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#### 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 agents of conflict transformation through peace and conflict sensitive education and the challenges of implementation of formal peace education in intractable conflict. The potential of education to contribute to peace or conflict has created a motivation for studies on the role of educational related initiatives to conflict resolution and economic development in war affected areas (Bush & Saltarelli, 2000, Davies, 2004). One major educational approach to peacebuilding is *peace education*: using educational curriculum to eradicate negative stereotypes and promote tolerance of “the other” during conflict and in the aftermath of conflict (Biton & Solomon, 2006). This approach, however, places a pivotal role on the teacher as a major actor in the conflict transformation process yet teachers in some cases have been perpetrator or victims of the effects of conflict. Looking at the teacher as an agent of moral change, the paper explores the challenges of implementing conflict sensitive peace education programs in conflict prone areas in Kenya and the African Great Lakes region.

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 ethnographic field research, interviews 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 sector wide peace education policy in education reforms in the countries under study. The paper will conclude with suggestions on how teachers can be better prepared as agents of peace and humanistic education in socially diverse and conflict affected communities within Sub-Saharan Africa.

#### Works Cited

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