

International Development: Global Trends via Local Perspectives

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SYLLABUS

VU Amsterdam Summer School

7-18 July, 2025



Any general questions for the Summer School support team? Contact amsterdamsummerschool@vu.nl.

Course Details

Title	International Development: Global Trends via Local Perspectives
Coordinator(s)	Jorn Dormans and Dr. Oleksandr Khyzhniak (Centre for International Cooperation, CIS-VU)
Other lecturers	Dr. Prosper S. Maguchu, Dr. Haile Gebreselassie, Dr. Pius Mosima, Dr Ewa K. Strzelecka, Dr. Marina de Recht, Dr. Anna Bon, Wendelien Tuijp, Marise van Amersfoort Dr. Iryna Frankova
Form(s) of tuition	On campus, with guest lecturers, group work based on videos, real-life experience sharing, excursion and case study discussions
Approximate contact hours	46
Approximate self-study hours	38

Teaching staff (in order of appearance)

[Jorn Dormans](#),
[Dr Oleksandr Khyzhniak](#),
[Dr. Prosper S. Maguchu](#),
[Dr. Haile Gebreselassie](#),
[Dr. Pius Mosima](#),
[Dr Ewa K. Strzelecka](#),
[Dr. Marina de Recht](#),
[Dr. Anna Bon](#),
[Wendelien Tuijp](#),
[Marise van Amersfoort](#)
[Dr. Iryna Frankova](#)

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Course description

As the world changes and becomes more interconnected, there is an increasing need for experts who know how to tackle global challenges. Globalisation has brought prosperity to countries in many parts of the world, but in recent years there has been increasing concern about the

negative aspects of globalization, and especially whether the world's poorest countries will share in its benefits. The traditional North-South divide in international development is losing relevance as global challenges such as resource scarcity, newly emerged inequalities, food security threats, global warming, migration issues, and armed conflicts now affect both developed and developing regions. Furthermore, globalisation has given rise to complex societal issues that require collaboration among diverse actors, leading to multi-stakeholder cooperation. However, this approach assumes that assembling the right stakeholders will automatically yield solutions, neglecting power imbalances and diverse interests that can lead to exclusion or domination of less powerful actors. Despite increasing collaboration, many development actors still view social change as a linear, controllable process. Organisations are now assessed based on their performance and value for money rather than good intentions. However, the intricate and unpredictable nature of development challenges calls for new and innovative ways to understand, manage, and evaluate development processes and outcomes.

The course intends to provide insights into the complexities of international development from various domains such as Education, Rule of Law, Human Rights and Peace Building, Digitisation. We will further zoom in on cross-cutting phenomenon like migration, conflicts, digitalization and newly emerging inequalities as key challenges that shapes current state and present the situation through local cases of e.g. Ethiopia, Rwanda, Ghana, Burkina Faso, Mali, Yemen, Ukraine etc.

The Centre for International Cooperation at VU Amsterdam emphasizes an integrated, interdisciplinary, and transdisciplinary approach to global challenges, collaborating closely with VU faculties and international partners since 1955. It draws on the expertise of various experts engaged in coordinating and executing capacity-building, education, research, and outreach programs with partners in Africa, Asia, and Latin America.

In this course we focus on the Global South, i.e. the economically disadvantaged regions, and how people can empower themselves to improve their well-being and tackle the inequalities and global challenges we are facing. From a global perspective we will discuss the UN's Sustainable Development Goals (2016-2030) including the position and role of the Global North.

Learning objectives

By the end of this course, students will be able to:

- understand the complexities and key trends and debates that have historically shaped the sector of international development cooperation;
- recognize and critically reflect upon the concept of development and debate their position in international and global development practices;
- are aware of the strength and weaknesses of the SDGs
- identify different forms of power and describe how power relates to inequality and shapes processes of exclusion and inclusion.
- understand the importance and can apply insights of local perspectives in thinking about international development

- understand how to select and critically review the literature, extract key messages of different learning material (lecturers, literature) and share their insights via a blog with their peers;

Assignments and Assessment

This course is designed so that each of the learning goals listed is achieved through active participation in the course activities, self-study and individual and group assessments. Meetings are planned on campus. In groups, students prepare and present a case study. Participants will do a debate during meetings. As final individual assignment students will write a blog on chosen topic.

Assignment	Grade	Weight	Deadlines
Blog assignment (individual)	1-10	30%	July 17, 2025
Debates	1-10	30%	July 16, 2025
Group assessment	1-10	40%	July 18, 2025
		Total: 100%	

1) Blog assignment: Each student should write a blog about 1 of the 13 topics/lectures. Blogs will be shared with all participants digitally before next day class. A table and schedule will be done randomly and provided on the first day:

How to write your Blog

Goal Blog:

- encourage students to discover an innovative, captivating, and concise way to convey the central concepts of the lecture to an external audience
- to invite them to critically reflect and contribute to debates.

Blogs will be briefly presented during the start of the class each day as a sort of recap. A brief introduction and background are given by the creators and there will be a brief moment for Q&A and feedback.

Blog requirements:

- It should serve as a platform for you to express creativity or provoke thoughts regarding the main message of the lecture. There's no strict requirement to write; you may choose any format you prefer. Feel free to create a cartoon, craft a photo story, record a spoken column, or produce a video if that suits your style!
- Your blog should establish a connection between the lecture's content and something beyond the program, such as ongoing debates, personal anecdotes, multimedia content, exhibitions, or parliamentary discussions.
- Whenever possible, include website links as references. Keep your content concise and engaging.
- The blog can be maximum one page, +/- 500 words.

- Additionally, ensure your blog includes an accompanying picture (at least 800x500 px) with a clear label for reuse and a relevant title.
- Submit your blog via email to Canvas before next day's lecture. The course coordinators will make the blog post visible for all participants.

2) Debate: Participants will do a debate during the second week. Each participant will be assigned a role. There will be an in-class individual assessment on the debate. Students will receive the criteria for this debate in advance.

3) Group assessment: Group assessments would be implemented both during contact hours in class and after class. Students take one of the topics of the course and prepare a presentation on listed variants. They will receive the assignment in advance as well as the assessment form for the presentation. Groups will need to submit a one or two-pager on their chosen topic and idea for a go-ahead. Students also need to reflect on the workload and designated tasks within their group as part of the final assessment. This final group presentation and discussion follows will take place during the last meetings and will serve as final assessment.

Working formats & structure

Attendance

Lectures will be made available on Canvas (under modules). The lecture sessions start with a review of previous lectures, feedback on assignments, and / or practical course matters, followed by the lecture(s) of the day, and closed off with a Q & A session. So, your active involvement is requested and we therefore count on your attendance. In case of missing two sessions (one meeting day) it is possible to do additional task for missed day. Contact coordinators via Canvas for details, but no later than July 17th, 2025.

Retake

If your final grade is less than 5.5, you can improve by submitting a (revision of) individual writing assignment by email to the coordinators by a specified date that could be set individually, but not later than the final meeting, e.g. July 18, 2025.

Plagiarism

We take academic honesty and ethical standards very seriously and plagiarism is treated as a serious offence. Plagiarism is defined as "presenting as one's own work submitted in another course (self-plagiarism) and/or the work of another without acknowledging its origins through full and accurate referencing". Any form of plagiarism is considered to be Academic Misconduct and is punishable at the VU Amsterdam (also see the Academic and Examination Regulations).

Some suggestions to avoid the accusation of plagiarism:

- Accurately relay information, but rephrase in your own words
- Always cite your source (both in text and bibliography)
- Put direct quotes in quotation marks and cite the page number (though try to use quotes as little as possible).

AI tools use during the course

We follow VU Amsterdam policy on [Generative AI, Copilot and ChatGPT](#) as well as other regulations on the use of AI in education.

Provisional reading list

- Abu-Assab, N., Azarmandi, M., & Shroff, S. (2022). Feminist peace interrupted. In S. Smith & K. Yoshida (Eds.), *Feminist conversations on peace* (pp. 17–33). Bristol University Press.
- Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American Anthropologist*, 104(3), 783–790. <https://www.jstor.org/stable/3567256>
- Angeles, L., & Gurstein, P. (2000). Planning for participatory capacity development: The challenges of participation and North-South partnership in capacity building projects. *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 21(sup1), 447–478.
- Banks, N., & Hulme, D. (2014). New development alternatives or business as usual with a new face? *Third World Quarterly*, 35(1), 181–195.
- Cohn, C. (2014). Why is it so hard to get women to the peace table? *Consortium on Gender, Security and Human Rights, University of Massachusetts Boston*. https://www.youtube.com/watch?v=kgGEIhNSHJQ&list=PL_CJpQsJUXKppq60sRAF3yyjd_d77vMp_E&index=6
- de Regt, M., & Mihret, F. B. (2020). Agency in constrained circumstances: Adolescent migrant sex workers in Addis Ababa, Ethiopia. *Journal of Eastern African Studies*. Advance online publication. <https://doi.org/10.1080/17531055.2020.1768467>
- Dula, E., Snelder, D. J., van Wesenbeeck, C. F. A., & de Cock Buning, T. (2020). Climate change, in-situ adaptation, and migration decisions of smallholder farmers in Central Ethiopia. *Migration and Development*. <https://doi.org/10.1080/21632324.2020.1827538>
- Easterly, W. (2015). The SDGs should stand for senseless, dreamy, garbled. *Foreign Policy*, (28), 1–5.
- Gebresenbet, F., & Tariku, Y. (2023). The Pretoria Agreement: Mere cessation of hostilities or heralding a new era in Ethiopia? *Review of African Political Economy*, 50(175), 96–106. <https://doi.org/10.1080/03056244.2023.2196714>
- Heinze, M.-C., & Strzelecka, E. (2022). The role of the diaspora in peacebuilding in Yemen. *CARPO Brief*, 22. https://carpo-bonn.org/wp-content/uploads/2022/12/carpo_brief_22_25-10-22_EN.pdf
- Jan, N. P. (2001). Development theory: Deconstructions/reconstructions. *Progress in Development Studies*, 1(3), 246–248.
- König, U., & Reimann, C. (2018). *Closing a gap in conflict transformation: Understanding collective and transgenerational trauma*. Semantic Scholar. <https://www.semanticscholar.org/paper/162176270>
- Nehrey, M., Kostenko, I., & Kravchenko, Y. (2023). Digital transformation in Ukraine during wartime: Challenges and prospects. In Z. Hu, Y. Wang, & M. He (Eds.), *Advances in*

intelligent systems, computer science and digital economics IV (Vol. 158, pp. 380–391). Springer. https://doi.org/10.1007/978-3-031-24475-9_33

- Otzelberger, A. (2018, January 24). Five questions you need to ask yourself if you (want to) work in international development. *The Good Jungle*. <https://medium.com/the-good-jungle/five-questions-you-need-to-ask-yourself-if-you-want-to-work-in-international-development-79b32b8c8f6d>
- Pavletić, I. (2009). The political economy of asset recovery processes. *International Centre for Asset Recovery*.
- Roape. (2023, June 15). A response to “The Pretoria Agreement: Mere cessation of hostilities or heralding a new era in Ethiopia?” *Review of African Political Economy*. <https://roape.net/2023/06/15/a-response-to-the-pretoria-agreement-mere-cessation-of-hostilities-or-heralding-a-new-era-in-ethiopia/>
- Schulpen, L., & Huyse, H. (2017). Citizen initiatives for global solidarity: The new face of European solidarity. *The Broker*.
- Seth, A. K. (2019, October). The neuroscience of reality: Reality is constructed by the brain and no two brains are alike. *Scientific American*. <https://www.scientificamerican.com/article/the-neuroscience-of-reality/>
- Van Raemdonck, A., & de Regt, M. (2020). Early marriage in perspective: Practicing an ethics of dialogue with Syrian refugees in Jordan. *Progress in Development Studies*, 20(4), 312–327. <https://doi.org/10.1177/1464993420977774>
- Webb, S., Holford, J., Hodge, S., Milana, M., & Waller, R. (2017). Lifelong learning for quality education: Exploring the neglected aspect of Sustainable Development Goal 4. *International Journal of Lifelong Education*, 36(5), 509–511.

Course Schedule

Date	Time slot	Subject	Teachers	Synopsis & Literature
07 July	10:00 - 12:00,	Introduction to the Course	Jorn Dormans and Dr. Oleksandr Khyzhniak	The first session of this exciting course we'll kick things off by getting to know your lecturers, who will guide you through this journey, and your fellow students, who will be your peers in discussion and collaboration. We'll also explore the course structure, giving you a clear roadmap of what to expect, and break down the assessments, so you know exactly how to succeed. This is your chance to ask questions, set expectations, and start building connections that will enrich your learning experience. <u>Readings (compulsory):</u> - Otzelberger, A. (2018, January 24). Five questions you need to ask yourself if you (want to) work in international development. Medium; The Good Jungle. https://medium.com/the-good-jungle/five-questions-you-need-to-ask-yourself-if-you-want-to-work-in-international-development-79b32b8c8f6d <u>Optional:</u> - Jan, N. P. (2001). Development Theory: Deconstructions/Reconstructions. Progress in Development Studies, 246-248.
	13:00 – 15:00	<i>International Development and Development Aid</i>	Jorn Dormans and Dr. Oleksandr Khyzhniak	We will discuss “Development aid” that has long been a cornerstone of international development, but does it truly foster progress, or does it create dependency? In this timely and relevant discussion, we will critically examine the impact, effectiveness, and challenges of development aid in shaping global economies. Does aid empower communities, or does it reinforce systemic inequalities? How can it be reformed to drive sustainable and equitable development? Join us as we explore these pressing questions and engage in a thought-provoking debate on the real role of aid in international development.

				<u>Readings (compulsory):</u> • Browne, Stephen, (2007) "The Rise and Fall of Development Aid," WIDER Working Papers 295468, United Nations University, World Institute for Development <u>Optional:</u> • Jan, N. P. (2001). Development Theory: Deconstructions/Reconstructions. Progress in Development Studies, 246-248.
08 July	09:45 - 12:00	<i>The Right to Development and Sustainable Development Goals</i>	Dr. Oleksandr Khyzhniak, Guest lecturer: Dr Prosper S. Maguchu	Long before the much-hyped Sustainable Development Goals (SDGs) took center stage, the Right to Development (R2D) has been a critical yet often overlooked concept in global discourse. In this session, we will unpack the relationship between R2D and the SDGs, exploring how development is not just a policy goal but a fundamental right. Through discussion and debate, we'll critically examine whether the SDGs truly fulfil the promise of development as a right or if they fall short. We will identify how colonial history continues to shape modern development cooperation, influencing policies, power dynamics, and aid structures. We will examine the lasting impacts of colonialism, how these structures persist today, and discuss practical steps toward creating a more inclusive, locally driven, and decolonized development sector. <u>Readings (compulsory):</u> • Ibhawoh, B. (2011). The Right to Development: The Politics and Polemics of Power and Resistance. Human Rights Quarterly, 33(1), 76–104. https://doi.org/10.1353/hrq.2011.0001 • Browne, Stephen, (2007) "The Rise and Fall of Development Aid," WIDER Working Papers 295468, United Nations University, World Institute for Development <u>Optional:</u>

				Selwyn, Benjamin (2023). De/Recolonising development: Fanon, Rostow, and the violence of social change. University of Sussex Journal Easterly, W. (2015). The SDGs should stand for senseless, dreamy, garbled. Foreign Policy, 28, 1-5.
	13:00 – 15:15	<i>International development: a Critical and Methodological Approach</i>	Dr. Oleksandr Khyzhniak, Guest lecturer: Dr Haile Gebreselassie	This guest lecturer will examine how globalization’s dual forces—the drive for modern economic integration (the “Lexus”) and the pull of traditional identities and social structures (the “Olive Tree”)—shape development paradigms and policy responses in different political contexts. By weaving together global theory and on-the-ground realities, his talk will model a critical methodological stance for students to interrogate prevailing frameworks, question power dynamics, and design more reflexive, contextually grounded development analyses. <u>Readings (compulsory):</u> Friedman, T. L. (1999). The Lexus and the olive tree: Understanding globalization. Farrar, Straus and Giroux
09 July	09:45 - 12:30	Epistemological Injustice in International Development	Dr. Oleksandr Khyzhniak, Guest lecturer: Dr Pius Mosima	This guest lecturer on epistemological injustice in international development refers to the unfair treatment of certain knowledge systems, voices, and perspectives, particularly those from the Global South. It highlights how Western ideas and expertise are valued more than local knowledge, traditions, and lived experiences. This can lead to development policies that ignore or misunderstand the real needs of communities, resulting in ineffective or even harmful solutions. <u>Readings (compulsory):</u>
10 July	09:45 - 12:00	<i>Development and Complexity</i>	Jorn Dormans Guest lecturer: Wendelien Tuijp	Development is not a straightforward process; it is shaped by a web of economic, social, political, and environmental factors that interact in unpredictable ways. This guest lecture explores how complex theory helps us understand development challenges, highlighting the need for adaptive policies, local solutions, and flexible strategies in an ever-changing global landscape. <u>Readings (compulsory):</u>

				- Boulton, J. (2021). Process complexity. <i>Complexity, Governance & Networks</i>, 7(1), 5–14. https://doi.org/10.20377/cgn-109 - Briggs, J., & Sharp, J. (2004). Indigenous knowledges and development: A postcolonial caution. <i>Third World Quarterly</i>, 25(4), 661–676. https://doi.org/10.1080/01436590410001678898
	13:00 – 15:15	<i>Conflict and Mediation: Practicing Context-Sensitive Approaches</i>	Jorn Dormans Guest lecturer: Marise van Amersfoort	This practical session introduces students to the fundamentals of mediation, with a focus on conflict dynamics in the Global South. Together, we'll explore how different contexts shape both conflict and its resolution. We'll also look at how our brains shape our experiences and perspectives—and how trauma can affect the way individuals and communities engage in conflict and reconciliation. Through interactive exercises and role play, students will gain hands-on experience with key mediation skills. <u>Optional Readings:</u> - König, U., & Reimann, C. (2018). <i>Closing a gap in conflict transformation: Understanding collective and transgenerational trauma</i>. Semantic Scholar. https://www.semanticscholar.org/paper/162176270 - Seth, A. K. (2019, October). The neuroscience of reality: Reality is constructed by the brain and no two brains are alike. <i>Scientific American</i>. https://www.scientificamerican.com/article/the-neuroscience-of-reality/
11 July	09:45 - 12:00	<i>The Development–Humanitarian–Peace Nexus in Practice: The Study of the Women, Peace and Security Agenda in Yemen</i>	Jorn Dormans Guest lecturer: Dr Ewa K. Strzelecka	This session explores how the development–humanitarian–peace nexus operates in contexts where developing countries are affected by conflict or transitioning into post-conflict recovery. Using Yemen as a case study, it focuses on the implementation of the Women, Peace and Security (WPS) agenda and the role of local women, civil society, and diaspora actors in navigating overlapping systems of aid, governance, and peacebuilding. Students will examine how international development frameworks, including the Sustainable Development Goals (SDGs),

				interact with local peace initiatives, and reflect on what inclusive and sustainable peace means in fragile settings. <u>Readings (compulsory):</u> - Cohn, C. (2014). <i>Why Is It So Hard to Get Women to the Peace Table?</i>, Consortium on Gender, Security and Human Rights, University of Massachusetts, Boston, https://www.youtube.com/watch?v=kgGEIhNSHJQ&list=PL_CJpQsJUXKppq60sRAF3yyjdd77vMp_E&index=6 <u>Optional:</u> - Abu-Assab, N., Azarmandi, M., & Shroff, S. (2022). <i>Feminist Peace Interrupted</i>. In Smith, S. & Yoshida, K. (Eds.), <i>Feminist Conversations on Peace</i>, Bristol University Press, pp. 17–33. - Heinze, M.-C. & Strzelecka, E. (2022). <i>The Role of the Diaspora in Peacebuilding in Yemen</i>. CARPO Brief 22. https://carpo-bonn.org/wp-content/uploads/2022/12/carpo_brief_22_25-10-22_EN.pdf
	13:00 – 15:15	<i>Women, Work, and Displacement: Rethinking Narratives in the Arab World and Horn of Africa</i>	Jorn Dormans Guest lecturer: Dr Marina de Recht	The goal of this session is to critically discuss and analyze dominant (media) discourses about women in the Global South, focusing specifically on the Arab World and the Horn of Africa. Drawing on insights from three research projects conducted in Yemen, Ethiopia, and Jordan, Marina de Regt will challenge prevailing narratives that portray women in Yemen as uniformly oppressed, adolescent migrant girls in Ethiopia as inherently exploited, and young Syrian refugee women in Jordan as invariably married against their will. Participants will explore nuanced realities around gender, migration, and development, especially in contexts of women's paid labour, migration, and displacement. Students will be invited to come up with their own ideas and experiences about “emancipatory projects” for women in the Global South, which we will then collectively discuss.

				<u>Readings (compulsory):</u> - Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. <i>American Anthropologist</i>, 104(3), 783–790. https://www.jstor.org/stable/3567256 <u>Optional:</u> - de Regt, M., & Mihret, F. B. (2020). Agency in constrained circumstances: Adolescent migrant sex workers in Addis Ababa, Ethiopia. <i>Journal of Eastern African Studies</i>. Advance online publication. https://doi.org/10.1080/17531055.2020.1768467 - Van Raemdonck, A., & de Regt, M. (2020). Early marriage in perspective: Practicing an ethics of dialogue with Syrian refugees in Jordan. <i>Progress in Development Studies</i>, 20(4), 312–327. https://doi.org/10.1177/1464993420977774
14 July	09:45 - 12:00	<i>Decolonizing Technologies for Society – Perspectives from the Global South</i>	Dr. Oleksandr Khyzhniak, Guest lecturer: Dr Anna Bon	This guest lecture explores how technology is shaped by historical power imbalances and the need for locally driven innovation. Dr. Bon will examine how the Global South can challenge Western-dominated tech narratives, promote inclusive digital development, and create technologies that truly serve local communities, cultures, and societal needs.
	13:00 – 15:15	Simulation Exercise & Reflection	Dr. Oleksandr Khyzhniak, Guest lecturer: Dr. Prosper S. Maguchu	Students will engage in a simulated Treaty Negotiation on the R2D, conducted under the auspices of the United Nations General Assembly (UNGA). In this interactive exercise, students will take on the roles of diplomats, negotiators, and stakeholders representing different countries, international organizations, and civil society groups. They will navigate the complex dynamics of international treaty-making, balancing national interests, human rights obligations, and global development goals. Through research, debate, and strategic negotiation, participants will gain practical insights

				into multilateral diplomacy, the challenges of reaching consensus on development policies, and the political realities shaping the discourse. <u>Readings (compulsory):</u> Handout See CANVAS “ Treaty Negotiation on the Right to Development”.
15 July	09:45 - 12:00	Assignment 02 - Debates	Jorn Dormans and Dr. Oleksandr Khyzhniak	Description in CANVAS
	13:00 – 15:15	SDG House	Jorn Dormans	Details will follow
16 July	09:45 - 12:00	1. Simulation Exercise & Reflection 2. Exercise on a new agenda for international Development for Ukraine (Higher Education domain)	Dr Oleksandr Khyzhniak	Students will engage in a simulated business game. The aim to showcase the competition between development aid initiatives and necessity of global coordination and cooperation between stakeholders.
17 July	09:45 - 11:00	Small-scale, voluntary development organisations - Private development initiatives.	Jorn Dormans	The session focuses on the rise of PDIs, their positioning in the field of international development cooperation and their functioning as development actors. <u>Readings (compulsory):</u> - Banks, N., & Hulme, D. (2014). New development alternatives or business as usual with a new face? <i>Third World Quarterly</i>, 35(1), 181–195. (Note: Volume/issue inferred; adjust if needed.) <u>Optional:</u> - Schulpen, L., & Huyse, H. (2017). Citizen initiatives for global solidarity: The new face of European solidarity. <i>The Broker</i>. (Publisher or journal name inferred; verify if needed.)

18 July				
	11:00-12.30	<i>Global Mental Health Programs</i>	Dr. Oleksandr Khyzhniak Guest lecturer: Dr Iryna Frankova	Dr. Iryna Frankova will present on Global Mental Health Programs, drawing from her work as a clinical psychologist at VU Amsterdam and as an assistant professor at a WHO Collaborating Center. She will explore the implementation of scalable face-to-face and digital interventions—such as WHO’s Problem Management Plus, Self-Help Plus, multi-family approaches, the digital “Doing What Matters in Times of Stress” guide, and a Telegram-based chatbot—for refugees and forcibly displaced Ukrainian populations in Europe. Her talk will showcase a robust, research-informed model for implementing and evaluating mental health support programs in humanitarian crises, with emphasis on sustainability, local partnerships, and digital innovation in global mental health <u>Readings:</u> Will be provided by the lecturer closer to the presentation
	13:30 – 15:15	<i>Individual consultations</i>	Jorn Dormans and Dr. Oleksandr Khyzhniak	Consultation session.
	09:45 - 12:00	<i>Assignment 03 group presentation with Q&A</i>	Jorn Dormans and Dr. Oleksandr Khyzhniak	Presentation and Q&A session
	13:00 – 15:00	<i>Closing the course</i>	Jorn Dormans and Dr. Oleksandr Khyzhniak	Conclusions, wrap up feedbacks, evaluation.

