

PROPOSITIONS

Local Actors in Top-Down Implementation of Curricular Reform in Benin's Primary Education System

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1. The complexity of the relationships between education and politics predisposes education policies to popular contestations. *This thesis.*
2. A constant dilemma facing education policies in African nations is whether schooling should be considered a privilege for a fortunate few or a development imperative for all. *This thesis.*
3. A school curriculum is a function of a wider societal project whose overall impacts require generations of school graduates to be better evaluated. *This thesis.*
4. The global movement of educational policy convergence promotes development blueprints rather than context-specific realities. *This thesis.*
5. Local actors never adopt top-down policy measures as planned but rather transform measures to better fit their needs and interests. *This thesis.*
6. Adopting a global education reform paradigm is a good choice because it silences domestic differences, pleases funding agencies, and represents convenient packages of ready-made reform programmes.
7. Actors in school systems expect more from formal education than the institution can offer. *This thesis.*
8. Being a merit good, formal education is bound to generate its own inequalities which societal divisions worsen.
9. In reforming school curricula, teacher training and professional development constitute two prerequisite soft ingredients. *This thesis.*
10. Implementability of public policy measures requires translation of the working principles of the *status quo* into policy *de facto*.
11. Actions speak louder than words.