Maurice Sikenyi, B.ED. (UoN), MA. Peace Studies, University of Notre Dame, USA. 
PhD Student, University of Minnesota, Twin Cities, USA. 
Major: Comparative and International Development Education 
Minor: Development Studies and Social Change 
siken001@umn.edu

Conference Theme: Education in Africa: Reflections beyond 2015 MDGs- 
Comparative Perspective, Sub-theme: Comparative Education 
Title: Peace education: Reflections on teachers as agents of peace in Kenya. 

Abstract

Issues of peace and conflict sensitive education are central to a humanist education future in 
Africa beyond the Millennium Development Goals 2015. Humanist education is envisioned as 
education that explores the possibility where schooling is a moral enterprise that develops and 
shapes minds to embrace peaceful, equitable and sustainable social development. The paper 
explores the role of teachers as agent’s peace education and challenges of implementation of 
formal peace education in Kenya. The paper is theoretically informed by the moral underpinning 
of Ubuntu as a framework for imagining education provision for every member of a community 
to participate effectively in social, economic, and political development. The researcher use 
primary and secondary sources of data to answer the following question: to what extent do 
educational curricula promote the culture of tolerance and acceptance of common values among 
diverse group of learners, and how do teachers navigate the conflict tensions within classrooms? 
Drawing from comparative ethnographic field research, and secondary data, the paper explore 
the bottlenecks of initiating a peace education curriculum that is conflict sensitive in socially 
challenging conflict spaces, the participatory nature of teachers as stakeholders and the 
significance of a sector wide peace education policy in education reforms in Kenya. The paper 
will conclude with suggestions on how teachers can be better prepared to implement peace 
educationin Kenya and Sub-Saharan Africa.