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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 education in Kenya and Sub-Saharan Africa.