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EDITORIAL

Kigali Independent University has always explored all the avenues to bring its building blocks for cementing the sustainable and complete national development. In this bid, ULK Lecturers and research experts study worldwide, regional as well as national issues in order to work on ways of coming up with actual awareness and judicious attitudes for finding proper solutions towards a better future. Inside this issue, three articles are published and tackle crucial topics and provide new insights and new angles according to the Authors.

The least developed countries (LDCs) have faced various unsolved hardships, problems, difficulties and right to their sovereignty while the colonial masters, the now Developed countries (DCs), kept on growing at the expense of LDCs. This leads to the following question; will the global cooperation bridge up the gap? Sheik Hasina, the prime Minister of Bangladesh noted: "Global progress will only be complete when 880 million plus people, engulfed by poverty and underdevelopment, achieve decent and dignified lives. This is only possible with unity and the determination of all nations to reverse the process of marginalization of LDCs". Through his article, Dr KAAYA Siraje, the Vice Rector Academics at ULK/Kigali campus, acquaint the engagement of the developed countries and private sector as a key to the development of LDCs.

Due to the fact that the current financial crisis has rendered a number of monetary policies less useful because of failure to take into account output gap and forecast inflation both of which are so essential in dealing with external shocks, some monetary policies in a number of Sub-Saharan African economies have paid little attention to the stabilization of output. As a result, a number of economies have faced price instability and other dire financial problems (Berg, Portillo and Unsal, 2009). This has brought Dr Andrew Ssemwanga, Senior Lecturer in the Faculty of Economics and Business Studies at ULK/Gisenyi to undertake a research so as to ascertain whether a flexible exchange rate with inflation targeting could be a recommended monetary policy for various economies.

Last but not least, Dr Cyeze M. Emmanuel, the Vice Rector Academics at ULK/ Gisenyi campus and UWAYO Albert carried out a case study in Gisenyi Sector whereby they comparatively studied the explanatory factors underlying the rate of school academic performance at Ordinary Level and Higher Level in private secondary schools. The authors remind that education is the only powerful weapon we can use to change the world. The change every human being aspires, the change which vehicles development and life improvement. Only when education at all levels is upgraded, we could make it.

Have issue 24 and read on.

Dr SEKIBIBI Ezechiel

The Rector

**Engagement of Developed Countries And Private Sector As A
Key to the Development of Least Developed Countries
(LDCs)**

**A case study of the Fourth United Nations Conference on the
least Developed Countries, Istanbul Turkey, period 9th -13th
May, 2011**

**BY Dr KAAYA Siraje
Vice Rector Academics
Kigali Independent University**

GENERAL INTRODUCTION

I. Back Ground

This article focused on the engagement of developed countries and private sector as a key to the development of LDCs

A case study of the fourth United Nations conference on the least developed countries, Istanbul Turkey, period 9th -13th may, 2011

The objective of carrying out this research was to let the readers understand and appreciate how the LDC leaders planned to boost global cooperation through the Fourth United Nations Conference on the Least Developed countries.

At the plenary meeting of the Fourth united Nations Conference on the Least Developed countries (LDC-IV), leaders of participating countries expressed the belief that the conference will mark an era of cooperation between the LDCs and the global community." Global progress will only be complete when 880 million plus people, engulfed by poverty and underdevelopment, achieve decent and dignified lives. This is only possible with unity and the determination of all nations to reverse the process of marginalization of LDCs. This calls for genuinely addressing their human development gap and overcoming their structural weaknesses," noted Sheik Hasina, the prime Minister of Bangladesh. According to leaders of countries participated in the plenary meeting of LDC-IV in Istanbul, the conference marked an era of cooperation between the least developed countries and the global community.

The leaders also expressed their appreciation to the Turkish government for supporting the cause of LDCs. The Nepalese Prime Minister Jhala Nath Khaanal added on that, the conference will instill new hope and confidence in hundreds of millions of people living in LDCs for their future. Afghan President Hamid Karzai also delivered a speech in which he said the adoption of the Istanbul Program of Action represents a renewed commitment in addressing the challenges of LDCs.

Even though the pace of development in LDCs improved somewhat during the previous decade, he said, the overall goals of Brussels program of Action have not been met." The LDCs and their development partners must forge a genuine alliance to harness the powers of ideas, science and technology to overcome the poverty, hunger and disease that suppress human progress and ingenuity."

II. Problem Statement

Since the colonial error, the least developed countries LDCs have faced various unsolved hardships, problems, difficulties and right to their sovereignty. The colonial masters, the now developed countries DCs, were taking whatever valuable items they would land their hands on. This made the least developed countries LDCs vulnerable to the various challenges of development as thus lagged behind in almost everything.

The colonial masters the now Developed countries DCs, kept on growing at the expense of LDCs, however, some developed countries did not totally render a hand in crippling the LDCs in development, hence an indication of mercy and kindness to the LDCs which eventually led to the holding of the various UN conferences in essence of finding solutions to the LDCs challenges and other related problems to that hindered the development of these countries in question.

It was because of the above factors that the research decided to work on this topic in order to find out how the above issues were being addressed by the DCs through the UN conferences and other channels.

Research Question

Do the Developed countries and with their private sectors engage themselves in addressing the challenges of the LDCs to development?

III. Research Hypothesis

According to GRAWITZ (2002:117), hypothesis is a temporary answer, an affirmation which must be accepted, confirmed, denied or rejected after a further investigation which is the research work.

▲ Considering the question stipulated above due to shortness of the paper in the problematic, the paper has been based on one hypothesis which states:

▲ The Developed countries DCs with their private sectors engage themselves in addressing the challenges of development of the least developed countries LDCs.

IV. Research Objective

▲ **To establish the factors that drive developed countries and private sector into engaging themselves in addressing the challenges of developing the least developed countries LDCs.**

V. Research Design

Churchill (1992:108) defines research as the framework or plan of study that guides the collection and analysis of study. Richard and Williams(1990:138) also define research as the total plan researchers use to aid in answering our research questions; as part of his plan, he decides what the research questions should be, what data will be required to answer them, from whom data will be obtained and the best way to gather the data. In this case, the researcher obtained the data from the fourth United Nations conference on the least developed countries, Istanbul Turkey, period 9th -13th may, 2011.

According to Grinnell and Williams (1990:41), a research design is a careful systematic study or investigation in some field of knowledge undertaken to establish some factors or principles. They further emphasize that a research design is the entire process of the study, the problem formulation through dissemination of findings.

Richard M. and Williams (199:117), assert that the research may be exploratory, descriptive or explanatory. Under this study, the researcher used a case study a case study and explanatory approaches. The researcher adopted a case study and explanatory approaches because the researcher selected developed countries and private sector as a case study in order to establish how they have used private sector engagement contributions in achieving their objectives.

VI. Primary data

According to Audrey J. Roth (1989:57), primary data comes straight from the people or works being researched and therefore the most direct kind of information that can be collected. For Churchill Jr. (1992:49), he defines primary data as the information collected especially for the investigation at hand. Primary sources of data are of paramount importance to this research because it provides first hand observation and investigation. The primary data required for this research was minimal and to a small extent collected from the fourth United Nations conference on the least developed countries, Istanbul Turkey, period 9th -13th may, 2011.

VII. Secondary Data

Another very important source was secondary data. Grinnell Jr. Richard M. and Margaret Williams (1990:219),

defined secondary Data as the Data that already exists in boxes, in some companies or organizations' computers. This has been the most important source of Data as far as this study was concerned. The researcher obtained the secondary data from the Private sector, which organized the fourth United Nations conference on the least developed countries, Istanbul Turkey, period 9th -13th may, 2011. This involved comparison and analysis of the already existing Data.

1. The Literature and Flow of Developed Countries' Engagement in the Development of LDCs

1.1 Private Sector Engagement in the Development of LDCs

More than 3,200 businesspeople from the 48 least developed countries (LDCs) and Turkey have gathered around 545 business meeting desks on Tuesday at a trade fair organized by Turkish confederation of businessmen and industrialists (TUSKON) sidelines of the fourth United nations conference on the LDCs (LDC-IV) in Istanbul, to discuss opportunities for possible partnerships in what is described as a rehearsal for TUSKON's upcoming turkey's – world trade bridge (WTB) summit to be held in Istanbul in June. the second WTB, which hosted over 2,300 foreign businesspeople from 135 countries and 2,200 from turkey last year, saw trade agreements worth s 7 billion signed.

This year's third WTB marks the 17th trade bridge summit TUSKON has.

1.2 Developed countries should be more responsible

According to the State Minister and Deputy Prime Minister Ali Babacan of Turkey, developed countries cannot just think of their own future and that they should develop a global sense of responsibility for poorer countries.

During a trade fair held by the Turkish Confederation of Businessmen and Industrialists (TUSKON) as part of the ongoing United Nations conference on the Least Developed Countries (LDC-IV), Babacan recalled that an additional 44 million people have had to deal with hunger in the last six months due to an increase in food prices, as the number of people dealing with hunger has surpassed 1 Billion.' Everybody has to act with a sense of global cooperation and continued" in order to establish social justice in global terms, developed countries in particular have important tasks. The developed countries, the countries that have achieved a certain fortune, cannot just think of their own future. There must definitely be a sense of global responsibility in all developed economies. After the (conditions of all) humanity are improved and developed, the future world will be a more livable place.

“On one side, you see countries where the latest technology. Mobile phones and computers are used and on the other side, hundreds of millions of people have never answered a phone even once in their lives. There are countries where obesity is a problem, while there are people living with hunger.” As regards this it showed that the population of the world is expected to rise to 9 billion by 2050, however if the current policies continue, the world will not be a better place in 2050, in other words the radical steps to ensure the survival of the world are required.

According Babaca, “The developed countries in particular must take responsibility,” As a developing country that has just become a donor country; Turkey has built more than 40 schools in Afghanistan alone and 50 others in Lebanon, the Turkish Republic and Turkish civil society have established schools in many countries around the world.

The subjects spoken and discussed in Istanbul paved the way for new ideas to emerge regarding sustainable growth and also highlighted that Turkey's reform process in the past eight years sets an example for many developing and less developed countries.

There are many countries who are inspired by what Turkey did and who want to make use of the reforms that Turkey carried out in the past eight years.

International Institutions, including the UN and the World Bank, had much advice, but Turkey had experience. It provided all kinds of means and support for countries who want to make use its experience and listen to Turkey in order to apply its experience in their countries.

Turkey was a country receiving assistance until 2004, but it has been one of the assisting countries since 2004, and our foreign aid exceeded \$1 billion last year.” Recalled the minister

Recalling Turkey's geographical position between cultures, religions and languages, Turkey is NATO member; it is a European agreement with the Arab League at the same time. Turkey is also one of the strategic partners in the African Union. With 12 embassies in Africa in 2008, Turkey aims at increasing it to 30 Embassies; we are close to achieving this target.

It could be deduced that the main factor behind developments is political stability, as the economic development model is based on the private sector. There is a belief that the most important task of the state is to pave the way for the private sector and to improve their investment environment. After providing these opportunities, there will no longer be much problems, as the environment of confidence will have been created hence everything gets easier.

It is important for economic development to be sustainable, while social aspects of the economic development must not be ignored, either. It is important that everybody benefit fairly from economic development in a country that prefers a development model which complies with environmental sustainability is of vital importance for future generations. In other words it is necessary to pick a human-based development model that does not ignore the fact that the state exists for the people. Hence an indication of Developed countries DCs with their private sectors' engagement in addressing the challenges of development of the least developed countries LDCs.

1.2.1 Investment is not charity: LDCs eager for investment

LDC –IV has devoted a whole track towards helping LDCs attract private sector investment from developing nations. According to Mohammed Ign Chambas, secretary –general of the ACP group, the driving principle for the forum was not about charity but about investment.

The need to develop strong institutions to support the private sector and create conditions that would attract foreign investment. The successes of organizations in preventing and prosecuting financial crimes, which had formerly crippled the Nigerian private sector had benefitted from technology exchange with Microsoft that enable the organization to monitor bank transfers and Cyber crime.

In this case Nigeria had recognized the impact perceived corruption had had on investment and on its ability to exploit natural resources which partially took it out of the LDCs.

The need for public and private sectors to work extremely closely together in order to create virtuous circles that would benefit both sides is of paramount.

Below are the tables showing the 49 least developed countries.

Table 1: The 49 Least developed Countries (LDCs)

African countries and small Island Developing States			
1	Angola	18	Madagascar
2	Benin	19	Malawi#
3	Burkina Faso #	20	Mali#
4	Burundi#	21	Mauritania
5	Central African Republic	22	Mozambique
6	Chad#	23	Niger#
7	Comoros#	24	Rwanda#
8	Democratic Republic of Congo	25	Sao Tome and Principe*
9	Djibouti	26	Senegal

8	Democratic Republic of Congo	25	Sao Tome and Principe*
9	Djibouti	26	Senegal
10	Equatorial Guinea	27	Sierra Leone
11	Eritrea	28	Somalia
12	Ethiopia#	29	Sudan
13	Gambia	30	Togo
14	Guinea	31	Uganda#
15	Guinea-Bissau*	32	United Republic of Tanzania
16	Lesotho#	33	Zambia#
17	Liberia		

1	Afghanistan #	9	Nepal #
2	Bangladesh	10	Samoa *
3	Bhutan	11	Solomon islands
4	Cambodia	12	Timor-leste*
5	Kiribati *	13	Tuvalu *
6	Lao people's democratic republic	14	Vanuatu *
7	Maldives *	15	Yemen
8	Myanmar		

Latin American and the Caribbean(1)

1 Haiti *

Source : UN-OHRLLS, n.d., <http://unohrlls.org/en/idc/related/62/KEY>

Notes : * Also small Island Developing States (SIDS)

Also Landlocked developing Countries (LLDCs)

1.2.2 Opportunities and Challenges.

UN Conference on Trade and Development (UNCTAD) Secretary general Supachai Panitchpakdi and UNCTAD Special Coordinator for Cross Sectorial Issues Charles Gore also held a press conference on productive capacities and poverty reduction in LDCs, while Food and Agriculture Organization of the United Nations(FAO) Director – General Jacques Diouf held a press conference on food price volatility .

Another press briefing was held at noon with the participation of Michelle Bachelet, undersecretary-general and executive director of the UN Entity for Gender Equality and the Empowerment of Woman (UN Women), and the last press conference of the day was help by Patricia Francis, executive director of International Trade Center (ITC).

By finding out how is applied on the engagement of private sector as a key to the development of Least Developed countries, and in order to achieve the below mentioned objectives, the following question was utilized:

1.2.3 LDCs should be called MECs- Most Exploited Countries

As per the Intellectuals who were involved in the Academic Council, which was established as part of the Fourth UN Conference on the Least Developed Countries 9 LDC-IV) held in Istanbul, stated that instead of being identified as LDCs, these countries should be called the Most Exploited Countries (MECs).

It is known that even the major impediments to development associated with corruption in the LDCs is partly a legacy of "divide and rule" colonial administration and a party the bribery endemic to transnational venture capital. The UN considers LDCs as those countries whose gross national income (GNI) per capita is under \$900 per year. Criticizing the approach of the world's most affluent countries toward the problems of the world's poorest and most vulnerable people, the Academic Council, which was established at LDC-IV, held in Istanbul, stated that they would monitor policies toward LDCs.

"We offer ourselves as friendly critics of the LDC approach, believing that it can be more effective in reaching its stated objectives and convinced that this potentiality will not be achieved without some fundamental rethinking of approach," said Richard Falk, chair of the Academic Council of LDC-IV.

There is a belief that the earlier LDC conferences which were held in the European cities of Paris and Brussels exhibited the structure of a Western centric world. This can be well exemplified by a large UN conference world which was held every 10 years to refocus attention on these countries, but it is misleading in some fundamental respects. It relies on macro-economic indicators based on averages rather than on the actual conditions of the poor and vulnerable living in a given country. It also ignores issues of economic inequality in general and relation to the realities of each LDC and fails to connect economic achievements with the policies and practices embedded overall in a neoliberal world order. However, the UN approach excludes some crucial dimensions of human disadvantaged circumstances, like countries with a population of over 75 million are not considered LDCs, thereby overlooking the conditions affecting hundreds of millions. In that regard, Palestine, which has been under occupation for more than 25 years, should be considered an LDC.

The researcher believed that measurers of success rest on flawed and monolithic conceptions of development that rely heavily on a neoliberal emphasis on aggregate growth. Such an approach overlooks the relevance of history and culture, especially the legacies of colonialism as having ravaged these countries of their resources and identity.

The researcher identified 18 Academic Council members who included such International figures as Fantu Cheru, director of Nordic Africa Institute and former member of the UN secretary general's Advisory Panel "Hilar Elver, professor of international law at the University of California, Santa Barbara; Chico Whitaker Ferreira, co-fonder of World Social Forum; and Susan George author on poverty and underdevelopment who works at the "Transnational Institute in Amsterdam. The empowerment of young women in overcoming poverty and devoting more resources to educating women is another step being taken by the DCs with their hence paving way in addressing the challenges that hinder the Development of Least Developed Countries (LDCs).

According to the Intellectuals Forum of the council was held at Bagazici University on May 8-11 and dealt with issues concerning the UN's work with the LDCs. Various DCs are committed to seeing development with fresh eyes that would convert people oriented and sustainable development into" something more tangible than a set of Slogans."

The researcher deduced that part of the injustice of the world economic system, with its many imbalances, is a consequence of unequal bargaining power, access to information and control over intellectual property rights.

One of the persisting difficulties of the LDCs in Africa has been the manipulation of prices and markets on agricultural commodities both through subsidies designed to promote agro cultural exports from rich countries and the imposition of duties and tariffs that burden agricultural imports from poorer countries.

The researcher stressed powerful economic and political interests that benefit from existing structures and therefore this realization around a number of issues including how to address the challenge of climate change which harms development opportunities in Africa and Asia.

2. Least Developed Countries' Leaders optimistic conference would boost cooperation in global community

According to her Excellency Sheikh Hasina, Prime minister of Bangladesh, the conference was set to formulate a new era of cooperation between the LDCs and the global community.' In concluding her remarks she said that global progress would only be complete when 880 million plus people, engulfed by poverty and underdevelopment, achieve decent and dignified lives. This is only possible with the unity and determination of all nations to reverse the process of marginalization of the LDCs.

Basing on his Excellency Jhala Nath Khanal, Prime Minister of Nepal, IV, the calls for genuinely addressing LDCs human development gap and overcoming their structural weaknesses, gave the members the opportunity to try out the option. This calls for seize of this defining moment and will. In other words it should be agreed up on to enhance, ambitious and do-able global framework for helping LDCs to graduate out of their poverty and misery. The researcher has full faith in the DCs capacity to respond to this challenge and measure up the cause of the LDCs'

The consistently support of Turkey and other developed countries to the cause of the LDCs and taken a deep personal interest in the success of this historic event, clearly showed the DCs and their private sectors' engagement in addressing the challenges of the development of LDCs.

This is indeed a fine reflection of the great tradition of Turkey and other DCs, the countries which not only distinguishes themselves for their civilization, history and modernization but also for the great economic strides they have made in recent years. Furthermore, true to their characters as a bridge connecting Asia, Africa and Europe, today they have demonstrated themselves as a link between the LDCs and the rest of the world to create a new future for the LDCs.

The full implementation with strong monitoring and follow up mechanisms of the strategies being applied by the DCs with the concerned private sector would be of great value. By 2121, at the least, the number of LDCs will have reduced by half and most of the people in LDCs out grinding poverty. This is certainly not an unreasonable expectation. The people in the LDCs deserve it, as they have waited long for a real and sustainable change in their lives. This clear indicate the engagement of DCs with their private sector in addressing the challenges of development in LDCs

According to His Excellency Yves Leterme, prime Minister of Belgium, the Action Program reflects a strong political commitment. Structural vulnerability is the main obstacle to the LDCs' development." He also asserted that" Secondary, as the secretary –general and the Group of Eminent Persons have reminded us, the LDCs have to make radical change to their economies and take the development process into their own hands. Adding" thirdly, the primary responsibility for their development policies lies with the countries themselves, but these policies have a little chance of success if they cannot count on the support of the international community as a whole. This showed the need of the DCs with their private sector engagement in addressing the challenges of development in LDCs.

The researcher concluded that Belgium is lending its support to the ultimate aim of ensuring the maximum number LDCs leave this category, ideally over the next decade.

Whereas according to Tajikistan, efforts in water issues are aimed at sustainable and effective utilization of existing capacity in the country, strengthening of the maturity beneficial and equitable regional cooperation. Based on this consideration, Tajikistan initiated the proclamation of the 2013 International year of water cooperation, approved by the UN General Assembly. In other words Tajikistan is ready to closely cooperate in implementing resolution of UN General Assembly and the outcome documents of this conference. This clearly indicates that Developed countries and their private sectors are engaged in addressing the challenges of development of LDCs.

According to His excellence Manasseh Maelanga, The Solomon Islands Deputy Prime Minister and minister of home affairs, the new program of Action must have the vision, ambition and courage to graduate 50 percent of the 48 least developed countries from their current status by 2020. It is a school of countries that for the last couple of decades have seen their numbers grow from 24 in 1971 to 48 in 2011. Sadly only three countries graduated; Botswana in 1994, Cape Verde 2007 and Maldives in 2011.

Against the backdrop of the review of the 2001-2010 Brussels program of Action, the international governance system will need to recognize the LDCs' special situation and provide for the LDC voice, representation and a window to address its development challenges as thus in the 20th year the Solomon Islands has been part of the Group. With the adoption of the proposed Istanbul program of Action, the review session, we hope to celebrate the early harvest of the program. As regards His Excellency Hamid Karzai, the president of the Islamic Republic of Afghanistan, to renew our commitment to combat poverty and address the needs and aspirations of the least developed countries.

As per the researcher, the adoption of the Istanbul program of action represents a renewed commitment in addressing the challenges of the LDCs as the report of the UN secretary-general indicates, even-through the pace of development in LDCs improved somewhat during the previous decade, the overall goals of the Brussels program of action recognizes the importance of productivity enhancement In LDCs. The space we call our worlds is shrinking at an astonishing pace in terms of time and distance.

The LDCs and their development partners must forge a genuine alliance to harness the powers of ideas science and technology to overcome the poverty,

hunger and disease that suppress human progress and ingenuity. Allow me to finish my statement by expressing my strong hopes for the Istanbul program of action to achieve what the last LDC program of action was not able to achieve.

As regards His Excellence Dr Thongloun Sisoulith, deputy prime minister and minister of foreign affairs of Lao PDR, the unfinished business of the Brussels program of action and the lack of significant achievement in its implementation should not be treated with pessimism. We should draw on the best practical and good lessons learned from the past 10 years.

The Lao PDR has high expectations from this fourth UN conference on LDCs, expectations that by the time we review the Istanbul program of action 10 years from now, the Lao PDR will be graduating from LDCs status. We believe that the Istanbul conference will once again consolidate the strong and renewed commitment by all of us, the least developed countries and their development partners, for development that would benefit all LDCs.

According to His Excellence Dr Toga Gyewea Mcintosh, minister of foreign affairs of the republic of Liberia, the success of what LDCs do or what LDCs need to do lies squarely in their hands and in the hands of the development partners.

The key to unleash the abundant stored up potential on LDCs side and opportunities within the world and apply them effectively is right within their grasp. As per the researcher, least developed country, "which is the name given to a country that, according to the United Nations, exhibits low indicators of socioeconomic development with lower human development Index ratings among all countries in the world." LDC is a very annoying expression. However, the UN secretary-general offered to change this [expression] in the shortest time possible. This clearly indicates that the developed countries with their private sectors are sincerely engaged in addressing the challenges of the LDCs.

Foreign Minister Ahmed Davutoglu, who strongly dislikes the phrase "least developed, believes the term should be abandoned in favor of a better one. He also suggested to the UN Secretary-general that this expression should be changed soon. The researcher analyses what is meant with LDC is economic development but Nepal is a fabulous cultural center where Buddhism which is the most important religious tradition in the world was born. It has also been an important center in history. Bengal is one of the historically rich regions. Mali has the richest gold sources in Africa and it has the city Timbuctu, which has certain architectural characteristics that are accepted as miraculous even today.

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While there is a bottom –billion living on less than one dollar a day, the rest of the international community cannot turn a blind eye to their suffering. This brings in the developed countries to open the eyes of the LDCs hence a clear fact that developed countries are engaged in addressing the challenges of LDCs.

The nexus between development, peace and security cannot be ignored. Therefore, as long as the increasing marginalization of the LDCs continues, no one can expect to prosper in peace and security in the world. But helping the LDCs should not be seen only through a security prism, either. Given the market opportunities existing in these countries based on their large populations and rich natural resources, investing in the LDCs is also a mutually rewarding commercial decision that will take us a long way in advancing global property and create a win-win situation.

So there is every reason for the international community to rise to the challenge and act in global solidarity to help those people who represent the poorest and most vulnerable segment of humanity .and given that they are falling further behind the rest of the world every other year, now is the time to break this vicious cycle .as the international community, now we have a historic opportunity ahead of us. Around 10,000 people from all over the world gathered in Istanbul to address the problems engulfing the LDCs and discuss ways of helping them overcome these challenges .

Among them were leaders from all over the world, government officials, civil society and private sector representatives, parliamentarians, academics, intellectuals, journalists and experts from International organizations. They discussed and adopted a program of action that set out the roadmap for the next decade for both the LDCs and the international community. In fact, this was the fourth such UN summit meeting that had been held once every 10 years since 1980.

The previous conferences were held in Paris (TWICE) and Brussels they made sure that this time they brought a real added value and created a new spirit for international development cooperation. For that, we must understand that "is not an option. Therefore, both the LDCs and the international community, in particular the major development partners, should assume greater ownership of the process by delivering on their pledges. We will have to tackle the structural gap existing in the LDCs and find ways of strengthening the productive capacity of these countries .

Through a range of measures, including initiatives such as "Aid for trade "and "Aid for investment," we must ensure that the LDCs acquire the necessary human, institutional and technological capacity to stand on their own feet and sustain their economic growth. As the official host of this important meeting, I am quite hopeful that the Istanbul summit will indeed accomplish these goals and finally make a difference. Moreover the Istanbul summit itself has its own first that hearten us for the future.

Indeed, it is going to be the first time that this conference will be hosted at a venue where west meets East and North meets south. Turkey not only understands the problem facing the LDCs but has a sea of relevant experience and best practices to share with them. In fact, it is within this understanding that turkey has significantly increased its assistance to the LDCs in recent years.

It has become an emerging development partner of these countries with 2 billion in assistance per year and many concrete development projects under way. furthermore , for the first time in the history of the LDC conference, parliamentarians, private sector representatives, academics and intellectuals will be meeting on the sidelines of the conference alongside government delegation this diverse group of participant can mobilize the necessary resources, sensitize the stakeholders and monitor the delivery of the pledges made by governments , and it is of the utmost importance that they now become the true partners of this process.

so the Istanbul summit provides us with a historic opportunity to inject a renewed and reinvigorates sense of partnership into the process and make good on our promise to halve the number of LDCs within the next decade. Creating a new development architecture for the LDCs in the next decade is well within our research. It is therefore vital that all those who believe in this objective take part in this endeavor and participate in the Istanbul summit at the highest political level.

World leaders must send a clear and strong message to the international community to enhance global peace, security and stability as well as revitalize the global economy, especially at a time when the whole world is undergoing a broad transformation. To date Istanbul has come to be known by many of its unique characteristics, such as the meeting point of continents and the cradle of civilizations. But nothing would make us more proud if, through the success of this summit and the ensuing process, Istanbul will then be the place where the first heartbeats of a new and fair world order are heard. We believe this is possible. And Turkey will do everything in its power to make it reality, as thus Developed countries DCs with their private sectors engagement in addressing the challenges of development of the least developed countries LDCs.

2.2 Davutoglu Willing To Change Expression of 'LDC' To New Name'

He stressed that UN secretary general Ban Ki-moon also supports Turkey's view that the LDC concept is problematic. There is need to mull over the name. We will find a good name, 'he added. The concept of LDCs originated in the late 1960s and the first group of LDCs was listed by the UN in its resolution 2768XXVI of Nov. 18, 1971. A country is classified as a least developed country if it meets three criteria.

LDC criteria are reviewed every three years by the communities for development policy (CDP) of the UN Economic and social council (ECOSOC). Countries many "graduate" out of the LDC classification when indicators exceed these criteria.

The United Nations office of the high representative for the least developed countries and small island developing states (UN OHRLLS) Coordinates UN supports and provides advocacy services for LDCs. Countries with this status are faced with great challenges caused by structural weaknesses in their development process.

The UN envisages the international community having a special approach to these countries and supports them without expecting anything in return. In total there are 49 LDCs in the world, 33 of them being in Africa, 14 in the Asia – Pacific region and one in Latin America and the Caribbean. The purpose of the fourth UN conference on the LDCs is to assess the results of the 10-year action plan for the LDCs adopt at the Third UN conference on LDCs in Brussels in 2001, and to adopt new measures and strategies for the sustainable development of the LDCs for the next decade at the time, as an academic, Davutoglu objected to Samuel Huntington's theory of a clash of civilizations, which classified turkey as "a torn country." "Now we are the country which unites torn countries.

We are not in an identity crisis between East and West or North and South. We are not torn at all. We are the country that gathers and binds different cultures like glue," Davutoglu said at the time, in a speech delivered at an annual gathering of senior Turkish diplomats in January. He had stressed then that turkey aims to become "a spokesperson for 'Kadim 'civilizations." Kadim, which means something old that resonates with the eternal tradition of humanity and whose beginning can not be represented through any kind of calculation, is a concept Davutoglu frequently refers to "NO matter if they call it a shift of axis. the kadim will speak through us 'davutoglu had gone on to say, referring to debates suggesting that turkey's multidimensional for eign policy moves amounted to a shift in its foreign policy orientation.

According to Davutoglu, visional diplomacy requires an appropriate analysis of the direction of the world and history. " We are now marking the beginning of the second decade of the 21st century but actual with the fall of Berlin wall in 1989, a new century had already started, "he elaborated adding that the September, 11th terrorist attacks and last few years 'financial crisis clearly showed that the resolution of certain tension, particularly those between different cultures, cannot be postponed.

Giving an example from history, he said the last decade of the 19th century was a decade where decision makers assumed that colonialist competition would remain an issue solely within the borders of Africa and Asia."

But since necessary measures were not taken, these issues sprung up as tensions in the middle of Europe and led to world war I if we do not find answers soon then today's tensions and fragilities will turn into political Disputes. Now showing interest in the future of humanity is the duty of all diplomats and intellectuals. Our duty is to be a country that determines, not one that is affected. That's why we constantly call for peace. That's why through a finely tuned diplomacy [policy], we have to foresee problems and create measures, be the wise country. visionary diplomacy requires looking at issues as a subject of humanity and creating a new vision , "Davutoglu said ,reiterating Ankara's aspirations to transform itself into a country speaking out for justice and standing up for principles, a sort of wise man of the world .

In the same speech, Davutoglu had announced that in may Istanbul will host the UN summit for LDCs."Thus we will be the spokesperson for those countries which are aggrieved due to colonialism and bipolar systems, "Davutoglu had stressed on the questions raised on turkey's foreign policy ambitions, with some commentators labeling them too assertive, Davutoglu said some people have been asking whether these policies were sustainable. "This is sustainable and is also an obligation required by history," Davutoglu said, while listing diplomats 'capabilities, healthy coordination between instutions, political will and stability and public opinion as the main factors in such confidence.

2.3 Private Sector Firms Meet As Tuskon 'Rehearses' For WTB (World Trade Bridge)

More than 3,200 businesspeople from the 48 least developed countries (LDCs) and turkey have gathered around 545 business meeting desks on Tuesday at a trade fair organized by Turkish confederation of businessmen and industrialists (TUSKON) sidelines of the fourth United nations conference on the LDCs (LDC-IV) in Istanbul, to discuss opportunities for possible partnerships in what is described as a rehearsal for TUSKON's upcoming turkey's – world trade bridge (WTB) summit to be held in Istanbul in June. the second WTB, which hosted over 2,300 foreign businesspeople from 135 countries and 2,200 from turkey last year, saw trade agreements worth \$ 7 billion signed. This year's third WTB marks the 17th trade bridge summit TUSKON has organized since it was founded in 2005. Representatives from different sectors in LDCs said that they were keen to hammer out long –term partnerships with Turkish businesses, whose high quality work they lauded. A diversified range of companies participated at the meeting. A construction company from Afghanistan, a tourism company from Burundi, a furniture company from Chad, a paper and a pharmaceutical company from Ethiopia, a telecommunication firm from Mozambique,

food companies from Senegal and Tanzania , banks from Yemen and airline company from Zambia were among the participants of Tuesday's event.

Abdulkarim Badri, the managing director of Petram private limited co. from Ethiopia, said they looked forward to sharing the technology experience of Turkish companies with their projects at home. The company operates in construction, food and beverage and cleaning products sectors. Noting that they export products to markets surrounding his country, Badri said they could increase business with third parties if they join powers with Turkish businesses.

Yohannes Teklay from Ethiopia's Yotek construction firm said they had 14 projects currently under way at home and they considered launching new projects, particularly in road construction." we are keen to seal partnerships with Turkish construction companies who have finalized successful projects all around the globe ...we have already met with some of them and I have faith we will reach a favorable partnership from this summit ," explained Mr. Akhil K. chapagain, the general manager of AKHIL trading concern ltd. From Nepal said they planned to invest s100 million for a hydroelectricity plant in his country and sought to find Turkish entrepreneurs engage in this project. Chapagain says he also allocated s10 million to establish a hospital in Nepal.

Salah Ali adem bereket, a former governor from Sudan expects to establish a fruit juice facility in his country and looks for Turkish partners for the project, worth s500, 000. Ismail Ghazanfar is the CEO of ghazanfar group, an afghan conglomerate which operates in banking, fuel storage mining and construction sectors. He says they are planning to invest s10 million for the construction of a new liquefied petroleum gas (LPG) storage terminal. With a capacity of 2,000 tons, they are expecting to cooperate with a Turkish construction firm for this project.

Noting that they have finalized eight construction projects with a Turkish firm in Afghanistan since 2004, Badri says they can put their trust in the high – quality work realized by Turkish firms and that is why they are looking for a Turkish partner for this project, badri also plans to sign a deal with a Turkish bank to ease money transfers between the two countries.

He says they are ready to provide the necessary support and knowledge to any Turkish entrepreneur contemplating to enter the Afghan market which he describes as "highly lucrative." Douangta matmanisone, the managing director of DM construction and trading co. from laos said they expected to import technology infrastructure from Turkey, particularly for water drilling, supply and wastewater management projects in her country. Having met with nine Turkish firms, she is hopeful she will see a profitable partnership.

Matmanisone said they would also prefer quality Turkish construction materials over that shipped from China. Also, as part of the TUSKON trade fair, 150 companies displayed their products at 35 country stands.

2.3.1 Zambezi Airlines, Thy Partnership on Horizon

Maurice Jangulo is the chairman of Zambia's only airline company Zambezi Airlines. He stated that they are considering partnering with Turkey's national flag carrier Turkish Airlines (THY) to offer direct flights to the Zambia capital. "Once THY begins flights, we will help transfer the passengers to destinations all across southern Africa

We are at the center of the south and you can reach 10 countries within one – and – a – half hours. We have flights to six countries now and want to branch out into more markets with THY," he said. Jangulo thinks the partnership could serve around 200,000 passengers annually. Jangulo says THY has carried out successful partnership and sponsorship programs particularly in Europe and that they would become the first African carrier to partner with THY. Before Jangulo left to meet THY CEO Temel Kotil to discuss partnership, he said he has faith they could reach a favorable outcome. "We have much in common ...

THY have flights to other parts of Africa and we can support them with transfer flights into other corners of the continent," he said. This partnership, if signed, he continued " could help open a new horizon " as two governments between the two nations.

2.4 Turkey's Fight against Poverty and Social Injustice Since 2002

As a contributor of aid to least developed countries (LDCs) , turkey has itself undergone major transformations to address poverty and social injustice at home ,such efforts and reforms have been widely and successful implemented by the justice and development Party (AK party)government since 2002 . in the constitution the republic of turkey is defined as "a democratic, secular and social state governed by the rule of law ." however, a state cannot be defined as a social state unless it provides for and protects the poor, elderly , widows , orphans , veterans and families of martyrs .

A social state aims to provide for the needs of low – income families and individuals while encouraging them to participate in production , distribution and social contribution without keeping those in need trapped in a cycle of welfare. Therefore, the Turkish government since 2002 has preferred to call it " social support " rather than calling it " social aid ."

in order for poverty eradication policies to be successfully implemented and income distribution equality to be improved , the Turkish government has put " people " at the center of economic development .

It has embraced a view of " people – centered development " which prioritizes social justice when determining economic and social policies , the reforms carried out by the Turkish government in areas such as urban development , small and medium enterprises (SMEs), health and education contribute to an improvement of living standards for low – income citizens . The total sum of social support provided by the Turkish government since 2002to date is \$40 billion. In 2002, annual social support spending was \$0.9 billion, during the AK party's term in government annual support reached \$8.6 billion in 2010.

In 2010 alone, more than 10 million citizens on low incomes were able to access social support. Through institutions such as the social assistance and solidarity fund, which is a government department of the prime Ministry of Turkey, basic daily needs such as food, coal for heating, and medicine have been distributed to those in needs to contribute to an improvement in the standards of people on low incomes ,

the sum of these initiatives surpassed TL 4 billion between the years 2003 and 2010. However, as a government fully aware that providing for people's daily needs is not sufficient to fight poverty, the Turkish government since 2002 has also attributed special importance to reforms and developments in areas such as health, education, housing and the empowerment of women.

2.4.1 Education

A country striving for development and prosperity can only achieve its goals by enabling access to education for all its citizens as well as increasing the number of graduates of higher Education. Education has been one of the greatest priorities of the Turkish government along with public health. The following exemplifies the reforms and improvements achieved by Turkish governments for the last 10 years, the annual budget of the Ministry of education increased from \$5 billion in 2002 to \$22 billion in 2011. During the period of 2003 to 2011, more than 160,000 classrooms were built. 750,000 computers were distributed to schools throughout the country, and 97 percent of schools now have internet connections. Since 2003 schoolbooks have been distributed free of charge to students by the ministry of education, scholarships have increased eightfold, from an average of \$8 per student in 2001 to \$66 in 2011.

Children from low –income families have been given monthly scholarships. Between 2003 and 2010 education support provided to such students surpassed \$1.08 billion. In 2011, each female primary school student receives \$23 per month whereas males student at the same level receive \$ 20.

Female students at the secondary school level receive \$36 per month and males are given \$33 on the condition that students stay at school, the number of students provided with this conditional aid reached \$ 1.4 million in 2010. Within the framework of eight – year-compulsory education, free lunches are provided for school children who live in remote areas and are transported to schools in centers, children with disabilities are provided with free transportation to school.

The spending for these programs reached \$1.2 billion during the AK party's term in government. The number of universities in turkey has grown from 76 in 2002 to 165 in 2011. Through campaigns such as " let's go to school girls!" more than 350.000 girls who were not able to attend schools for various reasons are now going to school. It indeed shows that developed countries and their private sector are engaged in addressing the challenges of LDCs.

2.4.2 LDCs More Advantaged for Transition to Green Economy

The world's least development countries (LDCs) have a better opportunity than industrialized countries to switch to a green economy with their low carbon profiles and rich natural assets, a United Nations report has revealed. The LDCs low dependence on fossil fuel-based technologies paves the way for these countries to make their economies more environmentally sustainable. The report, prepared jointly by the UN Environment program (UNEP), the UN conference on trade and development (UNCTAD) and the UN office of the high representative for the least developed countries, landlocked developing countries and small island developing states (UN-OHRLLS) on the occasion of the fourth UN conference on the LDCs (LDC-IV), was released on the opening day of the conference, which kicked off in Istanbul on Monday. The report aims to illustrate the opportunities, policies and practices regarding the LDCs transition to a green economy and encourage further discussion among interested stakeholders. Titled, "Why a Green Economy Matters for the Least Developed Countries", the report reveals that new economic practices as part of the green economy will help the LDCs meet their Millennium Development Goals (MDGs), the globally agreed poverty reduction and social development targets, for which 2015 is set as the deadline. "Agriculture and community-based forestry are key areas for the transition towards a green economy in the least developed states," the report notes and points out that low-carbon,

labor-intensive agriculture and community-based forestry are sustainable practices that are crucial in the greening of the economy as these practices have already existed in the LDCs for decades.

The role of agricultural practices is highlighted in the report, which says, “The sustainable forms of agriculture can increase yields and revenues, open up new market opportunities and reduce climate change and environmental vulnerability. Significant achievements are possible through increased investment and technical support and implementation of appropriate policy reforms in the area of agriculture.

“For LDCs to succeed in this journey of improving agricultural practices there must be a supportive international policy framework. In which risks and uncertainties originating in other countries are prevented in the more vulnerable economies, the report states.

The report also highlights that the international community must assist the LDCs in their endeavors to seize the opportunity for transformative change, which will lead to sustainable development and poverty reduction. Although most green economy activities are commercial in nature, providing positive returns on investment, external financing is sometimes required to complement public financing and catalyze private investment from both domestic and foreign sources.

The need for external financing is particularly critical for green projects in infrastructure services sectors such as energy and waste management to make them commercially attractive to private investors” the report reads.

LDCs will clearly need external sources of finance to achieve a green economy, through both public funds and private investments. The roles of the local governments have a central role to play in putting in place strategies, targeted public expenditure, policy reforms and regulatory changes to promote further investment and initiatives by the private sector and civil society. Already, decision makers in a number of LDCs are taking bold measures that can set the course for this transition to occur.

Emphasizing the importance of taking energy to the rural poor, one of the contributions that a green economy can make to the LDC economies, the report further indicates the advancements in LDCs that have initiated policies and innovative approaches to tap into their potential for adaptable and clean energy solutions”. As stated in the report. The economic empowerment of rural areas will also reduce migration to urban areas, allowing better planning or urbanization in the LDCs. An enhanced market access opportunity is needed for the LDCs,

An enhanced market access opportunity is needed for the LDCs, according to the report, which highlights that financial and technical assistance is provided through the Aid for Trade (AFT) and the enhanced Integrated Framework (EIF) initiatives in order for the LDCs to gain a larger share of global trade. "Trade can be a powerful connector between sustainable consumption and production to drive a transition to a green economy, even in the context of LDCs.

The report also warns that a transition to a green economy also poses potential challenges to the functioning of the multilateral trading system, which must be effectively addressed.

Giving the example of Laos, it is noted that ecotourism, tourism in natural surroundings, is another major green growth option for many LDCs. The results of the ongoing LDC-IV I expected to provide a foundation and give shape to future actions in the transition of the LDCs to a green economy.

Agriculture trade to drive LDC stability

The importance of increasing the stability of LDCs through the growth of trade and expansion of the agriculture sector, a topic Turkey has been focusing on throughout this week's forums, was echoed yesterday at one of the thematic debate forums.

The sessions' conclusion highlighted that these two areas would both form key elements of Istanbul' Program of action and that in delivering success the private sector would play a crucial role.

The urgency of increasing levels of technology and skill transfer if the UN Millennium Development Goals were to be met by the 2015 deadline. The deputy minister also described LDCs as valued partners to his country and reiterated ban Ki-moon's impactful message that the LDCs need trade and investment, not charity.

However the need to support developing countries through utilizing trade strategies is apparent. In this respect, the importance of South –South cooperation, noting the impact it had made on the agricultural of LDCs confirms that Developed countries DCs with their private sectors engage themselves in addressing the challenges of development of the least developed countries LDCs.

2.5. Civil Society Voices Frustration, Anger over Broken Promises to LDCs

Announcing both hard data and feelings about the lack of progress toward achieving sustainable development and poverty eradication in the Least Developed Countries (LDCs), the civil Society Forum's representatives have said they are not happy at all.

The Civil Society Steering Committee released its report on the LDCs at the Fourth UN Conference on LDCs-IV in Istanbul 9th may 7-13) outlines an ambitious plan of action to lift the world's 48 LDCs out of the spiral of poverty.

The civil society Global Report provides information and statistics that clearly illustrate how the Brussels Program of Action, drawn up for the third LDC conference in 2001 failed to make a significant dent in the poverty and vulnerability in LDCs. According to the Global Report, the developed countries have failed to meet their pledges to LDCs most obviously to provide official development assistance (ODA) amounting to 0.15-0.20 percent of gross national income, as reintegrated in the Brussels Program of Action in 2001 at the previous LDC conference. The report points out that ODA flows LDCs mask unacceptable geographic disparities in the distribution of aid linked to foreign policy and security, the so called war on terror, trade and other strategic interests, saying in many cases it is not development aid. In 2007, 55 percent of LDC aid went to eight countries, they included; Afghanistan, Tanzania, Ethiopia, Sudan, Mozambique, Uganda, Bangladesh and the Democratic of the Congo. The remaining 41 LDCs comprising 84 percent of the LDC population shared just 45 percent of the LDC population shared just 45 percent of ODA flows, the report said.

The report also referred to an external debt stock of \$155 billion and annual debt service payments of the more than \$ 6 billion in LDCs. This is proving to be a major handicap in their fight against poverty and underdevelopment. With debt growing with every aid program, there is no real prospect that the loans incurred will ever be paid back, the report states.

2.5.1 The people's think tank

The halls of the Istanbul Congress Center are chock-a-bloc with over 1,200 people from at least 100 countries who have travelled thousands of miles from places such as Samoa, Bangladesh, Benin, Haiti and Lesotho, often for days, overcoming logistical problems to be present at the Civil Society Forum. The people think tank held debates on issues such as the position of women in Africa, overcoming the debt problems of LDCs and food sovereignty. They can be found in the corridors of power, discussing detailed points of policy with their government counterparts, to ensure civil society concerns are reflected in the final policy document. As part of their contribution to LDC-IV, the Civil Society Forum Steering Committee launched its global Report "Towards a world without LDCs. It outlines the major challenges facing LDCs and offers a series of detailed, targeted recommendations regarding LDCs' graduation from the category of the world's most vulnerable countries.

The report stressed the importance of civil society involvement in the forthcoming Istanbul Program of Action, which set the course for LDC growth and development over the next 10 years. If the program had to succeed, citizens had to be closely involved in the follow up and monitoring, the report.

2.6 Why Business Should Support Development

Companies increasingly recognize that advancing broader societal objectives is necessary to ensuring the growth and stability of their own business operations, which clearly shows that private sectors in developed countries are engaged in addressing the challenges of LDCs.

2.6.1 The Business Potential

In many countries, particularly those that have remained at the bottom of the economic pyramid, a company's deep commitment to infrastructure development, local capacity-building, education, health, job creation and disaster relief can be critical to advancing the national development agenda as well as helping the company to build new markets.

Corporate efforts that contribute to United Nations development goals are critical to growing sustainable and inclusive markets world-wide. Working toward UN objectives has a positive influence on a business' reputation and credibility.

Enlightened Goals, which aim at improving the livelihoods of billions of people around the world, are an entry point for business to engage in development. The MDGs have a particular emphasis in 2010, as the UN reflects on progress made in the first 10 years and looks ahead.

Successful development requires sufficient private sector investment to enable broad based sustainable growth. Responsible investment can assure the longevity and shortness of UN Interventions. Governments and the UN can benefit from the financial, logistical and practical support provided by the private sector. More than ever, businesses are needed to contribute, invest, and partner.

2.6.2 The UN Enabling Environment

Formal recognition of the private sector's importance was recently given by the general Assembly in its 2009 Resolution under the agenda item Towards Global partnerships (A/RES/64/223). This has reinforced the mandate of the UN to engage in public-private partnerships that advance humanitarian and development objectives. The UN Global Compact as well as a growing number of UN organizations is increasingly offering opportunities for private sector engagement, especially to advance the MDGs. The UN acknowledges the significant contributions of the private sector towards humanitarian and development objectives,

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This is especially the case for the least developed Countries, which are generally characterized by a small and enervated private sector. By successfully locating core operations and supply chains in developing countries, in a responsible manner, companies can create jobs, generate income and contribute to the transfer of knowledge and technology in these locations. Companies that take a long-term perspective to doing business there will typically have a more significant and lasting effect on societies as they invest in physical infrastructure , educate the workforce and build capacity for local research and development.

3.1.2 Develop Inclusive Business Models

Over the few years , companies –particularly those participating in the United nations platform the business call to action – are increasingly mobilizing their technologies, processes, products and skills to build more inclusive business models, this has the potential to contribute significantly to the to the eradication of poverty , as well as the realization of the MDGs .

3.2 Social Investment and Philanthropy

In many countries, businesses have traditionally offered different types of financial support to local communities and the poor, which continues to be a significant way for companies to contribute to social and economic development.

In addition to financial support, companies increasingly allow or even encourage employees to volunteer their time and expertise and also make product donations or other types of in-kind contributions. Companies increasingly are identifying and supporting synergies between core business imperatives and the needs of societies that have a positive effect on both.

Establishing a more strategic link between social investment and core business makes it more likely for such activities to be sustainable and reach a scale of significance, by doing so, companies may be able to make more resources available to contribute positively, for example, to education or the provision of health care, as long as they carefully consider any potential negative consequences their actions may have. Close cooperation with other organizations is also important to avoid duplication and maximize impacts.

3.3 Advocacy and Public Policy Engagement

At the local, national and global level, companies can make significant long-term contributions to development by engaging in advocacy and public policy formulation. This requires companies acknowledge the overlaps between the most urgent development needs and challenges in their own scarcity, widespread corruption, climate change or epidemic levels of HIV/AIDS.

The private sector typically carries significant political weight and is able to call attention to particular development, challenges, but they will be heard only in proportion to their willingness to raise their voices.

Corporate leaders can contribute significantly to development by participating in summits, conferences related to sustainable development. They can also make significant contributions by engaging with governments to improve the status of social and environmental policy by, for example, encouraging appropriate healthcare and education reform and the adoption of sound social and environmental policies. Companies can also play an important role by calling for the strengthening of public institutions and their administrative capacity to bridge government gaps and improve the enabling environment.

3.4 Partnerships and Collective Action

While companies can, and do, make significant contributions to development when acting on their own, they are most likely to be successful if they join industry peers, NGOs, the UN and others in partnerships and collective action.

From small, local partnership initiatives to massive global advocacy campaigns, most UN agencies, funds and programmes

have greatly improved their appetite for and ability to work jointly with the private sector and now engage in partnerships for mutual value and maximum impact. Similarly, a host of local, national and global civil society organizations are now teaming with business in joint efforts to solve shared challenges and meet common objectives, such as combating corruption or safeguarding the environment.

Partnerships with such organizations can be particularly useful in pilot projects when new and innovative approaches are required.

3.5 Global Compact Platforms to Support Development

The global Compact offers several platforms and tools for business to advance UN development goals. These platforms, linked to the ten principles, are focused initiatives and resources that leverage expertise to best contribute to development objectives.

BUSINESS UN ORG was launched in 2010, and is a joint effort of more than twenty UN organizations, coordinated by the Global Compact and the Office for the Coordination of Humanitarian Affairs (OCHA).

The site allows companies willing to partner with, or contribute to, the United Nations to browse a catalogue of development needs and partnership opportunities, or submit ideas for collaboration. Based on shared interests, the site flags potential matches that are then connected directly.

As the first central resource of UN system needs, the site is well positioned to contribute to UN goals by connecting development needs and interested private sector entities.

Communicating Progress; is a part of the commitment to the Global Compact. Participants must communicate annually with their stakeholders on progress made in implementing the principles. Far from a pure reporting exercise, the Communications on Progress (COP) are an opportunity for companies to showcase innovative approaches to sustainability and demonstrate how they contribute to society, from core business to collective action or social investments. While COPs have traditionally been used to demonstrate how companies integrate the principles in their core operations, more and more companies are using them to showcase their contribution to UN Goals and the MDGs specifically.

Business Call to Action; (BCtA) is a multi stakeholders, global partnership that challenges companies to adapt business models and apply their core competencies in innovative, commercially viable ways to accelerate progress towards the MDGs. BCtA provides its members with opportunities to share expertise, knowledge, and best practices for market-based approaches to development , advice and linkages with companies , donors, and other key stakeholders , and access to a high visibility Leadership platform.

Local Networks; advance the global Compact and its principles within particular geographic contexts. They perform important roles in rooting the Global Compact within different nations and cultures, and help to manage the organizational consequences of the initiative's rapid expansion. The over 90 local Networks throughout the world conduct awareness-raising events, provide guidance and training programmes and convene multi-stakeholder events to address relevant regional development concerns..

The Women's Empowerment Principles; are a set of seven principles offering practical guidance to business on how to empower women in the workplace, market place and community. The MDGs emphasize the important role of equal opportunity and full participation by women in society and full participation by woman in society to development. The principles seek to point the way to best practice by elaborating the gender dimension of good corporate citizenship and business's role in sustainable development. They also aim to guide business interaction with government, civil society and other stakeholders in their work on gender equality

Caring for Climate; is a voluntary and complementary action platform that provides a framework for business leaders to advance practical solutions and help shape climate change policy as well as public attitude.

Recognizing that, ensuring environmental sustainability is addressed by the MDGs, caring for climate offers an interface for business and governments at the global level, with the aim of transcending national interests and responding to the global nature of the issue with pragmatic business solutions.

The Ceo Water Mandate; is a public –private initiative designed to assist companies in the development, implementation and disclosure of water sustainability policies and practices. It is increasingly clear that lack of access to clean water and sanitation in many parts of the world causes great suffering in humanitarian, social, environmental and economic terms, and seriously undermines the UN development goals. The CEO water mandate recognizes that the business sector, through the production of goods and services, impacts water resources – both directly and through supply chains.

3.6 Guidance on Anti-Corruption Reporting

Provides practical guidance on a broad set of reporting elements and is rooted in existing reporting practice. Corruption is recognized to be one of the world's greatest challenges. It is a major hindrance to sustainable development, with a disproportionate impact on poor communities. These practical resources will become integral to scaling up efforts in the fight against corruption.

Business and Peace initiatives of the Global Compact focus on enhancing the capacity of the private sector to make a positive contribution to peace and development. Conflict-affected countries around the world are the furthest behind in achieving the MDGs and yet a prerequisite for development progress is peace and stability.

The Global Compact provides participants with a platform for sharing experiences and lessons-learned with a view to assisting companies in implementing responsible business practices in conflict-affected and high-risk areas consistent with the Global Compact ten principles . Recently Launched resources in this in this area include the report “guidance on responsible business in Conflict-affected and high risk areas: A resource for Companies and investors “and “doing Business while Advancing Peace and Development.” This clearly shows that Developed countries and private sector engage themselves in addressing the challenges of LDCs

CONCLUSIONS

On the engagement of developed countries and private sector as a key to the development of LDCs and the realisation of the objective of carrying out this research which was to let the readers understand and appreciate how the DC leaders planned to boost global cooperation through the Fourth United Nations Conference on the Least Developed countries, the above issues were clearly identified and verified.

The Istanbul Program of Action represented a renewed commitment in addressing the challenges of LDCs. Even though the pace of development in LDCs improved somewhat during the previous decade, the overall goals of Brussels program of Action had not been met. Therefore the LDCs and their development partners have to forge a genuine alliance to harness the powers of ideas, science and technology to overcome the poverty, hunger and disease that suppress human progress and ingenuity.

Powerful economic and political interests that benefit from existing structures and this realization around a number of issues including how to address the challenge of climate change which harms development opportunities in Africa and Asia were exhaustively discussed.

The nexus between development, peace and security cannot be ignored.

Therefore, as long as the increasing marginalization of the LDCs continues, no one can expect to prosper in peace and security in the world. But helping the LDCs should not be seen only through a security prism, either. Given the market opportunities existing in these countries based on their large populations and rich natural resources, investing in the LDCs is also a mutually rewarding commercial decision that will take developed countries and private sector a long way in advancing global property and create a win-win situation.

Global Compact participants were engaged in important and influential activities that help to build frontier markets by providing opportunities and access within the Least Developed Countries. There was much to learn from these efforts and many of these programmes will be scaled further to maximize their impact.

Partnerships with such organizations can be particularly useful in pilot projects when new and innovative approaches are required. The implementation of the ten principles constitutes, in itself, a direct and valuable contribution to development. Companies that uphold the effective abolition of child labour, for example, is well positioned to help more children receive at least basic education. Similarly, businesses that work against corruption in all its forms contribute to the elimination of what is one of the single –most important barriers to development today.

Confirming the hypothesis

Regarding what has been observed investigated and the findings in the above literature and materials, the strategies and the steps set by the developed countries DCs in order to render a hand in developing the least developed countries LDCs, led the research to confirm the hypothesis of this paper which stated that; The Developed countries DCs with their private sectors engage themselves in addressing the challenges of development of the least developed countries LDCs.

Recommendations

- Operating in countries where people are less likely to have their basic needs met and where regulation is not always enforced, companies should assess and manage their impacts on the population and the environment. Companies should ensure that they operate in accordance with the ten principles of the global compact, in the areas of human rights, labour, environment and anti-corruption. If they do not, there is a risk that the negative impacts of their operations will outweigh the positive financial and economic effect of their investments.
- Companies that engage the poorest segments of the population – often called the "base of the pyramid" - as suppliers, distributors or other types of business partners should help generate income and stimulate entrepreneurship.

Similarly, companies that develop safe and affordable products for the poor and market them in innovative ways should help meet basic needs, increase productivity and raise the standard of living of the poor.

- Experience suggests that building inclusive business models is also a commercially viable approach to doing business in poor markets. In some cases, such ventures can be profitable from the very outset. Often, however, they require considerable investments over time before they become profitable. For that reason, various forms of seed or venture financing should become available.

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**FLEXIBLE EXCHANGE RATE WITH INFLATION
TARGETING: A RECOMMENDED MONETARY POLICY
FOR VARIOUS ECONOMIES**

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ABSTRACT

There is a general agreement among academicians in developed economies that the primary role for monetary policy is price stability (Bernanke et al., 1999). Promotion of growth and employment seem secondary to price stability. The justification is that the best way that a central bank can promote growth and employment is by keeping inflation low and stable.

The general objective of the research paper was to ascertain whether a flexible exchange rate with inflation targeting could be a recommended monetary policy for various economies.

With that aim in view, the researcher undertook a descriptive research using secondary data which was obtained from textbooks, journals, magazines, newsletters, other publications and internet websites. The data which was collected consisted of both theory and empirical evidence on monetary policy for developed, emerging and developing economies on a global basis.

Research findings have revealed that a monetary policy that is based on a fixed exchange rate is not easily sustainable because it is not able to address external shocks that affect output and prices of goods. In addition, such policy takes away a country's autonomy on monetary issues.

Furthermore, a useful monetary policy should have a wide range of targets as well as goals and should allow some flexibility in managing the exchange rate. Such a policy is able to address external shocks that affect output, exchange rate and price levels. Empirical evidence has indicated that a flexible exchange rate with inflation targeting monetary policy is generally recommended for economies because of its numerous benefits which include,

inter alia, enabling a central bank to control fluctuations in output over the course of the business cycle; ability to monitor and intervene, where necessary, in a foreign exchange market; ability to model an economy, understand the transmission mechanism and forecast inflation and output; creates a sound basis for long-term growth in the economy and allows the economy to expand or contract money supply at an appropriate time.

Other recommendations are: transparency and predictability in a monetary policy; financial system being accessible to the public; a legal framework being in place; financing of fiscal deficits not to be done by a central bank; a good system of corporate governance to be in place; a central bank's independence to be maintained without any political and developing economies to minimise volatility in capital flows particularly grants, aid and FDIs etc. by establishing good working protocols with donor and investment communities.

CHAPTER ONE

INTRODUCTION

1.1 Background

Monetary policy is the process by which the government, central bank, or monetary authority of a country controls (i) the supply of money, (ii) availability of money, and (iii) cost of money or rate of interest to attain a set of objectives oriented towards the growth and stability of the economy. Usually the goals are "macroeconomic stability" - low unemployment, low inflation, economic growth, and a balance of external payments (Finpipe website).

As Goodfriend et al, (2002) assert monetary policy is responsible for promoting high growth, keeping inflation low and stable, and maintaining financial stability.

There must be a link between monetary variables e.g. quantity of money and interest rates; and macroeconomic variables e.g. the price level, the level of employment and the gross domestic product (GDP)). These links are called the monetary transmission mechanism.

Monetary policy does not exist in vacuum; it exists in a monetary policy framework. The monetary policy framework comprises institutional arrangements to determine and implement monetary policy. It provides an anchor for monetary policy; identifies policy objectives and describes how monetary policy is implemented through a set of instruments with operating and intermediate targets (Louis Kasekende and Martin Brownbridge, 2010). The current financial crisis has rendered a number of monetary policies less useful because of failure to take into account output gap and forecast inflation both of which are so essential in dealing with external shocks.

Some monetary policies in a number of Sub-Saharan African economies have paid little attention to the stabilisation of output. As a consequence, a number of economies have faced price instability and other dire financial problems (Berg, Portillo and Unsal, 2009).

Therefore, there is a need to identify an appropriate monetary policy that can address not only the current financial crisis but also able to build a robust economy that can spur growth and financial stability in the years ahead.

1.2 Statement of the Problem

A monetary policy has broad implications on a number of national issues e.g. monetary credibility, international trade, investment, inflation, foreign exchange reserves, monetary autonomy, growth, employment etc.

Before the current financial crisis, monetary policy in form of monetary targeting was relatively successful as an anchor against inflation in a number of developing countries. The success was due to a number of factors e.g. booming commodity prices, robust inflows of external funds etc. Supply shocks and changes in risk premiums at times of global turbulence have weakened the effectiveness of a number of monetary policies including monetary targeting (Valerie Cerra et al, 2010).

The current financial crisis has rendered monetary targeting policy and others less useful because of their failure to take into account output gap and forecast inflation that are so essential in dealing with external shocks (Berg, Portillo and Unsal, 2009). The implementation of monetary targeting policy in some economies of Sub-Saharan Africa has paid little attention to the stabilisation of output.

In the foreseeable future, a monetary policy framework will need to have a broader view of policy objectives, with greater priority given to stabilizing output, exchange rate and inflation control. This is going to be so because as Sub-Saharan African economies develop and become more integrated into global financial markets; they require the characteristics of emerging market economies. In addition, business cycle volatility and aggregate demand shocks will become a common scene (Kasekende et al, 2010).

1.3 The purpose of the study

The purpose of the research study was to examine the advantages and limitations of various monetary policies both from the theoretical and empirical points of view based on experiences from developing, emerging and developed economies; so as to formulate a basis for recommending a monetary policy that could be used for various economies at all times.

1.4 Objectives of the study

The general objective of the research was to recommend a particular monetary policy, more especially, the flexible exchange rate with inflation targeting for various economies.

the specific objectives were:

1. To appreciate the existing theory on monetary policy (ies);
2. To appreciate current empirical evidence on monetary policy (ies);
3. To ascertain whether any monetary policy, more especially, the flexible exchange rate with inflation targeting, could be recommended for use for various economies.

5 Study questions/study hypothesis

What is the existing theory on monetary policy?

What empirical evidence on monetary policy is available?

Could any monetary policy, more especially, the flexible exchange rate with inflation targeting be recommended for various economies?

6 Delimitation of the study

The study focused on identifying a monetary policy that could be recommended for various economies because according to evidence from various resources as has been indicated in the text, a number of economies have experienced problems in growth, keeping inflation low and stable and maintaining financial stability due to choice of a non- appropriate monetary policy. The study covered both theoretical and empirical evidence that relate to monetary policy with the aim of gaining a substantial link between the two aspects.

The study covered monetary policy being used in developing, emerging and developed economies with a view to, securing a proper understanding of economic and financial dynamics in such economies. The study paid particular attention to monetary policy in the Sub-Sahara African economies particularly for the period before and after the financial crisis. The approach was necessary to draw comparisons on the effectiveness of a number of monetary policies at different economic/financial periods.

1.7 Justification and significance of the study

In most economies, monetary policy is the first line of defense against a number of internal and external shocks that these economies get exposed to and it is therefore important to have a right monetary policy in place. Evidence has shown that some economies in Latin America which were using the fixed exchange monetary policy ended up with depleted foreign exchange reserves during financial crisis in their respective countries (S.Edwards et al, 1999). Argentina abandoned its currency board in January 2002 after a severe recession.

Therefore, the study will highlight why flexible exchange rate with inflation targeting is recommended monetary policy. Study results may lend a hand to policy makers while formulating monetary policy that has objectives oriented towards the growth and stability of the economy e.g. macroeconomic stability, low unemployment, low inflation, economic growth, and a balance of external payments.

Future researchers and academicians will refer to the text in their genuine pursuit for data for their respective research works.

1.8 Organisation of the study

The research text has been written in five chapters, namely, Chapter One that contains the Background to the study, Statement of the problem, the purpose of the study, objectives of the study, study questions/study hypotheses, delimitation of the study, justification and significance of the study and comments on operational terms.

Chapter Two contains literature on theory and empirical evidence on monetary policy that covers developing, emerging and developed economies.

Chapter Three contains the Methodology i.e. Research design, Area of study and study population, Sample size and selection method, Sources of data, Research Tools and Methods, Validity and Reliability, Procedure, Data analysis and Study limitations and solutions.

Chapter Four contains Summary of Findings that have been gathered from both the theoretical and empirical aspects of the study.

Chapter Five contains Conclusion and Recommendations that are based on empirical evidence that was obtained from the literature review and the researcher's own experience.

1.9 Operational definitions

Operational terms have been explained in the various paragraphs where they exist and the researcher has adopted such definitions accordingly.

CHAPTER TWO

LITERATURE REVIEW OF THEORY AND EMPIRICAL EVIDENCE ON MONETARY POLICY

2.1 Meaning and history of monetary policy

Modern central banking dates back to the time after the great depression of the 1930s. Governments, led by John Maynard Keynes (a celebrated economist), came to know that the amount of money supply and credit availability greatly contributed to the gravity of the depression. That realisation that money supply affected economic activity led to active government attempts to influence money supply through "monetary policy". During that time, countries created central banks to be in charge of monetary policy. The central banks would actively try to influence the amount of money available and that would influence credit creation and the overall level of economic activity.

2.2.0 Types of monetary policy/monetary regime

In the traditional economic theory, openness of an economic system and synchronicity of business cycles were major decisive considerations in choosing a type of monetary policy to be used in a given economy. However, in recent times, other considerations have been included, such as price-setting behaviour, the prevalence of foreign debt, the adequacy of reserve levels and the credibility of giving monetary policy an exchange rate anchor (M. B. Devereux, 1999).

In modern times, a monetary policy takes into account both internal and external factors.

There are two types of monetary policy when considering their effects on the size of money supply. A monetary policy is referred to as contractionary if it reduces the size of the money supply or increases it only slowly, or if it raises the interest rate. An expansionary monetary policy, on the other hand, increases the size of the money supply more rapidly, or decreases the interest rate.

Types of monetary policy can be categorized based on their intended effect on a goal for economic growth and inflation i.e. accommodative, if the interest rate set by the central monetary authority is intended to create economic growth; neutral, if it is intended neither to create growth nor combat inflation; or tight if intended to reduce inflation.

However, there are two major broad classifications of monetary policy which are based on whether the exchange rate is fixed or floating hence fixed exchange rate monetary policy and floating exchange rate monetary policy. When a monetary authority in a given country fixes the value of a native currency against a foreign currency (ies), this kind of monetary policy is referred to as a fixed exchange rate monetary policy. On the other hand, if a monetary authority does not fix the value of a native currency against a foreign currency (ies) but allows it to find its value through the forces of demand and supply, the monetary policy is referred to as a floating exchange rate monetary policy. It should be noted however, that the two monetary policy present extreme sides and that within the two extremes, there are other types of monetary policy as will be indicated in the following chapters.

2.2.1 Fixed exchange rate monetary policy

2.2.1.1 Fiat/absolute fixed exchange rate monetary policy

This policy maintains a fixed exchange rate with a foreign currency of an anchor nation. Under this policy, a monetary authority declares a fixed exchange rate but does not actively buy or sell currency to maintain the rate. Instead, the rate is enforced by non-convertibility measures e.g. capital controls, import/export licenses, etc. The monetary authority is normally a currency board and every unit of local/native currency must be backed by a unit of foreign currency. This ensures that the local monetary base does not inflate without being backed by hard currency.

The centerpiece of a fiat/absolute fixed exchange rate monetary policy is a currency board. A currency board is a monetary arrangement that pegs the monetary base of one country to another, the anchor nation. For that reason, it essentially operates a hard fixed exchange rate, whereby local currency in circulation is backed by foreign currency from the anchor nation at a fixed rate. The principal justifications behind a currency board are threefold:

1. To import monetary credibility of the anchor nation;
2. To maintain a fixed exchange rate with the anchor nation;
3. To establish credibility with the exchange rate.

Currency boards are suitable for small, open economies that would find independent monetary policy difficult to sustain (Kasekende and Martin Brownbridge, 2010).

The virtue of this system is that questions of currency stability no longer apply. Fixed rates provide a noninflationary anchor for monetary policy and are characterized by lower inflation (S. Edwards, 1996). It is also argued that when the exchange rate is stable, international trade and investment are promoted in a given economy (A. R. Ghosh et al, 1970).

In addition, this policy eliminates the exchange risk premium (M. Obstfeld et al, 1980).

The biggest disadvantage of this monetary policy is that it allows only limited room for independent monetary policy because the need to defend the fixed exchange rate becomes the overriding objective and other monetary domestic objectives are put aside (Kasekende and Martin Brownbridge, 2010). Another disadvantage is that this option involves the loss of monetary autonomy (Williamson, 1998).

This approach may put an economy at risk because an exchange rate is fixed without deep consideration of economic differences between it and its trading partners. The policy also limits the use of other monetary policy instruments such as interest rate which would be appropriate in a given circumstance to manage, for example, inflation (Goodfriend, 2004).

Evidence has shown that some economies in Latin America which were using the fixed exchange monetary policy ended up with depleted foreign exchange reserves during financial crisis in their respective countries (S.Edwards et al, 1999). Argentina abandoned its currency board in January 2002 after a severe recession.

There are of course some success stories of economies that use currency boards e.g. Hong Kong, Bulgaria etc. The success of these economies is based on fiscal discipline and sound structural policies which are necessary to deliver good inflation and growth outcomes. Otherwise, currency pegs quickly become unsustainable (Williamson, 1998).

2.2.1.2 Dollarization monetary policy

Under this monetary policy, foreign currency (usually the US dollar, hence the term "dollarization") is used freely as the medium of exchange either exclusively or in parallel with local currency. The term is not only applied to usage of the United States dollar, but generally to the use of any foreign currency (which is not a native) as the national currency.

This could be as a result of loss of faith in the national/native currency. Alternatively, government might have a genuine desire to control inflation, to have a credible foreign monetary policy and to promote fiscal discipline. This policy is based on foreign monetary authorities because monetary policy in the pegging nation must align with a monetary policy in the anchor nation to maintain the exchange rate. The policy has almost the same advantages and disadvantages of a fiat/absolute fixed exchange monetary policy.

Below, is a list of economies that use Dollarization monetary policy:

U.S. dollar

- ◆ British Virgin Islands
- ◆ Cambodia (uses Cambodian Riel for many official transactions but most businesses deal exclusively in dollars)
- ◆ East Timor (uses its own coins)
- ◆ Ecuador (uses its own coins in addition to U.S. coins)
- ◆ El Salvador
- ◆ Liberia (was fully dollarized until 1982; U.S. dollar still in common usage alongside Liberian dollar)

- ♦ Marshall Islands
- ♦ Federated States of Micronesia
- ♦ Palau
- ♦ Panama (uses its own coins)
- ♦ Turks and Caicos Islands
- ♦ Zimbabwe

Euro

Andorra (formerly French franc and Spanish peseta)

Kosovo

Monaco (formerly French franc; issues its own euro coins)

Montenegro (formerly German mark and Yugoslav dinar)

San Marino (formerly Italian lira; issues its own euro coins)

Vatican City (formerly Italian lira; issues its own euro coins)

- ♦ New Zealand dollar
- ♦ Cook Islands (issues its own coins and some notes)
- ♦ Niue
- ♦ Pitcairn Island
- ♦ Tokelau
- ♦ Australian dollar
- ♦ Kiribati (issues its own coins)
- ♦ Nauru
- ♦ Tuvalu (issues its own coins)

South African rand
Common Monetary Area

- Lesotho
- Namibia
- Swaziland

Zimbabwe

Due to the hyperinflation of the Zimbabwe dollar several currencies are used instead:

- British Pound Sterling
- Botswana pula
- Euro
- South African rand
- United States Dollar

The US Dollar has been officially adopted for all transactions involving the new Power Sharing Government.

Others

- Russian ruble: Abkhazia and South Ossetia (de facto independent states, but recognized as part of Georgia by nearly all other states)
- Indian rupee: Bhutan and Nepal
- Swiss franc: Liechtenstein
- Israeli shekel: Palestinian territories
- Turkish lira: Turkish Republic of Northern Cyprus (de facto independent state, but recognized as part of Cyprus by all states but Turkey) - Wikipedia website

2.2.1.3 Monetary policy based on monetary union (Monetary union monetary policy)

This involves using a common monetary policy which has been agreed on by members of a given monetary union such as the euro area and CFA. The justification behind this approach is that linking monetary policy among a group of similar countries may facilitate a common response to common shocks, while acting as a disciplining mechanism on other policies in individual member countries (de Grauwe 2000). There is also some evidence that currency unions promote trade and investment flows within the union.

For open economies, pegging the exchange rate to a currency of a low inflation country (or group of countries such as the Eurozone countries) may be the best option for controlling domestic inflation, because the peg will keep that traded inflation of traded goods at a low level.

The major disadvantage of the policy is that, in periods when business cycles across countries in the union are not well harmonised or when such countries receive different shocks, a common monetary policy might not be able to solve such problems across the board (de Grauwe 2000).

It should be noted that a transition to a monetary union requires a period of exchange rate management to align the bilateral exchange rates of each prospective member of the monetary union. Most of the advantages and disadvantages of a fixed exchange monetary policy apply to this policy.

2.2.1.4 Fixed – convertibility rate monetary policy

Under this monetary policy, currency is bought and sold by the central bank or monetary authority on a daily basis to achieve a target exchange rate. This target rate may be a fixed level or a fixed band within which the exchange rate may fluctuate until the monetary authority intervenes to buy or sell as necessary to maintain the exchange rate within the band.

2.2.1.5 Gold Standard monetary system

The gold standard is a system in which the price of the national currency is measured in units of gold bars and is kept constant by the daily buying and selling of base currency to other countries and nationals. The system was used from 19th century up to 1970s and today it is not being used anywhere. Its major advantages were simplicity and transparency. However, its major disadvantage was that it could cause deflation, a situation that occurs whenever any economy grows faster than the gold supply which is available in a given country at a given period of time.

When an economy grows faster than its money supply, the same amount of money is used as a medium of exchange for a larger number of transactions. This creates a situation where a small amount of currency is being used to buy large amounts of goods and services. The only way to make this possible is to lower the nominal cost of each transaction, which means that prices of goods and services fall, and each unit of money increases in value. Deflation is not healthy for an economy as it tends to increase the ratio of debts to assets over time.

2.2.2 Floating exchange monetary policy

2.2.2.1 Monetary base targeting policy

This policy is intended to increase or decrease the amount of base currency (M0) in circulation. This policy uses the following monetary policy instruments:

2.2.2.1.1 Open market operations

This is a process of changing the liquidity of base currency through the use of open sales and purchases of (government-issued) debt and credit instruments e.g. treasury bills and bonds as well as foreign currencies. Government buys or sells its bonds through Central Bank in the open market. When Central Bank buys bonds, this action results into an expansion of money supply and hence lower interest rates; the opposite is true if bonds are sold. Most central banks employ this tool in the day to day control of the money supply because it is easy to use and the relatively smooth interaction it has with the economy as a whole. Another reason why it is popular is the fact it has an impact on other market variables such as short term interest rates and the exchange rate (Finpipe website).

In most cases, the short term goal of open market operations is to achieve a specific short term interest rate target. A number of countries use this approach e.g. the Reserve Bank of South Africa.

2.2.2.1.2 Liquidity requirements

The monetary authority exerts regulatory control over banks. This is done by changing the proportion of total assets that banks must hold in liquid form.

Banks only maintain a small portion of their assets as cash available for immediate withdrawal; the rest is invested in illiquid assets like mortgages and loans. By changing the proportion of total assets to be held as liquid cash, a central bank changes the availability of loanable funds in the hands of commercial banks (Wikipedia website).

2.2.2.1.3 Reserve requirements

Reserve requirements are a percentage of commercial banks', and other depository institutions', demand deposit liabilities (i.e. chequing accounts) that must be kept on deposit at the Central Bank as a requirement of Banking Regulations. If the reserve requirement percentage is increased, this would decrease the money supply by requiring a larger percentage of the banks, and depository institutions, demand deposits to be held by the Central Bank, thus taking them out of supply. As a result, an increase in reserve requirements would increase interest rates, as less currency is available to borrowers. Altering reserve requirements is not merely a short-term corrective measure, but a long-term shift in the money supply (Finpipe website).

2.2.2.1.4 Interest rate

A central bank can lower/increase the interest rate on discounts or overdrafts (loans to banks secured by suitable collateral, specified by the central bank). If the interest rate on such transactions is sufficiently low, commercial banks can borrow from the central bank to meet reserve requirements and use the additional liquidity to expand their balance sheets, increasing the credit available to the economy and interest may be influenced in a desired manner.

2.2.2.1.5 Discount window lending

Commercial banks, and other depository institutions, are able to borrow reserves from the Central Bank at a discount rate. This rate is usually set below short term market rates (T-bills). In this case, such institutions are able to vary the amount of money they have to loan out hence affecting the money supply and eventually the interest rate.

A South African example of such a policy instrument is the repo rate which was established by the repurchase tender system of the Reserve Bank. The repo rate is the rate at which the Reserve Bank grants financial assistance to the banking sector. When the repo rate is changed, the interest rates on overdrafts and other loans extended by the commercial banks also tend to change.

Ethiopia, Ghana, Kenya, Nigeria, Malawi, Rwanda, Tanzania, Uganda and Zambia employ a monetary targeting monetary policy framework except for Ghana which has an inflation targeting framework and Kenya which has a hybrid regime of IT and monetary targets (Kasekende and Brownbridge, 2010).

Most economies in sub-Saharan Africa which use a monetary base targeting policy build it around quantitative monetary targets with broad money used as an intermediate target and reserve money as an operating target. The main instruments of monetary policy in these frameworks are primary auctions of government securities and purchases of foreign exchange by the central bank. Those economies use a flexible nominal exchange rate, with limited intervention to smooth volatility so as not to jeopardize domestic monetary targets for international reserve accumulation (Kasekende and Brownbridge, 2010).

Before the current financial crisis, monetary targeting monetary policy was relatively successful as anchor against inflation in a number of developing countries. The success was due to a number of factors e.g. booming commodity prices, robust inflows of external funds etc. It should be noted, however, that the influence of monetary policy on growth is weakened by supply shocks and changes in risk premiums at times of global turbulence (Valerie Cerra et al, 2010).

The current financial crisis has rendered the approach less useful because it does not take into account output gap and forecast inflation that are so essential in dealing with external shocks (Berg, Portillo and Unsal, 2009). The implementation of monetary targeting policy in some economies of Sub-Saharan Africa has paid little attention to the stabilisation of output. The monetary targets have usually been derived from a target for inflation, with projected real output assumed to be outside the monetary policy. As a consequence, an economy may face price instability and other dire financial problems.

In table 2 below, the 10 countries in Sub-Saharan Africa that are using monetary base targeting policy are indicated. The table shows that those countries have enjoyed good GDP real growth rates over the years. However, the GDP rates have gone down since the world financial crisis began in the early 2008. This is therefore emphasises the point that the monetary policy may not be strong during financial crisis. In table 3 below, the 10 countries in Sub-Saharan Africa that are using monetary base targeting policy are indicated. The table shows that those countries have experienced high consumer price inflation rates over the years compared to the average rates in the Sub - Saharan Africa.

Since the world financial crisis begun in the early 2008, the consumer price inflation rates have even worsened particularly in 2008 and 2009. This is therefore emphasises the point that the monetary policy may not be strong during financial crisis.

Table 2: Real GDP Growth Rates in SSA (percent)

Country/country group	2005	2006	2007	2008	2009	2010 Forecast
SSA	6.3	6.4	7.0	5.6	2.2	4.8
Oil-exporting countries	7.6	7.4	9.2	7.0	4.0	6.1
Middle income countries	4.9	5.6	5.5	3.7	-1.7	3.5
Low income countries	7.4	7.3	7.2	6.9	5.1	5.1
10 Countries with domestic monetary policy anchors*	7.5	7.9	7.4	7.6	5.8	6.0

Low income countries exclude the fragile states

*Ethiopia, Ghana, Kenya, Nigeria, Malawi, Mozambique, Rwanda, Tanzania, Uganda and Zambia

Source: AfDB (2010) and IMF (2010)

Table 3: Consumer Price Inflation in SSA (percent)

Country/country group	2005	2006	2007	2008	2009	2010 Forecast
SSA	5.8	6.9	6.8	11.7	10.4	7.6
Oil-exporting countries	14.8	8.1	5.6	10.5	11.0	10.5
Middle income countries	3.6	5.1	7.1	11.5	7.1	5.5
Low income countries	8.3	7.6	7.6	13.7	13.7	5.6
10 Countries with domestic monetary policy anchors*	11.1	9.6	8.6	13.4	13.9	7.8

Low income countries exclude the fragile states

* See table 2 for list of countries

Source: AfDB (2010) and IMF (2010)

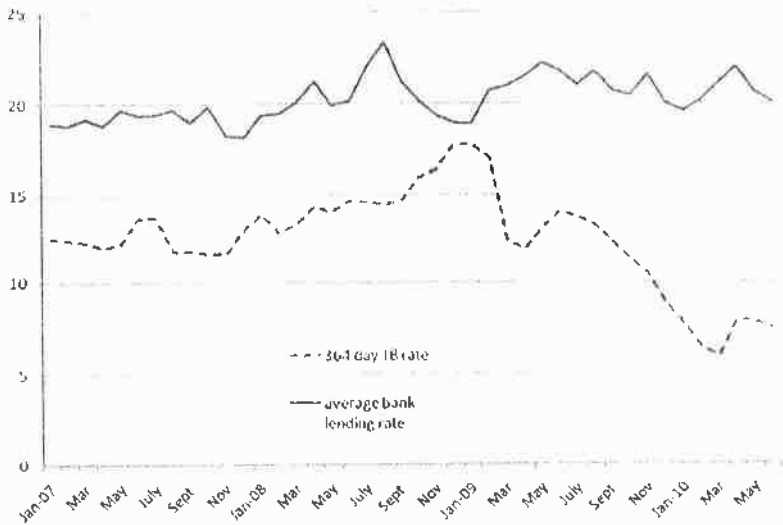
In the short term, the above monetary policy is not viable because estimating the real interest rate is often difficult when supply side shocks make inflation very volatile; central banks cannot simultaneously determine quantities and prices of money and the interest rate itself will often play a peripheral role in the money transmission mechanism under such circumstances.

O' Connell (2008) noted another problem with monetary base targeting policy in a case where central banks might make mistakes in forecasting monetary aggregates e.g. velocity of circulation of money which might exacerbate instability in interest rates, exchange rates and output.

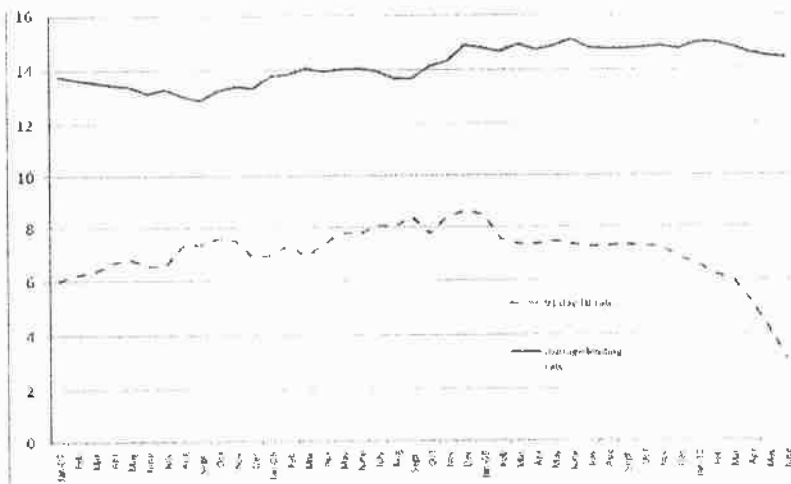
According to the research carried out by Kasekende et al (2010), during 2009 and 2010, an attempt to stimulate demand through monetary policy by five economies in Sub-Saharan Africa was not fully successful. The growth in broad money was only partially translated into growth in bank lending to the private sector, which fell sharply in 2009 to an average of 16 percent, from an average of 37 percent in the four previous years. Even the fall in government securities yields was not transmitted into lower bank lending rates. In all five countries the fall in TB rates did not change the lending rates of commercial banks. The reason for the non-response by commercial banks could have been probably due to credit rationing by banks on the basis of borrower creditworthiness and lack of competition in the banking industry.

In diagrams 1 and 2, it is indicated that the fall in government securities yields in Uganda and Kenya was not transmitted into lower bank lending rates for the period 2007 to 2010. This therefore explains that this monetary policy might not be very effective in stimulating the economy using the window of interest rate as has been explained in the preceding chapters.

Diagram 1: Uganda 364 TB rate and average bank lending rate January 2007 to June 2010



Source: Bank of Uganda



Source: Central Bank of Kenya website

Diagram 2: Kenya- 91 day TB rate and average bank lending rate January 2007 to June 2010

Therefore, for the foreseeable future, a monetary policy framework will need to have a broader view of policy objectives, with greater priority given to stabilizing output, exchange rate and inflation control. This is going to be so because as Sub-Saharan African economies develop and become more integrated into global financial markets; they require the characteristics of emerging market economies. In addition, business cycle volatility and aggregate demand shocks will become a common scene (Kasekende et al, 2010).

Where there are large capital account flows, the monetary base targeting policy may not be able to contain the volatility of the exchange rate. For example, in China where, the authorities try to tighten controls on inflows, money has been pouring in through different channels during recent years (Prasad and Wei, 2007).

Milton Friedman, a well celebrated economist, acknowledged that monetary targeting was less successful than he had hoped; he said it during an interview with the Financial Times in June 2003 (Wikipedia website).

Therefore, the monetary base targeting policy is ideal for providing medium term anchors for monetary policy rather than for short term fine tuning of aggregate demand this is so because the monetary targets are usually set for a period of 12 months.

Policy 2 Monetary targeting with flexible exchange rate monetary

This policy usually involves a managed exchange rate, where the currency is managed within a relatively tight band. In this policy, a central bank is managing both the money supply and exchange rate by using monetary policy tools such as open market operations,

liquidity requirements, reserve requirements, interest rate and discount window lending etc. Management of exchange rate could be against one currency or a basket of other currencies.

Examples of countries which use this monetary policy are Bangladesh, Sri Lanka, Tanzania, Uganda and Zambia (Kalyalya, 2010). Singapore has been very successful in using this monetary policy.

The advantage which this monetary policy has is that a central bank is directly managing both interest rate and exchange rate. A central bank tries to smooth out short –term volatility in an exchange market. From time to time, a central bank intervenes by buying or selling foreign exchange for fear of letting a native currency to float freely.

The monetary policy, however, suffers from the setbacks of a monetary targeting policy as already mentioned in the preceding chapters, particularly by failing to address directly output gaps, inflation and other external shocks.

Some central banks in developing countries find the monetary policy not easy in terms of its implementation as it combines two monetary policy targets and more than one monetary policy tools that require data which may not be easily available.

2.2.2.3 Flexible exchange rate with inflation targeting monetary policy

The inflation targeting monetary policy was pioneered in New Zealand (Wikipedia website). In the 1990s, central banks began adopting formal, public inflation targets with the goal of making the outcomes, if not the process, of monetary policy more transparent.

In recent years, a number of countries both developed and emerging ones have shown great interest in embracing the above monetary policy. The major reason why countries are opting to use the above monetary policy is due to the fact that capital accounts are increasingly becoming more open and therefore there is a need to monitor and intervene, where necessary, in a foreign exchange market (Prasad, 2008).

Under this monetary policy, the target is to keep inflation under a particular definition such as Consumer Price Index (CPI), within a desired range. In this case, interest rate is mostly used as a monetary policy tool. A central bank makes periodic adjustments in an interest rate target. The interest which is used is generally the interbank rate i.e. a rate at which banks lend to each other overnight for cash flow purposes. In some economies, an interbank rate is referred to as cash rate. This interest rate has an impact on other interest rates e.g. money market rates, deposit rates, lending rates and bond yields and forms the base on which the structure of interest rates in the economy is built. By so doing, a monetary authority can contract the money supply, because higher interest rates encourage savings and discourage borrowing. This monetary policy entails a central bank to model an economy, understand the transmission mechanism and forecast inflation and output (Aron and Muellbauer, 2010).

This interest rate target is kept for a period of time (medium term average) which is in terms of months and it is usually reviewed on a monthly or quarterly basis by a policy committee of a central bank. Changes in interest rates affect economic activity and inflation with much longer time periods, because it takes time for individuals and businesses to adjust their economic behaviour. Interest rates affect economic activity in a number of ways. They can affect patterns of savings, investments, households' expenditure, supply of credit, prices of assets etc. Those patterns affect the level of aggregate demand.

Aggregate demand as well as aggregate supply will influence the level of inflation in the economy. Inflation will also be affected by the effect interest rate will have on exchange rate. This is more so for imported and exported goods.

It should be noted that within this policy, a central bank makes substantial exchange market interventions.

John B. Taylor of Stanford University proposed a simple method of inflation targeting called the Taylor rule which adjusts the interest rate in response to changes in the inflation rate and the output gap (Wikipedia website).

For both industrialized and emerging market economies, monetary targets have almost been replaced by some form of inflation targeting monetary policy, due to lack of a stable relationship, especially in the short term, between monetary aggregates and inflation.

IMF has classified these countries as “inflation targeters with managed float”. A list includes such countries as Colombia, Ghana, Indonesia, Romania, Mauritius and Thailand (Sowa and Abradu-Otoo, 2010).

It is also currently used in Australia, Brazil, Canada, Chile, Colombia, the Eurozone, New Zealand, Norway, Iceland, Philippines, Poland, Sweden, South Africa, Turkey, and the United Kingdom (Wikipedia website).

Kenya currently has a hybrid monetary policy framework involving elements of both inflation targeting monetary policy and monetary targets (Adam et al, 2010).

The Reserve Bank of India has designed a variant of flexible exchange rate and monetary targeting policy by not having a formal inflation objective but within the bank, the senior officials have a range of inflation rate which they are comfortable with. The Reserve Bank of India manages the exchange rate quite actively too (Mohan and Patra, 2010).

Advocates of this monetary policy believe that controlling inflation preserves the value of money and forms a sound basis for long-term growth in the economy. Advocates contend that the policy enables central bank to control fluctuations in output over the course of the business cycle (Wikipedia website).

Monde Mnyande (2007) argues that inflation targeting policy brings about the following benefits:

- keeps the public informed about future inflation trends;
- provides an anchor for inflation expectations;
- increases the transparency of monetary policy;
- improves the accountability of the monetary authorities;
- increases stability in nominal interest rates;
- reduces inflation expectations by reorienting them towards the future;
- reduces the degree of money illusion in the economy;
- provides stability in the value of money, which enhances growth prospects;
- Clarifies the objective of monetary policy.
- provides a formalised, publicly announced and co-ordinated effort to contain inflation.
- the average level of real rates decline significantly;
- Monetary policy credibility to agents improves significantly.

Chile and Israel have used inflation targeting successfully in bringing down high levels of inflation from their economies (Mishkin and Schmidt-Hebbel, 2005).

The other advantage is that by focusing on inflation, a central bank gives thought on how other macro developments e.g. shocks, affect inflation and, therefore, how monetary policy should react to those developments. Since this policy does not use a fixed exchange rate regime, it allows monetary independence (O. Jeanne et al 1999).

Rose (2006) contends that this monetary policy seems to deliver the best outcomes in terms of output growth, low inflation and also lower exchange rate volatility than alternative regimes.

The policy provides a clear anchor for monetary policy, while exchange rate flexibility provides room for an independent monetary policy and a buffer against certain external shocks.

Experience has shown that economies that have adopted the above policy, inflation expectations are better anchored and inflation persistence is lower (Levin et al, 2004).

Low and stable inflation has a number of macroeconomic benefits—it would stabilize GDP growth, assist households and firms to launch long-term plans with a degree of confidence, increase investment, development of a long-maturity bond market, long-term employment and output growth (Eduardo Levy-Yeyati et al, 2009).

Some economists argue that by concentrating on inflation, there could be a loss in output growth and they give an example of what happened in the case of New Zealand where, in mid 1980s inflation was at 15% and came down to 2% by 1990 with the use of an inflation targeting monetary policy. However, that had an adverse effect on growth and employment during that period.

2.2.2.4 Flexible exchange rate targeting monetary policy

Under this monetary policy, the target is to keep exchange rate within a desired range. In this case, the central government could use a number of monetary policy tools to achieve the desired exchange rate e.g. buying or selling foreign currency to the public.

A central bank makes periodic adjustments in an exchange rate target. The exchange rate provides a nominal anchor that is quite useful for some countries, especially those with low levels of financial and institutional development, and/or central banks that lack credibility. For economies that are highly open to trade, high nominal exchange rate volatility could have adverse effects on investment, employment and output growth. Therefore, such countries find it useful to use the exchange rate as a nominal anchor (Husain, Mody and Rogoff, 2005).

Approximately half of the countries in Sub-Saharan Africa anchor monetary policy on an exchange rate including the 14 countries which are members of the two CFA zone monetary unions. A prominent disadvantage with this monetary policy is that it cannot target another variable such as domestic output or inflation (Kasekende and Brownbridge, 2010). This policy has a limitation in handling volatility in output as has been mentioned in the preceding paragraphs.

2.2.2.5 Price level targeting monetary policy

A growing number of central banks have defined price level targeting as a quantitative target for the rate of inflation (Deutschebundes bank website).

Price level targeting monetary policy has not been used by central banks for several decades now; it was last used by the Swedish monetary policy in the 1930s. Therefore, much of the discussion of this policy is based on theory. This policy is implemented when a central bank defines a target path for the development of the aggregate price level (measured against a suitable index) and commits itself to correcting deviations from this path within a given period.

When there is a change in the price level, central banks' goal is merely to correct inflation-rate deviations from the given target rate.

Academicians have argued that this policy has got the following advantages (Giannoni, 2000):

1. The reduction in uncertainty regarding the long-term price level which is reflected in the reduction in risk premiums and avoidance of undesired redistributive effects;

2. The policy tends to mitigate the redistributive effects of unexpected price-level movements;

3. The policy facilitates forecasting of real payment flows and reduces risk premiums.

4. Giannoni (2000) has demonstrated that a Wicksell rule in which the central bank adjusts its policy rate in response to price level deviations from target generally produces better results than a Taylor's rule in which the policy rate is adjusted in response to inflation-rate deviations from the inflation target.

The disadvantage which this monetary policy has is the lack of experience by a majority of central banks in implementing it

2.2.2.6 "Debt management targeting monetary policy"

In most countries, "Debt management targeting monetary policy" is not regarded as a monetary policy, ipso facto; it is regarded as a treasury function. This monetary policy dictates that Government fully funds any budget deficit by issues of securities to the private sector at market interest rates, and should not borrow from the central bank.

The amount of a budget deficit is duly ascertained and government issues either treasury bills or bonds to bridge it. Therefore, the researcher will not go into details as this policy is not strictly within the scope of monetary policy

2.2.2.7 Monetary aggregates (Monetarism) policy

In the 1980s, several countries used an approach based on a constant growth in the money supply. This approach was refined to include different classes of money and credit (M0, M1 etc.). While most monetary policy focuses on a price signal of one form or another, this approach is focused on monetary quantities. They provide visible targets that are relatively easy to measure, making them appealing to economies with underdeveloped financial systems.

The first disadvantage is that monetary aggregates are increasingly distorted by financial integration and globalization and secondly where the rate of productivity growth is very volatile, this monetary policy is not able to offer a solution that will link economic activity and inflation (Goodhart, 2010).

2.2.3 A summary of monetary policy in the Sub- Sahara African countries

In table 1 below, 23 countries in Sub – Sahara African countries use flexible exchange rate targeting monetary policy, 18 countries use monetary base targeting policy alone or a combination of monetary base targeting policy and monetary targeting with flexible exchange rate monetary policy; 3 countries use inflation targeting with exchange rate flexibility monetary policy.

Table 1: Typology of “de jure” monetary policy frameworks in SSA

Type of framework and number of countries	Main Policy Objective	Intermediate Target	Operational target	Main instruments
Exchange rate pegs (23)	Stability of exchange rate regime		Exchange rate	OMOs FX sales
Monetary targets (18)	Price stability	Monetary aggregates	Reserve money	OMOs FX sales
Inflation targeting (3)	Price stability	Inflation forecast	Interest rate	OMOs FX sales

Some countries have economic growth as an additional policy objective

Source of table 1: AfDB (2010)

2.2.4 A summary of monetary Policy of various nations:

- Australia - Inflation targeting
- Brazil - Inflation targeting
- Canada - Inflation targeting
- Chile - Inflation targeting
- China - Monetary targeting and targets a currency basket
- Eurozone - Inflation targeting
- Hong Kong - Currency board (fixed to US dollar)
- India - Multiple indicator approach
- New Zealand - Inflation targeting
- Norway - Inflation targeting

- Singapore - Exchange rate targeting
- South Africa - Inflation targeting
- Switzerland - Inflation targeting
- Turkey - Inflation targeting
- United Kingdom - Inflation targeting, alongside secondary targets on 'output and employment'.
- United States - Mixed policy (and since the 1980s it is well described by the "Taylor rule," which maintains that the Fed funds rate responds to shocks in inflation and output), (Wikipedia website).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher analyses the research design, area of study, study population, selection of the sample, data sources, research tools and methods, methods that were used for testing validity and reliability of research findings, research procedure and data analysis techniques that were adopted on the study.

3.2 Research design

The secondary data that has been used in the research had been obtained by using both qualitative and quantitative approaches. The quantitative part of the secondary data used frequencies, percentages, etc. to arrive at conclusions. The qualitative nature of the secondary data was used to clarify the quantitative approach through descriptions, discussions, conclusions and recommendations.

3.3 Area of study and study population

The study was global in nature i.e. it covered secondary data on monetary policy that is being used in developed, emerging and developing economies. However, monetary policy in the Sub-Saharan African (SSA) economies was highlighted because the researcher had keen interest in the region in order to contribute to its economic development.

3.4 Sample size and selection method

The secondary data studied was global in nature and therefore there was no limitation on sample size and selection method.

3.5 Sources of data

The research was descriptive in nature and used only secondary data was used in the research and it consisted of textbooks, journals, magazines, newsletters, other publications and internet websites. The researcher endeavoured to have a bigger portion of the secondary data in current form.

3.6 Research Tools and Methods

As has already been mentioned, all the data for the research work was obtained from secondary sources by reading textbooks, journals, magazines, newsletters, other publications and internet websites.

3.7 Validity and Reliability

Validity determines whether the research truly measures what it is intended to measure or how truthful the research results are (Joppe 2004). To ensure validity in research, examination of trustworthiness is crucial. While establishing good quality studies through reliability and validity in research, Joppe states that the "trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability". Reliability refers to the level of dependability of the questions in the research instrument (Young, 1999).

As has already been explained, all the data used in the research has been obtained from secondary sources. The researcher has tried as much as possible to secure data from trusted sources to address the issues of validity and reliability.

3.8 Procedure

The researcher collected secondary data which was analyzed after which, a final report written.

3.9 Data analysis

The research used quantitative and qualitative secondary data. Quantitative data was already processed to come out with the necessary frequencies, percentages, graphs and other descriptives.

The inferences from quantitative analysis were later integrated with qualitative findings to arrive at relevant conclusions.

3.10 Study limitations and solutions

The research was based on secondary data and there are limitations of this type of research:

1. There is less control over how the data was collected in the first place;
2. There could be biases in the secondary data;
3. Data could be obsolete

The researcher tried to minimise the above limitations by securing a large collection of current data from reliable sources

CHAPTER FOUR

SUMMARY OF FINDINGS

From the preceding paragraphs, it has been observed that a monetary policy that is based on a fixed exchange rate is not easily sustainable because it is not able to address external shocks that affect output and prices of goods. In addition, this policy takes away a country's autonomy in managing its monetary affairs.

Countries with floating/flexible exchange rate regimes have been associated with higher inflation during the recent crisis but the ability to adjust the nominal exchange rate has enabled them to experience less volatility in current account and reserve movements compared with countries with fixed exchange regimes. In terms of growth, countries with floating/flexible and fixed exchange rates have had reduction in the growth rate during the financial crisis. However, countries with floating/flexible exchange rate have enjoyed higher levels of growth both before and during the crisis (Valerie Cerra et al, 2010).

The researcher has observed that a useful monetary policy should have a wide range of targets as well as goals and should allow some flexibility in managing the exchange rate. A number of academicians as well as a good number of economies have adopted Inflation targeting with exchange rate flexibility monetary policy due to the numerous benefits it has which have been cited in various paragraphs. Though a number of Sub-Sahara African countries, except the three which have been mentioned in the preceding chapters, have not embraced it, the researcher hopes that they will do so in the near future.

CHAPTER FIVE

Conclusion and Recommendations

5.1 Conclusion

Recent currency and financial crises in world markets have convinced some academicians and practitioners to advocate for an exchange rate flexibility regime. Success of some countries with currency boards or full monetary union has made some academicians and practitioners to favour a fixed exchange rate regime. A third view is that neither of the two extremes i.e. free floating or firm fixing is tenable and desirable and that a middle of the road approach is the answer. There is no single regime, whether fixed or floating, that can apply to all countries. The choice of a monetary policy/regime depends on the specific characteristics of the country in question (J. A. Frankel, 1997).

For countries that wish to adopt exchange rate flexibility, it is particularly important to have sufficient foreign exchange reserves and fiscal flexibility etc that will enable them to adjust to adverse external conditions as they occur (Valerie Cerra et al, 2010).

Some form of intermediate exchange rate regime, rather than a pure float, will therefore probably be optimal for Sub – Saharan Africa (Kasekende and Brownbridge, 2010).

5.2 Recommendations

The empirical evidence has indicated that a monetary policy that targets a wide range of factors e.g. inflation, exchange rate, interest rate and output; and also aims at achieving a wide range of goals and objectives i.e. economic growth, financial stability, employment and price stability is preferred in both developed and developing economies.

Based on theoretical and empirical evidence that has been gathered in this research, Inflation targeting with exchange rate flexibility monetary policy is recommended due to its ability to embrace a wide range of targets and goals.

However, such a monetary policy should take into account the following considerations:

1. While setting targets i.e. output gap, interest rate, exchange rate and inflation rate, a substantial weight should be allocated to inflation rate weight because it is the centerpiece of modern monetary policy;
2. There must be transparency and predictability in a chosen monetary policy to enable the public understand the objectives of a policy and its rationale;
3. There must be a wide range of macroeconomic data that is so essential for formulation of a monetary policy. It is also important that such data is reliable and timely;
4. The size of the financial system as well as accessibility to financial services should be strengthened and deepened with a view to enhancing monetary policy transmission mechanism;
5. A legal framework to bundle monetary policy instruments should be in place as well as regulatory environment and financial supervision;
6. At all costs, monetary financing of fiscal deficits should not be done by a central bank and this calls for fiscal sustainability and low deficits on the part of a given economy;
7. There should be supportive structural policies that would strengthen monetary policy e.g. a good system of corporate governance etc;

1. At all times, a central bank's independence should be maintained without any political influence and a high degree of accountability should be enforced on it;
2. A feedback mechanism should be put in place to enable a central bank to secure market signals about effects of its monetary policy;
3. For developing countries, governments should endeavour to minimise volatility in capital flows particularly grants, aid and FDIs etc. by establishing good working protocols with donor and investment communities.

Finally, a monetary policy framework for a particular country should be chosen by the authorities of that country basing on their knowledge, conviction and values.

For researchers, there is a need to carry out research in any of the following areas:

1. Impact of capital flows on monetary policy in developing countries;
2. The role of governance in implementing monetary policy in developing countries;
3. The role of fiscal policy in the implementation of monetary policy in the Sub Sahara African countries;
4. Factors that enhance monetary policy transmission mechanism in the Sub Sahara African countries.

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**ETUDE COMPARATIVE DES TAUX DE REUSSITE
SCOLAIRE AU TRONC COMMUN PAR RAPPORT AU
CYCLE SUPERIEUR DANS LES ECOLES
SECONDAIRES PRIVEES AU RWANDA.**

Cas du Secteur de Gisenyi (2005-2010)

Par Dr Cyeze M Emmanuel et UWAYO Albert

Introduction

Toute société humaine se caractérise par un dynamisme régulier car, comme l'affirme bon nombre de philosophes et de sociologues, tout change. Le changement s'effectue dans tout domaine de la vie sociale : économique, politique, culturel, etc. Un changement que désirent les êtres humains est celui qui porte des traits positifs en améliorant leurs conditions de vie. C'est un changement qui véhicule un progrès, un développement.

Le changement est déterminé par plusieurs facteurs dont celui de l'éducation car, elle est la source des innovations scientifiques et technologiques. C'est pourquoi Nelson Mandela a dit que *« l'éducation est la seule arme puissante qu'on peut utiliser pour changer le monde »* (http://fr.wikiquote.org/wiki/Nelson_Mandela, consulté le 09/09/2010)

Pour souligner le rôle que joue l'éducation dans le processus de développement, la Banque Mondiale (2000 :7) en est arrivée à déclarer qu'*« Aucun pays ne peut connaître la croissance économique et faire reculer la pauvreté si sa population ne sait ni lire ni écrire »*.

L'éducation exige une collaboration entre le secteur public et privé. L'histoire du système éducatif rwandais montre que le développement de l'enseignement privé a connu une petite allure avant le génocide perpétré contre tutsi de 1994. D'après l'étude menée par l'UNESCO au Rwanda en 1991, *« l'enseignement secondaire n'a pas encore la qualité souhaitée par les autorités comme par les parents, c'est une des raisons du développement des établissements privés qui recherchent-du moins est-ce l'image qu'ils veulent se donner dans la population-une plus grande opérationnalité »* (UNESCO, 1991 :25).

D'après cette affirmation, les écoles secondaires privées seraient mieux prédisposées à favoriser la bonne performance scolaire que les écoles publiques. Ceci est confirmé encore par l'UNESCO (2000 : 28) d'après laquelle les écoles privées sont fréquentées par les gens de milieux socio-économiques favorisés et, par conséquent, elles disposeraient des infrastructures nécessaires pour influencer positivement sur la réussite scolaire. Au Rwanda, les constats prouvent le contraire. Les recherches ont montré que c'est plutôt dans les écoles publiques que les taux de réussite sont les meilleurs (MURERE, 2007 : 62-63).

Face à ce paradoxe, il convient de se poser les questions quant aux raisons d'échecs scolaires dans les écoles secondaires privées aux examens nationaux. Il existe plusieurs facteurs qui peuvent justifier l'échec scolaire dans les écoles privées au Rwanda : de longs programmes inadaptés, le manque de matériels didactiques, le surpeuplement des classes, les mauvaises conditions de travail tant pour l'élève que pour l'enseignant, la qualité (des élèves et des enseignants), instabilités des enseignants, etc.

Si tel est le cas, les effets de ces facteurs s'observeraient à tous les niveaux de l'enseignement secondaire privé. Mais la situation devient plus inquiétante quand au sein d'une même école privée, les taux de réussite sont largement différents au tronc commun par rapport au cycle supérieur.

Dans nos sondages et lectures exploratoires, nous avons constaté que les élèves du tronc commun du Groupe Scolaire APACOPE, dans la ville de Kigali, avaient réussi aux examens nationaux avec une moyenne de 65,6% de 1998 à 2002 alors que ceux du cycle supérieur avaient réussi à 88,3% pour la même période, dans l'option de commerce et comptabilité. La différence des taux est significative, soit de 22,7% (MUKASAFARI, 2004 :51). Dans le secteur de Gisenyi, nous avons observé la même situation avec de profonds écarts.

Au Complexe Scolaire la Fraternité (C.S.F.), le taux de réussite au tronc commun était de 38,4% alors qu'il était de 100% au cycle supérieur en 2008 ; pour l'année suivante de 2009, le taux de réussite était de 25,58% au tronc commun contre 69,84% du cycle supérieur. Le phénomène est répandu dans toutes les écoles privées du niveau secondaire dans le secteur de Gisenyi.

De ce qui précède, il convient de s'interroger sur le pourquoi de l'existence de ces profonds écarts entre les taux de réussite du tronc commun et du cycle supérieur au sein d'une même école secondaire privée lors des examens nationaux. D'où nous nous sommes posé la question suivante : quels sont les facteurs explicatifs d'échec scolaire au tronc commun par rapport au cycle supérieur dans le secteur de Gisenyi ?

1. Hypothèses

D'après QUIVY, (1995 :117), « *l'organisation d'une recherche autour d'hypothèses de travail constitue le meilleur moyen de la mener avec ordre et rigueur sans sacrifier pour autant l'esprit de découverte et de curiosité propre à tout effort intellectuel digne de ce nom* ».

L'hypothèse est une réponse provisoire à la question de départ. Elle doit être formulée en termes claires, précis et concis pour que la recherche de terrain puisse arriver à la vérifier (NKURUNZIZA, 2010 : 12).

Sur base de cette définition, l'hypothèse de notre travail stipule que « Les programmes inadaptés, les examens difficiles, la mauvaise qualité et l'instabilité des enseignants ainsi que le niveau bas des élèves seraient à la base des échecs au tronc commun par rapport au cycle supérieur ».

2. Objectif du travail

L'objectif de ce travail est de montrer les causes des différences des taux de réussite entre le tronc commun (TC) et le cycle supérieur au Rwanda en général et dans le secteur de Gisenyi en particulier.

3. Approche méthodologique

D'après QUIVY, (1995 : 8), le propre d'une recherche en sciences sociales est d'aider « *A mieux comprendre les significations d'un événement ou d'une conduite, à faire intelligemment le point d'une situation, à saisir plus finement les logiques de fonctionnement d'une organisation, à réfléchir avec justesse aux implications d'une décision politique,*

ou encore à comprendre plus nettement comment telles personnes perçoivent un problème et à mettre en lumière quelques-uns des fondements de leurs représentations ».

C'est pourquoi, pour entamer tout travail de recherche en sciences sociales, le chercheur doit avant tout mettre en œuvre un dispositif d'élucidation du réel, c'est-à-dire une méthode de travail (QUIVY, 1995 : 3).

3.1. Population d'enquête

La présente étude s'est déroulée dans huit écoles secondaires privées du secteur de Gisenyi qui ont les classes de 3^{ème} année et/ou de 6^{ème} année.

Tableau 1: Effectif des écoles, élèves et enseignants concernés par la recherche

Ecole	Elèves			Enseignants
	3 ^{ème} TC	6 ^{ème}	Total	
CSF	26	33	59	8
APPEFE MWEYA	49	-	49	5
ETENI	-	141	141	16
ESTG	-	49	49	7
CBGII	131	217	348	22
ESBF	47	115	162	13
CNG	8	95	103	8
ESIG	41	186	227	16
TOTAL	302	836	1138	95

Source : Résultats de la pré-enquête réalisée en septembre 2010

La lecture de ce tableau montre que la population de notre travail s'élève à 1233 personnes dont 1138 élèves (302 de 3^{ème} année et 836 de 6^{ème} année) et 95 enseignants.

3.2. Echantillonnage

Faire une recherche sur toute la population serait un idéal car plus le nombre d'enquêtés est proche de l'effectif de la population-mère, plus les informations reçues sont fiables pour rendre compte de la probabilité théorique du phénomène étudié (JAVEAU, 1997 : 109). Cependant, compte tenu des contraintes (temporelles, spatiales, financières, ...) que peut rencontrer le chercheur, il lui est conseillé de tirer un échantillon de la population-mère, lequel échantillon doit être représentatif.

Par échantillon, on comprend un sous-ensemble de la population-mère sur lequel la recherche est menée. Il est représentatif lorsque « *une portion de la population à laquelle s'adresse l'enquête dans laquelle un nombre restreint de variables ou de caractères sont attribués à peu près de la même manière que dans cette population* » (JAVEAU, 1997 : 109). A QUIVY, (1995 : 161) d'ajouter qu'un échantillon est représentatif quand il peut recueillir des données et faire finalement porter ses analyses sur la totalité de la population couverte par ce champ.

Notre échantillon est composé de tous les enseignants et une portion de 10% de l'effectif total des élèves à enquêter dans les écoles cibles. En effet, GAY cité par MUGENDA, et MUGENDA, (2003 : 42) estime que 10% de la population suffit pour mener une étude descriptive en sciences sociales.

Tableau 2: Effectif de l'échantillon (école, élèves et enseignants)

Ecole	Elèves					Enseignants	Total
	3 ^{ème} TC		6 ^{ème} année		S/Total		
	Effectif	10 %	Effectif	10%	10%		
CSF	26	2,6	33	3,3	6	8	14
APPEFE MWEYA	49	4,9	-	-	5	5	10
ETENI	-	-	141	14,1	14	16	30
ESTG	-	-	49	4,9	5	7	12
CBGII	131	13,1	217	21,7	34	22	56
ESBF	47	4,7	115	11,5	16	13	29
CNG	8	0,8	95	9,5	11	8	19
ESIG	41	4,1	186	18,6	22	16	38
TOTAL	302	30,2	836	83,6	113	95	208

Source : Résultats de notre pré-enquête réalisée en septembre 2010

Ce tableau montre que 208 personnes ont fait partie de l'échantillon. Parmi eux, il y a 113 élèves (30 du 3^{ème} TC et 83 de 6^{ème} année) et 95 enseignants.

Tous les enseignants ont été interrogés mais seuls 77 ont rendu les questionnaires. Quant aux élèves, nous avons pris 10% pour chaque catégorie. Ainsi, sur 30 élèves du TC, 23 ont répondu et pour ceux de 6^{ème} année, seuls 73 sur 83 ont remis les questionnaires.

De ce qui précède, 96 élèves et 77 enseignants seulement nous ont fourni des informations. Ceci ramène l'effectif des personnes enquêtées à 173, soit 83,1% de l'échantillon voulu. C'est cet effectif qui apparaîtra dans les tableaux ultérieurs.

3.3. Méthodes et techniques de collecte des données

Durant cette étude nous avons recouru aux méthodes analytique, synthétique, historique, comparative, statistique et systémique. Quant aux techniques, nous nous sommes servis de : la technique documentaire, la technique de questionnaire, la technique d'échantillonnage et la technique d'interview.

3.4. Déroulement de l'enquête

La descente sur terrain pour collecter les informations nécessaires s'est effectuée à deux reprises : la pré-enquête et l'enquête proprement dite.

3.4.1. Pré-enquête

La pré-enquête se fait auprès d'un petit nombre des personnes appartenant aux différentes catégories d'individus composant l'échantillon. Son objectif est de tester les questions pour s'assurer qu'elles sont bien composées, bien comprises par les destinataires et que les réponses correspondraient bien aux informations recherchées (QUIVY, 1995 :183 et MUGENDA, O.M. et MUGENDA, A.G., 2003 : 78). La pré-enquête s'est déroulée pendant une semaine (du 14/09/2010 au 22/09/2010) auprès de 10 élèves et 10 enseignants, tous issus des CBGII et CNG.

3.4.2. Enquête proprement dite

L'enquête proprement dite a duré trois semaines : du 30/09 au 17/10/2010. Au cours de cette période nous visions surtout les heures de pause pour rencontrer les élèves et les enseignants. Quand le temps n'était pas suffisant, les questionnaires étaient laissés et recueillis au retour. Notons que les interviews étaient menées lors de la distribution des questionnaires.

3.5. Traitement des données

Avant le traitement des données, les questionnaires remplis ainsi que les différentes réponses proposées à chaque question ont été codées par usage de chiffres arabes pour faciliter leur saisie. Le dépouillement des informations recueillies a été fait au moyen du programme SPSS. Les données ont été quantifiées en indiquant les fréquences ainsi que les pourcentages dans des tableaux.

La vérification des hypothèses a été faite à l'aide du test de chi-carré.

4. REVUE DE LA LITTÉRATURE

Cette revue de la littérature permet de saisir l'influence de certains facteurs sociaux sur la performance scolaire. Elle fait également mention du rôle du secteur privé dans la promotion de l'éducation.

4.1. Facteurs sociaux et phénomène éducatif

Sur base du caractère social de l'éducation, différents auteurs ont identifié, décrit et expliqué quelques facteurs sociaux qui affectent aussi bien positivement que négativement le processus et les résultats de l'éducation.

BOURDIEU, et PASSERON, ont mis en relief trois espèces de capital marquant les inégalités devant l'école : le capital économique, le capital culturel et le capital social (AVANZINI, 1996 : 40-41). D'après ces auteurs marxistes, ce sont ces facteurs qui déterminent la réussite ou l'échec scolaire des élèves (CYEZE, 2010 :34).

En effet, les ressources économiques sont un facteur clé dans le processus de l'éducation. Celle-ci ne peut pas se réaliser convenablement sans infrastructures, matériel scolaire, frais de scolarité, alimentation, etc. L'économie familiale est donc un élément à considérer pour améliorer les conditions éducatives des enfants. Comme l'avoir économique influence l'éducation, le processus inverse est aussi vrai : l'éducation renforce, grâce à ses résultats, aux écarts économiques des familles, affirment BOURDIEU, et PASSERON, (AVANZINI, 1996 : 40).

Le capital culturel est constitué par tous les avoirs matériels (diplôme de parents, bibliothèques,...) et immatériels (langue parlée à la maison, culture de lecture,...) sans portée financière aux études. Se sont des éléments favorisant l'apprentissage de l'enfant, car ils lui servent de modèles et des moyens. A cet égard, BOURDIEU, et PASSERON, soulignent que *« les étudiants les plus favorisés ne doivent pas seulement à leur milieu d'origine des habitudes, des entraînements et des attitudes qui servent directement et dans leur tâche scolaire ; ils en héritent aussi des savoirs et des savoirs-faire, des goûts et "un bon goût" dont la rentabilité scolaire, pour être indirect n'en est pas moins certaine.... »* (AVANZINI, 1996 :44).

Le capital social quant à lui est fonction des deux premières. Il est l'expression de la profession et de la position que les parents occupent dans la société.

Ainsi, la position sociale, la profession des parents, la situation de classe occupée dans la société ont sans doute des répercussions sur l'éducation des enfants d'autant plus que ces derniers veulent maintenir la position sociale de leurs parents.

4.2. Rôle du secteur privé dans la promotion de l'éducation

Parmi les quatre fonctions de l'éducation figure la fonction socio-économique (CYEZE, 2010 :13-14). Ceci revient à dire que l'éducation est le moteur du développement. Elle permet d'acquérir de nouvelles techniques et connaissances dont les gens ont besoin pour améliorer leur production. Ceci justifie l'engouement des parents et des politiques nationales à investir de plus en plus en éducation pour assurer un bon avenir aux générations futures.

Cette réalité est fortement confirmée par les statistiques des pays développés qui, pour arriver où ils en sont, ont renforcé leur système éducatif. C'est le cas des Etats-Unis d'Amérique où, en 1900 déjà, l'éducation primaire pour tous était atteinte. Elle a alors servi de base pour développer l'éducation secondaire dont le taux d'inscription était de 75% dans les années 1940 (VERSPOOR, 2008 :111). En Europe aussi, le taux d'inscription à l'enseignement secondaire était de 32% en 1955 et s'est remarquablement accéléré au cours des années 1960 (VERSPOOR, 2008 :113-115).

Cet engouement pour l'éducation secondaire est le fruit de l'industrialisation rapide dans ces pays, où la demande de main d'œuvre ne faisait qu'augmenter au marché du travail. Il fallait donc former des cadres spécialisés pour certaines activités économiques qu'exigeait ce développement industriel.

Le constat est que le secteur privé, dans la plupart de ces pays industrialisés, s'est investi sensiblement dans l'enseignement. La Hollande en témoigne avec plus de 75% des écoles secondaires privées sur toute l'étendue du pays (VERSPOOR, 2008 :114).

Sur le continent africain, la qualité de l'éducation et le taux d'alphabétisation restent faibles. D'après VERSPOOR, (2008 :7), les causes du sous-développement de l'éducation en Afrique sont non seulement la pauvreté, la démographie galopante et le mauvais leadership, mais aussi le manque d'investissement du secteur privé dans le domaine éducatif.

L'étude menée par la Banque Mondiale (2003 : 33) en 2003 montre qu'au Rwanda le secteur privé occupait 45% des écoles secondaires privées et que seuls le Botswana, la Mauritanie, la Tanzanie et le Zimbabwe dépassaient ce taux. Ce taux est encore faible alors que, comme nous l'avons dit dans les pages précédentes, les écoles privées devraient normalement disposer des moyens financiers et matériels pour faciliter la performance scolaire. D'où renforcer l'investissement du secteur privé dans le domaine éducatif contribuerait à la promotion de l'éducation.

4.3. Développement de l'enseignement secondaire privé au Rwanda

Comme nous venons de le voir, le secteur privé est moins engagé en éducation en Afrique. Au Rwanda, le secteur privé occupait 62% des écoles secondaires en 1982 (Banque Mondiale, 2003 :11). Ce pourcentage a diminué. Il était de 45% en 2003 et était l'un des meilleurs en Afrique (Banque Mondiale, 2003 :33).

La création des écoles secondaires publiques des secteurs dans le cadre de 9YBE on fait que ce taux diminue encore davantage car en 2007 les écoles secondaires publiques étaient 419 contre 221 d'écoles privées, soit un taux de 34,5% des écoles privées. Pourtant, en 2004, il y avait 286 écoles publiques contre 218 écoles privées (43,3%) (<http://www.mideduc.gov.rw>, consulté le 18 juillet 2010).

Bien que la proportion des écoles secondaires privées ne soit pas négligeable, l'enseignement qui y est dispensé est mis en doute. D ' a p r è s M I C H E L , D . , (http://appuirwanda.free.fr/article.php3?id_article=62, consulté le 18 juillet 2010), l'enseignement secondaire privé au Rwanda est « *moins sélectif, beaucoup plus cher, et dans 70% des cas moins performant* ».

Cependant, cette performance des écoles secondaires privées varie sensiblement entre le tronc commun et le cycle supérieur. Cette étude, comme déjà énoncé, veut scruter le pourquoi de ce phénomène.

4.4. Facteurs de réussite et d'échecs scolaires

Les facteurs de réussite ou d'échecs scolaires sont multiples mais peuvent être regroupés en deux catégories : les facteurs extérieurs à l'école (relevant de la famille et de l'élève) et ceux propres à l'école. Les premiers sont à prendre en considération mais il est difficile de les modifier alors que la modification des deuxièmes est possible pour apporter une amélioration dans la réussite scolaire.

4.4.1. Facteurs relevant de la famille

Plusieurs recherches montrent que les parents jouent un grand rôle dans l'éducation de leurs enfants. PASSERON, BOURDIEU, et ESTABLET, ont montré que les conditions socioéconomiques des parents comme capital économique, capital intellectuel et capital social déterminent largement la performance scolaire de leurs enfants (AVANZINI, 1996 : 40).

Quand les parents sont dotés des moyens financiers et culturels, ils ont beaucoup de facilités pour assister leurs enfants dans leur apprentissage. L'UNESCO confirme cette réalité en disant que « les conditions familiales des apprenants déterminent souvent leur carrière scolaire » (2000 : 34) et que « *le niveau d'instruction des parents s'est toujours avéré dans la plupart des recherches comme étant un facteur décisif pour les acquis des apprenants* » (2000 : 36).

Ainsi donc, les enfants issus des familles dépourvus de tous ces atouts n'ont pas les mêmes chances de réussir à l'école à l'instar de ceux qui en disposent. Leur soutien intellectuel est presque nul, ils ne sont pas bien outillés pour motiver leurs enfants, leur disponibilité et capacité à collaborer avec l'école sont aussi minimales.

4.4.2. Facteurs relevant de l'élève

Les caractéristiques et le comportement d'un élève (handicaps physiques ou intellectuels, parcours scolaire antérieur, absentéisme, retard, motivation scolaire, participations aux activités scolaires, etc.)

influences a performances scolaire
(<http://www.csrdsn.qc.ca/discas/reussite/FacteursEchec.html>,
consulté le 24 juin 2010).

En effet, un élève avec handicap physique peut se sentir frustré parmi les autres. Son apprentissage rencontre ainsi des barrières. Pour l'handicap intellectuel, il en va de soi car, dans ce cas les capacités d'apprentissage et de maîtrise de la matière sont basses.

L'absentéisme et le retard sont aussi des grands facteurs qui déterminent la réussite scolaire. Un élève qui arrive tardivement à l'école ou s'absente rate des notions qui rendent difficile l'apprentissage des notions suivantes. L'enseignement est une suite logique qui exige que l'apprenant participe régulièrement et activement.

La participation de l'élève dépend de son degré de motivation. Un élève peu motivé et qui ne trouve aucun intérêt dans ce qu'il fait est voué à l'échec. LIEURY, A. (1997 : 1) en est arrivé à écrire que la motivation est nécessaire dans la réussite d'un élève car la perte du goût d'apprendre, le manque de projet, de but ou d'ambition sont les facteurs d'échecs scolaires. C'est, en d'autres termes, ce que BOUDON, R. cité par CYEZE, E. (2010 : 26) appelle la théorie de l'acteur. Cette théorie stipule que la réussite scolaire est fonction de l'engagement du sujet concerné.

4.4.3. Facteurs relevant de l'école

L'éducation dont nous parlons est l'éducation scolaire. Elle consiste à transmettre des connaissances dont les élèves ont besoin. Pour ce faire, l'école doit avoir tout le nécessaire pour répondre aux attentes de ses « clients » :

les infrastructures (salles de classe, bibliothèque, laboratoire,...), les équipements (matériels didactiques) et le personnel enseignant à mesure de transmettre ces connaissances.

L'UNESCO (2000 : 27) montre que la présence des infrastructures dans une école est d'importance capitale dans la réussite scolaire puisqu'elle détermine les conditions dans lesquelles les élèves apprennent. D'où le défi des écoles consiste à adapter l'école à l'élève et non l'inverse (UNESCO, 2000 : 28). Cette adaptation de l'école aux besoins de l'élève ne consiste en rien d'autre que de lui mettre dans de meilleures conditions possibles pour favoriser sa réussite scolaire.

A côté des infrastructures, l'école doit engager du personnel qualifié, bien rémunéré et stable car, *« les enseignants formés représentent un investissement social important et leurs niveaux de motivation et d'enseignement dans leurs carrières est une source de préoccupations pour les responsables »* (UNESCO, 2000 : 38).

Ayant trouvé des enseignants qu'il faut, les autorités de l'école sont invitées à faire le suivi régulier du déroulement de l'enseignement pour s'assurer que les élèves apprennent bien, que les enseignants s'adonnent à leur travail, que le calendrier est respecté et que les programmes des cours sont terminés. Tout ce travail doit se faire à l'aide des supervisions des enseignants et de la coordination de toutes les activités aussi bien scolaires que parascolaires.

5. PRESENTATION, ANALYSE ET INTERPRETATION DES DONNEES

Cette partie est consacrée à l'identification des causes majeures qui font qu'il y ait des écarts très profonds entre les taux de réussite des élèves des écoles secondaires privées du tronc commun et du cycle supérieur dans le secteur de Gisenyi.

5.1. Identification des enquêtés

Les caractéristiques suivantes concernent les élèves et enseignants qui font partie de l'échantillon de ce travail.

Tableau 3: Identification des élèves enquêtés

Sexe	Masculin	49	51,0
	Féminin	41	42,7
	Sans réponse	6	6,3
	Total	96	100
Age	Entre 10-14 ans	1	1
	Entre 15-19 ans	24	25
	Entre 20-24 ans	58	60,4
	Entre 25-29 ans	4	4,2
	Plus de 30 ans	3	3,1
	Sans réponse	6	6,3
	Total	96	100
Situation familiale	Deux parents en vie	38	39,6
	Orphelin de mère	30	31,6
	Orphelin de père	12	12,5
	Orphelin total	10	10,4
	Enfant chef de ménage	4	4,2
	Sans réponse	2	2,1
	Total	96	100

Activités des parents	Cultivateur	42	43,8
	Enseignant	13	13,5
	Commerçants	31	32,3
	Autres	5	5,2
	Sans réponses	5	5,2
	Total	96	100
Niveau d'études des parents	Aucun niveau	28	29,2
	Primaire	34	35,4
	Secondaire	17	17,7
	Universitaire	12	12,5
	Sans réponse	5	5,2
	Total	96	100

Source : Résultats de l'enquête réalisée en octobre 2010

Les informations contenues dans ce tableau montrent que la majorité des élèves enquêtés, 49 (51%), sont de sexe masculin. Ceci montre que l'inégalité des sexes dans l'éducation rwandaise existe toujours. Quant à l'âge, près de 65 (67,7%) de ces élèves ont l'âge avancé comparativement à l'âge normal de fin d'études secondaires au Rwanda. Cet âge varie théoriquement entre 18 et 19 ans (<http://www.mideduc.gov.rw>, consulté le 18 juillet 2010). Cela est probablement dû au fait que nombreux de ces élèves sont soumis au redoublement lorsqu'ils échouent car, être dans une école privée suppose généralement avoir échoué. Parmi les répondants certains nous ont confirmé que le taux de réussite élevé en 6^e année est fonction de maturité et de prise de conscience de responsabilité. Cela peut être justifié par leur âge.

Seuls 38 (39,6%) des élèves enquêtés ont leurs parents en vie. La situation familiale influe beaucoup sur l'éducation et l'apprentissage des enfants. Les élèves ayant encore leurs parents ont la chance de bénéficier de leur soutien. Ce qui n'est le cas pour les orphelins, surtout totaux. La situation s'empire lorsque ces enfants sont en plus chef de ménage. Cependant, le fait d'avoir les parents n'est pas une garantie d'obtenir d'eux un soutien quelconque car il existe des parents irresponsables comme nous l'ont confié certains enquêtés en soulignant que l'encadrement familial et le suivi des parents deviennent de plus en plus moins forts.

Cet encadrement faible de la part des parents peut résulter de leurs activités professionnelles ou niveau d'études car la lecture du tableau ci-dessus montre que 42 (43,8%) et 31 (32,3%) des élèves enquêtés viennent respectivement des parents qui pratiquent l'agriculture et le commerce. Ces parents, retenus par leurs activités, n'ont pas le temps pour assister leurs enfants. En plus, les enfants peuvent imiter le modèle de leur parent dont la réussite ou le succès n'est pas nécessairement tributaire des études, surtout dans nos pays en voie de développement.

Le niveau d'instruction de la plupart des parents est bas car 28 (29,2%) n'ont aucun niveau d'études et 34 autres (35,4%) ont le niveau primaire. Il est clair que ces parents ne peuvent pas assister intellectuellement leurs enfants, ce qui diminue leur chance de réussite scolaire.

Les parents ont un grand rôle dans l'éducation de leurs enfants mais les responsables de la transmission des connaissances scientifiques et technologiques sont les enseignants. Le tableau suivant montre les grandes caractéristiques de ces derniers.

Tableau 4: Identification des enseignants enquêtés

Variables		Effectif	%
Sexe	Masculin	57	74
	Féminin	20	26
	Total	77	100
Age	Entre 20-29 ans	11	14,3
	Entre 30-39 ans	29	37,7
	Entre 40-49 ans	16	20,8
	Plus de 50 ans	21	27,3
	Total	77	100
Qualification	A2	20	26
	A1	37	48,1
	A0	20	26
	Total	77	100
Domaines de Formation	Sciences de l'éducation	7	9,1
	Sciences	19	24,7
	Sciences humaines	2	2,6
	Autres	36	46,8
	Total	77	100

Source : Résultats de l'enquête réalisée en octobre 2010

Ce tableau fournit des informations générales sur les enseignants des écoles secondaires privées du secteur Gisenyi. Il y a un grand écart du point de vue sexe car 57 (74%) des enseignants sont de sexe masculin. Cela confirme l'inégalité de sexes qui a caractérisé l'éducation scolaire au Rwanda dans le

passé où la fille était vouée à s'occuper des activités ménagères alors que son frère devrait aller à l'école quand bien même ses capacités intellectuelles étaient inférieures à celles de sa sœur.

Quant à l'âge, la majorité des enseignants sont relativement jeunes : 40 (52%) sont âgés de moins de 40 ans. Ceci peut être avantageant dans la mesure où ils maîtriseraient mieux les nouveaux programmes d'enseignement mais aussi désavantageant pour manque d'expérience dans la carrière.

Ce qui est plus intéressant et significatif c'est leur qualification et divers domaines de formation. Les statistiques montrent que 57 (74%) des enseignants sont de niveau universitaire. Ce pourcentage représenterait un grand avantage mais, hélas, le constat en est que nombreux des enseignants ne sont ni formés ni qualifiés pour opérer dans le domaine de l'éducation. Seuls 7 (9,1%) ont fait les sciences de l'éducation. Quelle est alors la qualité de l'enseignement que près 90% autres dispensent ? La qualité des enseignants détermine celle de l'enseignement qu'ils donnent et la réussite des élèves qu'ils encadrent (UNESCO, 2000 : 38).

II.2. Etat des taux de réussite scolaire au tronc commun par rapport au cycle supérieur

La première question que nous avons posée à nos enquêtés était de savoir s'il y a une différence entre les taux de réussite du TC et du cycle supérieur.

Tableau 5: Comparaison des taux de réussite au TC et au cycle supérieur

Réponses	Elèves		Enseignants		Total	
	Eff	%	Eff	%	Eff	%
Au TC on réussit mieux qu'au cycle supérieur	3	3,1	2	2,6	5	2,9
Au cycle supérieur on réussit mieux qu'au TC	82	85,4	74	96,1	156	90,1
Il n'y a pas de grande différence	10	10,4	1	1,3	11	6,4
Sans réponse	1	1	-	6	1	0,6
Total	96	100	77	100	173	100

Source : Résultats de l'enquête réalisée en octobre 2010

Presque la totalité des enquêtés, 156 (90,1%) partagent le même avis que les meilleurs taux de réussite s'enregistrent au cycle supérieur. Dans les pages suivantes se trouvent les justifications de cette différence.

Pour vérifier si cette différence est réelle, nous avons demandé aux directeurs de nous donner des statistiques concernant les réussites au cours des années antérieures. Les résultats sont dans le tableau suivant.

Tableau 6 : Taux de réussite au TC et au cycle supérieur dans les écoles cibles

Taux de réussite (en %)	2005	2006	2007	2008	2009	Total
Au tronc commun	4,3	8,3	0	14,2	6,6	6,8
Au cycle supérieur	82,8	67,5	71,3	88,5	84,9	79,6
Écart	78,5	59,2	71,3	74,3	78,3	72,8

Source : Résultats de l'enquête réalisée en octobre 2010 à partir des archives (listes des résultats des examens nationaux)

La lecture de ce tableau montre les grands écarts qui existent entre les taux de réussite lorsqu'on compare le TC et le cycle supérieur. Sur toute la période d'étude, sur 969 candidats à l'examen du TC seuls 66 (6,8%) ont réussi alors qu'au cycle supérieur 1829 (79,6%) sur le total de 2295 ont réussi. L'écart est de 72,8% ! Ces résultats corroborent les ce que les répondants ont exprimé dans le tableau 5. Cependant, il convient de signaler que, pour certaines écoles dont notamment le Collège Nazaréen de Gisenyi (CNG), certaines listes des résultats des examens nationaux, surtout au tronc commun n'ont pas été trouvées. Cela pourrait modifier ces résultats. Mais l'écart serait encore plus lourd car les enseignants de cette école nous ont déclaré qu'il faisait près de huit ans que les résultats du TC aux examens nationaux étaient nuls (0%) au sein de cette école.

Après avoir constaté que les enquêtés attestent qu'au cycle supérieur l'on réussit mieux qu'on TC, et que cela est confirmé par les résultats des deux tableaux précédents, nous avons voulu savoir le pourquoi des taux de réussite bas au TC.

Tableau 7: Justification des taux de réussite bas au TC par rapport au cycle supérieur

Pourquoi les taux de réussite sont bas au TC par rapport au cycle supérieur ?	Élèves		Enseignants		Total	
	F	%	F	%	F	%
Mauvaise administration de l'école	11	11,5	6	7,8	17	9,2
Indiscipline des élèves	33	34,4	34	44,2	67	38,4
Manque de volonté, de motivation et d'application des élèves	40	41,7	32	41,6	72	41,6
Irresponsabilité des parents	4	4,2	5	6,5	9	5,2
Sans réponse	8	8,3	-	-	8	4,6
Total	96	100	77	100	173	100

Source : Résultats de l'enquête réalisée en octobre 2010

D'après ce tableau, les causes majeures du taux de réussite bas au tronc commun sont le manque de volonté, de motivation et d'application des élèves (72 répondants, soit 41,6%) et l'indiscipline des élèves (67 enquêtés, soit 38,4%).

Concernant la volonté, motivation et manque d'application des élèves du TC, un des élèves du TC nous a déclaré que « *Abanyeshuri bo muri TC baba bizeye gukomeza amashuri, ntacyo baba bituyeho kuko bumva ko bahindura ikigo bakiga cycle supérieur. Iyo bageze mu kindi kigo baba bakuze bakumva ko baramutse batsinzwe ubuzima buba buhagaze* », ce qui peut se traduire à peu près comme suit : *les élèves du TC ne s'inquiètent de rien car ils espèrent poursuivre le cycle supérieur dans une autre école. Arrivés là, ils se sentent mûrs et ont la conscience qu'échouer c'est rater leur vie.*

Les élèves de 6^e année se préparent à devenir responsables de leur vie. Ceci les motive alors que ceux du tronc commun gardent toujours un grand espoir d'être supportés par leurs parents. D'où ils n'ont pas le même degré de motivation et d'application que les finalistes.

L'un des préfets de discipline nous a dit que la première cause d'échec au tronc commun résulte de l'indiscipline des élèves. Il a expliqué que cela est dû aux conditions légères en matière de discipline que la politique nationale véhicule. En outre, les parents ne font aucun suivi de leurs enfants à l'école. Le manque de collaboration des parents avec l'école freine la motivation des élèves et handicape leur performance scolaire. Ces propos confirment ce qu'AVANZINI, (1996 : 36) a écrit en précisant que l'éducation des élèves à l'école n'incombe pas seulement aux enseignants mais aussi aux parents de ces élèves.

L'un des enseignants a ratifié cela en déclarant que: « *L'enseignement est devenu du business. Dans certaines écoles, si pas toutes, l'on ne se réjouit que de recevoir des frais scolaires. Les élèves deviennent des clients-rois, à ne jamais pointer de doigt ! Nous qui les enseignons, nous en souffrons beaucoup. Ils ne nous respectent pas et sont souvent soutenus par les autorités qui ne les punissent pas malgré nos cris* ». Cette attitude qu'ont les élèves, c'est-à-dire penser que rien ne peut leur arriver car ils ont payé, les pousse à adopter des comportements d'indiscipline. Or sans discipline dans tout ce qu'on fait, les résultats sont médiocres.

Question	Réponse	Elèves		Enseignants		Total	
		eff	%	eff	%	eff	%
Y a-t-il des enseignants qui quittent avant la fin de l'année scolaire ?	Oui	63	65,6	60	77,9	123	71
	Non	32	33,3	17	22,1	49	28,4
	Sans réponse	1	1	-	-	1	0,6
	Total	96	100	77	100	173	100

Source : Résultats de l'enquête réalisée en octobre 2010

D'après ce tableau, 123 enquêtés, soit 71,0%, attestent que les enseignants quittent le milieu scolaire avant la fin de l'année. Les 49 autres, soit 28,4%, affirment que les enseignants restent au travail jusqu'à la fin de l'année et 1 répondant s'est abstenu à cette question. Le fait que les enseignants sont instables a des effets sur les résultats scolaires des élèves. Le changement perpétuel des enseignants n'avantage en aucun cas les élèves. En effet, ceux-ci sont perturbés par les efforts incessants de s'accoutumer au rythme de nouveaux enseignants. Ces derniers perdent aussi du temps en voulant atteindre le niveau auquel était leur prédécesseur. Ainsi, il devient difficile d'achever les programmes des cours comme nous le verrons dans la suite.

Les causes de taux de réussite bas que nous venons d'évoquer peuvent aussi avoir des incidences négatives sur les résultats du cycle supérieur. Alors l'on peut dire que ce sont les causes partagées entre le TC et le cycle supérieur, sauf le manque de motivation qui a été explicitée ci haut. Pour savoir les causes des taux de réussite bas spécifiques au tronc commun et comprendre la raison d'être des taux de réussite élevés au cycle supérieur, nous avons posé une série de question à nos enquêtés. Signalons que nous nous sommes plus penché sur le tronc commun pour améliorer le phénomène observé.

5.3. Causes des taux de réussite bas au tronc commun

Il y a des facteurs qui font que les élèves du TC dans les écoles privées réussissent moins que leurs aînés finalistes.

5.3.1. Conception et longueur des programmes du tronc commun

Nous avons voulu savoir si les programmes des cours du TC sont adaptés au niveau des élèves. Les réponses obtenues sont dans le tableau qui suit :

Tableau 9 : Avis des enquêtés sur l'adaptabilité des programmes du TC au niveau des élèves

Variable		Elèves		Enseignants		Total	
		ef	%	ef	%	ef	%
Les programmes de TC sont-ils convenables au niveau des élèves ?	Oui	31	32,3	27	35,1	58	33,6
	Non	61	63,5	50	64,9	111	64,1
	Sans réponses	4	4,2	-	-	4	2,3
	Total	96	100	77	100	173	100

Source : Résultats de l'enquête réalisée en octobre 2010

Concernant l'adaptabilité des programmes au niveau des élèves du TC, la majorité des répondants, 111 (64,1%), attestent que les programmes du TC ne sont pas adaptés au niveau des élèves.

Si les programmes ne sont pas adaptés au niveau des élèves, il est difficile qu'ils puissent bien comprendre ce qu'ils apprennent. D'où les échecs ne sont que imminents. Ces résultats confirment les propos de l'UNESCO (2000 : 66) d'après laquelle *« malgré les efforts énormes qui ont été consentis depuis les années soixante, le retard dans l'éducation dont ont hérité la plupart des pays africains n'a été ni redressé d'une manière adéquate, ni suffisamment amélioré du point de vue qualitatif »*. En général, les programmes des cours dans plusieurs pays africains ne tiennent pas compte du contexte national. Ceci rend difficile et non maîtrisable les connaissances acquises. C'est pourquoi l'UNESCO (2006 :69) poursuit en disant que *« il faudrait accorder plus d'attention au développement des programmes, à la formation des enseignants, ainsi qu'à l'élaboration des manuels, pour identifier les domaines où il faudra intervenir »*.

Si les programmes sont inadaptés au niveau des élèves, l'une des conséquences directes est que ces programmes ne sont pas terminés. Ne pas finir les programmes de cours est un grand facteur des échecs scolaires car l'examen est composé en fonction des programmes. Des lacunes sont un grand obstacle pour les élèves pendant la préparation des examens. Devant l'inconnu, l'élève n'a pas d'issue ! Cette situation est rendu grave par le fait que *« les élèves du tronc commun n'ont pas encore le niveau de 'se cultiver' pour s'apprendre les matières non vues en classe »*, nous a confié l'un des professeurs. Et d'ailleurs, comment ces élèves peuvent-ils se cultiver alors que, comme nous l'avons vu, ils n'ont pas la volonté d'apprendre et ne sont pas motivés ?

5.3.2. De la composition des examens du tronc commun

Nous avons voulu savoir l'appréciation que des enquêtées ont sur la composition des examens du TC des années antérieures. Le tableau suivant nous donne les chiffres.

Tableau 10: Appréciation des enquêtés sur la composition des examens du TC

Comment appréciez-vous la composition des examens du TC ?	Elèves		Enseignants		Total	
	ef	%	ef	%	ef	%
Adaptés au niveau des élèves	56	58,3	37	4,1	93	53,7
Non adoptés au niveau des élèves	35	36,5	39	50,6	74	42,8
Sans réponses	5	5,2	1	1,3	6	3,5
Total	96	100	77	100	173	100

Source : Résultats de l'enquête réalisée en octobre 2010

Plus de la moitié de nos enquêtés (93 enquêtés, soit 53,7%) ont répondu que les examens du TC sont adaptés au niveau des élèves tandis que 74 enquêtés, soit 42,8%, ont dit que les examens ne sont pas adaptés au niveau des élèves. Avec un écart de près de 10%, l'on peut dire que les opinions sont presque partagées. Autrement dit, le pourcentage de ceux qui ont dit que les examens ne sont pas adaptés au niveau des élèves n'est pas négligeable.

Ainsi les examens difficiles occasionnent ou augmentent le nombre des échecs. Et si les examens sont réellement adaptés au niveau des élèves, l'échec serait dû à leur faible engagement comme déjà vu.

L'un des professeurs a ajouté un autre élément qui fait que les élèves du TC échouent : « *la politique nationale* ». Par politique nationale, il voulait signifier que les écoles publiques sont peu nombreuses. Les places pour entrer en 4^{ème} année sont très limitées. Ainsi, la note exigée pour réussir l'examen du TC est élevé (elle varie généralement entre 3 et 4/11) alors que pour les finalistes la note de référence est souvent 1.5/11.

Tels sont certains des facteurs d'échecs au TC. Nous avons voulu alors identifier les causes de taux de réussite bas au TC par ordre d'importance et les enquêtés se sont exprimés de la manière suivante.

Tableau 11: Causes majeures des échecs au TC

Causes d'échec	Elèves		Enseignants		Total	
	ef	%	ef	%	ef	%
Programmes inadaptés	12	12,5	4	5,2	16	9,2
Examens difficiles	40	41,7	11	14,3	51	29,5
Instabilité des enseignants	7	7,3	10	13	17	9,8
Mauvaise qualité des enseignants	6	6,3	2	2,6	8	4,6
Indiscipline des élèves	14	14,6	15	19,6	29	16,8
Niveau bas des élèves	8	8,3	32	41,6	40	23,2
Etre sur de monter de classe sans présenter aucun document	8	8,3	3	3,9	11	6,3
Sans réponse	1	1	-	-	1	0,6
Total	96	100	77	100	173	100

Source : Résultats de l'enquête réalisée en octobre 2010

Le tableau ci-dessus montre que la première cause d'échec au tronc commun est que les examens sont difficiles (selon 51 répondants, soit 29,5%). Les autres causes selon leur ordre d'importance sont : le niveau bas des élèves (40 répondants, soit 23,2%) ; l'indiscipline des élèves (29 répondants, soit 16,8%) ; l'instabilité des enseignants (17 répondants, soit 9,8%) ; les programmes inadaptés (16 répondants, soit 9,2%) ; l'assurance d'entrer en 4^{ème} année sans document exigé (11 répondants, soit 6,3%), et enfin la mauvaise qualité des enseignants (8 répondants, soit 4,6%).

Certains points ont été précédemment discutés et nous n'allons pas y revenir sauf s'il y a besoin de donner les témoignages des enquêtés. Il s'agit spécialement des programmes inadaptés, des examens difficiles, de l'instabilité et la mauvaise qualité des enseignants ainsi que l'indiscipline des élèves.

Concernant le niveau bas des élèves qui vient en deuxième position dans le tableau ci-dessus, ses effets sont que l'assimilation et la compréhension de la matière par les élèves s'en trouvent bloquées. Dans un entretien avec un des professeurs, voici ce qu'il a déclaré *« nous accueillons les élèves qui ont échoué l'examen de fin d'études primaires. Ce sont les 'déchets'. Nous travaillons énergiquement afin de les amener au niveau normal. Des éléments devenus forts réussissent l'examen du TC et sont récupérés par les écoles publiques. Nous restons une fois de plus avec les faibles que nous continuons à former. A cause de leur maturité, ils s'appliquent et donnent de bons rendements bien qu'avec des points médiocres ne leur permettant pas souvent de décrocher une bourse d'études »*. Cependant, la vérification de l'hypothèse a mis en doute le niveau bas des élèves comme cause de taux de réussite bas au TC (voir vérification de l'hypothèse).

Les autres facteurs des taux de réussite bas au TC évoqués (mauvaise qualité et instabilité des enseignants, programmes inadaptés, insuffisance d'infrastructures, etc.) handicapent l'encadrement des élèves. Les taux de réussite bas au TC dans ce cas ne sont pas imputables au niveau bas des élèves mais plutôt au mauvais encadrement qui, par conséquent, renforce ce niveau bas.

Pour montrer que le niveau bas des élèves ne constitue pas la cause majeure des taux de réussite bas au TC, l'un des préfets des études nous a donné un témoignage de sa sœur en ces termes : « Le niveau n'est pas un problème. Par exemple ma petite sœur a échoué aux examens de fin d'études primaires. Elle est entrée à l'ESI (Ecole Secondaire Inférieur). Je faisais son suivi et cette école a des règlements qu'on applique strictement. Quand on arrive en retard, on rentre pour revenir avec son parent. A la fin de la troisième, elle a fini avec grande distinction et elle est actuellement au Lycée de Nyundo ». En concluant, il a signalé qu' « il faut que tous les acteurs (école, parents, État) s'engagent et collaborent pour un bon encadrement des élèves ».

Les enquêtés nous ont enfin confirmé que le fait que les élèves du TC soient sûrs de passer en 4^{ème} année sans document d'avoir réussi la 3^{ème} année est également cause d'échecs au TC. Ils ne trouvent aucune raison de se donner de la peine à étudier beaucoup alors qu'ils ont la garantie de monter de classe. Pour certains enseignants cela est la conséquence de la politique nationale de promotion automatique. En outre, ces élèves, étant dans les écoles privées, pensent que leurs parents pourront toujours leur payer du minerval dans d'autres écoles privées s'ils échouent aux examens du TC.

5.4. Facteurs des taux de réussite élevés au cycle supérieur

Le tableau 5 a révélé à 90,1% que les élèves du cycle supérieur réussissent mieux que ceux du TC. Nous venons de voir les causes qui seraient à l'origine des échecs au TC. Nous avons voulu savoir les facteurs qui favoriseraient ces taux de réussite élevés des élèves du cycle supérieur alors qu'ils sont dans les mêmes écoles que ceux du TC.

Lors de nos interviews, nous avons posé la question à nos enquêtés pour nous dire ce qu'ils pensent comme facteurs de réussite élevée au cycle supérieur. Ils ont évoqué les facteurs suivants : maturité et prise de conscience d'être responsable, la peur de l'avenir sans diplôme, la note basse (1.5/11) de référence pour avoir le certificat de fin d'études secondaires et la discipline.

En effet, comme il ressort du tableau 3, presque la totalité des élèves de 6^{ème} année enquêtés ont plus de 20 ans. Il y en a même qui ont plus de 30 ans. L'âge est un facteur important de maturité. C'est pourquoi les élèves du cycle supérieur sont plus motivés que ceux du TC car ils se préparent à devenir responsables, à affronter les réalités de la vie. L'obtention du certificat de fin d'études secondaires est l'une des garanties pour répondre à ces exigences de la vie. L'un des élèves du TC a dit que les élèves du cycle supérieur réussissent plus par peur « de rater la vie ». Ceci a été renchéri par l'un des préfets des études qui a dit que « Dès la 4^{ème} année, ils prennent conscience et deviennent mûrs mais comme leur base n'est pas solide, ils obtiennent des diplômes avec peu de points ».

Comme les élèves du TC, ceux de 6^{ème} année aussi ne terminent pas souvent les programmes comme nous l'ont indiqué nombreux des enquêtés. Mais, grâce à cette maturité, les élèves de 6^{ème} année fournissent des efforts considérables pour compléter leurs lacunes en se cultivant.

Un des enseignants a montré que les taux de réussite élevés au cycle supérieur sont également dus au fait que la note exigée pour recevoir le certificat de fin d'études secondaires est basse (1.5/11). Ceci augmente le nombre de ceux qui réussissent. Quant au TC, la note de réussite est fixée en fonction des places disponibles en 4^{ème} année dans les écoles publiques. Cette note est élevée, d'où les taux de réussite sont bas au TC. Beaucoup des enseignants enquêtés ont confirmé cela en disant que le fait que l'Etat n'a aucun problème de prévoir les places de ceux qui terminent le cycle supérieur le pousse à donner des diplômes avec cette basse note (1.5/11).

Le dernier facteur de taux de réussite élevé au cycle supérieur évoqué par les enquêtés est la discipline. En effets, les élèves de ce cycle mettent du sérieux et tout leur cœur aux études car, ils sont conscients que le mérite se mérite. En plus de cela, ils savent que leurs parents ne pourront plus leur payer des frais de scolarité au secondaire alors qu'ils sont en dernière année tandis que ceux du tronc commun ont encore cette chance.

Vérification de l'hypothèse avec le test de chi-carré

Pour vérifier l'hypothèse de notre étude nous avons utilisé le test de chi-carré (²) dont la formule est la suivante :

Pour savoir le ²tab, deux informations sont nécessaires :

- Degré de liberté (n)
- Niveau de signification ()

Le niveau de signification montre la marge d'erreur des résultats. Il est égal à 5% (0.05) pour les sciences sociales.

Le degré de liberté (n) est obtenu grâce à cette formule :

$$n = (L-1)(C-1)$$

Où : L= nombre de ligne

C= nombre de colonnes.

Après avoir déterminé le χ^2_{cal} et le χ^2_{tab} , on les compare. Lorsque le χ^2_{cal} est supérieur au χ^2_{tab} l'hypothèse en question, appelée hypothèse nulle, est rejetée (MUGENDA, O.M. et MUGENDA, A.G., 2003 :135).

L'hypothèse de cette étude stipule que : Les programmes inadaptés, les examens difficiles, la mauvaise qualité et instabilité des enseignants ainsi que le niveau bas des élèves seraient à la base des échecs au tronc commun par rapport au cycle supérieur dans les écoles secondaires privées du secteur de Gisenyi.

Tableau 12 : Analyse de la perception des enquêtés sur les programmes inadaptés comme cause des taux de réussite bas au TC

Répondants	Avis des répondants			Total
	Oui	Non	Indécis	
Elèves	61 (61,5)	31 (32,1)	4 (2,2)	96
Enseignants	50 (49,4)	27 (25,8)	0 (1,8)	77
Total	111	58	4	173

NB : Les fréquences attendues sont toujours entre parenthèses.

$$\chi^2_{cal} = \frac{(61-61,5)^2}{61,5} + \frac{(50-49,4)^2}{49,4} + \frac{(31-32,1)^2}{32,1} + \frac{(27-25,8)^2}{25,8} + \frac{(4-2,2)^2}{2,2} + \frac{(0-1,8)^2}{1,8}$$

$$= 0,004 + 0,007 + 0,03 + 0,05 + 1,47 + 1,8$$

$$= 3,361$$

$$n = (L-1)(C-1)$$

$$= (2-1)(3-1)$$

$$= 2$$

$$= 0,05$$

$\chi^2_{tab} = 5,99$ (ce chi-carré tabulaire reste valable dans la suite)

Le χ^2_{cal} est inférieur au χ^2_{tab} , l'hypothèse est donc confirmée. Les programmes non adaptés au niveau des élèves constituent un facteur des taux de réussite bas au TC car la compréhension de la matière enseignée leur est difficile. Ces résultats sont confirmés par LIEURY, A. (1997 : 12) qui dit que la surcharge est l'inadaptabilité des programmes sont source de démotivation pour les apprenants. La démotivation occasionne alors les échecs.

Tableau 13 : Analyse de la perception des enquêtés sur les examens difficiles comme cause des taux de réussite bas au TC

Répondants	Avis des répondants			Total
	Oui	Non	Indécis	
Elèves	56 (51,6)	35 (41,06)	5 (3,3)	96
Enseignants	37 (41,3)	39 (32,9)	1 (2,6)	77
Total	93	74	6	173

$$\chi^2_{cal} = \frac{(56-51,6)^2}{51,6} + \frac{(37-41,3)^2}{41,3} + \frac{(35-41,06)^2}{41,06} + \frac{(39-32,9)^2}{32,9} + \frac{(5-3,3)^2}{3,3} + \frac{(1-2,6)^2}{2,6}$$

$$= 0,37 + 0,44 + 1,06 + 1,13 + 0,87 + 0,98$$

$$= 4,85$$

Le χ^2_{cal} est inférieur au χ^2_{tab} . L'hypothèse est confirmée. Les examens difficiles occasionnent les taux de réussite bas au TC. En effet, les élèves ne parviennent pas à obtenir la note exigée pour réussir étant donné que les examens qui leur sont soumis sont difficiles.

Tableau 14 : Analyse de la perception des enquêtés sur la qualité et l'instabilité des enseignants comme cause des taux de réussite bas au TC

Répondants	Avis des répondants			Total
	Oui	Non	Indécis	
Elèves	63 (68,2)	32 (27,1)	1 (0,5)	96
Enseignants	60 (54,7)	17 (21,8)	0 (0,4)	77
Total	123	49	1	173

$$\chi^2_{cal} = \frac{(63-68,2)^2}{68,2} + \frac{(60-54,7)^2}{54,7} + \frac{(32-27,1)^2}{27,1} + \frac{(1-0,5)^2}{0,5} + \frac{(0-0,4)^2}{0,4}$$

$$= 0,39 + 0,51 + 0,88 + 1,05 + 0,5 + 0,4$$

$$= 3,73$$

Comme le χ^2_{cal} est inférieur au χ^2_{tab} , l'hypothèse est confirmée. La mauvaise qualité des enseignants et leur instabilité sont à la base des taux de réussite bas au TC. Les enseignants non qualifiés ne sont pas à mesure de dispenser les cours convenablement et ainsi, les élèves ne sont pas bien préparés pour passer les examens nationaux. D'où ils échouent.

Tableau 15 : Analyse de la perception des enquêtés sur le niveau bas des élèves comme cause des taux de réussite bas au tronc commun

Répondants	Avis des répondants			Total
	Oui	Non	Indécis	
Elèves	8 (22,1)	87 (73,2)	1 (0,5)	96
Enseignants	32 (17,8)	45 (58,7)	0 (0,4)	77
Total	40	132	1	173

$$\chi^2_{cal} = \frac{(8-22,1)^2}{22,1} + \frac{(32-17,8)^2}{17,8} + \frac{(87-73,2)^2}{132} + \frac{(45-58,7)^2}{58,7} + \frac{(1-0,5)^2}{0,5} + \frac{(1-0,5)^2}{0,5} + \frac{(0-0,4)^2}{0,4}$$

$$= 8,99 + 11,32 + 2,6 + 3,19 + 0,5 + 0,5 + 0,4$$

$$= 26,91$$

Le χ^2_{cal} est supérieur au χ^2_{tab} . L'hypothèse est rejetée. Le niveau bas des élèves n'est pas à l'origine des taux de réussite bas au TC. En effet, même si nous savons que nombreux des élèves qui fréquentent les écoles privées sont ceux-là qui ont échoué l'examen de fin d'études primaires et que donc ils auraient un niveau bas, cela ne peut pas justifier leur échec au TC.

Si ces élèves sont bien encadrés, ils peuvent réussir. Or, nous avons vu que les enseignants sont de mauvaise qualité et instables. C'est dans d'autres facteurs donc qu'il faut chercher la cause des taux de réussite bas au TC et non à au soi-disant niveau bas des élèves. Ceci est appuyé par une source électronique : « *en offrant un meilleur encadrement aux élèves on diminue le nombre d'échecs et d'abandons* »
(<http://www.csrdsn.ca/discas/reussite/FacteursEchec.html>, consulté le 24 juin 2010).

CONCLUSION

Ce travail sur l' « *Etude comparative des taux de réussite scolaire au tronc commun par rapport au cycle supérieur dans les écoles secondaires privées au Rwanda. Cas du secteur Gisenyi (2005-2010)* » a consisté à vérifier l'hypothèse selon laquelle « *Les programmes inadaptés, les examens difficiles, la mauvaise qualité et l'instabilité des enseignants ainsi que le niveau bas des élèves seraient à la base des échecs au TC par rapport au cycle supérieur dans les écoles secondaires privées du secteur de Gisenyi* ».

Les données récoltées nous ont montré qu'exactement au TC les taux de réussite sont bas comparativement au cycle supérieur car près de 90% des répondants sont de cet avis. Les causes des taux de réussite bas au TC sont : les examens difficiles, l'indiscipline des élèves, la mauvaise qualité et l'instabilité des enseignants, les programmes inadaptés ainsi que l'assurance qu'ont les élèves du TC d'entrer en 4^e année sans présenter aucun document. Les taux de réussite élevés des élèves du cycle supérieur ont pour origine la **maturité et la prise de conscience d'être responsable, la peur de l'avenir sans diplôme, la note basse (1.5/11) de référence pour avoir le certificat de fin d'études secondaires et la discipline.**

Recommandations et suggestions

Les résultats de ce travail nous ont poussé à formuler les recommandations et suggestions suivantes :

*** Aux élèves du tronc commun, de :**

- améliorer leur discipline,
- développer le désir d'apprendre et de réussir car la réussite n'est pas le fruit du hasard,
- écouter et mettre en pratique les conseils des parents et de ceux qui les encadrent.

❖ **Aux enseignants, de :**

- fournir des efforts pour terminer les programmes,
- donner beaucoup d'exercices et de devoirs aux élèves,
- proposer et composer les examens d'admission aux élèves qui viennent d'autres écoles,
- contribuer à l'amélioration de la discipline des élèves et les sensibiliser à l'utilité de l'école.

❖ **Aux écoles privées, de :**

- accueillir le nombre des élèves qu'elles sont capables d'encadrer convenablement,
- recruter des enseignants qualifiés et expérimentés,
- organiser les tests d'entrée pour de nouveaux élèves,
- faire monter de classe les élèves capables,
- promouvoir la collaboration avec les parents des élèves.

❖ **Aux parents, de :**

- collaborer avec l'école pour le suivi de leurs enfants et l'amélioration de leur discipline,
- participer régulièrement aux réunions des parents organisées par l'école,
- sensibiliser et motiver leurs enfants à s'engager sérieusement dans les activités scolaires.

❖ **Aux autorités locales, de :**

- sensibiliser les parents à s'impliquer davantage dans l'éducation scolaire de leurs enfants,
- s'impliquer remarquablement dans la prise de décisions pour les élèves indisciplinés.



