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Master's in Global Challenges for Sustainability (2nd Edition)

INFORMATIVE SESSION

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MASTER'S IN:

**GLOBAL
CHALLENGES FOR
SUSTAINABILITY**

**REAL IMPACTFUL
KNOWLEDGE** 09.2022

2ND
EDITION

APPLICATION
DEADLINE:
UNTIL 8.03

@charm.eu @charm_eu charm-eu.eu



UNIVERSITAT DE
BARCELONA



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Utrecht University



EÖTVÖS LORÁND
UNIVERSITY BUDAPEST



UNIVERSITÉ
DE MONTPELLIER



AGENDA



18:00 – 18:05	Welcome words and introduction to the agenda. Catherine Comiskey. CHARM-EU Master's Academic Director. Trinity College Dublin
18:05 – 18:20	About the Master's. Jake Byrne. CHARM-EU Assistant Professor. Trinity College Dublin. The learning experience & Transversal skills
18:20 – 18:35	CHARM-EU Related themes: <ul style="list-style-type: none">• Water, Ádám Tóth. Eötvös Loránd University.• Food, Viktor Mihucz. Eötvös Loránd University.• Life and Health, Katalin Felvinczi. Eötvös Loránd University.
18:35 – 18:40	The Capstone. Carole-Anne Sénit, CHARM-EU Module Coordinator. Utrecht University
18:40 – 18:45	Mobility. Lucy Erdei. CHARM-EU International Coordinator of the Mobility Work Package. Eötvös Loránd University
18:45 – 18:50	Inclusion. Ágnes Sarolta Fazekas. CHARM-EU WP6 Inclusiveness Leader Eötvös Loránd University
18:50 – 18:55	Student perspective Name TBC
18:55 – 19:00	Admission process. Meritxell Chaves, CHARM-EU Alliance Manager. University of Barcelona
19:00 – 19:30	Q&A

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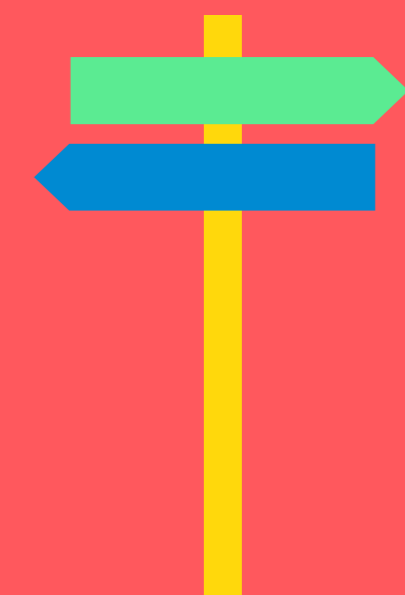
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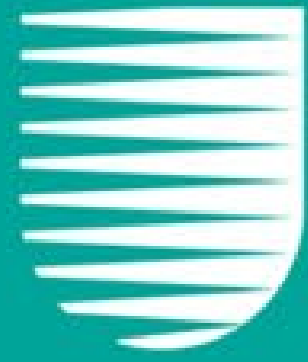
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1. The master's programme

Jake Byrne. CHARM-EU Assistant Professor. Trinity College Dublin





Practical information

TITLE: Master's in Global Challenges for Sustainability

STARTING DATE: September 2022

DURATION: Full time /18 months

CREDITS: 90 ECTS

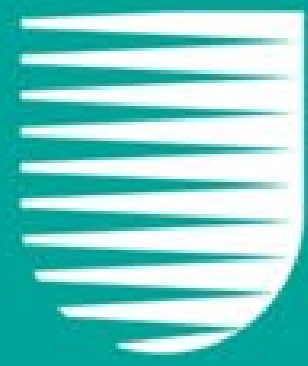
OFFICIAL LANGUAGE: English

APPLICATION DEADLINE : 8th May 2022

MODEL: Blended and Hybrid

WEBSITE: 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.

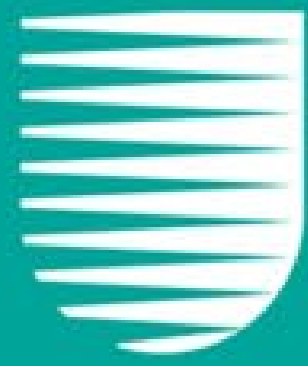


About the master's Graduate attributes



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.

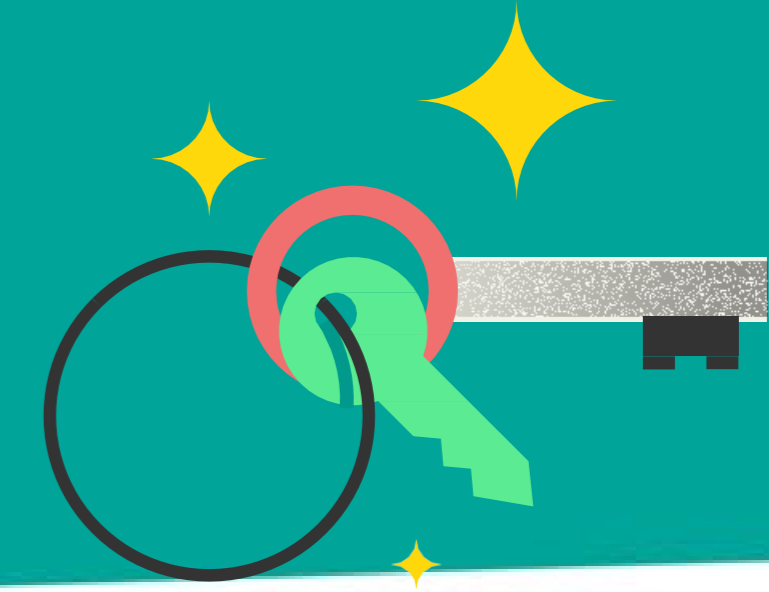
Examples of potential student disciplinary backgrounds (but not limited to):

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





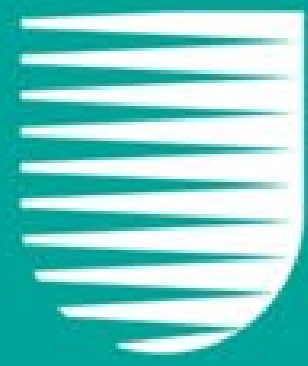
About the master's Career Opportunities



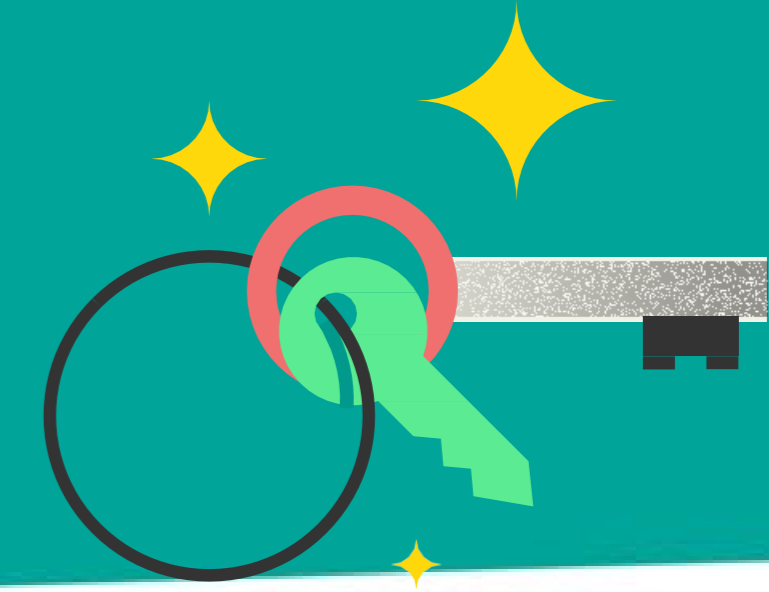
The Master's programme strongly supports student employability, professional-specific competencies, and academic career progression. The master's strengthens these aspects through identifying multiple career pathways, aligning learning outcomes to business and civil society stakeholder needs, and fostering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

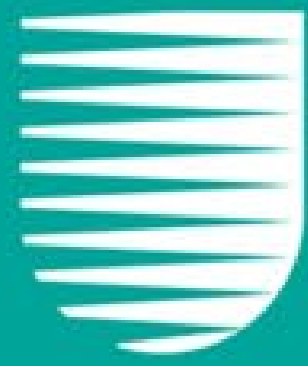


The Master's in Global Challenges for Sustainability prepares students for a range of professional areas through identifying multiple career pathways, aligning learning outcomes to industry, business and civil society needs, and fostering of a broad industry-ready skillset.

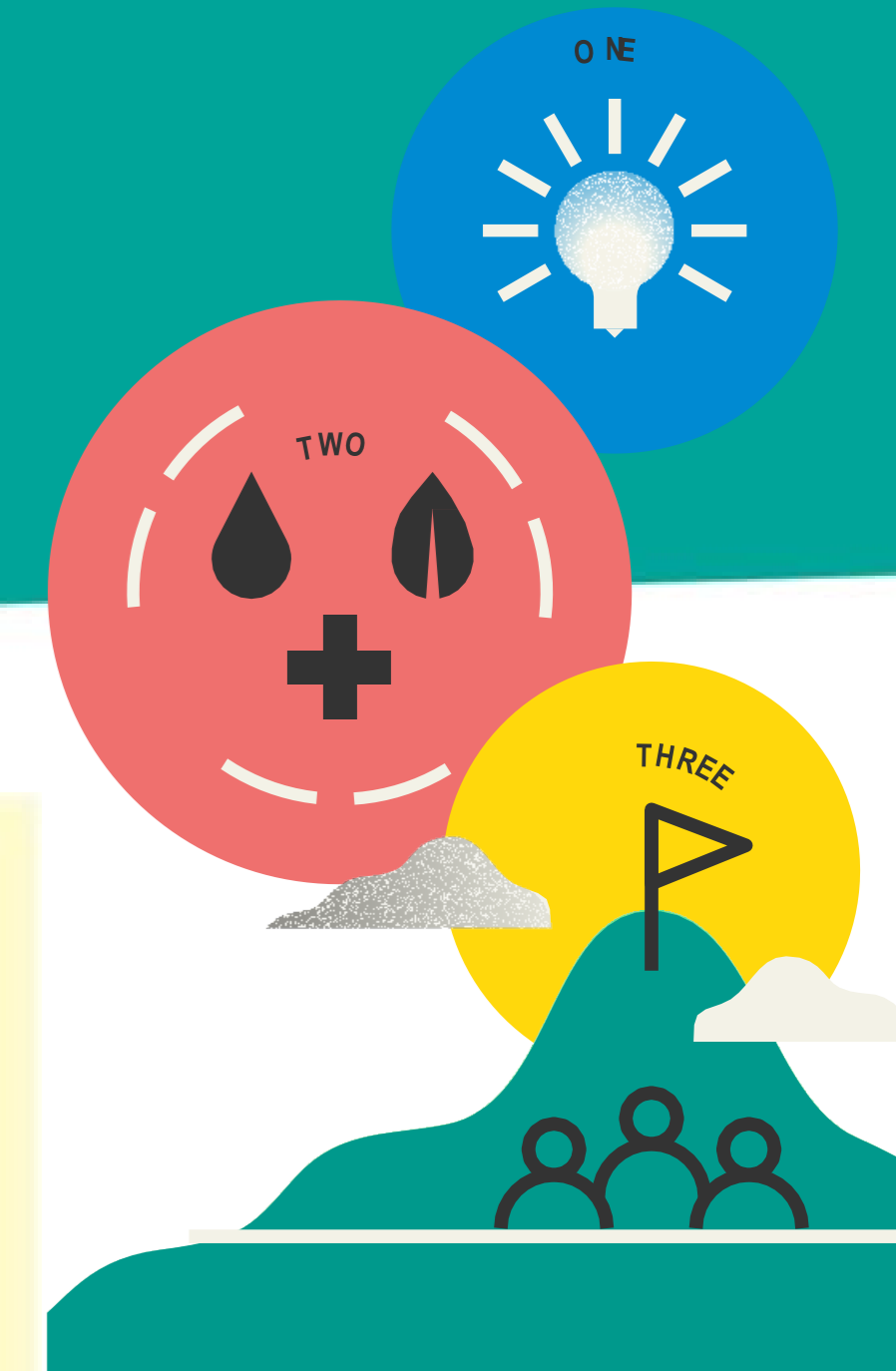
This programme is supported by external stakeholders and will enable students to connect with the business and society sector, to create a strong network and be prepared to work with companies and institutions within worldwide.

Some of these opportunities might be:

- Sustainability Specialist
- Project Manager
- Communications Specialist
- International Consultant
- Social Innovation Analyst
- Researcher
- Sustainable Entrepreneur
- 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)

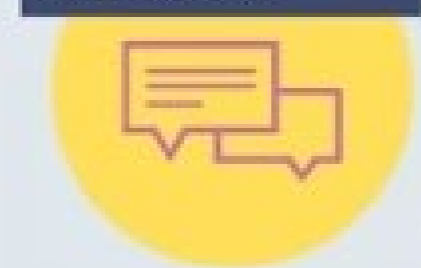
Phase 3: A Capstone Phase focusing on a sustainability challenge in collaboration with extra academic actors (i.e. business, community and society) society. (30 ECTS)

Phase 1: Preparatory

COMPULSORY

10 ECTS MODULE

social innovation



Phase 1 Content
Creating Team



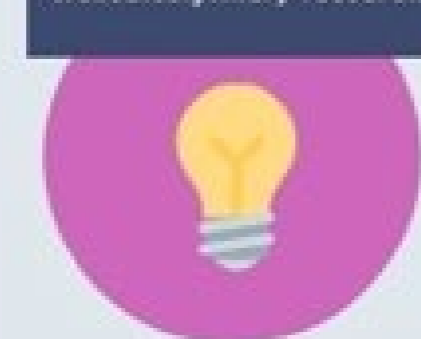
10 ECTS MODULE

sustainability



10 ECTS MODULE

transdisciplinary research



Phase 2: Flexible

STUDENTS CHOOSE ONE THEME

Theme 1: Life & Health

10 ECTS
MODULE

10 ECTS
MODULE

10 ECTS
MODULE

Knowledge
Creating Team 1



Theme 2: Water

10 ECTS
MODULE

10 ECTS
MODULE

10 ECTS
MODULE

Knowledge
Creating Team 2



Theme 3: Food

10 ECTS
MODULE

10 ECTS
MODULE

10 ECTS
MODULE

Knowledge
Creating Team 3



Phase 3: Capstone

COMPULSORY

30 ECTS MODULE

extra-academic actors



authentic, situated
learning



Knowledge
Creating Teams



challenge-driven



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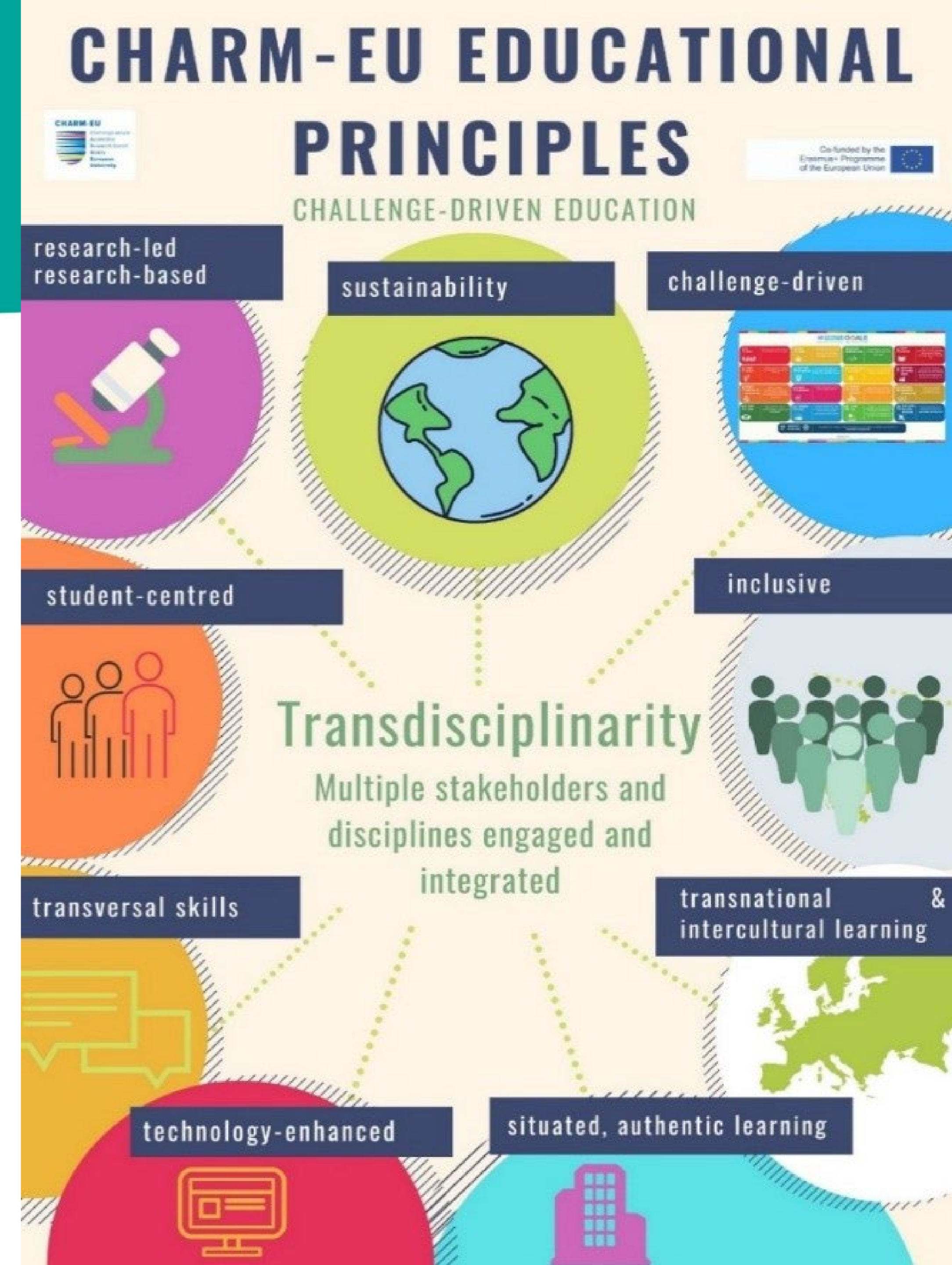
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2. Learning experience



- 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....



Some examples of teaching innovations



Sustainability game
Technology Enhanced Learning



Learning from
top experts in
the field





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



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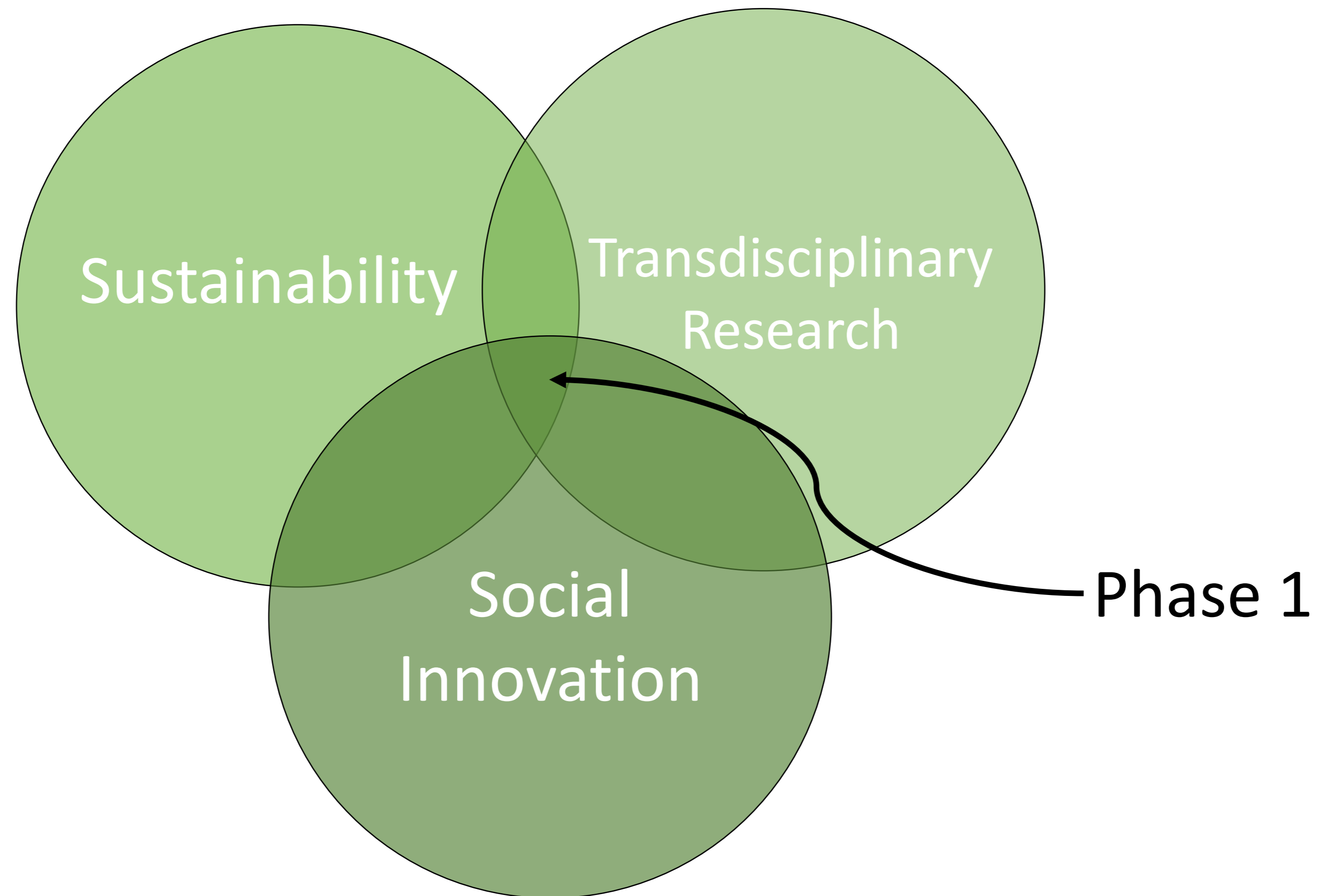
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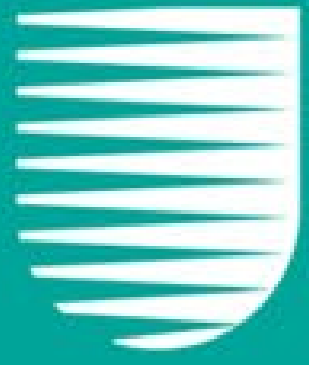


3. Transversal Skills



Transversal skills





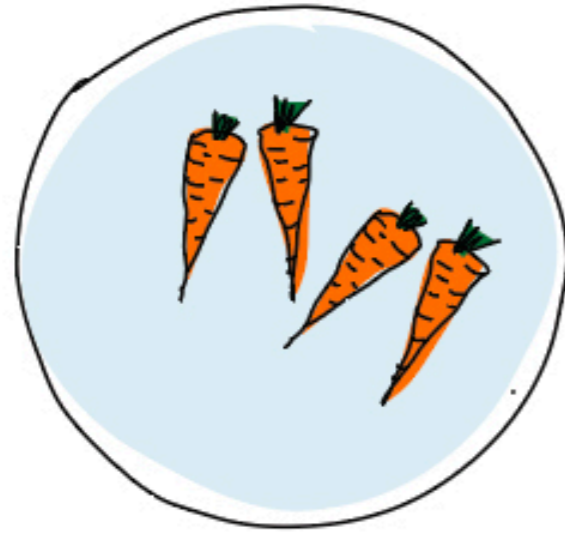
Sustainability





Transdisciplinary Research

Intradisciplinary



within one discipline

A single ingredient (aka, discipline)
— no mixing

Cross disciplinary



viewing one discipline from the perspective of another

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

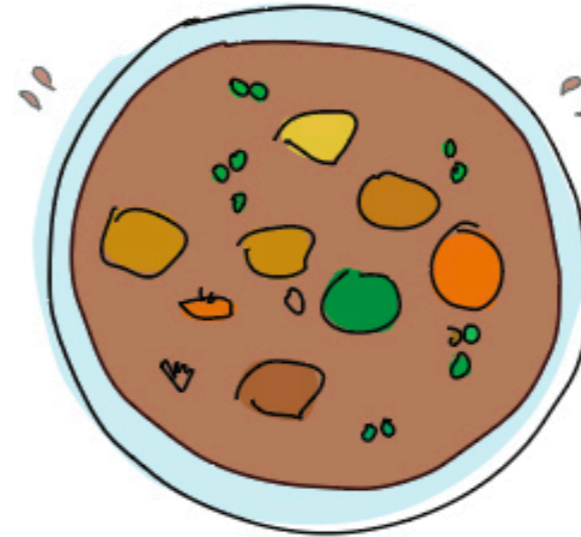
Multidisciplinary



several different disciplines, each providing different perspectives...

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

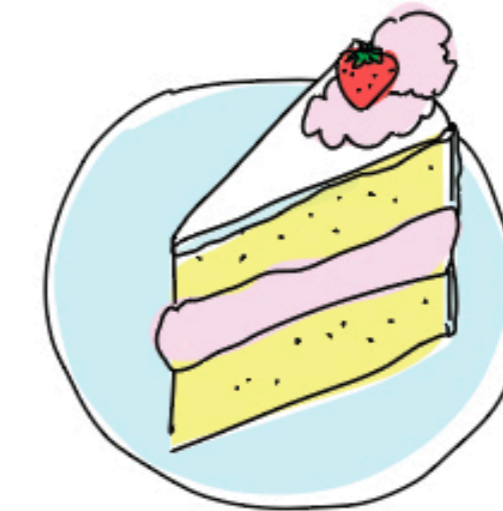
Interdisciplinary



integration of disciplinary contributions is required...

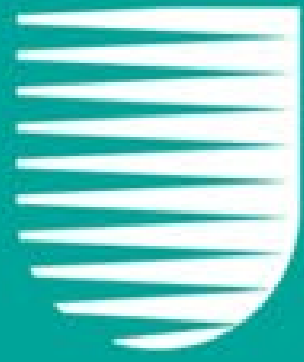
... a stew!
ingredients mush into each other and are only partially distinguishable

Transdisciplinary

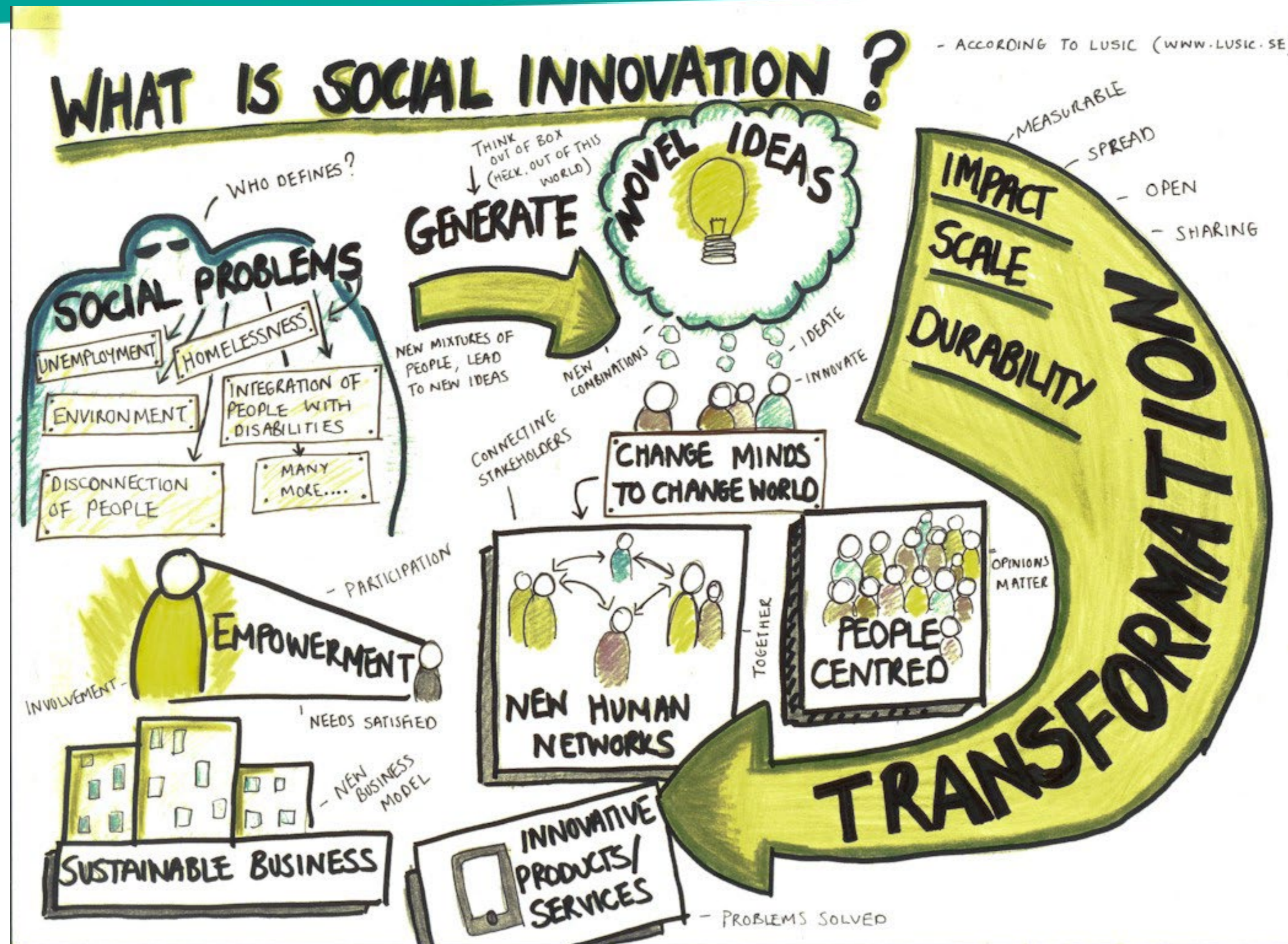


a unity of intellectual frameworks beyond disciplinary boundaries

... a CAKE!
the ingredients are no longer distinguishable and the final 'product' is of a different kind



Social Innovation



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4. Themes in phase 2: Water, Food, Life & Health

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Water Theme

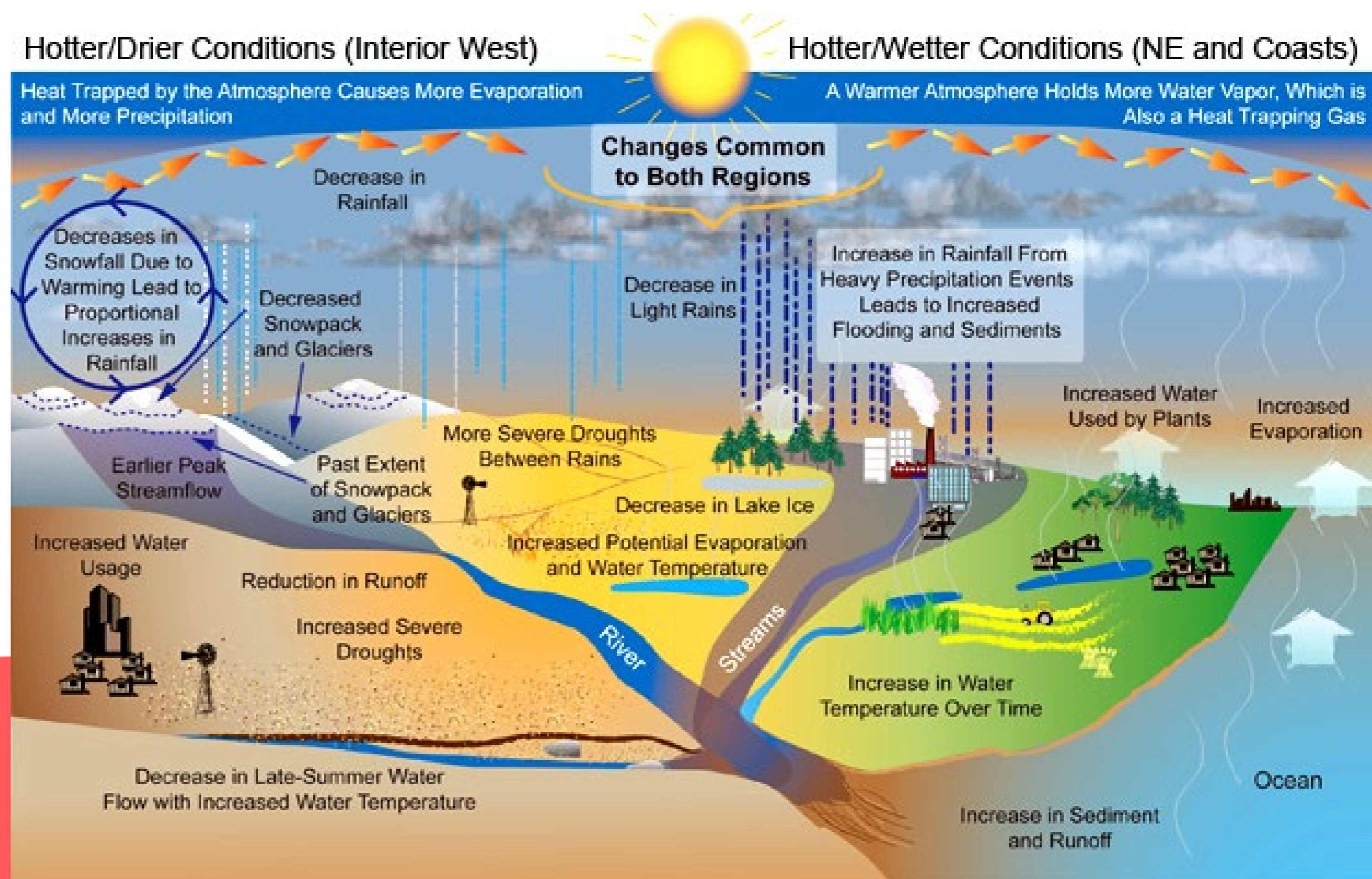
Module coordinators:

Valérie Borrell (UM), José F. Garcia (UB), Brigitte Lundin (UM), Madhu Krishna Murali (TCD), Patrice Ndiaye (UM), Mònica Serrano (UB), Ádám Tóth (ELTE), Annisa Triyanti (UU) András Vadas (ELTE), Jasper van Vught (UU), Sanne van Vught (UU)

Module 1 Extremes in the Water Cycle and Their Complex Consequences

Challenge area: climate&global change

- past and present extremes in the water cycle
- social, political, economic, cultural, environmental and biophysical consequences of water hazards
- complex challenges in extremes or natural hazards from a combination of different disciplinary perspectives around the world
- impacted communities and various stakeholders, their social-cultural contexts, motivations, action capacities, goals, risk management



*Projected Changes in the Water Cycle
 (Source: <https://nca2009.globalchange.gov/water-resources/index.html>,
 U.S. Global Change Research Program)*

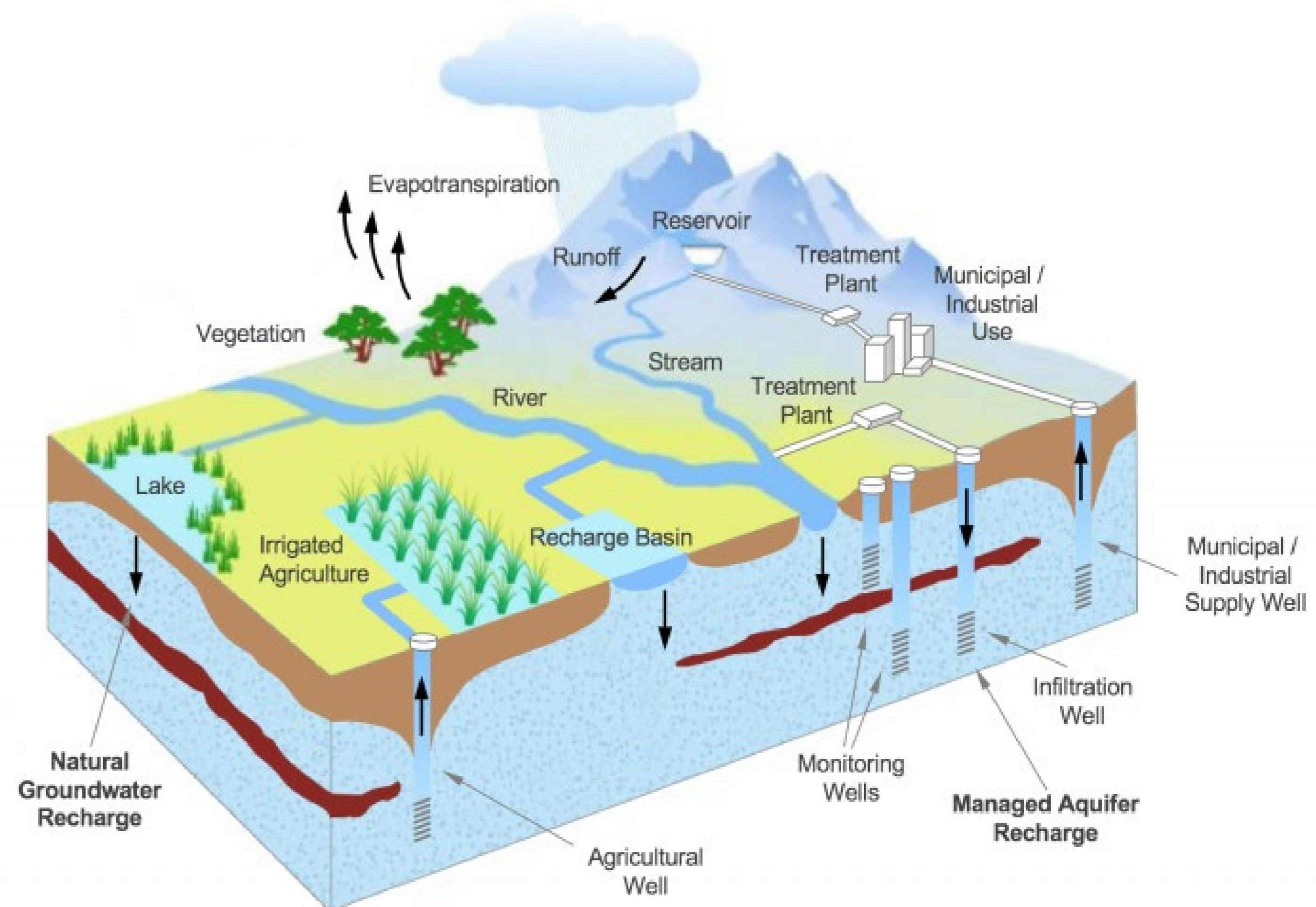


Module 2 Adaptation Measures and Strategies in Water Management



Challenge area: water security

- natural, social, economic and legal issues in water management
- water quality and quantity challenges in a trans/interdisciplinary team
- virtual water & water footprint
- Managed Aquifer Recharge (MAR)
- water–food–life & health nexus: ecosystem sustainability, poverty reduction, gender equality, livelihood stability, agricultural systems, economic and health risk reduction, and thereby reaching equality in access to water



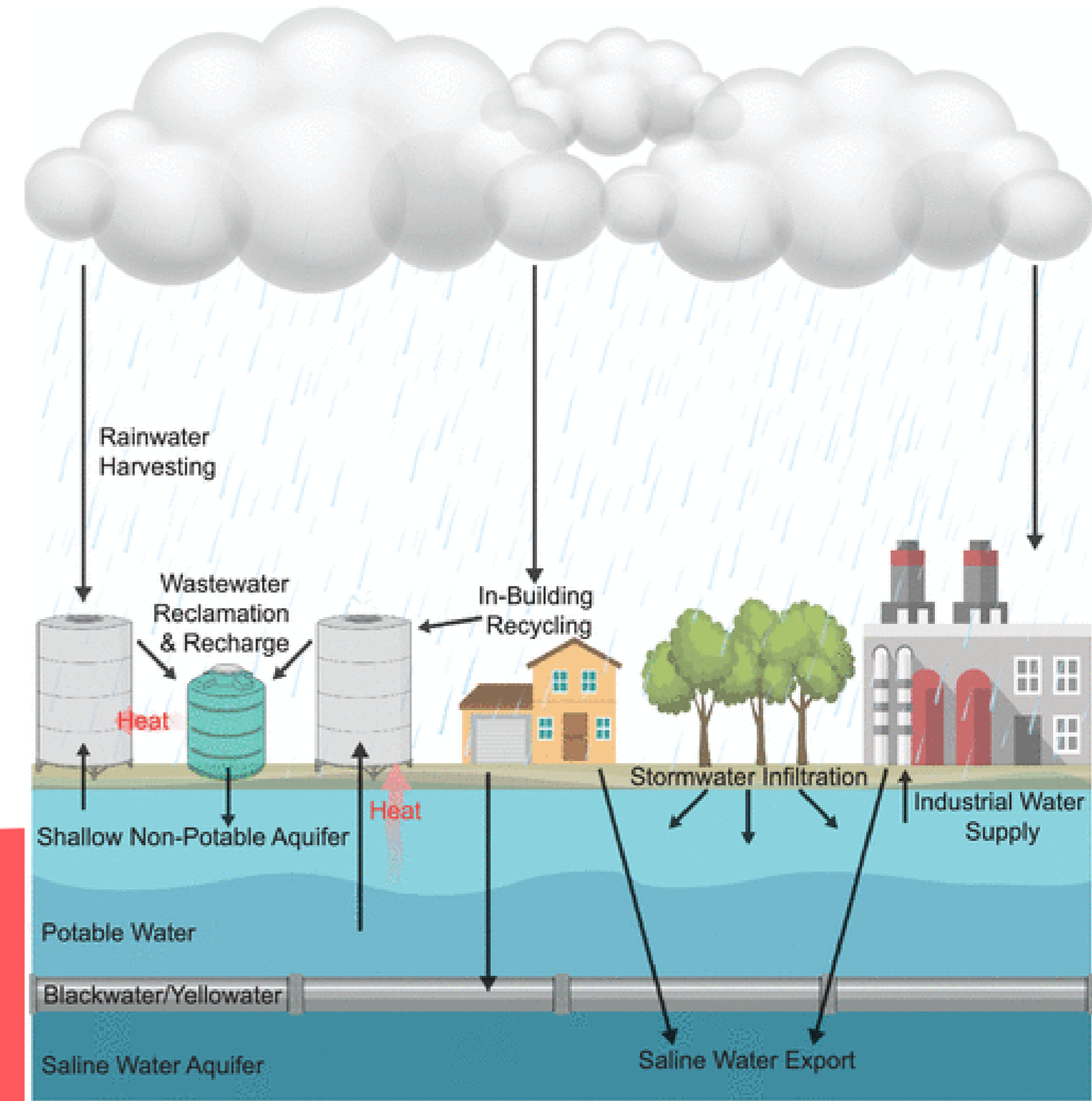


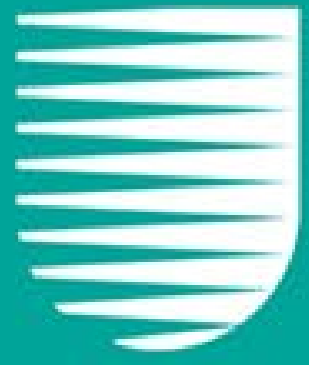
Module 3 Resilient Cities: Water in Urban Environments



- growing urban centres and their different geographical and social context
- considering technical, ecosystem, legal, social and historical aspects
- water quality and monitoring, water treatments and wastewater management
- smart solutions in smart cities, from a local (household) to the scale of megacities
- water security and inequalities in access to water in urban environments with special regard to migrations to and from towns (deurbanisation) and climate change

Challenge area: urbanisation





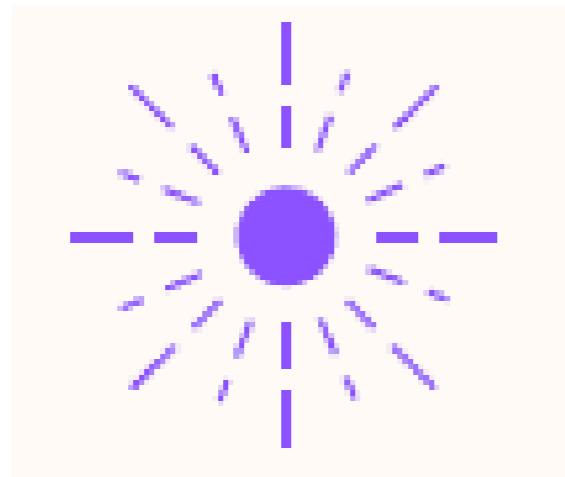
Hackathon + longitudinal challenge

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Water4Future



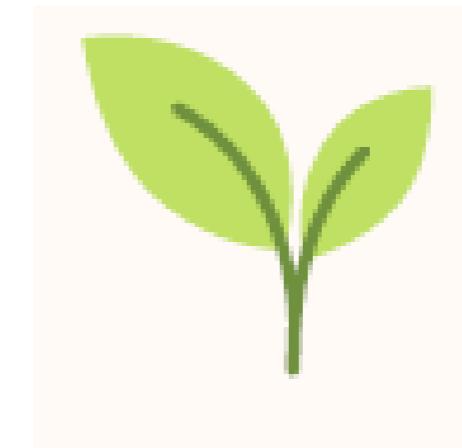
stakeholders



coaches and mentors



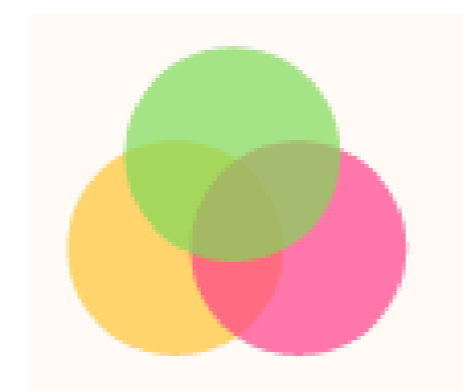
innovation

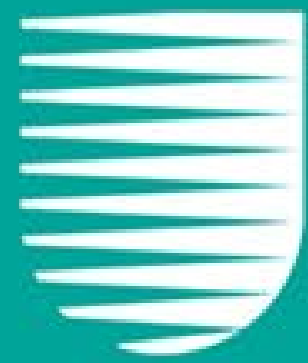


teamwork



intercultural

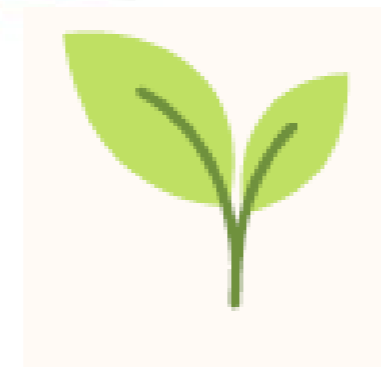




Extra-academic actors UNESCO Chair on Water, Women and Decision Making

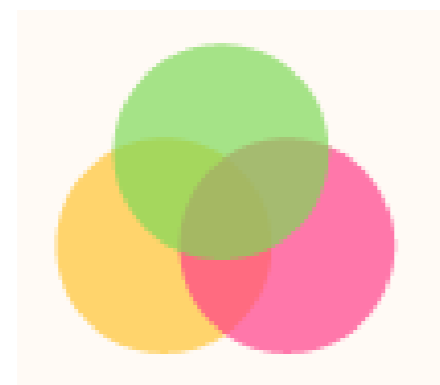
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located in Abidjan, Ivory Coast

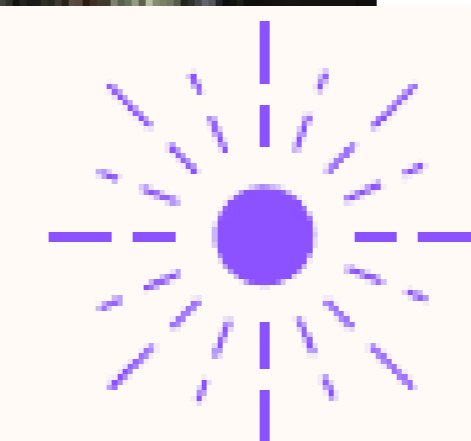


gender perspective

joint activities



intercultural



live translation app



Research-based learning Managed Aquifer Recharge Online Tools

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finding solutions

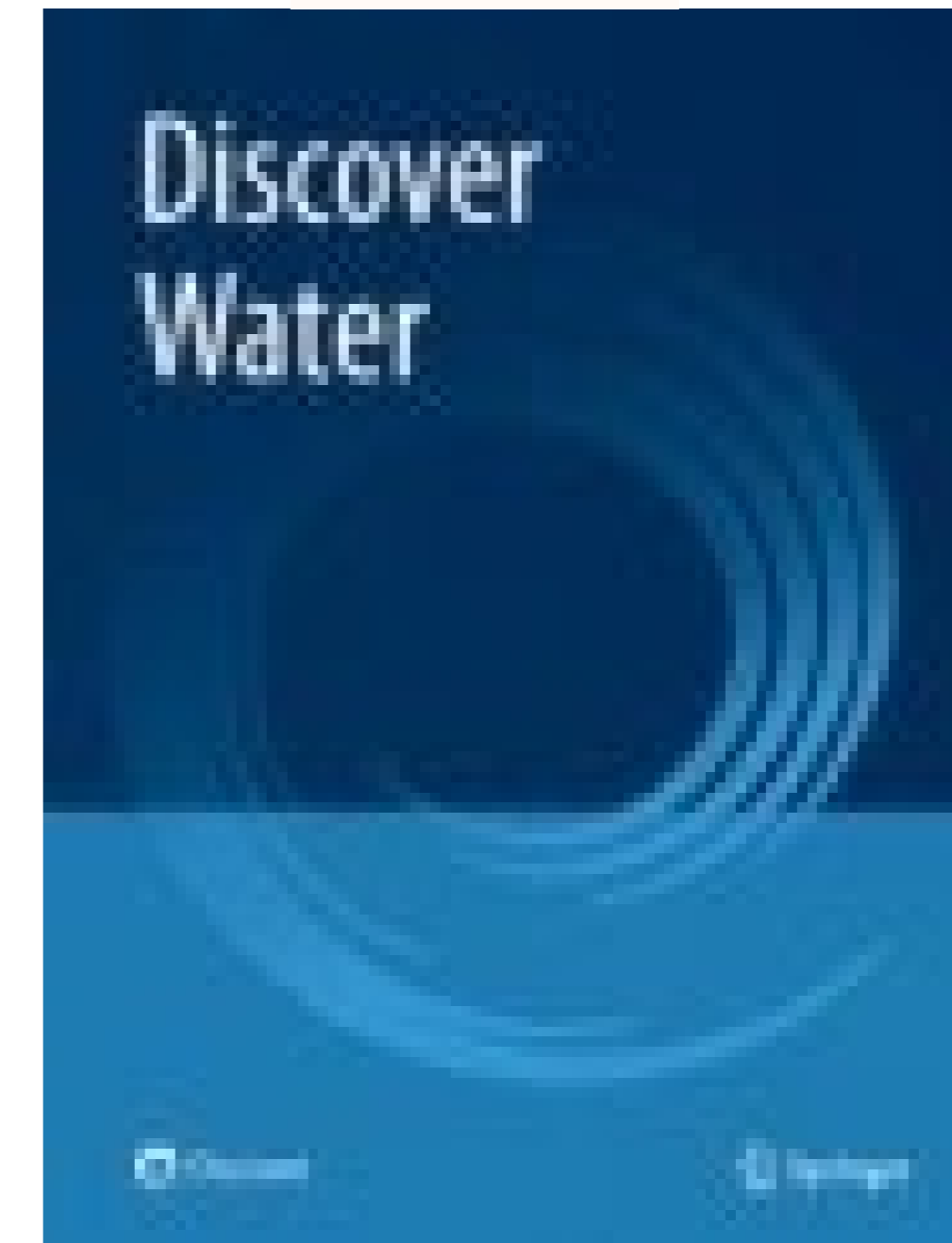
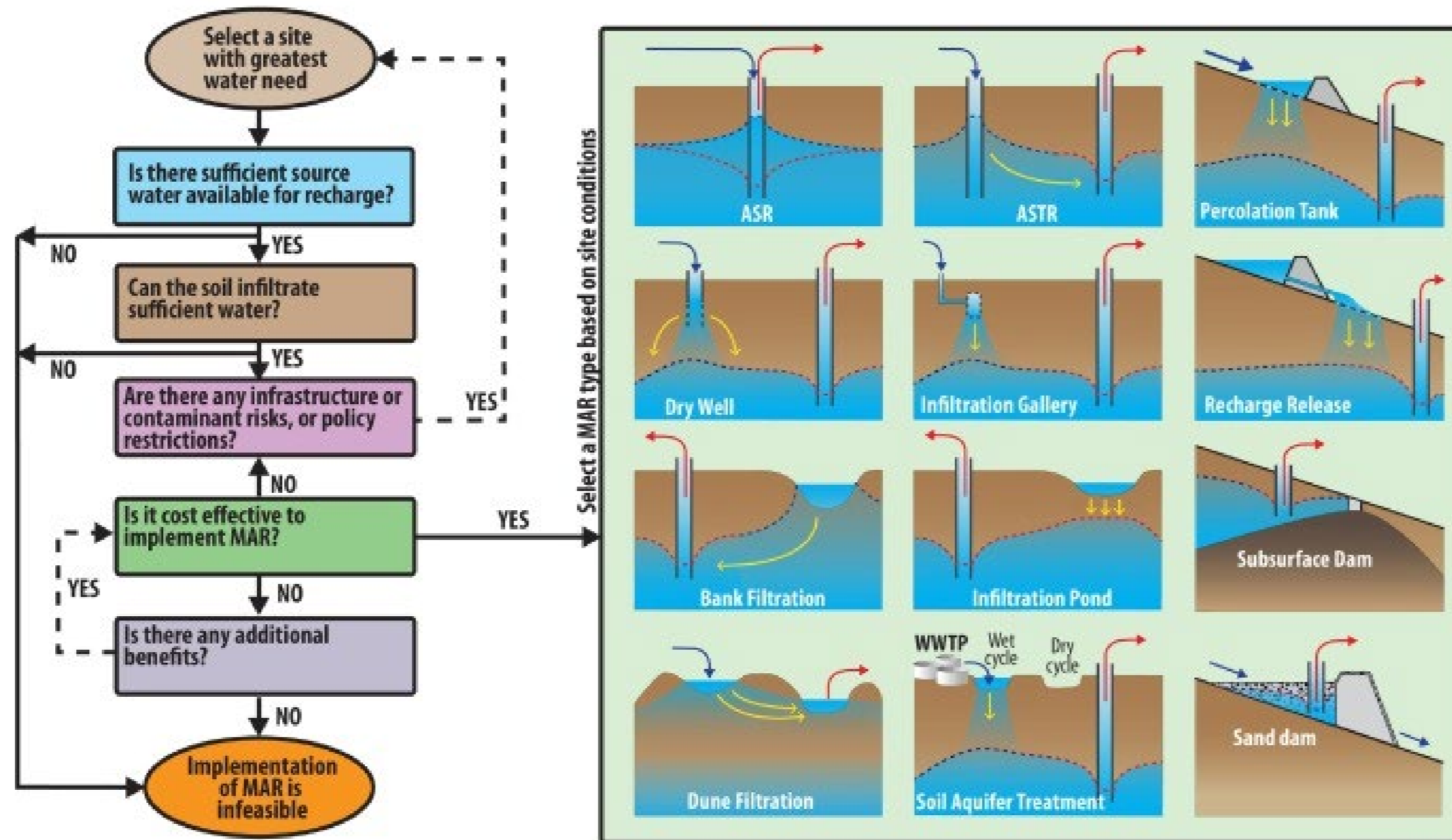
comparison of
various regions



sustainable use



MAR Selection Guidelines



design and feasibility



publication possibility
in a Springer Journal



Field schools

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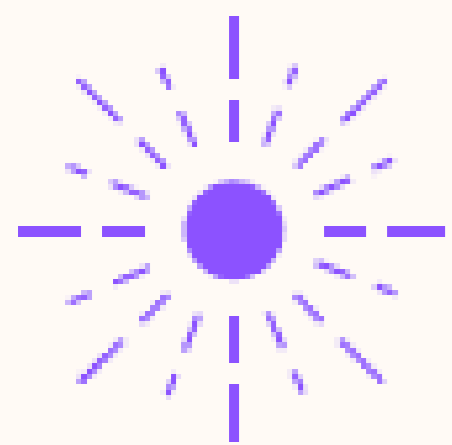
real-life experience



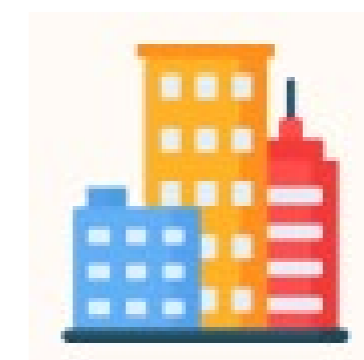
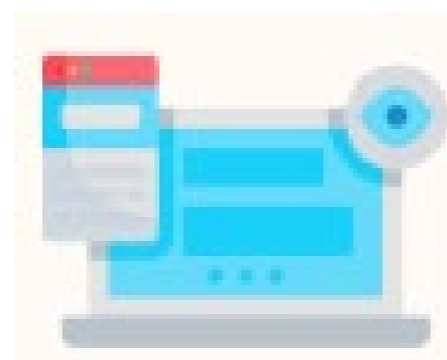
community



stakeholders



research questions



SDGs

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Food Theme

Viktor G. Mihucz (ELTE), Module 1 coordinator & Theme facilitator

Karen Lambert, Module 2 coordinator & Patrick Caron (UM)

Enric Tello Aragay (UB), Module 3 coordinator

THE 5 MACROCHALLENGES OF THE FOOD THEME

**Trans-
versal
challenge**

How can nutritionally and healthy food be accessible to everyone on the planet in a sustainable manner?

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.

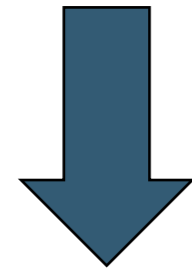
Food-related health problems
(e.g., malnutrition, obesity)

STUDENTS BUILD INTERUNIVERSITY TEAMS AND DEFINE THEIR OWN CHALLENGES

FLEXIBLE PHASE - FOOD THEME

How can nutritionally and healthy food be accessible to everyone on the planet in a sustainable manner?

Module 1:
The food-health-
environment nexus

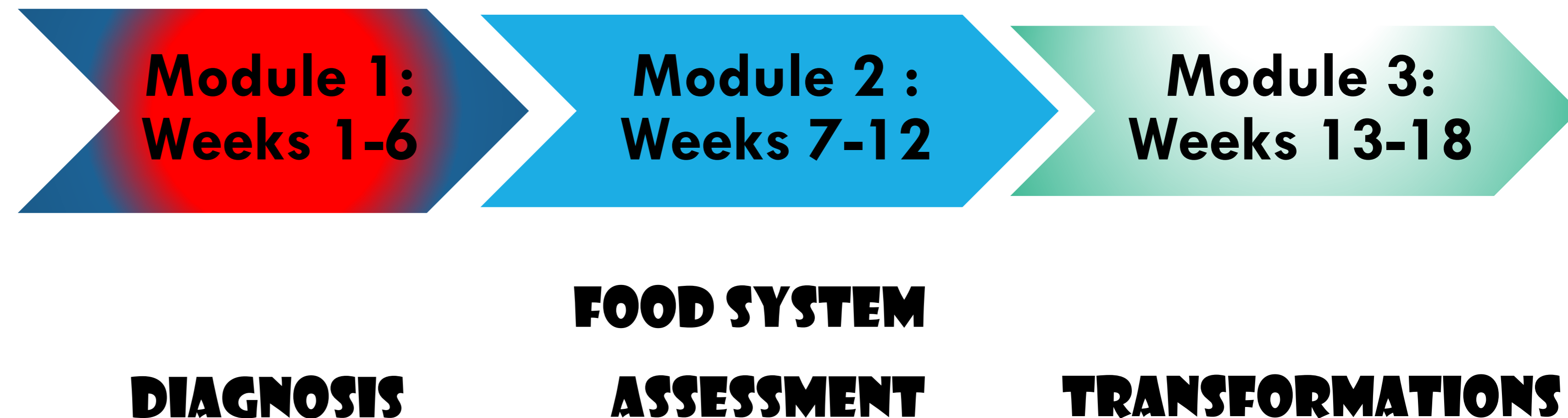


Module 2:
Sustainable food systems



Module 3:
Food System
transformation

Reading week: 8th week
Easter Holiday: 9th week



FOOD Theme runs under this 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 production system.

ORGANIZATION OF FOOD MODULES – FOOD MODULE 1: DIAGNOSIS

Week	Module 1 - Thematic weeks
W1	Setting the stage: Key concepts; Historical perspective on food provisioning; Define your challenge to advocate for it at the beginning of W2.
W2	Food – Health Nexus (Healthy and sustainable food choices)
W3	Food – Environment Nexus (One health appreciation of food)
W4	Blended Intensive Program Student Mobility Week WHEN ALL STUDENTS CAN COME TOGETHER IN ONE UNIVERSITY CENTRE TO GET INSIGHTS ABOUT A HOT TOPIC RELATED TO FOOD SYSTEMS
W5	Cultural, Social and Economic Impacts on Food and Diet (Cultural factors in sustainable diet)
W6	Understanding the Complexity of the Food – Health – Environment Nexus

Supporting Tools: lectures + tutorials + panel discussions

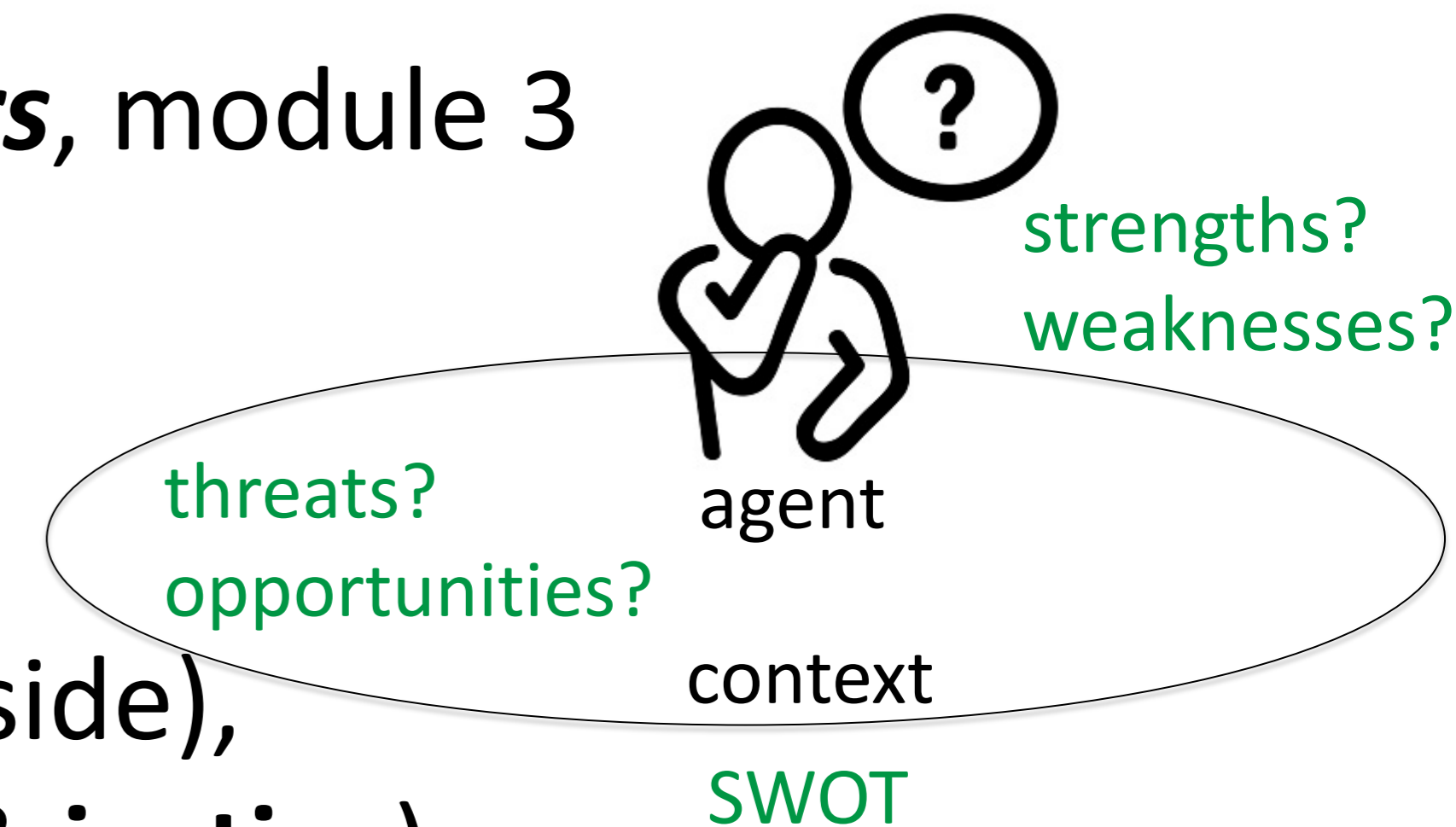
ORGANIZATION OF FOOD MODULES – FOOD MODULE 2: METHODOLOGY

	Week	Thematic week
Intro	W7	Why/How sustainability of food systems has emerged?
	W8	Assessing the different dimensions of food systems needed for students' own challenge
M&M	W9	Preparation for methodology: what we need to evaluate the sustainability of food systems in relation to students' challenge
	W10	Methodology & Tools (lectures + tutorials + workshops)
Discussion	W11	Methodology & Tools for challenge group work + External stakeholders
	W12	A SECOND STUDENT MOBILITY WEEK Final reflection and conclusion on the evaluation of sustainability of students' food systems analysis (individual & collective)



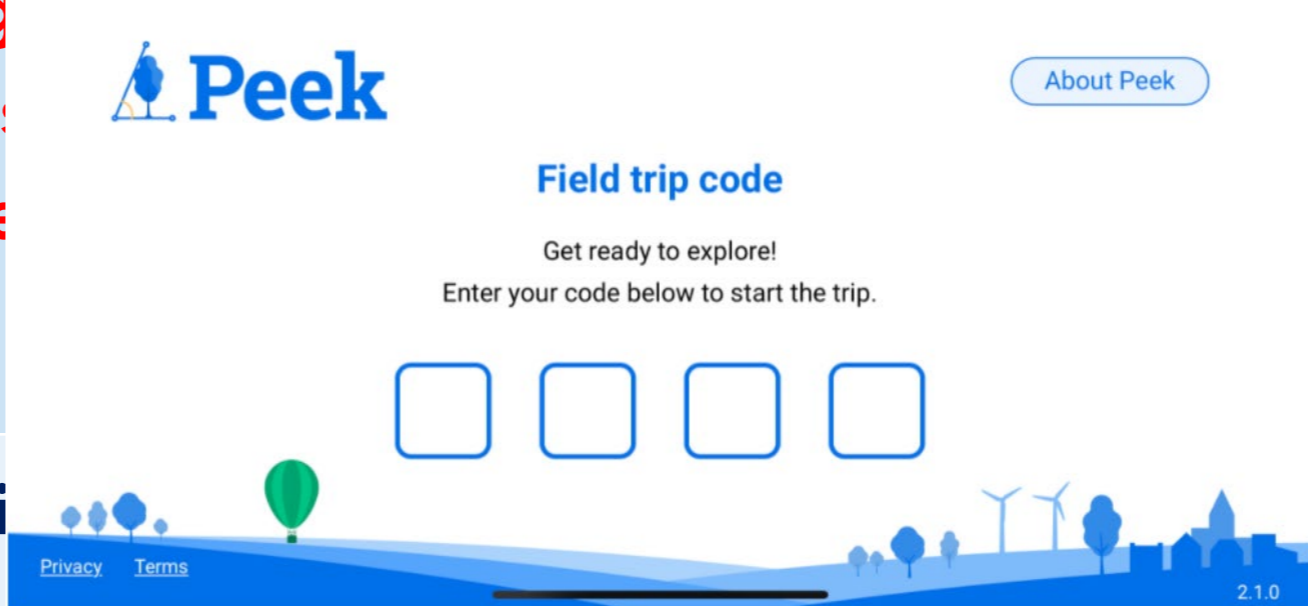

Food Module 3 on Agri-Food Systems Change

- After having the *diagnosis* and studied the *indicators*, module 3 is focused on *solutions*
- With a triple entryway:
 - 1. agroecology transition** (from the **producer** side),
 - 2. food system change** (from the **consumer & citizen** side),
 - 3. agency** (multi-actor approach to food **governance & justice**)



- ...to address **three basic research questions**:
 - 1. What to do?** Which AGFS transformations?
 - 2. With whom?** Who is involved and with which roles?
 - 3. How to do it?** What a fair transition means?

ORGANIZATION OF FOOD MODULES – FOOD MODULE 3 FIELD TRIPS IN 2021/2022

Week	Topic	Demonstration	ELTE	UB	UM	UU	
14	Agri-food governance	The need of a multi-actor approach to agri-food system governance for transformation (from production to consumption)	Visit to the Research Institute of Organic Agriculture	Visit to Mercabarna, the wholesale food hub of Barcelona	Visit to a winery	Visit to the roof garden factory (Tuinabriek)	
15	Public sector & agri-food policy	The many roles of the public sector in the agri-food system transformation	Visit to Grain Research Nonprofit Ltd.	Visit a school garden in Sant Cugat del Vallès supported by the City Council	Visit to the Centre horticole Pierre-Richer-de-Belleval	Visit to the Utrecht City Council participant of the EU EnRoute project as Living Lab	
16	Private sector, consumer decisions & business models	Identifying food environments looking at the interactions between features of personal and external food environments	Self-organized market super				<p>ent food hoods, ood</p>
	Integrated food	identify the opportunities, trade-offs, and barriers to	Vi			AS	

THANK YOU FOR YOUR ATTENTION!

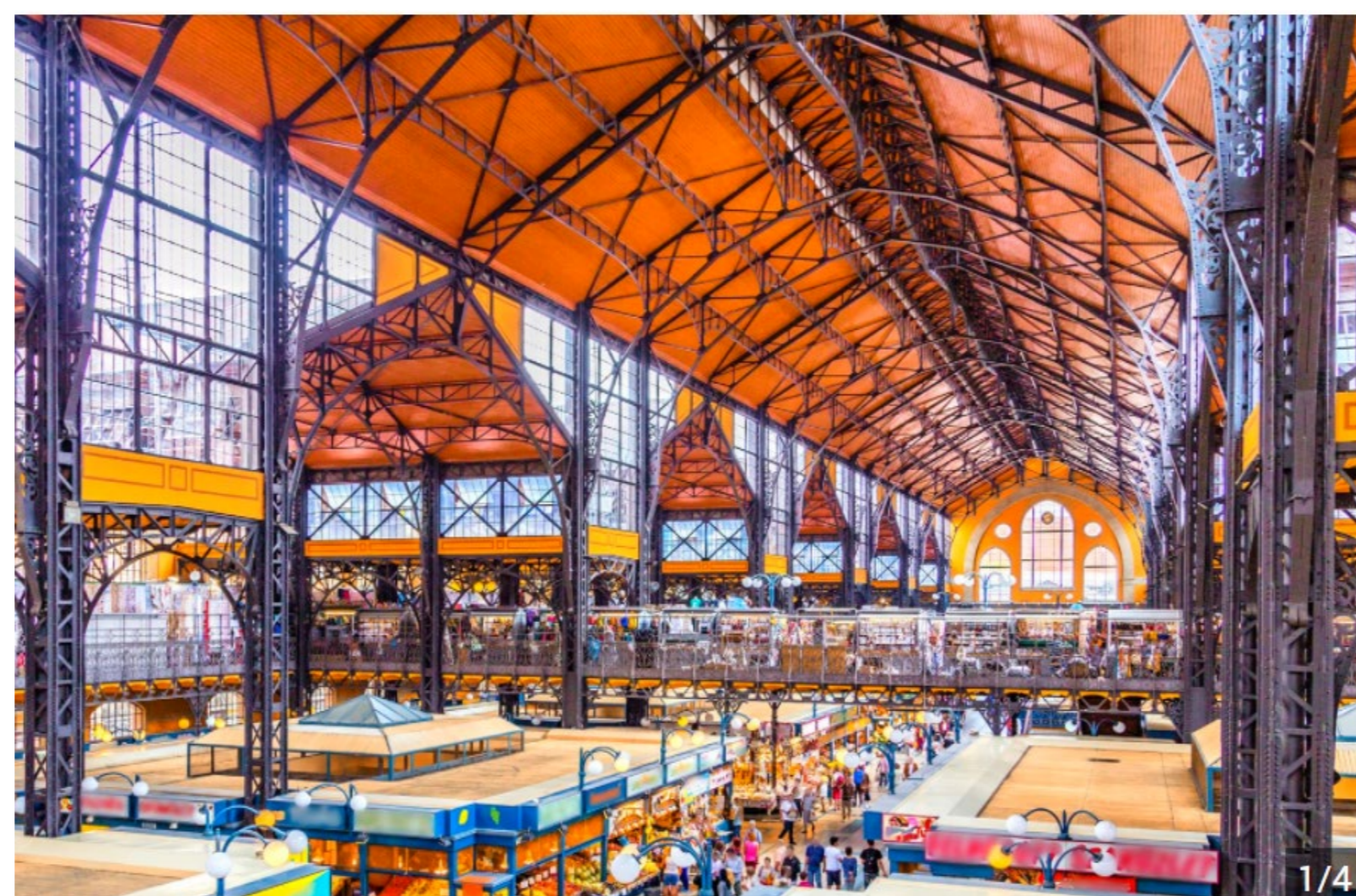
La Boqueria, Barcelona (1853)



Központi Vásárcsarnok, Budapest (1897)



Halles Laissac, Montpellier (1880, 2018)



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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) Quique Bassat (University of Barcelona)

Health systems and Policies – Zsófia Kollányi & Éva Orosz (Eötvös Loránd University)



**ONE THEME –
THREE MODULES –
SIMILAR METHODS
– DIFFERENT
OUTPUTS**



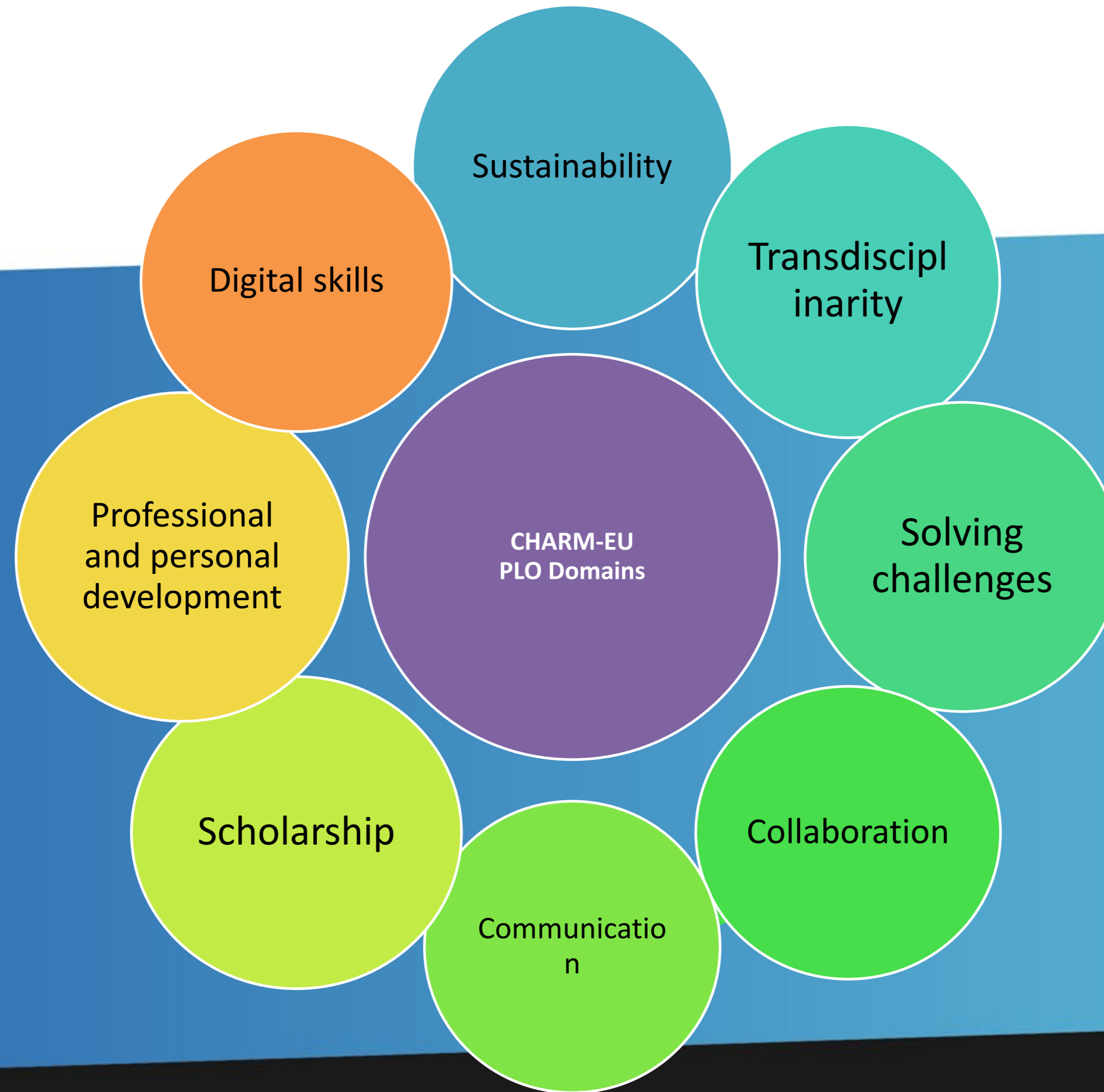
**THE THREE
MODULES WILL BE
IMPLEMENTED IN A
SUCCESSIVE
MANNER**

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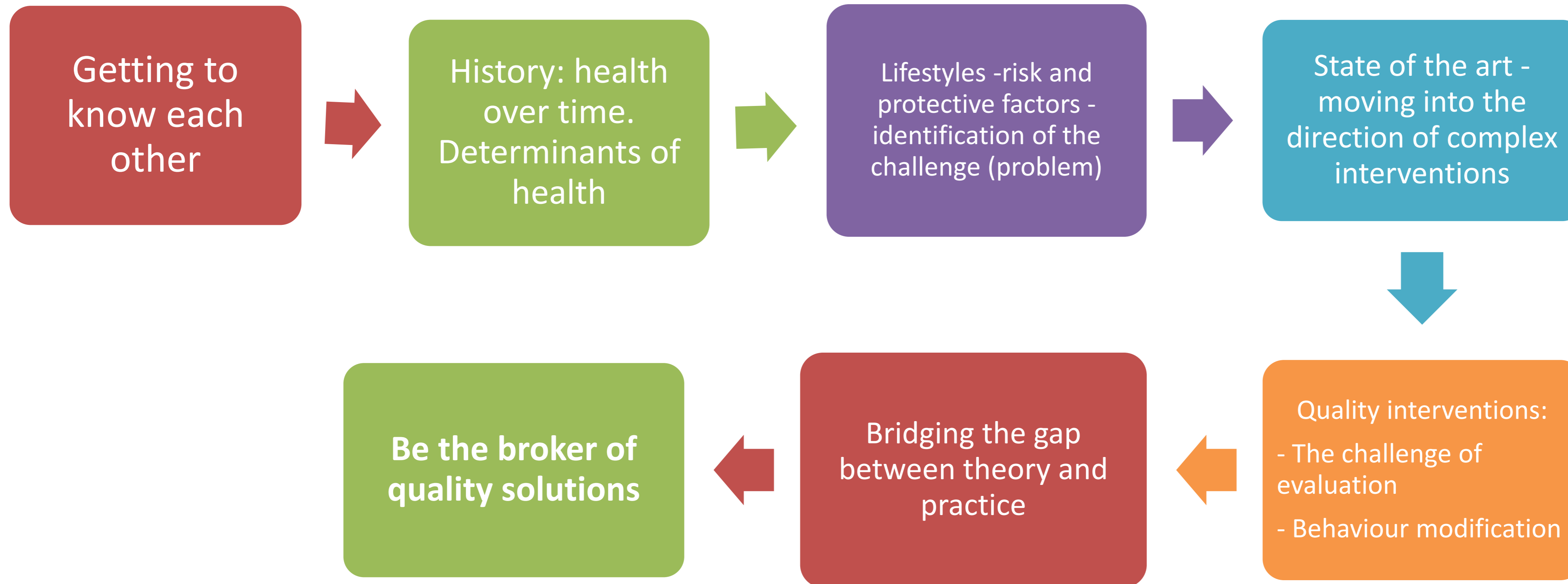
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Main themes of the learning process





MAIN TOPICS and OUTCOMES OF HEALTHY LIVES AND WELL-BEING



By the end of this module,

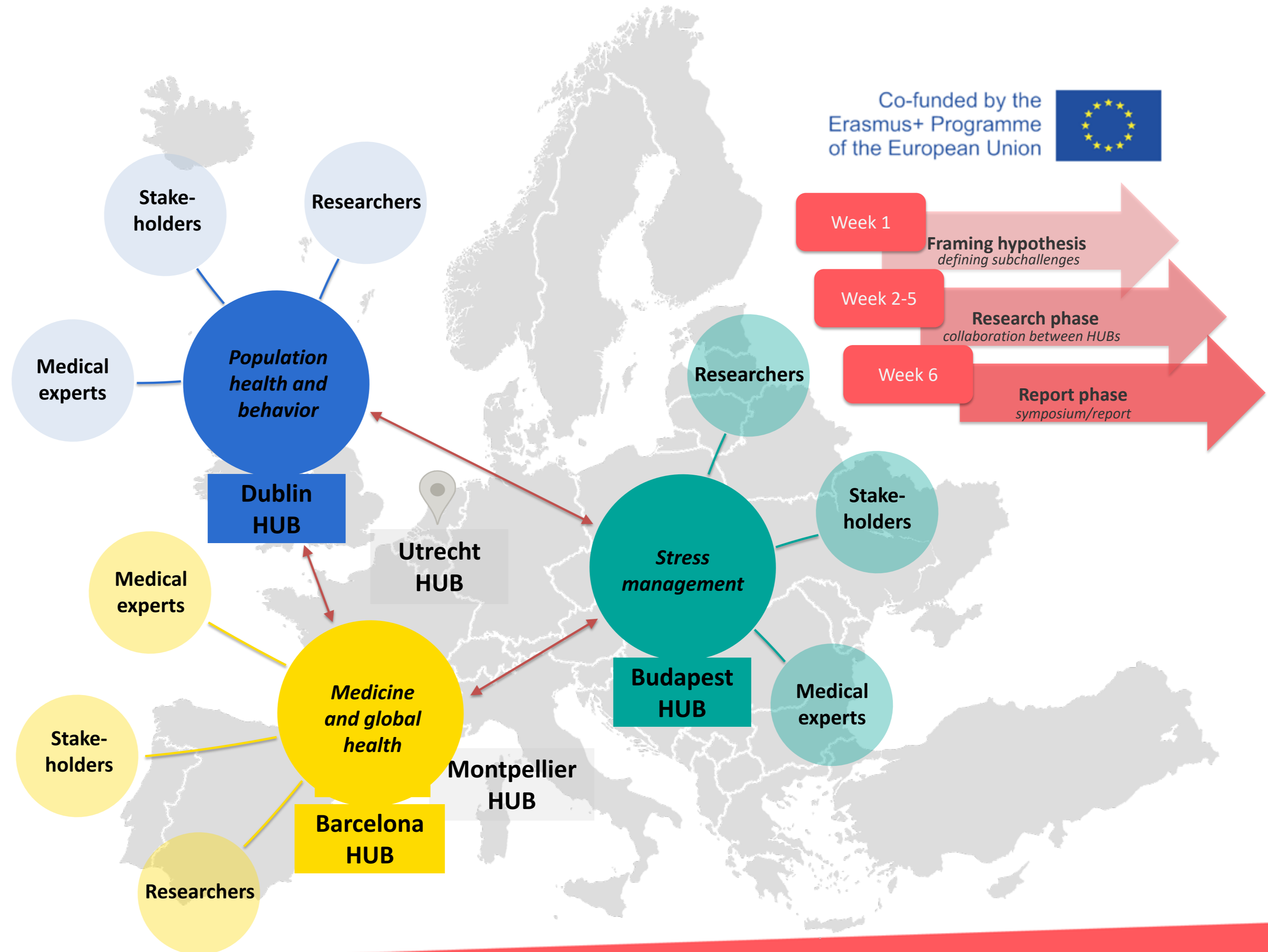
- students will acquire knowledge of the concepts of healthy lives and wellbeing: healthy lifestyles, health promotion, disease prevention, and risk factors and to explain the value of inter-/ transdisciplinary perspectives to these concepts.
- In addition, students will acquire an understanding on healthy 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





“How should the world deal with future pandemics?”

- 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



Phase 2: Flexible

Theme 1: Life & Health

Module 2: Health challenges & Solutions



WHAT and HOW to put that on policy agenda if we want to improve population health?

Content

- Societal challenge project: Write a policy paper!
 - Broader topics offered (eg. 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 providing basics knowledge and skills needed for the project work - with many hands-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.



MODULE HEALTH SYSTEMS AND POLICIES - CORE MESSAGE



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 objectives
- 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

Integrative framework for assessing health threats

Source: (McKee,2021)

The conceptual framework of the THEME in a NUTSHELL



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5. Capstone phase

Carole-Anne Sénit

CHARM-EU Module Coordinator. Utrecht University



MASTERS IN GLOBAL CHALLENGES FOR SUSTAINABILITY

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Phase 1: Preparatory

COMPULSORY

10 ECTS MODULE

social innovation



10 ECTS MODULE

sustainability

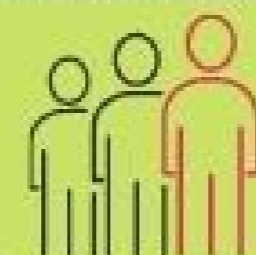


10 ECTS MODULE

transdisciplinary research



Phase 1 Content Creating Team



Phase 2: Flexible

STUDENTS CHOOSE ONE THEME

Theme 1: Life & Health

10 ECTS MODULE

10 ECTS MODULE

10 ECTS MODULE

Knowledge Creating Team 1



Theme 2: Water

10 ECTS MODULE

10 ECTS MODULE

10 ECTS MODULE

Knowledge Creating Team 2



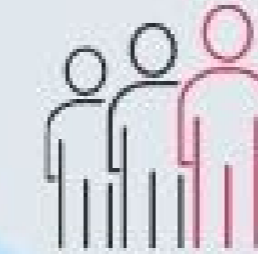
Theme 3: Food

10 ECTS MODULE

10 ECTS MODULE

10 ECTS MODULE

Knowledge Creating Team 3



Phase 3: Capstone

COMPULSORY

30 ECTS MODULE

extra-academic actors



authentic, situated learning



Knowledge Creating Teams



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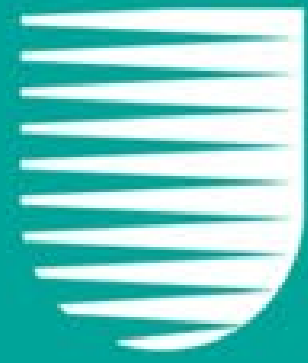
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6. Mobility

Lucy Erdei. CHARM-EU International Coordinator of
the Mobility Work Package. Eötvös Loránd University





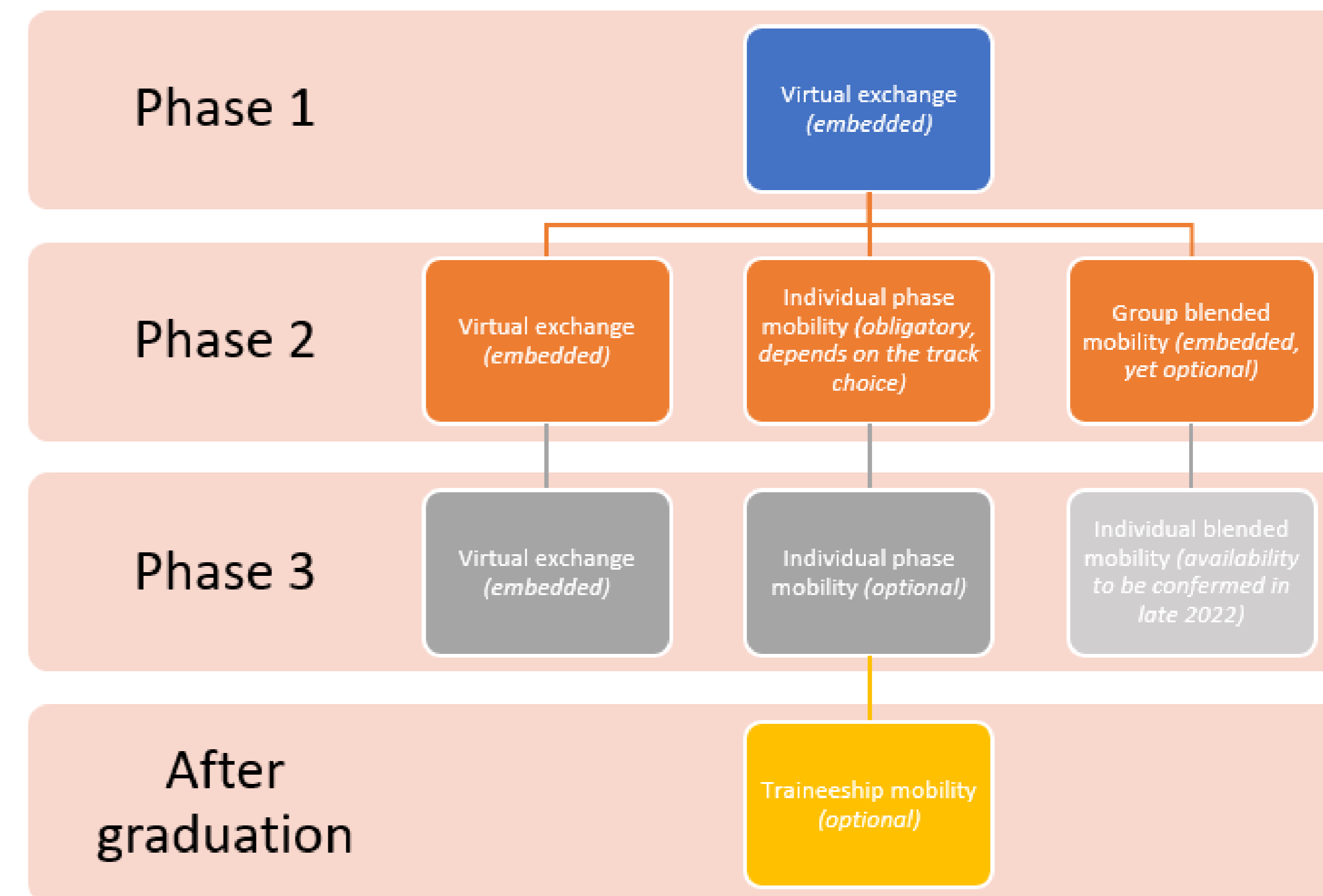
Mobility

You, as a CHARM-EU students and CHARM-EU staff will form **one international university community** in **5 beautiful 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**.

In the master's programme, participation at **phase mobility during Phase 2 is obligatory**. It means that you will move to a different university from your phase 1 location in Phase 2, following the field of your choice. In addition, you **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**.



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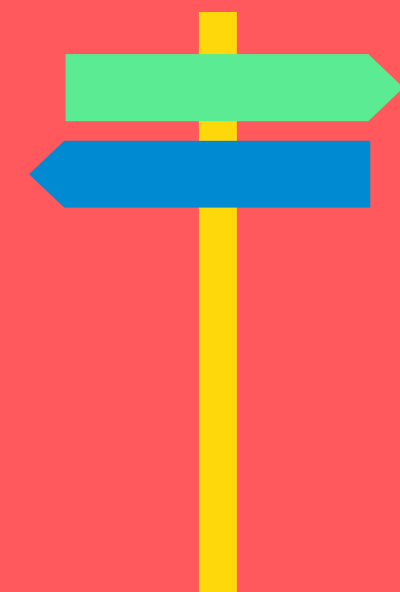


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7. Inclusion





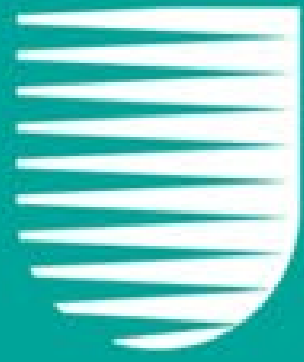
Agnes Sarolta Fazekas



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 OUR CORE VALUES: INCLUSIVE

<https://www.charm-eu.eu/core-values>

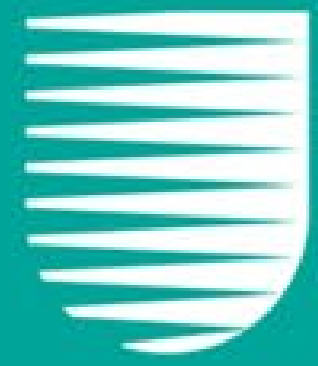
<https://www.charm-eu.eu/masters/globalchallenges/inclusion>

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.**



Resource:

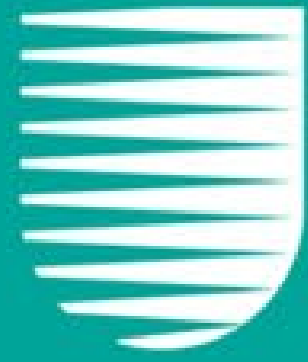
https://www.ded4inclusion.com/uploads/4/7/7/8/4778951/b1cover_orig.jpg



Landscape



<https://wallup.net/wp-content/uploads/2015/12/153891-road-mountain-landscape-748x421.jpg>



INCLUSIVE DESIGN – A DESIGN FOR ALL

- 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.

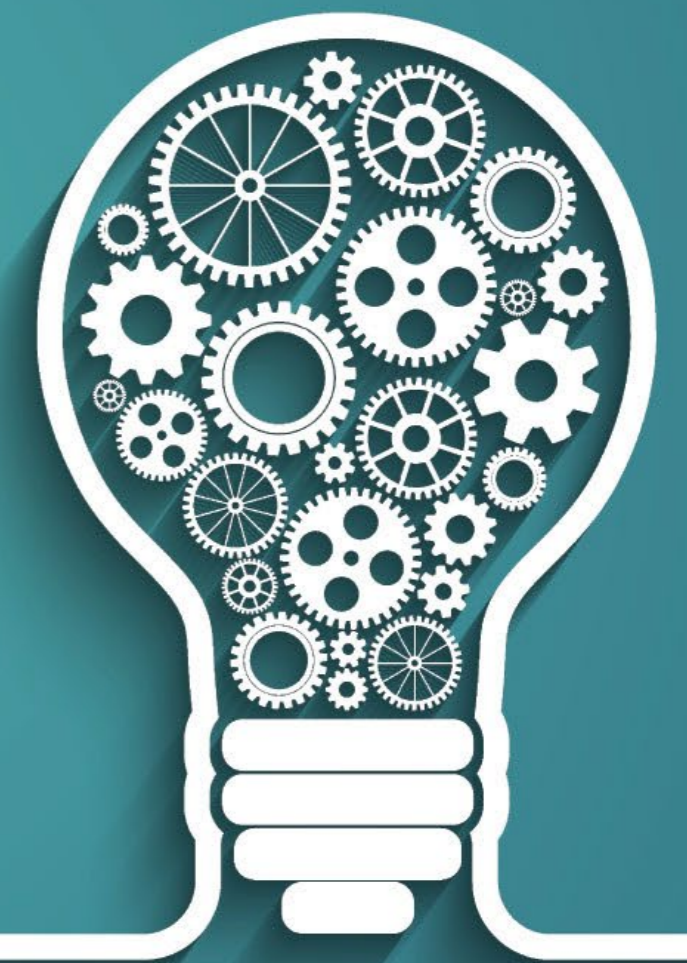


Credit: <https://www.bbva.com/wp-content/uploads/en/2017/07/body-image-Why-Bankers-think-like-Designers-now-1920x894.jpg>

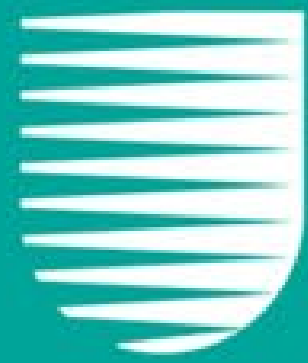


COLLABORATION

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.



Credit: <https://www.greenbiz.com/sites/default/files/2020-08/collaboration.jpg>



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@barczy.elte.hu



Credit: <https://megtechafricaltd.com/wp-content/uploads/2019/07/Technical-Support.png>

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8. Student's perspective

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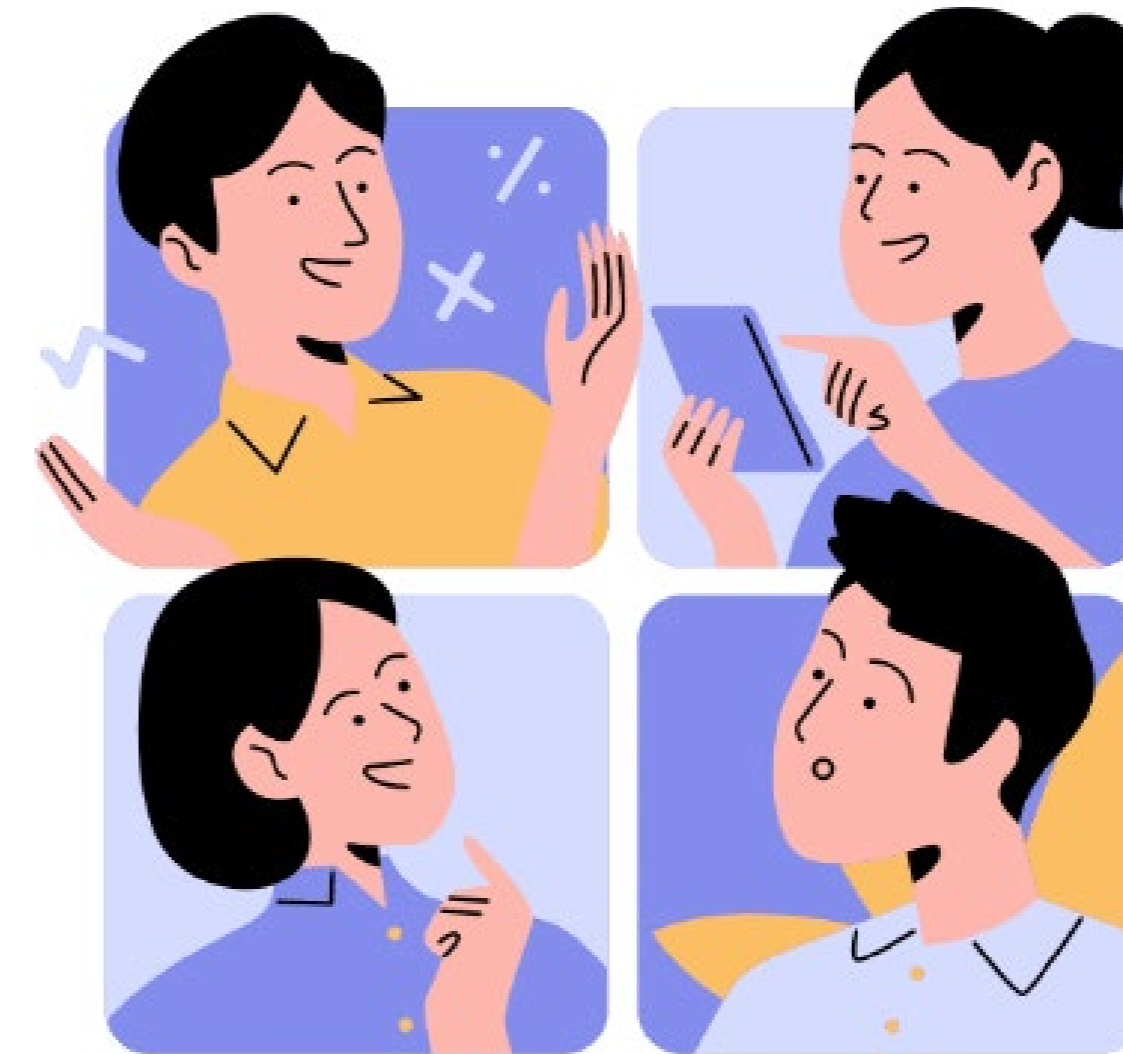
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Student's perspective

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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.

Alba Redon Lago (University of Barcelona)

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.

**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.

Shrijaata Purkait

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.

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9. Admissions

Meritxell Chaves, CHARM-EU Alliance Manager



Admissions: Process, Eligibility & Applicant Scoring

✓ Applications

- Process is outlined in detail at following link: <https://www.charm-eu.eu/masters/globalchallenges/admissions>
- Deadline for the 2nd round of applications: 8th May 2022 at 23:59 CEST

✓ Access Requirements

- Bachelor or equivalent (Degree must be completed by August 2022)
- Students with a French Licence will need an additional 30 ECTS for admission
- C1 English level or equivalent. (Please consult 'Admissions Rules and Regulations' for equivalence)
- B2 accepted for admission but C1 needs to be provided before registration

✓ Selection Criteria (Admissions over 60 points)

- Grade Mark (10 points)
- General Academic Competencies (40 points): Critical thinking, analytical writing, verbal reasoning, visual presentation, etc.
- Personal Competencies (40 points): intercultural, oral communication, civic engagement, commitment to programme entry
- Inclusion (10 points)



Admissions: University Ranking, Fees & Grants

✓ 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
- 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.

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Q&A

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MUCHAS GRACIAS
FÒRÇA GRÀCIAS
MANY THANKS
GO RAIBH MAITH AGAT
HEEL ERG BEDANKT
MERCI BEAUCOUP
NAGYON KÖSZÖNÖM
DANKE SCHÖN!**

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 [charm.eu](https://www.instagram.com/charm.eu)

www.charm-eu.eu

info@charm-eu.eu