Master’s in Global Challenges for Sustainability (3rd Edition)

INFORMATIVE SESSION
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>17:00 – 17:05</td>
<td>Welcome words and introduction to the agenda. Catherine Comiskey. CHARM-EU Master’s Academic Director. Trinity College Dublin</td>
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<tr>
<td>17:05 – 17:20</td>
<td>About the Master’s. Jake Byrne. CHARM-EU Assistant Professor. Trinity College Dublin. The learning experience &amp; Transversal skills</td>
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</tbody>
</table>
| 17:20 – 17:35 | CHARM-EU Related themes:  
- Water, Ádám Tóth. Eötvös Loránd University.  
- Food, Viktor Mihucz. Eötvös Loránd University.  
- Life and Health, Katalin Felvinczi. Eötvös Loránd University. |
| 17:35 – 17:40 | The Capstone. Marjanneke Vijge, CHARM-EU Module Coordinator. Utrecht University |
| 17:40 – 17:45 | Mobility. Lucy Erdel. CHARM-EU International Coordinator of the Mobility Work Package. Eötvös Loránd University |
| 17:45 – 17:50 | Inclusion. Ágnes Sarolta Fazekas. CHARM-EU Inclusivity leader Eötvös Loránd University |
| 17:50 – 17:55 | Student perspective  
Name TBC |
| 17:55 – 18:00 | Admission process. Meritxell Chaves, CHARM-EU Alliance Secretary General. University of Barcelona |
| 18:00 – 18:30 | Q&A |
1. The master’s programme

Jake Byrne. CHARM-EU Assistant Professor. Trinity College Dublin
**TITLE:** Master’s in Global Challenges for Sustainability

**STARTING DATE:** September 2023

**DURATION:** Full time / 18 months

**CREDITS:** 90 ECTS

**OFFICIAL LANGUAGE:** English

**APPLICATION DEADLINE:** 28th February 2023

**MODEL:** Blended and Hybrid

**WEBSITE:** [www.charm-eu.eu](http://www.charm-eu.eu)

"The CHARM-EU Master's in Global Challenges for Sustainability is an international, innovative, flexible, inclusive programme with a challenge-driven, research-based curriculum, enabling transdisciplinary approaches, addressing global societal challenges and skills shortages, and focusing on reconciling humanity with the planet."
About the master’s Graduate attributes

Upon successful completion of the Master’s programme students will be able to:

• Develop creative and critical thinking skills
• Research and evaluate complex societal challenges from different stakeholder and intercultural perspectives
• Assess and integrate different disciplinary and transdisciplinary knowledge and research methodologies
• Demonstrate expertise in the identification and application of the latest technological tools to source, analyse, handle, use and communicate complex bodies of data ethically.
• Acquire expertise and communicate effectively on very complex issues.
• Formulate an advanced understanding of transdisciplinarity and demonstrate expertise in the facilitative, communicative, reflexive and collaborative skills to support its practice.
• Acquire advanced transversal competencies in problem solving, entrepreneurialism, innovation, digital skills, and a life-long learning disposition.
About the master’s Student profile

The Master’s in Global Challenges for Sustainability is aimed at graduates of any discipline from diverse backgrounds who seek to acquire advanced knowledge of sustainability by addressing real and global societal challenges such as the Sustainable Development Goals (SDGs) and the European Green Deal.

Examples of potential student disciplinary backgrounds (but not limited to):

- Sustainability studies
- Engineering (mechanical, civil etc.)
- Social sciences
- Philosophy
- Design
- Journalism/Communications
- Natural Sciences
- Psychology
- Business Studies
- History
- Computer Science
- Health Science/Medicine/Pharmacology
About the master’s 
Career Opportunities

The Master’s programme strongly supports student employability, professional-specific competencies, and academic career progression. The master’s strengthens these aspects through identifying multiple career pathways, aligning learning outcomes to business and civil society stakeholder needs, and fostering of a broad industry-ready skillset.

Four potential postgraduate student pathways (i.e. fields of employment) have been identified:

- Sustainable policy and communication roles.
- Social innovation and action either within existing companies (intrapreneurship) or via generation of new enterprises (entrepreneurship).
- Managers with the ability to deal with complex issues from a sustainability perspective and to advise company senior management on sustainability matters.
- Progress further along the academic pathway.
About the master’s Career Pathways

The Master’s in Global Challenges for Sustainability prepares students for a range of professional areas through identifying multiple career pathways, aligning learning outcomes to industry, business and civil society needs, and fostering of a broad industry-ready skillset.

This programme is supported by external stakeholders and will enable students to connect with the business and society sector, to create a strong network and be prepared to work with companies and institutions within worldwide.

Some of these opportunities might be:

- Sustainability Specialist
- Communications Specialist
- Social Innovation Analyst
- Sustainable Entrepreneur
- Project Manager
- International Consultant
- Researcher
- Academic positions
About the master’s
Master’s structure

Phase 1: A Preparatory Phase with modules on Sustainability, Social Innovation and Transdisciplinary Research. (30 ECTS)

Phase 2: A Flexible Phase with transdisciplinary modules focusing on one of three sustainability themes: Water, Food or Life & Health. (30 ECTS)

Phase 3: A Capstone Phase focusing on a sustainability challenge in collaboration with extra academic actors (i.e. business, community and society) society. (30 ECTS)
2. Learning experience
• Pedagogical philosophy of this European University
• Educational Principles based on scientific knowledge
• Leading and support educational experience
• Have impact on Teaching and learning practice
What can students expect?

- Active and interactive teaching & learning
- Engagement with authentic problems
- Unique assessment approach (no teaching to the test!)
- Guidance and feedback on personal and professional growth
- Support from a mentor throughout the Master’s programme
- Intercultural interactions
- Self study and group work to gain content knowledge
Real life challenges!
Challenge-based learning

1. Global, real-world, authentic challenge
2. Variety of actors involved
3. A tangible output, such as a new process, idea or solution
4. Teachers, students and external stakeholders are partners
Potential themes for challenges

1. Obesity
2. Loneliness
3. Pandemics
4. Privacy and data ethics
5. Diabetes
6. Inclusive teaching
7. Poverty
8. Addictions (drugs, tobacco, screens)
9. Cancer
10. Climate change
11. Rise of the water levels
12. Housing shortage
13. Depression and burn-out
14. ...
Hybrid Learning

one of our five campuses and switch Meet peers on-campus and online, and engage in education at the same time.
Engagement with peers

- Collaborative and group work
- Students from different disciplines and backgrounds
- Online and hybrid collaborations
- Social intercultural activities
3. Preperatory Phase (1) - Transversal Skills
Transversal skills

- Sustainability
- Transdisciplinary Research
- Social Innovation

Phase 1
Sustainability
Intradisciplinary

Within one discipline

A single ingredient (aka, discipline) — no mixing

A load of ingredients on their own... (a pretty dull meal!)

Cross disciplinary

Viewing one discipline from the perspective of another

... a salad bowl — ingredients remain intact and distinguishable

Multidisciplinary

Several different disciplines, each providing different perspectives...

... a stew! Ingredients mush into each other and are only partially distinguishable

Interdisciplinary

Integration of disciplinary contributions is required...

... a stew!

Transdisciplinary

A unity of intellectual frameworks beyond disciplinary boundaries

... a CAKE!

The ingredients are no longer distinguishable and the final “product” is of a different kind
Social Innovation

What is Social Innovation? 

Social Problems → Generate Novel Ideas → Transformation

- Social Problems: 
  - Unemployment 
  - Homelessness 
  - Integration of People with Disabilities 
  - Disconnection of People

- Generate Novel Ideas: 
  - Think out of the box 
  - New Mixtures of People, lead to New Ideas 
  - New Combinations

- Transformation: 
  - According to LUSE (www.luse.se)
  - Impact 
  - Scale 
  - Durability

- Social Solutions: 
  - Change Minds to Change World 
  - People Centred 
  - New Human Networks

- Sustainable Business 
  - Innovative Products/Services 
  - Problems Solved
4. Themes in phase 2: Water, Food, Life & Health
Water Theme

Core teachers:

Valérie Borrell (UM), José F. Garcia (UB), Madhu Krishna Murali (TCD), Patrice Ndiaye (UM), Mònica Serrano (UB), Ádám Tóth (ELTE), Annisa Triyanti (UU) András Vadas (ELTE), Sanne van Vugt (UU)
Module 1: Extremes in the Water Cycle and Their Complex Consequences

Module 2: Adaptation Measures and Strategies in Water Management

Module 3: Resilient Cities: Water in Urban Environments

Challenge area: climate & global change

Challenge area: water security

Challenge area: urbanisation
Challenge-driven

Water4Future

stakeholders

innovation

teamwork

coaches and experts

intercultural
Accessible

any background

gender perspective

inclusive

Global South case studies

transnational

intercultural
sustainable use

design and feasibility

finding solutions

comparison of various regions

water resilience

publication possibility in a Springer Journal
real-life experience

research questions

field visits and schools

community building

stakeholders

exploration

SDGs
Food Theme

Viktor G. Mihucz (ELTE), Module 1 coordinator & Theme facilitator
Karen Lambert & Hélène Charreire, Module 2 coordinators (UM)
Enric Tello Aragay (UB) & Ana Moragues Faus (UB), Module 3 coordinators
How can nutritious and healthy food be accessible to everybody on the planet in a sustainable manner?

Module 1: The food-health-environment nexus

Module 2: Sustainable food systems

Module 3: Food System transformation

Reading week: 9th week
Easter Holiday: 8th week
Weeks 14th & 15th: joint Blended Intensive Program for all three tracks

Module 1: Weeks 1-5
Module 2: Weeks 6-12
Module 3: Weeks 13-19

DIAGNOSIS ASSESSMENT TRANSFORMATIONS

FOOD Theme will run under a transversal challenge within the three modules tackling subsequently: 1) identification/diagnosis (Module 1), 2) evaluation/assessment (Module 2), and transformation/intervention (Module 3) of food system.
THE 5 MACROCHALLENGES OF THE FOOD THEME

1. Consumption of products of animal origin and sustainable development (including animal welfare, environmental, health issues)

2. Ultra-processed foods, industrialization of food and sustainable development

3. Local and short supply chains and sustainable development

4. Deforestation, food systems and environmental issues (including biodiversity loss, climate change)

5. Food-related health problems (e.g., malnutrition, obesity)

STUDENTS BUILD INTERUNIVERSITY TEAMS AND DEFINE THEIR OWN CHALLENGES
### CHALLENGES PROPOSED BY STUDENTS IN 2021/2022

<table>
<thead>
<tr>
<th>Macro-challenges</th>
<th>ACRONYM: Challenge groups</th>
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<tbody>
<tr>
<td><strong>1. Consumption of products of animal origin and sustainable development (including animal welfare, environmental, health issues, etc.)</strong></td>
<td>WESTFOODIES: How do we reconcile western &quot;culture&quot; - in food consumption, especially consumption of red and processed meats - with sustainable food production practices? SEAF: Sustainable European Aquaculture and Fishing</td>
</tr>
<tr>
<td><strong>2. Local and short supply chains and sustainable development</strong></td>
<td>ReFARM: The role of agroforestry in increasing soil health/the challenge of implementation</td>
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<tr>
<td><strong>3. Deforestation, food systems and environmental issues (including loss of biodiversity, climate change)</strong></td>
<td>PROCIRCULAR: How can we make nature thrive through a circular agricultural production?- Case study: an investigation on palm oil production GRAFS: Great Green Wall: Green Restoration of African Food Sovereignty</td>
</tr>
<tr>
<td><strong>4. Food-related health problems (e.g., malnutrition, obesity).</strong></td>
<td>E.A.T.- European Algae Transition: Food resources/innovation (algae &amp; seaweed as potential alternative) FEAST: How can we increase the accessibility of a healthy and sustainable diet to the general population?</td>
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# Organization of Food Modules – Food Module 1: Diagnosis

<table>
<thead>
<tr>
<th>Week</th>
<th>Module 1 - Thematic weeks</th>
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</table>
| W1   | Initial perception of students on food systems  
Contextualization: global, continental and regional scale challenges for a sustainable food production  
Be inspired: Creation of interuniversity groups of 4-5 students having different scientific background (team building) & start defining challenges |
| W2   | Refine your challenge ONLINE in dedicated Teams channels & Final pitch of the student challenge proposed in the Hybrid classroom (HC) |
| W3   | Food – Environment Nexus (aka One health appreciation of food) |
| W4   | Food – Health Nexus (aka Healthy and sustainable food choices) |
| W5   | Cultural factors in sustainable diet |

Supporting Tools: lectures + tutorials + panel discussions
<table>
<thead>
<tr>
<th>Week</th>
<th>Thematic week</th>
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<tbody>
<tr>
<td>W6</td>
<td>Why is evaluation a mandatory aspect of the student challenge?</td>
</tr>
<tr>
<td>W7</td>
<td>Transformation of research questions of the student challenges into protocols:</td>
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<tr>
<td></td>
<td>Building of a data protocol from research questions.</td>
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<tr>
<td></td>
<td>+ Supporting tool: Definition of a joint local case study</td>
</tr>
<tr>
<td>W9</td>
<td>Reading week: study of scientific articles to understand food environments &amp; the framework of data collection</td>
</tr>
<tr>
<td>W10</td>
<td>Out-of-the-building activity conducted at each location on testing the proposed data collection protocol for the defined joint local case study (e.g., through audits of food stores and restaurants). Collected data shared with the local referent/teacher.</td>
</tr>
<tr>
<td>W11</td>
<td>Analysis of the collected information</td>
</tr>
<tr>
<td>W12</td>
<td>Discussion and presentation of the own results</td>
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After the *diagnosis* and *assessment*, module 3 is focused on *solutions*.

With a triple entryway:

1. **agroecology transitions** (from the **producer** side),
2. **food system change** (integrated approaches),
3. **agency** (multi-actor approach to food **governance & justice**)

...to address **three basic research questions**:

1. **What to do?** Which AGFS transformations?
2. **Who does it?** Who is involved and with which roles?
3. **How to do it?** What does a fair transition mean?
## Organization of Food Modules — Food Module 3 Field Trips in 2022/2023

**Overall aim:** Demonstrating the need of a multi-actor approach to agri-food system governance for transformation

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Demonstration</th>
<th>ELTE</th>
<th>TCD</th>
<th>UM</th>
<th>UU</th>
</tr>
</thead>
<tbody>
<tr>
<td>W14</td>
<td>Agri-food governance &amp; public sector</td>
<td>Exploring case studies of bottom-up initiatives.</td>
<td>MagosVölgy Ecological Farm – a startup agroecology initiative posted as example by FAO</td>
<td>Greenview Community Garden Dublin &amp; TCD Urban Garden</td>
<td>La Cagette Cooperative Supermarket</td>
<td>Visits to a community supported agriculture project, an urban farm and community urban gardens (Tuin Kansrijk, Stadsboerderij Griffsteede, Voortuin, Riddertuin)</td>
</tr>
<tr>
<td>W15</td>
<td>Agri-food governance &amp; civil society</td>
<td>Exploring case studies on food waste and links between different actors.</td>
<td>Communal waste dump in Pusztazámor</td>
<td>FoodCloud (NGO) - Rescuing good food to help people and planet</td>
<td>National and territorial FOOD programme and citizen compost network</td>
<td>Worm composting workshop at the StadsWormerij, a social enterprise/cooperative</td>
</tr>
<tr>
<td>W16</td>
<td>Agri-food governance &amp; private sector</td>
<td>Exploring food environments from a lived experience.</td>
<td>Self-organized by the students using methods to explore lived experience of food environments and linking how food governance shapes those experiences.</td>
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[https://www.peek.app/how-it-works/](https://www.peek.app/how-it-works/)
Thank you for your attention!
Life & Health Theme

Module coordinators:
Healthy Lives and Well-being – Avelina Tortosa (University of Barcelona), Katalin Felvinczi (Eötvös Loránd University)
Health Challenges and Solutions – Niels Bovenschen (University of Utrecht) Krisztián Kasos (Eötvös Loránd University)
Health Systems and Policies – Zsófia Kollányi & Éva Orosz (Eötvös Loránd University)
The determinants of health in the 21st century

**Volcanic Activity**
Earthquakes, tsunamies

**Asteroid Impact**
Geomagnetic storm

**Planetary Health (Natural)**
Biosphere

**Planetary Health (Anthropogenic)**

Global warming
Deforestation
Toxic waste
Loss of biodiversity
Soil & water depletion

**Micro-organisms**
(Remerging AMR)

**Health**
- Peace and security
- Clean air and water
- Safe, nutritious food
- Housing
- Education
- Employment & working conditions
- Health care
- Social networks/trust
- Digital access
- Safe environments
- Access to justice

**Illness**
- Conflict & terrorism
- Pollution
- Food security
- Lack of shelter
- Informal, irregular, unsafe employment
- Hostile artificial intelligence
- Disinformation
- Crime & corruption
- Racism & xenophobia

Source: (McKee, 2021)

The conceptual framework of the THEME in a nutshell
Module 1: RESEARCH
- Real Life Health Challenges and Solutions
- Research Orientation at Different Venues
Main Expected Outcome: Research Plan

Module 2: POLICY
- Health Systems and Policies
- How to Use a Wholistic Health Concept in Improving the Resilience and Feasibility of a Health System Which is Based on a Carefully Designed Health Policy
Main Expected Output: Policy Paper Developed by the Teams

Module 3: INTERVENTION
- Health and Well-Being
- Social Determinants of Health
- Health Issues in Different Social, Ethnic, Religious Groups, Gender Perspective
- Behaviour Change Models
- Sustainability of Behaviour Change
Main Expected Output: Intervention Plan

One Theme – Three Modules – Similar Methods – Different Outputs
The Three Modules Will Be Implemented in a Successive but Manner
CHARM-EU

Sustainability

Trans-disciplinarity

Solving challenges

Collaboration

Communication

Scholarship

Professional and personal development

Digital skills

CHARM-EU PLO Domains

Co-funded by the Erasmus+ Programme of the European Union
**Phase 2: Flexible Theme: Life & Health**

**Module 1: Health Challenges & Solutions**

- **Overarching thematic focus**
  - 1st edition: how the world can tackle pandemics
  - 2nd edition: mental health and well-being
  - 3rd edition: ??????

- 3 interdisciplinary Research HUBs with different specialties, tackling together one grand health challenge
- 4 – 5 students per HUB, doing research (physically) with short lines to experts and stakeholders
- Transdisciplinary collaboration between HUBs (hybrid) through weekly work meetings, workshops, lectures, presentations and report

**Stakeholders**
- Researchers
- Medical experts
- Stakeholders

**Weeks**
- Week 1
- Week 2-5
- Week 6

**Phases**
- Framing hypothesis
- Research phase
- Collaboration between HUBs
- Symposium/report

**Research Modules**
- **Population health and behavior**
- **Stress management**
- **Medicine and global health**

**HUBs**
- Dublin HUB
- Budapest HUB
- Montpellier HUB
- Barcelona HUB
- Utrecht HUB
- Dublin HUB

**Topics**
- Stress management
- Population health and behavior
- Medicine and global health
WHAT and HOW to put on policy agenda if we want to improve population health?

Content

- Societal challenge project: Write a policy paper!
  - Broader topics offered (e.g., Healthy ageing, strengthen public health to be able to respond to the needs of marginalized groups)
  - Student groups identify a concrete challenge in one of these topics
- Lectures and workshops provide knowledge and skills needed for the project work (with more focus on activities: Health systems, health policies, how to write a policy paper; Social determinants of health; OneHealth approach; Policies and actions for SDG3; Health in All Policies approach; Health care performance assessment and management; Health policy responses to crisis.)

Phase 2: Flexible

Theme: Life & Health

Module 2: HEALTH SYSTEMS AND POLICIES
Health is a complex phenomena, demanding intersectoral cooperation
  • Health is far more than physical health of people
  • To achieve better population health, active cooperation of many (if not all) policy areas is needed

Why policy/system thinking is necessary?
  • Professionals often doubt if policy issues are important, however, without an appropriate (evidence based or informed) policy even high-quality interventions cannot realise their impact
  • Policy is the system which ensures that our well-developed interventions, our scientific knowledge will contribute to public good
  • Policy will ensure that science + professionalism will infiltrate into practice

Phase 2: Flexible
Theme: Life & Health
Module 2: HEALTH SYSTEMS AND POLICIES
The core messages of the module is

• Life styles are crucial in having a happy, healthy and resilient life
• Behaviour and behaviour change is a tool in this process
• Life style is everything: poverty, richness, work-life balance, social relationship issues, ethnicity, education, consumption habits, eating, physical activity, mental well-being – so health is related to our everyday life

By the end of this module,

• students will acquire knowledge of the concepts of healthy lives and wellbeing: healthy lifestyles, health promotion, disease prevention, and risk factors and to explain the value of inter-/transdisciplinary perspectives to these concepts.
• In addition, students will deepen their understanding on healthy lives and wellbeing as a social phenomenon.
• They will develop skills
  • in intervention planning
  • In finding the selling points of high-quality evidence based/informed interventions
Module 3
Main themes of the learning process

- Getting to know each other
- History: health over time. Determinants of health
- Lifestyles - risk and protective factors - identification of the challenge (problem)
- State of the art - moving into the direction of complex interventions

- Be the broker of quality solutions
- Bridging the gap between theory and practice
- Quality interventions:
  - The challenge of evaluation
  - Behaviour modification

Phase 2: Flexible
Theme: Life & Health
Module 3: HEALTHY LIVES AND WELL-BEING
5. Capstone phase

Marjanneke Vijge (Utrecht University)
Capstone Module Coordinator
MASTERS IN GLOBAL CHALLENGES FOR SUSTAINABILITY

Phase 1: Preparatory
COMPULSORY
10 ECTS MODULE
- social innovation
10 ECTS MODULE
- sustainability
10 ECTS MODULE
- transdisciplinary research

Phase 2: Flexible
STUDENTS CHOOSE ONE THEME
Theme 1: Life & Health
10 ECTS MODULE
10 ECTS MODULE
Knowledge Creating Team 1

Theme 2: Water
10 ECTS MODULE
10 ECTS MODULE
Knowledge Creating Team 2

Theme 3: Food
10 ECTS MODULE
10 ECTS MODULE
Knowledge Creating Team 3

Phase 3: Capstone
COMPULSORY
30 ECTS MODULE
- extra-academic actors
- authentic, situated learning
- challenge-driven
Capstone: challenge-based thesis project

- 30 EC, 6 months, 4-6 students in teams
- Students and (extra-)academic actors collaborate on real-life sustainability challenges
- Co-define, analyse, evaluate and address challenges
- Inter- and transdisciplinary
- Learning by doing & skill development workshops
- Capstone products useful for extra-academic actors
- Student-centred
- Synthesise prior learning, refine professional skills, build networks, prepare for future career
Capstone challenges & teams

1st edition: 13 teams & challenges, 65 Master’s students, 5 universities, field work in 7 countries

More here: Capstone Challenges 2022-2023 | CHARM-EU
6. Mobility

Lucy Erdei
CHARM-EU International Coordinator of the Mobility Work Package & Assistant lecturer
Eötvös Loránd University
CHARM-EU students will form one international university community in 5 university cities across 5 countries.

Pre-defined mobility options are integrated into the curriculum to help achieving the learning outcomes, from which you can make your own choices to create your unique learning path. Thus, all mobilities will be part of the classroom activities.

In the master’s programme, participation at phase mobility during Phase 2 is obligatory. It means that students will move to a different university from their Phase 1 location in Phase 2, following the field of their choice. In addition, they can also change to another institution in Phase 3 depending on the challenge of your choice.

Furthermore, there are embedded blended mobility programmes during Phase 2, as well as an opportunity to take part in traineeship mobility after graduation.
After graduation

Phase 1

Phase 2

Phase 3

Virtual exchange with I2-I5 (no mobility grant), embedded

Phase mobility to I2 (Erasmus+ grant), embedded

Blended mobility with short-term physical stay at I1, I3, I4 or I5 (Erasmus+ grant), embedded

Phase mobility through staying at I2 (Erasmus+ grant)

Phase mobility through relocating to I3, I4 or I5 (Erasmus+ grant)

Returning to I1 (no Erasmus+ grant)

Individual blended mobility with short-term physical stay (Erasmus+ grant), exceptionally for hybrid teams

Traineeship at one of the extra-academic actors (Erasmus+ grant), limited availability

Mobility scheme
7. Inclusion
Agnes Sarolta Fazekas

Assistant professor,
ELTE Eötvös Loránd University,
Bárczi Gusztáv Faculty of Special Needs Education,
Institute for Disability and Social Participation

Leader of WP6 - Inclusiveness
One of CHARM-EU’s core values is inclusiveness. We strongly believe in the power of diversity to enrich the learning experience as well as academic debate, and knowledge creation and production. We see it as our social responsibility to foster an open, welcoming, and safe environment grounded in inclusivity, compassion and mutual respect, where individuals from all backgrounds, lived experiences, circumstances and access needs can collaboratively learn, work and serve. We are committed to creating excellence in teaching and learning by providing the appropriate structures and services that remove barriers to success and support student and staff access and participation needs.
CHARM-EU represents an innovative model of 21st century higher education where accessibility and inclusion are interwoven into its DNA.

How can we design our structures, teaching and learning environments that are inclusive for students and staff from all walks of life?

Inclusion by design: meaning that inclusiveness is strategically mainstreamed into the culture, design, delivery and monitoring of all areas, fields of the Alliance. Inclusion and a sense of belonging are achieved by continuous co-creating and collaborating with various stakeholders, all students.

Having Inclusiveness expertise within our community keeps everyone on track to conduct our activities inclusively. Inclusion in actions means that Everyone contributes and implements their duties with inclusivity support, knowledge, and practical tools.

During the Master's Programme, CHARM-EU WP6 Inclusiveness Team acts as an interim CHARM-EU Diversity Equality and Inclusion Office and remains an expert group that continuously advises, supports and collaborates with relevant organisational units, various student services, and modules to safeguard that everyone is committed to creating an inclusive CHARM-EU experience.
Supporting You

Please feel free to share any questions, comments with CHARM-EU WP6 Inclusiveness Team.

We would be delighted to hear from you to improve the CHARM-EU experience regarding inclusion and accessibility. You are welcome to contact us at charmeuwp6@elte.hu.

If there are any technical issues with the charmeuwp6@elte.hu email address, do not hesitate to contact Inclusiveness Team Leader, Agnes Sarolta Fazekas at fazekas.agnes.sarolta@barczi.elte.hu.

8. Student’s perspective
Unique Academic Education for your Curriculum
Most Relevant 21st Century Topics
New International Mobility Programme
Innovation in all Fields
New Evaluation System
Theory and Practice Fusion
Co-created with Students for Students

Reconciling Humanity with the Planet by creating the university of the future
Testimonials

Lotte de Vries. CHARM-EU Student (TCD)

The reason I love CHARM-EU is because of its transdisciplinarity. Both teachers and students have a lot of different backgrounds and expertise and that makes it very nice.

Marcin Chojnacki. CHARM-EU Student (TCD)

The reason I like CHARM-EU is the international aspect, in being able to converse with students and teachers from all over the world.

Alba Redón Lago. CHARM-EU Student (UB)

I believe this master’s degree has a very innovative programme because brings together people from different disciplines to work together to solve different problems related to sustainability. Also, I would encourage new students to come with an open mind, as you will not only have the chance to grow professionally, but also at a personal level, expanding your knowledge.

Shrijeeta Purkait. CHARM-EU Student (UB)

I joined the course last year and it has been an amazing experience since then. It gives you a lot of opportunities to work with different people from different backgrounds. Apart from the lectures you get to work on different kind of activities which enrich you with different types of skills. If you want to join this course, come on board. It will give you wide opportunities both in the academic field as well as extracurricular activities.
9. Admissions

Merixtell Chaves, CHARM-EU Alliance Manager
Admissions: Process, Eligibility & Applicant Scoring

✓ Applications
  o Process is outlined in detail at following link: [https://www.charm-eu.eu/masters/globalchallenges/admissions](https://www.charm-eu.eu/masters/globalchallenges/admissions)
  o Deadline for the 1\textsuperscript{st} round of applications: 28\textsuperscript{th} February 2023 at 23:59 CEST

✓ Access Requirements
  o Bachelor or equivalent (Degree must be completed by August 2023)
  o Students with a French Licence will need an additional 30 ECTS for admission
  o C1 English level or equivalent. (Please consult 'Admissions Rules and Regulations' for equivalence)
  o B2 accepted for admission but C1 needs to be provided before registration

✓ Selection Criteria (Admissions over 60 points) (Check section 'Documents to be submitted')
  o Grade Mark (10 points)
  o General Academic Competencies (40 points): Critical thinking, analytical writing, verbal reasoning, visual presentation, etc.
  o Personal Competencies (40 points): intercultural, oral communication, civic engagement, commitment to programme entry
  o Inclusion (10 points)
Ranking Your Phase 1 University

- Applicants will be asked to rank each university in order of preference in relation to where they want to start the course. Under 80 admitted candidates, only three campuses will deliver Phase I: UB, TCD and UU.
- Students are assigned their first choice whenever possible (application score, nationality, academic background and maintaining balanced number of students in each university are some of the factors taken into consideration).

✓ Tuition Fees
- Fees cover the full 18-month 90 ECTS programme and can be paid in two instalments
- Fees are €3000 for EU Students and €19000 for Non-EU Students

✓ Available Grants
- Extensive list of EU and National Grants provided on the website
- Students can also apply for a CHARM-EU grant but will only be available to maximum of 5% of programme intake

✓ Queries & FAQ
- All queries in relation to admissions to be sent to the shared JVAO email address: charm-jvao@uu.nl
- Applications FAQ to be made available on website after this session.
MOLTES GRÀCIES
MUCHAS GRACIAS
FÒRÇA GRÀCIAS
MANY THANKS
GO RAIBH MAITH AGAT
HEEL ERG BEDANKT
MERCİ BEAUCOUP
NAGYON KÖSZÖNÖM
DANKE SCHÖN!

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