

ABSTRACT

This paper analyzes the extent to which equalization of educational opportunity is possible and the conditions which influence levels of policy achievement, taking Kenyan and Tanzanian experiences as examples. The dimensions of regional disparity within Kenya and Tanzania, and the policies for responding to them are described. Achievements in terms of reducing disparities are analyzed, as well as problems associated with implementation and conditions influencing relative impact. Finally, implications for planning are considered as well as issues such as regionalism, universal education, self-help and self-reliance and decentralization.