were eventually extracted from the 18 questions concerning this category revealed 1) administration and planning, 2) public order and party activities, 3) accounting, and 4) extension and technical support as those that could be of help to the cadre in performing their jobs.

It should be noted, however, that under this category the training needs identified differed significantly depending on the respondent's level of responsibility. Those in the higher and middle level positions were significantly more inclined to participate in a training program than those in lower level positions. They saw training in extension work, in matters of a technical nature and the various aspects of planning as contributing greatly to their job performance. Too, they felt that training in the preparation of reports, general management and the gathering of data would be very helpful to them in their job responsibilities. Those in the middle level positions requested training in accounting techniques, in the collection of taxes and in general administration.

The analysis lead to the following conclusions: external factors were clearly perceived as more important than internal

factors in retarding rural development. But certain internal factors, particularly behavioral factors, such as the lack of coordination between territorial administration and the traditional authorities, or between the various technical services themselves were seen as also playing significant roles in retarding development.

3.2. Local Administration & Rural Development Training Project Description

The basis for the training project, the baseline data survey, showed the following as problems that hindered the administrative processes and activities at the local level:

1. external factors, such as the relations with central authorities, logistical support, salaries;
2. internal structural problems, such as a lack of effective communication and coordinating administrative and developmental activities at the local level;
3. lack of training in administrative techniques and methods.

The survey results recognized the real obstacles to development as external factors and that these were unlikely to change in the short run. Although the capacity of the 226 respondents to deal effectively with these obstacles affecting the delivery of service to the rural communities was not measured, it was concluded that cadres should be provided the capability to deal effectively with the various situations as they in fact exist. It was believed that this could be accomplished by improving the analytical capability of the cadre and consequently their awareness and understanding of problems faced as well as their roles in solving those problems and in encouraging production activities in their areas.

3.2.1. Target Population

The focal point for the training program was the Zone Commissioners. That administrative level was considered as playing a major role between the central authorities and the local populations, and the key persons for the realization of any development action at the local level. But, to the present, these administrative cadres had not played that role. In fact, not only did they tend to limit their role to that of maintaining law and order, they did not appear to understand fully the attempt made by the government since 1977 to give them greater authority and initiative over their local affairs.

A second target for the CPA training project were the heads of the technical services attached to the office of the Zone

Commissioners. These were the representatives of the specialized agencies (Agriculture, Health, Community Development, etc.) whose role is to provide technical assistance to the local populations. These included the agronomist, veterinarian, etc. These agents often operated independently of the Zone Commissioners, due, in part, to the way in which the administration was structured, but also due to the lack of information among the various specialities regarding the benefits to be derived from coordinating their activities both among themselves and with the political administrative authorities. It was assumed that training would make them conscious of the need to work as a team.

Although it was originally planned to include the cadres serving under the Zone Commissioners in the training program, it was found later to be unrealistic given the difference in educational levels that exist between the Zone and Colectivite cadres.

3.2.2. Goals of the Training Program

The goals of the training program were to provide the GOZ cadres:

1. with a better understanding of their roles;
2. an improved coordination and collaboration between agencies;
3. preparation in the collection and analysis of data;
4. an improved leadership and decision-making capability.

3.2.3. Content of the Training Program

The content of the training program was structured as follows:

Goal No. 1: To lead the trainees to a better understanding of their roles and tasks, discussion sessions based on actual local issues dealt with:

- a. the analysis of structural problems which hamper communication between different levels of administration as well as between different local administrative services;
- b. the analysis of personnel problems which affect the cadres' administrative performance; and
- c. the discussion of ways to lessen the impact of these structural problems.

Goal No. 2: To improve coordination and collaboration between agencies, sessions were held on:

consequences of a lack of communication within the local administration and of coordination of activities among the various cadres.

Goal No. 3: To provide the cadres with a technical know-how for data collection and analysis required for a better understanding of development needs in their administrative units, sessions were held on:

- a. simple data collection and analysis techniques;
- b. the importance of an archive system for information maintenance and retrieval; and,
- c. the effects of the quality of available information on the quality of policies which they influence and on the implementation of these policies.

Goal No. 4: To lead the cadres to improve their planning and decision-making capabilities, the sessions involved:

- a. analysis of the impact of local development initiatives on local administration;
- b. leadership styles;
- c. problem identification, defining goals and objectives, identifying resources, program development, budgets and evaluation.

3.2.4. Training Methods

The training that took place was presented as a series of seminars during which specific problems or issues faced at the local administration level were discussed and analyzed. Participants provided summaries of the issues or problems they faced and solutions to those were generated through discussions. The CPA trainers thus, served as discussion leaders not lecturers.

3.2.5. Training Sessions

Two sessions of two weeks each were planned for each training site. The first series of sessions dealt with structural problems and addressed the need for better understanding of the cadres' roles and tasks. The second series dealt with issues related to information gathering and analysis as well as the roles of the local cadres as development agents.

The first team of CPA trainers conducted training in the zones of Tshela, (Bas Zaire) Bulungu, (Bandundu) Niangara, and Bunia, (Haut Zaire).

Due to logistical and administrative problems experienced in Tshela and Bulungu, it was decided that the second team would conduct training in other zones and Lukula was selected to replace Tshela, and Idiofa to replace Bulungu.

4. Centre National de Coordination de la Formation (CENACOF)

The evaluation of the CPA training project, "Local Administration & Rural Development" was originally planned as part of the NASPA project. The NASPA consultant, Professor Richard Vengroff, who designed the original survey and with the assistance of Professor Diambomba, University of Laval, Canada was to conduct the evaluation in June 1981. Due to unforeseen circumstances, however, he was not able to do so and AID/Kinshasa requested that the evaluation be carried out by its Development Manpower Training Project.

That Project established the National Training Institution known as CENACOF, and activities were started in June, 1981 with the arrival of the U.S. Technician. Among its goals are setting up a training organization and establishing a system to conduct training programs; developing a training plan during the first two year (Phase I) period; and designing and implementing training programs for 500 rural administrative personnel working at the zone and collectivite levels.

To achieve its goals, CENACOF will create a system for training composed of a Technical ~~Advisory~~ Council, a Development Training Office and a Development Data Bank.

The data bank will eventually comprise information and evaluation units. The information unit will process and disseminate data to be used in training and will store and update that data.

The evaluation unit, already established, 1) designs instruments for needs analysis surveys, 2) conducts those surveys, 3) designs end-of-training (E.O.T.) evaluation instruments and conducts those evaluations, 4) and provides data to the information unit.

The data bank will be established in CENACOF to provide information regarding training needs of organizations, and GOZ ministries. It will also report on the impact of training activities on rural development projects, provide an inventory of training resources and identify participant training opportunities.

CENACOF is a project under the Office of the Prime Minister of the Government of Zaire.

5. The Evaluation

In designing the evaluation, the CENACOF staff reviewed the needs analysis survey as well as the training materials and other documents prepared by the NASPA and the CPA. The final evaluation instrument included questions about several areas that were focused on in the training program. (Appendix A)

1. Was there greater collaboration between the rural technical services (inter-service collaboration) and improved collaboration within the services themselves (intra-service collaboration) as a result of the training?

2. Do local administrative cadre now follow a process for the collection of data or for identifying problems or for providing solutions to problems?

3. Was there a process used for making decisions?

4. Had the cadre initiated any development projects in their areas of responsibility?

5. Which leadership style had they found most useful in their daily work?

The questionnaire also attempted to determine whether or not the cadre's view of the importance of work activities had changed. Two questions were included in the evaluation instrument asking the former trainees to rank order various activities according to their importance and the amount of time spent on each of them. The questionnaire also included questions on the former trainees' opinions of the training program itself including the materials, teaching methods and the performance of the CPA trainers.

Due to time and travel constraints, it was not possible to pretest the evaluation instrument prior to actual field use. The CENACOF staff decided prior to beginning the evaluation that each of the 24 questions had to be asked in a clear and concise manner in order to elicit the necessary response. During the course of the evaluation, it was found that the best method for administering the questionnaire was to have the respondents focus on the same question at the same time and to allot a sufficient period of time for the response before proceeding to the next question.

6. Evaluation Findings and Analysis

The CPA training program took place at four sites including Tshela in Bas-Zaire, Idiofa in Bandundu, and Isiro and Bunia in Haut Zaire. Participants at each site numbered from 24 to 30 who came from up to five zones situated around the training areas. (See list of trainees in Appendix B).

The training was conducted in two sessions each of two weeks duration, to accommodate the trainees' job requirements. One hundred and one administrative and technical cadre participated in the training. Originally the evaluation team planned to interview 50 former trainees, with 12 and 13 from the Regions of Bas-Zaire and Bandundu and a similar number from the Zones of Isiro and Bunia in Haut Zaire. This sample number was reduced to 35 however, when it became apparent that travel to Isiro would not be possible.

The evaluation team learned that of the 101 participants in the training program, only two had retired and two others had changed their posts but were still working in the same capacity although in a different zone. In this connection, the trainees interviewed by the team mentioned their needs for additional follow-up training as will be pointed out further on in this report.

One result of the training is the requests for project assistance that the CPA staff has received from trainees once they returned to their posts. Some trainees also expressed interest in establishing a linkage with the CPA through a newsletter where their ideas and experiences on development could be exchanged.

6.1.1. Inter-Service Collaboration

Whereas the cadre had originally worked on an individual basis each preferring to conduct his work separately from the others, the evaluation now showed that there was increased collaboration among the local services. The evaluation reflected that the cadre now refer to each other's services, and are organizing themselves into "work teams" to determine information necessary to their jobs and to conduct field visits to obtain this data.

This was clearly illustrated in Sekebanza where the former trainees organized themselves into a team and collected data that led to the design and implementation of a pig raising project. They organized meetings to explain to the villagers and to the Chefs des Collectivités what was expected of them in a development project and the result was the provision of parcels of land as well as the manufacture of bricks by the villagers.

Increased collaboration was again illustrated in Lukula where villagers were participating in projects such as the digging of wells, the construction of small bridges which will join two collectivites, and the planting of a new maize grain "Kasaji I". In Idiofa an improved housing project was underway and is being supervised by the former trainees. In Tshela the trainees were setting up pre-cooperatives to establish a marketing structure for agricultural produce. The environmental protection agent in Djugu in conjunction with the health specialist were supervising a campaign to dig latrines.

6.1.2. Intra-Service Collaboration

In theory, all technical and administrative offices at the Regional, sub-regional and zone levels are represented at the Collectivite levels and regulations and orders are passed down from one administrative unit to another. In Mahagi and Irumu (Haut Zaire), however, it was found that the environmental protection agent and the rural development specialist did not have counterparts at the level of the collectivite. Those trained zone personnel that did have counterparts at the collectivite levels were meeting with them more frequently than they had prior to their training. Forty-five percent reported that they held meetings with their subordinates at least once a month and 14.2% of the respondents organized office meetings from two to four times a month. Twenty percent of the respondents indicated that they held meetings every four to six months due to the long and often unreachable locations of the collectivites.

In response to questions concerning consideration of a subordinate's point of view, all respondents indicated that they were much more appreciative of their subordinates' suggestions and contributions as a result of their training. They had established interdependent working relationships with their subordinates, and organized inspection tours with them within their services -- agriculture, health, etc.

6.2. Budgeting and Data Collection

6.2.1. Budgeting

Two questions in the evaluation instrument addressed the preparation of budgets. One asked the respondents how they would determine the salary scales for different project personnel and another how the respondents would determine some project operating costs. Although a small percentage of the former trainees showed some skill in budget preparation, the majority indicated little understanding of how budgets should be prepared. There could be several reasons for this: 1) it may be possible that the training in budget preparation was not taught thoroughly and consequently not understood; and 2) another reason could be that most of the trainees do not handle financial matters and that that aspect of the training had no practical purpose for them. It will be pointed out further on in the report

that none of the former trainees thought the training in budgeting techniques was one of the most rewarding experiences of the training program. The fact that higher ranking local administration and technical cadre were not interested in budgeting procedures corroborates the findings of the NASPA consultant that those at the middle-level are more involved in accounting and tax collection than their supervisors who received training and responded to the questionnaire.

6.2.2. Data Collection

The evaluation also sought to determine whether the trainees had become more sensitive to the needs of those they serve as a result of their training. For example, what kind of approach was now being used by the cadre to determine the needs of a village, or how were the villagers themselves being approached? An analysis of the CPA training materials clearly indicated that this matter had been dealt with during the training and that the trainees had been exposed to a systematic approach to accomplish this.

Seventy-one percent of the respondents indicated that they made regular visits to the villages where they engaged the villagers in constructive dialogue concerning their problems and ways in which they might be alleviated. These cadre used the same participatory style in dealing with the villagers that they themselves had learned during their training. The remainder of the respondents indicated that they still relied solely on their subordinates' periodic reports to learn about the villagers' problems. The problem of transportation was cited over and over as the major obstacle for the cadre in an effort to implement most of his skills and techniques they learned.

Administrative abuse was another factor which prevented some zone cadre from having more frequent contact with villagers. Some Agronomes de Zone were recently provided with Land Rovers only to have them taken away by the Commissaire de Zone, the highest ranking official in zonal administrative and technical services.

The former trainees' ability to gather, analyze and utilize data collected at the zone and collectivite levels was clearly demonstrated by those cadre working on those projects in Seke Banza, Tshela, Djugu, etc. mentioned previously.

6.3. Leadership and Decision Making

6.3.1. Leadership

The evaluation instrument contained questions concerning the leadership style that the former trainees found most effective in

their daily work. The styles discussed during the training included autocratic, democratic and laissez-faire. The style that was indicated as the most effective for the cadre was the democratic. Practically all the cadre pointed out that the democratic style involves the participation of everyone, and, through the democratic process, people can become committed to whatever issue that needs to be solved!

Ideally, the responses to the questions concerning leadership should have been asked at other levels, such as the counterparts at the collectivite and the villagers themselves to determine if, in fact, zone cadre were using a participatory style. Due to time constraints and the problem with local dialects, however, this was not possible.

6.3.2. Decision Making :

The questionnaire included three case studies concerning situations where decisions were solicited from the respondents. The first involved the much publicized account of ivory smuggling that was discovered recently in Haut Zaire. According to news accounts, the smuggling allegedly was carried out by various cadre under orders from the governor of the region. All respondents indicated that the governor was responsible for the smuggling and the subsequent firing of all the cadre involved. They also stated that if they, the respondents, were placed in a situation where they were ordered to perform illegal activities, they would report these to higher authorities.

In another situation involving the mismanagement of an imprest fund, all respondents indicated that they would confront the person responsible for the fund after being informed by others of his mismanagement.

Finally, in a job conflict case where their own job promotion was at stake if they took action on behalf of a worker who was wrongly accused and fired, all respondents stated that they would intervene in some way for the worker.

Obviously, the responses indicate improved attitudes for decision making, but an opportunity to observe the cadre in real situations would have provided far better proof. This, however, was beyond the scope of the evaluation. Nevertheless, it is indicative of the vast problems and obstacles faced by the development cadre on a daily basis.

6.4. The Importance of Time Allocations for Administrative and Technical Activities

The needs assessment survey looked at the types of activities that various cadre were involved in and how much of their time was spent on those activities. They then ranked the activities -- the most important and time consuming being 1) report writing -- followed by 2) implementation of Government decrees, 3) general administration, 4) supervision of subordinates' work, and 5) law enforcement. There was little, if any, indication concerning their involvement with developmental activities.

The survey reflected that those in high positions were more involved in planning, management and general administration. However, they did see that extension and matters of a technical nature were as important in their work.

The survey also showed the middle-level cadre as spending most of their time on accounting matters and collecting taxes. Those at the lower administrative positions (Chefs de collectivites et Chefs de localities) pointed to the maintenance of public order as their major activity. The NASPA consultant noted these survey results and recommended that even though there may be common activities for all administrative levels, these differences in functions should be considered when designing training programs for various levels within the territorial administrative structure.

The evaluation team paid particular attention to the importance and time that the cadre devoted to various activities. The cadre were asked to rank-order activities according to their importance and the amount of time spent of those activities. It should be noted again that the training conducted by the CPA was directed to those in higher administrative position in the zones.

Extension work was noted as the most time consuming and most important activity by the respondents. There followed in order of importance and time 2) supervision; 3) implementation of governmental rules and regulations; 4) report writing; 5) data collection; and 6) planning.

The findings in this area concur with others in this report that point out how important and useful were the extension work skills and techniques learned during their CPA training. The technical cadre (veterinarian, agronomist, environmental protection agent, rural development specialist) were represented in large numbers at the training sessions and this may be the reason why extension work scored as high as it did.

In addition to viewing extension work techniques as important to their work, the cadre also indicated data collection, report writing and planning among the six most important activities. This clearly indicates the positive impact that the training program had on the cadre.

The cadre still ranked the "implementation of government rules and regulations" as high on their list of activities and this may be justifiable. The cadre are well aware that a certain conformism is expected of them if they are to remain in their positions or be promoted.

6.5. Opinions on the CPA Training Program

6.5.1. The Training Course's Content

Given the mandate of CENACOF to provide similar administrative training at the zone and collectivite levels, it was extremely important to the evaluation team to determine the usefulness of the CPA training in the day-to-day activities of the cadre trained. How significant were the various administrative skills and techniques that were learned during the training programs? Were the cadre better equipped to help those living in villages to identify their problems and provide solutions to them?

Thirty-three respondents indicated that the following techniques they learned during their training were being used in their daily work:

- extension work techniques
- participatory inquiry
- team work
- management
- data collection
- animation
- role playing
- project development
- case studies

Practically all respondents stated an improved confidence in themselves with regard to approaching villagers and involving them in the development process. In only one instance was imposition from above mentioned as the method used to get people involved, and that was in Tshela where the cultivation of rice is being introduced.

When asked if they felt that similar training would be useful for other levels of GOZ cadre, the respondents stated the need for

similar training to be provided at the regional, subregional and collectivite levels, explaining that in order for development to take place there has to be common understanding at all administrative levels. They felt that training programs designed for the other levels would have a beneficial effect for the entire administrative process.

The learning techniques were pointed out repeatedly as one of the most significant components of the training. The group process techniques of management that were experienced were cited as important ways to learn, to share information and experiences as well as to develop new insights into one's work and that of others. The training was also viewed as important as it brought together people who shared the same concerns and provided opportunity for them to exchange ideas.

Thirty-seven percent of the respondents stated that future training programs might include material concerning cooperatives, forestry, motivation, agricultural techniques and legislative and administrative reforms.

6.5.2. The Trainers

The evaluation team also determined the effectiveness of the CPA trainers. How well did they master the training content? Did they communicate their material effectively? How well did they relate to their audiences?

As mentioned earlier, the training was conducted in two periods of two weeks each at each training site. There were two teams of four members each. Team No. 1 began the training in Tshela then proceeded to Lukala, Bas-Zaire. In Bandundu the team started at Bulungu and moved to Idiofa. In Haut Zaire team one moved from Isiro to Bunia. Team No. 2 followed up on Team One's training in Tshela a month after Team one had conducted its intervention.

The evaluation pointed out that Team No. 1 was rated excellent in its competence, communication skills and human relations ability. Team No. 2 was considered average in these areas, particularly in Bas-Zaire. It should be noted, however, that Team No. 2 entered a less than friendly environment in Bas-Zaire as the participants had not received their per diem for the training period, and although the matter was eventually corrected, there still remained a considerable feeling of bitterness. Although this logistical problem may have affected the opinions of those trained in Bas-Zaire, Team No. 2 was not rated as highly as Team No. 1 in Bandundu and Haut Zaire where these problems did not exist.

7. Lessons Learned -- General

1. The official communications network of the GOZ proved to be ineffective in announcing the arrival of the evaluation team to the various Zone Commissioners. Not one message that was sent through the Department of Territorial Administration reached its destination prior to the team's arrival. In the future, alternative means of communication should be used to notify the zones. Those that could be used include missionary networks, private businesses with activities in the interior of the country, development projects, Peace Corps, military, other departments.
2. Training teams should be cognizant of the infrastructure in the areas where they train. Knowledge of private as well as public institutions, businesses and industry could alleviate many of the problems encountered by the trainers as well as the evaluation teams. This is particularly true with regard to logistical problems. It was a matter of luck that the CENACOF managed to obtain a Land Rover in Bunia from the missionaries, and that the Peace Corps in Kikwit had a reserve of gasoline. Otherwise, the transportation problem cited by the department cadre as a formidable obstacle would have been the experience of the CENACOF team.
3. External problems pose serious obstacles to development efforts in Zaire. With regard to training programs in the interior, every effort should be made to ensure that the cadre receive per diem during their training period.
4. Effort should be made to ensure that candidates selected for training are not near retirement age and that they will be able to make use of the skills and techniques learned.
5. Effort should be made to determine the level of interest for training interventions at the various zones and collectivites. Although most Zone Commissioners rated the training very useful, the Commissaire de Zone at Masi-Manimba evidenced a complete lack of interest in having former trainees evaluate the training. He had been given notice of the evaluation well in advance of the team's arrival, but had failed to gather the various technical experts together for the evaluation.

8. Lessons Learned for CENACOF: Recommendations

- Follow-up training in the areas previously discussed should be made available for those zone personnel who have requested it.
- There is an obvious need for training at the collectivite level, and CENACOF should undertake this with assistance from CPA as well as with the participation of selected zone personnel who have already received training.
- A mechanism must be established whereby GOZ zone and collectivite field personnel have recourse to project assistance. Training aimed at the collectivite should include identification of international assistance agencies as well as ways they may be approached.
- CENACOF should consider provision of personnel to AID/Kinshasa to assist that agency's self-help and other funding sources identify projects to support. This will be particularly necessary following collectivite training in March, 1982.
- CENACOF should hire training personnel to work with the CPA in preparing the collectivite training program.
- CENACOF should bear in mind that follow-up training is a necessary ingredient to any administrative training program in order to maintain the interest and enthusiasm of the trained cadre. One question that probably should have been included in the evaluation was whether the trainees felt that the time periods of two weeks each was a better way to offer the training than to have it all at once. This was not asked unfortunately, but the team feels strongly that the month-long hiatus between training interventions afforded the cadre an opportunity to test out what they'd learned during the first two-week session and to compare notes with others concerning what worked and what didn't!

QUESTIONNAIRES D'EVALUATION
DE LA FORMATION DES RESPONSABLES ADMINISTRATIFS
ET TECHNIQUES DE ZONES
PAR LE CPA

Age _____

Lieu de naissance

Région

Sous-Région

Zone

Depuis combien de temps êtes-vous fonctionnaire?

Depuis combien de temps occupez-vous votre poste?

Instruction, donnez le niveau le plus élevé.

1. Donnez un rang à chacune de ces activités en fonction de son importance dans l'exercice de vos fonctions:
 - a. maintien de l'ordre public _____
 - b. accorder des audiences _____
 - c. règlement des conflits _____
 - d. comptabilité _____
 - e. exécution des ordres/lois _____
 - f. supervision _____
 - g. planification _____
 - h. activités du parti _____
 - i. vulgarisation _____
 - j. gestion _____
 - k. mise au point de rapports _____
 - l. collecte de données _____
 - m. perception des recettes _____

2. Les journaux ont fait récemment état de l'implication de divers fonctionnaires dans la contrebande de pointes d'ivoire dans le Haut-Zaïre. Cela a donné au licenciement de fonctionnaires de rang élevé et de fonctionnaires subalternes qui remplissaient leurs fonctions selon les ordres du Gouverneur de la Région.
 - a. Qui a la plus grande responsabilité dans cette situation?
- Le Chef de Collectivité _____ - Le Secrétaire de la JMPR _____
- Le Gouverneur _____ - Le Chef Coutumier _____ - Le Procureur _____
- Le Chasseur _____ - Le Chauffeur _____
 - b. Dans votre fonction, si l'on vous demandait de participer des actions similaires, que feriez-vous? _____
 1. Obéiriez-vous sans contestation? _____
 2. Feriez-vous rapport de cette action aux autorités responsables? _____
 3. Autres _____

3. Quelles sont les activités qui occupent la majeure partie de votre temps? En les ordonnant de 1 à 13 (1 pour l'activité prenant plus de temps et 13 celle prenant moins de temps)
 - a. maintien de l'ordre public _____
 - b. accorder des audiences _____
 - c. règlement de conflits _____
 - d. comptabilité _____
 - e. exécution des ordres/lois _____
 - f. supervision _____
 - g. planification _____
 - h. activités du parti _____
 - i. vulgarisation _____
 - j. gestion _____
 - k. mise au point de rapports _____
 - l. collecte de données _____
 - m. perception des recettes _____

4. Un comptable qui travaille pour vous a eu récemment un deuil dans sa famille. En votre absence il a pris de l'argent de la petite caisse. A votre retour, d'autres personnes vous informent de cet incident. Que feriez-vous? Justifiez votre décision.
 - a. Décideriez-vous de le congédier sans faire un examen complet de la situation? _____
 - b. Essayeriez-vous de le confronter avec les faits que vous connaissez et écouteriez-vous sa version de l'incident? _____
 - c. Attendriez-vous qu'il attire votre attention sur ce point? _____

5. Au cours de votre stage au CPA, plusieurs styles de leadership ont été discutés, notamment: un style autocratique, un style de laisser-faire et un style démocratique. Quel style avez-vous trouvé être le plus efficace pour vous? Pourquoi? _____

6. Pouvez-vous dire que la formation reçue du CPA était:
 - très pertinente _____
 - pertinente _____
 - pas du tout pertinente _____

7. Quelle est la fréquence des réunions que vous avez avec vos subordonnés? _____

8. Quelle est la méthode d'enseignement qui a permis d'apprendre le plus? _____

9. Vos subordonnés vous offrent-ils quelquefois des suggestions ou des recommandations que vous considérez utiles? Pouvez-vous donner un exemple? _____

10. D'après vous, quel aspect important n'a pas été abordé par les enseignants? _____

11. Quel genre de relations avez-vous récemment établi avec vos collaborateurs directs? Donnez un exemple.

12. D'après la formation reçue, quelle est l'expérience que vous estimez la plus utile?

13. Auriez-vous ouvert de nouvelles relations avec les divers services ruraux de votre zone? Expliquez.

14. Quelle appréciation pouvez-vous émettre sur les formateurs
- compétence _____
- capacité de communication _____
- relations humaines _____

15. S'il y a un projet de développement dans votre zone, quelles nouvelles relations avez-vous établies avec ces projets?

16. Au cours de votre stage au CPA, vous avez étudié le cas de Tamiel, un secrétaire du Commissaire de Zone qui avait reçu des ordres stricts de ne pas permettre de visiteurs auprès du Commissaire un certain jour. Une jeune femme vient faire une visite au Commissaire, mais Tamiel, respectant les ordres reçus, ne l'a pas autorisée à être reçue. Le jour suivant, le Commissaire apprenant que cette personne voulait le voir et que Tamiel ne l'a pas admise, licencie Tamiel.

Vous êtes Inspecteur du Travail dans la Zone de Tamiel. Il vient vous voir et vous explique ce qui s'est passé. Vous travaillez au Département du Travail depuis onze ans et attendez votre troisième promotion qui, croyez-vous ne va pas tarder.

Vous ne savez pas comment la décision que vous prendriez dans le cas de Tamiel peut affecter votre promotion, mais vous savez que le Commissaire a des amis haut-placés et qu'ils pourraient très probablement influencer les décisions d'autres personnes. Que feriez-vous?

- a. préféreriez-vous ne pas agir? _____
- b. enverriez-vous Tamiel à une autre administration? _____
- c. interviendrez-vous en faveur de Tamiel? _____
- d. autre _____

17. En préparant un budget pour un projet, comment fixeriez-vous un chiffre de salaire pour:
- a. un directeur de projet _____
 - b. un agent de la communauté _____
 - c. un secrétaire _____

18. Avez-vous tout récemment mené une action au profit des producteurs agricoles de votre zone? Donnez un exemple.

19. Par suite de la formation, comment feriez-vous pour la détermination du prix de l'approvisionnement en essence pendant un an pour faire fonctionner les véhicules du projet?

20. Auriez-vous déjà établi un mécanisme pouvant vous permettre de connaître les besoins des paysans? Lequel _____

21. Par suite de cette formation, y a-t-il eu une amélioration de vos rapports de travail avec:

- a. d'autres cadres de l'Administration Territoriale? _____
Comment? _____

- b. Vos superviseurs? _____
Comment? _____

- c. Des cadres d'autres Départements? _____
Comment? _____

d. Des villageois? _____
Comment? _____

22. Après votre stage au CPA quelles techniques ou quelles qualifications avez-vous communiqués à d'autres ou utilisez vous-même dans votre travail quotidien?

23. Croyez-vous que la formation que vous avez reçue vous permet de mieux identifier les problèmes ou d'aider les villageois à mieux identifier les problèmes? Pourquoi?

24. Croyez-vous que tous les cadres de l'état devraient recevoir une formation similaire à celle qui vous a été dispensée au CPA? Pourquoi?

C.I.D.E.P.
CENTRE DE PERFECTIONNEMENT
DE L'ADMINISTRATION (CPA)
B.P. 16.596
KINSHASA/GOMBE.-

LIST OF TRAINEES

SESSION DE FORMATION DES RESPONSABLES ADMINISTRATIFS ET TECHNIQUES
DE ZONES A LA PLANIFICATION ET A L'EXECUTION DES PROJETS LOCAUX DE
DEVELOPPEMENT.

<u>N°</u>	<u>ZONE</u>	<u>N A M E</u>	<u>P O S I T I O N</u>
1	TSHELA	ITOKO Y'UKUNGU BONDOY	Commissaire de Zone a.
2	"	KUMBU-ki-MUANDA	Animateur Politique
3	"	NSASI Nguma	Agronome de Zone
4	"	TSUMBU Phezo	Vétérinaire de Zone
5	"	KIMINU Ngimbi	Chef de Cellule du Développement Rural
6	"	BULEMBI Ndompetelo	Superviseur de l'Envi- ronnement
7	SEKE-BANZA	NGOMA Tsasa	Commissaire de Zone
8	"	LOMBO Makaya	Animateur Politique
9	"	KALONGA Tshilombo	Agronome de Zone
10	"	DIZEYE Ndonga	Vétérinaire de Zone
11	"	MBIANGA Tsiku Makeba	Chef de Cellule du Dév- loppement Rural
12	"	SALA-MANZITA KIAKA MBATA	Superviseur de l'Envir- nement
13	LUKULA	MAGONDA Matutu	Commissaire de Zone As
14	"	MAVUNGU Mandibu	Animateur Politique
15	"	NGEYI Bakenge	Agronome de Zone
16	"	MAVUNGU Phumu	Vétérinaire de Zone
17	"	NIMI Ngoma	Chef de Cellule du Développement Rural

18	LUKULA	ZANGULA Kumeso	Superviseur de l'Environnement
19	MUANDA	MOLEKELA Boyombe	Commissaire de Zone
20	"-	TSUMBU Makoso	Agronome de Zone
21	"-	VUMBA Masoni Kamba	Vétérinaire de Zone
22	"-	BINGA Ndonzoau	Chef de Cellule du Développement Rural
23	"-	KADIMA Kayembe	Superviseur de l'Environnement.
24	BULUNGU	LONDOLOBE Mbula Ntomba	Commissaire de Zone
25	"-	MARINANGA Cimada Malonga	Animateur Politique
26	"-	MBELANI Belo	Agronome de Zone
27	"-	KANGAZILA Diamana	Vétérinaire de Zone
28	"-	PETELI Mafuta	Chef de Cellule du Développement Rural
29	"-	MADIAMPANGA Masikita	Superviseur de l'Environnement
30	IDIOFA	SIMA Mangaya Monga Liwake	Commissaire Sous-Régional Assistant (Administrant la Zone)
31	"-	KATSUNGA Manson	Animateur Politique
32	"-	MUSAKA Idziama Morisi	Agronome de Zone
33	"-	KAPUMBA Nkheb	Vétérinaire de Zone
34	"-	BADY Muapza BOby	Superviseur de l'Environnement
35	BAGATA	DONGALA Dianki Mateta	Commissaire de Zone
36	"-	BALA MUTIMABWA	Animateur Politique
37	"-	KANYINDA Tshimbabila	Agronome de Zone
38	"-	DEDJO Masingo	Vétérinaire de Zone
39	"-	KADIMA Kayaya ba Kunyima	Chef de Cellule du Développement Rural
40	"-	GYMENA Gimanga Gabende	Superviseur a.i.de l'Environnement Rural

41	MASIMANIWBA	KILEKWA Mpwowo Nsona mpari	Agronome de Zone
42	"-	LOPILI lo Diobu	Vétérinaire de Zone
43	"-	DOMASHI Kibamba Kalo- nda	Superviseur de l'Envi- ronnement

44	GUNGU	MBUTINI Ikwa	Agronome de Zone
45	"-	MAWANZI Kibwila Basaba- kondo	Vétérinaire de Zone
46	"-	OZOZA Odjo Baaja	Superviseur de l'Envi- ronnement

47	S/REGION du KWILU	MONSHAMBULA	Secrétaire Sous-Ré- gional de la JMPR char- gé de Brigades Agri- coles et Artisanales

48	DUNGU	MBEDI ya KITEMBIDI	Commissaire de Zone
49	"-	MALEKANI Monso si Ye	Agronome de Zone
50	"-	LINGABAKO NGBAKWA	Vétérinaire de Zone
51	"-	KOTHO KOMBALI	Superviseur de l'Envi- ronnement
52	FARADJE	GBEMBI NDOBASE	Commissaire de Zone
53	"-	TASIVIWE MUJINGA	Agronome de Zone
54	"-	BOYAU NKIMA	Vétérinaire de Zone
55	"-	MAKAYA MANSI DIA-KIADI	Superviseur de l'Envi- ronnement
56	"-	GRAMBI TEMENI ABA	Chef de Cellule du Di- Rur.
57	NIANGARA	LINONGI MONZANZA	Commissaire de Zone
58	"-	ILENGELENGE SHITINDI	Agronome de Zone Ass.
59	"-	NDUNDU MWAKPINGATE	Vétérinaire de Zone
60	"-	LONIA AKONDJA	Superviseur de l'Envi- ronnement
61	WATSA	LALU ANISA	Commissaire de Zone
62	"-	MAKALA MAMBO KABEMBA	Agronome de Zone

63	WATSA	ALINYE WILI KPAKPALA	Vétérinaire de Zone
64	"-	BATSURU ANANGINI	Superviseur de l'Environnement
65	"-	KOMBI DENDE	Chef de Cellule du Div Rural.
66	RUNGU	LEKABUSIA-na-NGBOLOGE	Commissaire de Zone
67	"-	EMBUNZU ADIRI	Agronome de Zone
68	"-	MASSIMBUKU MOKINDI	Superviseur de l'Environnement
69	"-	BAKONZI YALA AMISSA	Animateur Politique f. f.
70	WAMBA	BWAKA MBANGISA	Commissaire de Zone
71	"-	AMIGIE GADIA	Vétérinaire de Zone
72	MAMBASSA	KINGAMBO MADIWI SHAMU-KIETU	Commissaire de Zone
73	"-	GRONDUM MUKIMBO	Agronome
74	"-	JUANI ULINCHYA	Vétérinaire de Zone
75	"-	NDRUNDJO LEONDU LODJOGRI	Superviseur à E.O.N.T.
76	"-	KALENGELA MAKO RISASI	Chef de Cellule du D.R.
77	"-	MUSOY MAKAFU	Animateur Politique
78	"-	MULONDA MBOMBO N'KOLO BIUMA	Animateur Rural
<hr/>			
79	MAHAGI	DONTAMBO IS'IKONI LON KONA IMUNA	Commissaire de Zone
80	"-	KIETE WACHIBA NGYOKY YA ILIKWA	Agrizone
81	"-	TSHIBAMBA ILUNGA WENDA	Vétérinaire
82	"-	OBOTELA BO LITHO WALO	Superviseur E.C.N.T.
83	"-	TEMBO MUTANGHANDI	Chef de Cellule du Développement Rural
84	"-	TOGENA YALANGO	Animateur Politique
<hr/>			
85	DJUGU	M'BONYAMA ISUSA NBOELONDO	Commiss. de Zone
86	"-	KAYENGA NZUKYI wa WANGUSU	Agrizone

87	DJUGU	MUSONERA NTURO	Chef de Section Vétérinaire Zone de Djugu
88	"-	UDWODA UKELO PALUA	Superviseur E.C.N.T.
89	"-	DHEY ZOMBI TS'RIBHA	Animateur Politique

90	A R U	ELUMBU'OLONBE	Commissaire S/Rég.Ass.
91	"-	NDAGIJE MIREMBO	Vétézone ARU
92	"-	AUSTAI ABENGA	Animateur Politique

93	IRUMU	YOMA IYASA	Commissaire de Zone
94	"-	TUNGULO BANANE	Agrizone
95	"-	KATSUVA KAKULE SILI	Vétézone GETY
96	"-	NDABAGERA KASORE	Vétézone IRUMU
97	"-	MOMOB A -wa-DONGO NGASA	Superviseur E.C.N.T.
98	"-	KATSUVA SYALOLERA	Chef de Cellule Dév.Rr
99	"-	RUHEMURA OWA NDIGEBA	Animateur Politique