

Determinants of marginalisation in the Kenyan music education space

Women music educators in Kenya have for a long time experienced inequalities while navigating the music education space. As pointed out by various feminist scholars in the west and Africa, the oppression of women is multiply experienced on the basis of patriarchy, race, class and sexuality. Thus, this paper explores the determinants of marginalisation of women music educators in the Kenyan music education space. It focuses on the experiences of women music educators to bring forth discourses of gender, class, race and sexuality within the music education field. The paper perpetuates two assertions. One, that women music educators are marginalised within the music education field and two, that these inequalities are differently experienced amongst them. Through the Foucauldian concept of power, the paper demonstrates how a dominant identity produces discourses that define women music educators as subordinates.

Key words: Gender inequalities, musicians, music education space, power

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