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Proposal by Aide J. Student Boussetta was supposed to present this to Pres. Boutiba.

THE NORTH AFRICAN INSTITUTE OF ADMINISTRATIVE SCIENCE

Summary of Proposal

1. The plan calls for training native North African civil and administrative service officers in a newly formed Institute in Rome.
2. Political events in North Africa have outrun the old administrative systems.
3. When a country acquires its sovereignty, events move faster than expected; what seems simple and easy today becomes complex and disastrous in the morrow.
4. North Africa's own educational facilities in administration are extremely poor.
5. France will no longer be the goal of North African students.
6. Nor will U. S. colleges and universities.
7. In Italy excellent staff would be available, and the language, customs and recent history are more favorable than in any other nation in Europe.
8. The Institute of Administrative Science, as it will be called, will grant a B.A. and an M.A. degree in administrative science.
9. The Institute will have a philosophy--constitutional government, the rule of law, non-bureaucratic administrative principles, and free enterprise.
10. The Institute should have a ten-year initial financing, \$250,000 for the first five years and \$150,000 for the second, a total of \$400,000.
11. The Institute will be organized mainly by Italians; formal American participation will not exist; the faculty will be international; financing will be on the basis of a grant applied for by the Italian Institute to an American tax-exempt foundation.
12. Time grows short. The USSR may soon offer enticements for North African students to study in Russia.

NORTH AFRICAN INSTITUTE OF ADMINISTRATIVE SCIENCE

1 This paper suggests a plan for the training of North African foreign civil and administrative service officers in a newly formed Institute of Administrative Science at Rome, Italy.

2 Political events in North Africa have taken place with such speed that the administrative systems of the countries involved have had no time to keep pace with the change of political institutions.

For Instance: In Morocco the transformation of a Protectorate into a sovereign State has implied the removal of French officials who were much more numerous than the letter of the administrative system of the Protectorates showed. In Morocco, according to the terms of the treaty between Cherifian and French Government, the Emperor was to be "assisted" in his duties by a Resident General, whose task was to countersign the dahirs, or decrees of the Sultan, so that they would become mandatory; beyond this simple legal facade the administration of the Cherifian Empire was entrusted to French officials aided by the local authorities. The appointment of French trained Moroccans to the places customarily held by the French has been a much slower and more modest effort than was officially stated.

The removal of French officials is bound to imply far greater administrative confusion than the Cherifian Government is ready to meet. To be sure the greatest cause of concern is not in the administrative field, but in such fields as public health and public works. Morocco so far has not produced a crop of physicians or engineers or skilled managers large enough to replace the French; and it is wise to assume that a large number of these will leave the empire. Such an exodus may gravely endanger the public health system the French have built; a similar danger looms over the mining industry and the large agricultural enterprises. These difficulties and many others are increased by the lack of well-trained civil servants and public administrators with which to staff the Cherifian Government. The U. S. Government, no matter how willing to help not only with funds but with skilled personnel, is not able to meet the situation because of the ever-increasing scarcity of skilled manpower at home. Physicians and engineers willing to work abroad are now scarcer not only in the U. S. but in such countries as Germany and Italy which until a few years ago had a large professional population wanting to migrate. The steady improvement of conditions at home makes work abroad less desirable.

3. When a country acquires its sovereignty, events move faster than most people expect. What seems simple and easy today becomes complex and at times disastrous in the morrow, as happened in Indonesia. Together with a shortage of personnel there is always a shortage of time. Not only is trained personnel not available but the time and facility to train them is lacking. Thus the education of civil servants becomes a problem of the very first priority. This is true not only for Morocco, Tunisia, Libya, and Egypt but in the near future may be true for Algeria.

4. Educational facilities in administration are extremely poor. The educational facilities of North Africa are excellent only if we think of North Africa as a part of the French Union. The available institutions of higher learning are located in metropolitan France. The one full-fledged French University in North Africa is the University of Algiers. The Zitun University in Tunis is basically a Koranic school. In Rabat and in Tunis there are professional schools specializing in law, pedagogy and biology, but none of these schools enjoy either the scope or the standards of French Universities.

The necessity of a University for North Africans became evident quite a while ago, but nothing was done about it because of political unrest. A plan for an American University in Tangier was envisaged by some American interests; it was conceived in the grand manner as an interregional school to serve for all of North Africa, but it was conceived because of the neutral status of the Tangier Zone. Once Tangier becomes a part of the Moroccan Empire the basis of the plan disappears. According to most reliable sources, it was encouraged by the State Department, but it has been put in abeyance.

5. France will no longer be the goal of North African students. The educational system of North Africa remains tied to the French educational system, but forces are already at work to make it independent. Not only has the necessity for a French higher education disappeared, but France is a country which is considered almost an enemy. With independence

comes not only a change in sovereignty but a desire to change ways. To this we must add the uneasy status of the North Africans already in France where they are considered with that sinister suspicion which is the bane of Puerto Ricans in New York. It is much more desirable for a North African student to travel in other directions. It is imperative to see that they travel in the right direction.

6. The most desirable solution would be to open U. S. colleges and Universities to North Africans; it is obviously an impossible solution. U. S. educational facilities are already overstrained and it would be impossible under the present conditions to fit the students, ready for a French University, to U. S. university requirements. Another barrier is language, for while most students are French-speaking, few are familiar with English. Finally, there is some strain in America on the issue of imperialism and race relations.

7. The other solution is to draw North African students to privately-endowed Institute in Italy. Enlightened U. S. advice and aid could help in establishing a center for North African administrative studies. The Italian educational system is much like the French and Spanish. Italy is a country where language and customs are less of a barrier for a North African than in any other European country except France. The staff for such a center is available: France, Italy and Spain have a large number of former colonial officials, at present unemployed, who would be excellent faculty material on an individual basis. To this staff U. S. experts in administration and education may be added on a visiting basis.

8. The Institute of Administrative Science should grant a certificate of administrative science on two levels, a junior level (or B.A. level) and a senior level (or M.A. level).

9. The Institute should have a philosophy. It should not be simply a technical institute. It should espouse constitutional government, the rule of law, non-bureaucratic administrative principles, and free enterprise.
10. The Institute should be financed initially on a ten-year basis. Within ten years tuition should be a major source of income. Considering the lower costs of travel, salaries and wages, libraries, housing, and food in Italy, a modest initial sum can go a long way. \$50,000 per year for five years and \$30,000 a year for a second period of five years can suffice to establish a modest but well-conducted and respected educational operation.
11. The Institute should be organized mainly by Italians with formal American participation left out. The Italian-organized Institute would apply for funds to an American tax-exempt foundation. This is a pattern of educational support already widely used in the United States for private aid to foreign education.
12. Time grows short. The need for an institute in Europe is daily made more compelling by the increased tempo of Communist activities in Africa. A recent New York Times editorial can be quoted on this subject:

"At the World Youth Festival in Moscow last summer young people arriving from many different parts of Africa were the objects of special attention, aimed at impressing them with Soviet might and progress.

"As seen from Moscow, Africa must appear to be a major objective worth great effort and promising rich rewards for that effort. Africa's growing importance as a source of raw materials for Western industrialized nations is fully appreciated in Moscow. The poverty and backwardness of much of Africa, the resentment toward Western colonial rule in the past or present, the sharp tensions in such key areas as South Africa and Kenya--all these have not escaped Moscow's attention or, probably, failed to raise Moscow's hopes....

"Moscow will probably offer opportunities for trade and limited economic aid, as well as scholarships to train young Africans.... How can the West counter this double-pronged offensive? The answer is that we must do a better job than Moscow in convincing the people of Africa that we wish to help them establish free and prosperous societies. Both private investors and Government foreign aid have roles to play in furthering African economic development, while there is much that we can do to help train the leaders and technicians of tomorrow's Africa. And certainly we have an important role to play in working with our friends and allies in Western Europe toward the steady progress of all African peoples from dependent to independent status."

It is imperative that native leaders be educated and trained to counteract the powerful propaganda thrusts of the so-called champions of the colonial or color-line countries. So far the Government-directed effort of the West to fight propaganda with propaganda has known little success. A private effort to secure deeper and more lasting results by offering education to native leaders under circumstances that would have no sign of political interference is the best answer.

In Africa there is a need for something which in Europe is actually wasted--skill in administration, in diplomacy, in that political experience which new countries sorely lack and which makes them easy prey to forms of imperialism which for being new and well disguised are accepted as cooperation and solid friendship. The West has little chance to secure a hold on the masses; it has a unique chance to perform its civilizing role once more through educational foresight. If this unique chance is missed, we may find that both rulers and people have been indoctrinated by the same people in the same way with the same purpose, which is against not only what we call Civilization but the very interests of the countries involved. For in thus gaining independence, they would lose their freedom.