

GENDER INEQUALITIES IN MUSIC EDUCATION: EXPERIENCES OF FEMALE MUSIC EDUCATORS IN KENYA

Kenyan female music educators have for decades strived for a musical space that allows for their musicing, recognition and growth in the discipline. However, given the gendered nature of the music education field, the experiences of Kenyan female music educators have been greatly influenced by gender inequalities. This paper therefore focuses on the experiences of seasoned female music educators who have worked against all odds to gain recognition in the music education spaces. Specifically, this paper aims to look at their experiences in the spaces that include the music classroom, music educators workshops, Kenya Music Festivals and academia. This study seeks to elucidate some of these challenges that female music educators have to deal with in the music education spaces with the aim of sparking a discourse that will create awareness amongst the various stakeholders. In addition, these experiences will serve to enlighten the newly recruited women music educators on how to navigate the music education spaces for their enhanced musical growth. The study's target population is all female music educators in Kenya. However, this study will purposefully sample female music scholars who have stood out in their musicing practices. The study will adopt a qualitative approach. The data collection instruments to be used are semi-structured interviews. Analysis of the collected data will employ the content-analysis method.

Keywords

Music Education, Gender Inequalities, Female music educators, Musicing, Female music scholars, Music

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