

## **Teachers' Trade Unions and the Protest of New Study Programmes in Benin. The Logics of Action and the Public Services Reforms**

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For some times now, many public services in Africa have been experimenting reforms as a process of modernizing the States. Social sciences in Africa were interested in these reforms through an analysis of the social change (Rocher 2000, 2002) and the public policies (cf. winter 2001). This interest for reforms and their impact on society contrast with the little attention about the link between reforms and the functioning of bureaucratic apparatus. Moreover, the protests that they led, are often analyzed through "institutional arenas". Indeed, according to many scholars, reform's protests are considered as initiatives contributing to the construction of a public sphere, in the sense that they change political order (cf. Gazibo 2007).

It is not a matter of denying the heuristics interest of such analyses. However, it remains that empirical observation of reforms' protests in African public services highlight logics, interests, professional practices in the "reforming" State. We want to focus on the influence between functions of protests and reforms at the State level.

Based on a detailed observation of teachers' orders having marked out the reform "New school Programmes " - an educational reform started in Benin since the academic year 1993-1994 - we intend here to show that these orders, as well as the subsequent practices, the real mode of public education delivery illustrates the rather complex character of the public reforming process