

Abstract

This study addresses the intersection of issues of gender and the nascent Module II Programmes in public universities in Kenya. The term Module II programmes refer to all the adult continuing/lifelong education programmes in public universities in Kenya that are being offered to mature students who are not selected through the Joint Admissions Board (JAB). The onset of the new millennium has seen an unprecedented growth of these programmes in Kenyan public universities.

The study's objectives were: To identify how men and women participating in Module II programmes compare in demographic, socio-economic, attitudinal and related factors; To determine to what extent Module II programmes are providing an avenue for women and men to change to science-oriented career options; and to determine to what extent gender equity has been identified as an objective in Module II programmes in Kenyan public universities.