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Sommario/riassunto	This title explores an area of tertiary education that is currently understudied; this is the extent and nature of differentiation and articulation in African tertiary education systems. The overall finding is that the binary system is dominant, characterised by universities and

polytechnics as distinct types of institutions. Differentiation is clearly evident in Africa. However, though varied in nature and extent, the differentiation is mostly horizontal as opposed to vertical. Articulation, on the other hand, seems to be in its infancy as some universities, in their admission requirements, d
