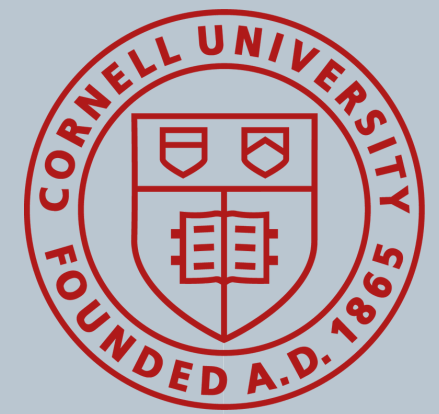


The Impact of French Colonial Ideology on Educational Institutions in Algeria and Tunisia

Jillian Shaw | Supervisor: Professor Alexandra Blackman
Department of Government, Cornell University

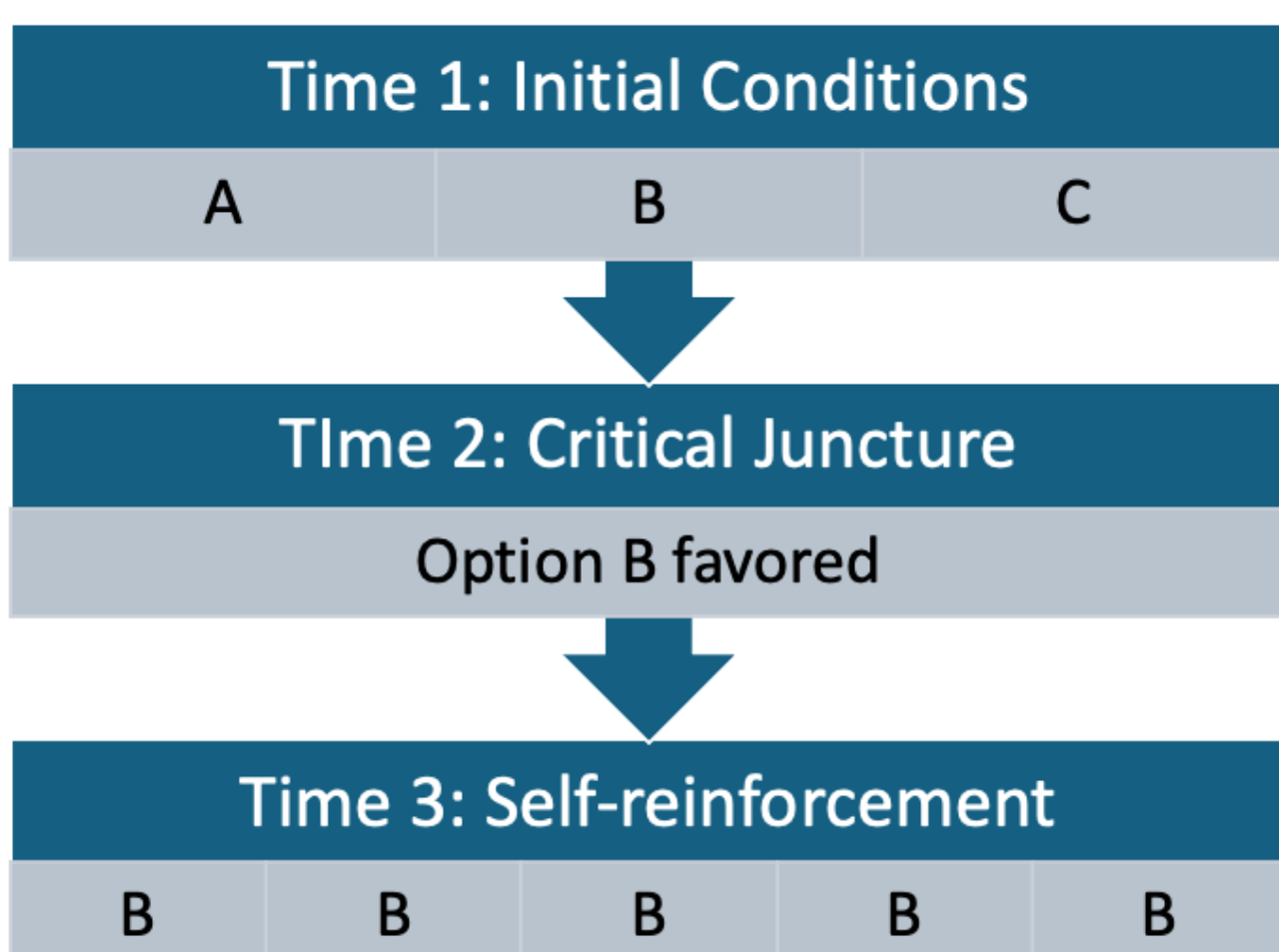


INTRODUCTION

Algeria and Tunisia experience different post-colonial ideological and institutional realities albeit both being colonized by France. This paper seeks to understand how the ideology of the colon state, France, has shaped the institutions of the colony, Algeria and Tunisia.

METHODOLOGY

This paper used path dependency, a historical institutionalist approach, which suggests the initial selection of an ideological option is reinforced overtime in policy and institutions. Time 1 are the initial conditions (ex. which French Republic, what religious preferences, etc.). Time 2 is where one option is selected (ex. secular or religious institutions). Time 3 demonstrates how the selected option is reproduced in policy and future institutions.



RESULTS

In Algeria, French policies initially favored religious institutions aligning with the Catholic-oriented Second Republic, but they encountered resistance from the indigenous population, who wanted Islamic and Arabic language instruction, leading to a failure in educational assimilation efforts. Conversely, in Tunisia, Third Republic France took a more lenient approach, integrating Islamic education into secular schools and avoiding the problems experienced in Algeria.

CONCLUSION

The difference in educational institutions and modern ideological preferences between Algeria and Tunisia reflect the divergent ideologies of Second Republic and Third Republic France and demonstrate that initial French colonial state building has a sustained influence on policy and future institutions.

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