

Learn More About the ACTS Modules

[Module 1: Introduction to Conflict Transformation – Theory and Practice \(March–June\)](#)

This foundation module introduces the theoretical frameworks and analytical tools central to conflict transformation. It emphasises systems thinking, conflict analysis, and mapping, while strengthening critical academic skills. Central to this module is the creation of a collaborative learning community, where diverse practitioner experiences enrich theoretical exploration. Module 1 establishes the base for Action Research and transformative peace leadership, which continue as threads throughout the programme.

Module One Objectives:

- Establish a learning community of practitioners.
- Foster a commitment to academic discipline and rigor as a means to strengthen peace practice
- Develop a capacity to conduct conflict analysis and understand the systemic nature of conflict.
- Commit to transformative peace leadership as a core component of peace practice.
- Develop a foundation for conducting an Action Research Project.
- Develop further academic skills in reading, writing, active listening and critical thinking.

[Module 2: Strategies for Intervention and Supporting Peace Processes \(July–October\)](#)

This module examines a range of intervention strategies across the stages of peace processes. Through case studies from Asia and beyond, students explore mediation, facilitation, dialogue, and negotiation, ranging from grassroots initiatives to high-level engagements. Students develop skills to assess and contribute meaningfully to real-world peace efforts.

This module features an international residential seminar that provides direct exposure to local peacebuilding efforts in a region with a history of social or political transitions, thereby deepening students' understanding of regional conflict dynamics.

Module Objectives:

- Critically assess the students' peacebuilding work by looking at different approaches and frameworks to peacebuilding
- Highlight peacebuilding interventions at different stages of a conflict from community-driven to national-international political support.

- Critically assesses the nature of peace processes & the multiple avenues peace practitioners can use to support their positive development.
- Develop skills and understanding on the role of peace practitioner skills such as mediation, negotiation, dialogue facilitation, and active listening, and their applications within the context of peace processes.
- Have a deeper understanding of Action Research and be able to articulate the student's topics and ideas in action research.

Module 3: Sustaining Peace (November - February)

This module explores the process through which societies move beyond violent conflict towards long-term stability and reconciliation. Students examine complex themes such as justice, truth, reconciliation, trauma, healing, memory, and resilience, critically engaging with the emotional, historical, and structural dimensions of post-conflict recovery. Emphasis is placed on both the dilemmas and opportunities of sustaining peace in diverse contexts. During this stage, students also begin developing their Action Research proposals, connecting their lived experiences and professional practice to broader systemic challenges in peacebuilding.

Module Objectives:

- Gain a deeper and nuanced understanding of truth, justice, and reconciliation through multiple lenses and cases.
- Identify critical issues & dilemmas in sustaining peace, and relate these actively to the student's own situations and, where possible, their practice.
- Understand the importance of history and memory in the path to healing, justice, and future peace.
- Develop the first draft of the Action Research proposal, and make adequate preparations for beginning of the research.

Module 4: Becoming Agents of Change (March–June)

Module 4 marks the beginning of the second year of the course. This module is focused on the Action Research methodology to deepen students' engagement with the research process. It develops the skills needed to design and implement rigorous, participatory, and context-sensitive research that bridges theory and practice. The module addresses issues of power, ethics, and positionality in research, while emphasising Action Research as both a method of inquiry and a strategy for transformation. By the end of the module, students are prepared to implement their research projects with clarity and purpose.

Module objectives

- Further Develop Action Research Proposals.
- Practice giving and receiving feedback on AR proposals as part of peer-learning process.
- Complete the research cycle work-plan.
- Understand the relevance of different methods for different research goals and how to analyse information in order to understand your findings

Module 5: Reflecting on Your Peace Practice (July– October)

This module centres on the synthesis of Action Research findings and their translation into academic and practitioner knowledge. Students refine their theses with close faculty support, integrating theory, methodology, and practice into a coherent analysis. Reflection on personal peace practice and transformative leadership is central, encouraging students to situate their work within the wider field of conflict transformation and to draw lessons for both personal and systemic change.

Module objectives

- Students continue building theory from practice as they go through the implementation stages of their Action Research project.
- Students develop a deeper understanding of what it means for action research to be an intervention, and to identify any further skills and knowledge needed.
- Students are able to reflect on their practice more broadly and the implications their work has for personal change through the Transformative Peace Leadership.
- Students present their Action Research progress reports to fellow students and to ACTS Faculty.

Module 6: Applied Theory for Conflict Transformation (November - February)

The final module consolidates the study and reflection. Students formally defend their Action Research Theses before an academic panel at the Paññāsāstra University of Cambodia. They have the chance to participate in CPCS' annual Peace Practitioner Research Conference, a two-day conference which brings together Asian peace researchers and practitioners to share perspectives, theories, ideas, and experiences around a certain theme. and present their findings at the annual Peace Practitioner Research Conference. This process allows students to test their ideas with peers and practitioners from across Asia, contributing new insights to the broader field. The module concludes with collective reflection on the ACTS journey and recognition of the role of practitioners as knowledge producers and transformative leaders.