Educational Equity in Tanzania: The Imperiled Promise of Reform

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As Sub-Saharan African nations struggle to create viable infrastructure adequate to the needs of their complex, polyethnic societies, it has been widely recognized that general well-being in the postindependence era relies primarily on equal access to education, as differentially defined. Profiled here is the recent history of the United Republic of Tanzania's efforts to educate its people. Ideological intent, theoretical merits, and practical limitations of applied strategies, including current controversial reforms endorsed by extranational organizations, are discussed.

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