European Digital UniverCity

Erasmus+

Deliverable 6.3 –
Innovative short-term physical mobility schemes

Mid-Term Report

February 2022

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Abstract	This deliverable D6.3 Mid-Term report expresses the full physical short-term schemes set up in the first run, the applied process based on the Action Plan (D6.1), the overall impact and results. It covers the challenges faced and the solutions found that can relate to an initial form of 'good practise' for future projects.
Keywords	Mobility, Virtual mobility, Physical mobility, societal challenge, external partner, Short Intensive Mobility Programme (SIMP), collaborative

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1. Purpose of this document

This document is the deliverable (D6.3) Mid-Term Report, attached to the EDUC work package 6 (WP6) and its subsequent tasks.
This is one of two reports that will express the work carried out specifically on **physical short-term schemes**. The second report will relate to the projects carried out in the phase 2021-2022.

The purpose of Task 6.3 is: **Experimentation of the intensive short-term programmes.** It focuses on the first run of full physical programmes set up in the first half of the experimental phase 2019-2021.

2. Definition and Objectives of full physical short-term programmes

Two pedagogical formats are being experimented in short-term schemes:
1) Virtual problem-based programmes;
2) Short-term physical mobilities.

For the purpose of the activities and this report, the terms 'programme' and 'scheme' will be used to express specific denominations:

- **Scheme:** the overall project, including conception, design, overarching principles. All carried out by the Task Group with representatives from each alliance member (pedagogical engineers, teachers, members of summer school centres, EDUC project members)
- **Programme:** denotes the local 'scheme' and its pedagogical, technical and cultural specificities. It is led by a member university and their respective lead teachers. This include the promotion, selection, onboarding and rollout phases relative to the operational steps. The EDUC programmes have been named: **Short Intensive Mobility Programme (SIMP).**

Full physical short-term programmes, as defined in the EDUC deliverable D6.1:

- fully taught in physical format, on-site, abroad in one of the partner universities of the alliance;
- high quality course design and high degree of pedagogical interaction;
- collaborative course design with EDUC partner-teachers as contributors;
- implicate 3 guest teachers from the alliance to contribute to co-designing and conducting teaching sessions. For the 3 teachers to come from 3 different universities, where possible;
- implicate other contributors (associated teachers, external partners) to further enrich the course;
- practical and pragmatic approach to implicate students and engender different collaborative formats (pair work, project work in teams, community-based collaboration or competitive projects).

The **EDUC short intensive scheme** has been set up with the following fundamental aspects:

- Two-week continuous programme:
  - 30 students (5 from each partner) come together to work on the theme and topics,
  - Latitude is given to each physical SIMP in terms of student profiles, prerequisites, content.
- Possibility to associate external partners as early as the programme-conception phase to provide a societal challenge or problem to which the students are expected to offer solutions. This 'specification

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sheet' becomes the mainframe of the programme, however this characteristic is not mandatory for the full physical programmes;
- To have a balance between pedagogical content, field trips, cultural activities;
- Determine the target skills' set, overarching learning outcomes (OLOs) and assessment formats;
- Deliver between 4-5 ECTS.

The short intensive schemes integrate a strong notion of teacher-student and student-student collaboration, whilst incorporating self-study, professional field trips, cultural activities. The 2-week physical schemes also incorporate a high sense of teacher-teacher collaboration, through invited guest teachers, leaving scope for further future exchanges and partnership development.

3. 6.3 Short intensive programmes carried out in 2019-2021

Six short-term schemes are to be run in the pilot phase. All alliance partners will host one project, but all partners are committed to sending student participants to all programmes.
This report focuses on the first SIMPs, hosted by **Pécs University** and **Université de Rennes1**. A brief description of the programmes is given below:

Host university	**University of Pécs, Hungary**
Title	**Law and Technology** ***Regulatory Challenges and the Way Forward***
Dates	**4th – 17th July 2021**
Brief	"Nowadays, the rapid development of technological solutions and the interconnectedness of the legal environment have become unavoidable, knowledge of which may be a key competence for all legal professionals in the future. The courses of the online summer university cover the topics related to the above in order to be able to present horizontal aspects to the participants about the existing and future changes and aspects. Accordingly, during the training, among others, we will explore the most interesting new developments in the field modern data protection law and other information regulation, deal with the rise of algorithm-based decisions, AI and IoT applications in public and private activities, and deal with new liability questions and smart contracts. The courses of the online summer university are based on interactive group exercises, case studies, and a summary of practical experiences."
Student profiles	Law, technology-oriented students BA, MA students as priority targets
Learning Outcomes	The course aims to prepare students to deal effectively with problems encountered in practice, to synthesize key legal requirements and literature. In addition, it aims to promote students' ability to cooperate internationally and to develop their foreign language proficiency.
Course and programme objective	Students will be able to 1. Analyse the emerging forms of modern technological development according to a system of legal criteria, 2. Interpret technological phenomena from a legal point of view

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	3. Provide adequate and well-founded legal responses to the challenges of an ever-changing and technology-oriented environment, 4. Apply their acquired skills in an international environment.
2-week programme rollout	***Changes were made to the programme due to Covid-19 regulations with respect to receiving foreign students. A programme that was designed as full physical was transformed into a full online version (Annexed to this report).*** ***Key changes were made to the lengths of the classes (limited to 90mins) and the number of breaks. Students needed to ensure they worked from a computer and in a quiet environment, not from a smart phone. They were also asked to switch their cameras on during the whole time of the online course.*** ***Other changes were also integrated for the cultural awareness and no field trips could be conducted.*** ***The involvement of student mentors was crucial in team-building, cultural awareness activities and games, keeping student interest through social networking. Assessments were carried out online and the original ECTS credits could be maintained.***
Evaluation process	Multinational teamwork, human skills and knowledge-based assessments
Credits awarded	5 ECTS

The scheme was open to all students: BA, MA, with grounding in law or technology. The subtlety lay in knowledge-sharing between these profiles at distance and creating overall meaning for students, giving them the international feel without leaving their home country. The key was the organisation and implication of student mentors, animating peer-to-peer sessions.

Host university	**University of Rennes1, France**
Title	**Internet of Things** ***Connecting your IoT devices***
Dates	**June 27th – July 10th 2021**
Brief	The "**Connecting your IoT devices**" Summer School is organized to offer 4 ECTS in the fields of digital electronics, embedded software and networking for IoT. Both hardware and software aspects of IoT will be presented and discussed during the school, and hands-on practical courses will allow attendees to get familiarised with IoT standards. The project will enable you to solve a societal issue with the support of a local company called Eco-Counter which provides solutions to analyse the flow of pedestrians and bikes around the world.
Student profiles	For advanced Bachelor and Master students, in the field of Digital Sciences and Technology (Electronics, Computer Science...). Skills in C language and signal processing basics will be welcome.
Learning Outcomes	Students discovered the various aspects of a smart device, from the sensors themselves to the data processing and transmission. Classical IoT standards were detailed (BLE, ZigBee...). Long range communications (LoRa, Sigfox, NB-IoT...) were investigated.
Course objective and programme	Practical lessons consisted of a team project whose aim was to develop a prototype for innovative IoT applications. Each small group (4 people) conducted the full project: from the application specifications to a demonstration of their prototype. The prototype was based on various sensors and wireless transceivers plugged to Arduino motherboards. This project also gave the opportunity to solve a societal challenge: to measure human

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	activities with the best energy efficiency and reasonable resource use. A final presentation was given per group on which they were assessed.
2-week programme rollout with associated partner	**Eco-Counter** *With over 20 years of experience, Eco-Counter is the global leader in pedestrian and cyclist counting solutions. Our temporary and permanent, urban and rural people counting solutions count and classify pedestrians and cyclists using discreet, advanced, patented sensor technologies. Automated count data is a powerful tool to capture daily and seasonal usage trends, justify investments, communicate with stakeholders and much more. From bike counters deployed on the busiest cycle tracks of New York City, to trail counters in remote regions of the French Alps, Eco-Counters are trusted around the world.* ***Website** / **Blog*** **How they took part in the project:** It is the DNA of Eco-Counter to help cities develop active travel modes (walking and biking) using data. This is why we wanted to challenge participants to build the best sensor for smart city planners and the environmental challenges they face. This means creating a device providing useful data in this context, with the lowest carbon footprint possible, while respecting individual privacy. Every day: ● French language classes ● Multicultural education workshops ● Formal workshops ● Group work ● Study groups Each week: ● Professional field trips, technology-related museums ● Cultural activities and outings ● Discovery of Breton culture, including cultural meals Full board, all-inclusive, no additional student costs or meals to be managed. University residential stay.
Evaluation process	Multinational teamwork, human skills and knowledge-based assessments. Projects presented before a jury, including members of Eco-Counter. EDUC Certificate award ceremony.
Credits awarded	4 ECTS

The SIMP included full-board, with an 'all-inclusive' approach, due to the implication of university residential services outside of the academic year and other local implications, notably I relation to restaurants in the Covid context. Additional precautions had to be considered, such as food allergies and different diets.

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4. Programme organisation and schedule

4.1. Programme organisation

The SIMPs were established and prepared at two different levels:

1) Task group
    a. EDUC operational group comprising of pedagogical engineers, teachers, summer school members;
    b. Focus on the main tools and common instruments, pooling practises and alliance experience, promotion and local student selection;
2) Host universities (Pécs and Rennes1)
    a. Summer school Office team, dedicated project team, programme leader and respective speakers, guest teachers from EDUC;
    b. Onboarding an external local partner, defining the challenge, establishing the programme, preparing the pedagogical, logistical and cultural content, recruiting mentors and building relations with local community members, administrative enrolment of selected students.

4.2. Task schedule and overall steps

The time span for programme process, 'conception-to-delivery', took place between July 2020 – September 2021. The programmes followed the key aspects established in the Action Plan for Short-Term Schemes (Cf. Deliverable D6.1), which channels the steps without necessarily being fully sequential.

July 2020 : Internet of Things November 2020: Law & Technology	seedling project detection, presentation to EDUC coordination groups, validation by the Steering Committee
November 2020 – February 2021:	conception, preparation, onboarding teachers and an external partner, structuring the programme, developing tools, ground rules for EDUC funding (maintaining feasibility). Budgets and financial feasibility (including additional funding sources)
February – March 2021:	Budget finalisation
April - May 2021:	promotion within the Alliance, final student selection
Rennes1 (July 2021) Pécs (September 2021)	programme launch programme launch (changed from initial July period)
October 2021	Evaluations and student satisfaction

A key incident during the initial delivery phase had an impact on the running of the Pécs course, as Hungarian universities were not allowed to receive foreign students due to Covid-19. The SIMP was transformed into a full online course, requiring student mentors to animate sessions and engage team-building between students.

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5. Execution and Outputs: key points

5.1. Task execution

What was carried out (programme set-up, how external partners were identified, teacher implication, student mentor onboarding and role)	University of Pécs Law & Technology	University of Rennes1 Internet of Things
	The Study Abroad and Summer School Office was responsible for the overall organization of the program, whereas the Faculty of Law was in charge of the academic program. There was an academic program leader appointed from our Faculty of Law. He designed the academic program with his colleagues and he was also responsible for keeping contact with the invited lecturers. In addition to the lecturers of the Faculty of Law, there were also lecturers invited from other Hungarian universities, law firms as well as from Masaryk University, Brno. The Study Abroad and Summer School Office managed all the other tasks including the designing of the social programs, hiring the student mentors, designing the call and the promotional materials, ensuring the online platform, keeping contact with the EDUC sending universities and keeping contact with the participants before, during and after the programme. One colleague from the office was appointed to be responsible for the whole programme. The student mentors were selected by their application to an open call that was sent out to all the University of Pécs students. The role of the student mentors was to guide and help the participants of the course and to organise the social programmes (Team Building, Quiz Night, Intercultural Evening and Game Night).	The international relations department coordinated the SIMP. The whole programme was set up by teachers in the engineering school, involved in the project, and we were helped to develop it thanks to the EDUC team and coordinators. It definitely helped to make it successful. We benefited from the EDUC partners to recruit some external teachers who joined us and completed some parts in the programme. The teachers were all motivated to work with an intercultural group of students. The student mentors were recruited within our school and played an important role in the cohesion of the group. The e-learning service we implicated to manage a soft skills session, enriching the experience. We benefited from the EDUC partners to recruit some external teachers who joined us and carried out some parts of the programme. The teachers provided a different view on interculturality, providing further scope and depth to the overall international learning experience. The student mentors were recruited within our school and played an important role. Present throughout the week, they built cohesion, provided individual logistic support and contributed to the smooth running over the two weeks.

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In parallel, EDUC-level overarching instruments were developed to cover key parts of the Action Plan: templates, SIMP learning agreement, funding tables and grant allocation, selection process, ECTS and evaluation criteria.

5.2. Overall outcomes

What was learnt through these intensive schemes	University of Pécs Law & Technology	University of Rennes1 Internet of Things
	The main objectives of the course were fully met. Students learnt to analyse the emerging forms of modern technological development according to a system of legal criteria, gained knowledge about how to interpret technological phenomena from a legal point of view, developed their intercultural sensitivity by being surrounded by students from other countries and cultures. They could also improve their English language skills. The Intercultural Evening provided them with an excellent opportunity to learn about the cultures of the other participants as well as about their own cultures.	Many objectives were reached. First on the technological level. Students were able to improve their knowledge on the IoT while developing a hands-on project and answering a societal issue. On the intercultural level, they achieved self-awareness and respect of the other partners' culture. They experienced and enjoyed working in intercultural teams. On the cultural level, they discovered France and more specifically Brittany. Finally, they also gained a linguistic experience by communicating in English and learning some basic French.

5.3. Good practices

Advice and good practises for the future SIMPs to be run in 2022	University of Pécs Law & Technology	University of Rennes1 Internet of Things
	The topic was very well chose, therefore this topic is highly adviced for future short-term programs. The length of the course was also satisfactory. The online version can be a good solution if the in-person form of the course cannot be realized for some reason. In addition to the high- level academic content it is very advisable to create opportunities for community building and include different enjoyable and interesting social programs. Involving student mentors also	I would highly recommend the experience. You need to have a dedicated team and people you can rely on, as it is time and energy consuming but definitely worth it. To create a non-stressful and engaging environment is essential for the participants. They are here to study but also to have a good time and meet new friends. We did many activities to create a team spirit and sport activities were very welcome. Having a balanced number of participants coming from different

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	proved to be successful, they can highly contribute to the success of the program. They have to be well selected to reach this goal and they also have to be educated before the program.	countries was a real benefit as there was no superiority of one group over another. Students 'mentors were indispensable to make the link with the group and solve any problem.

5.4. Short-Term Scheme Indexing

Identified improvements for future versions of these SIMP	University of Pécs Law & Technology	University of Rennes1 Internet of Things
	Although the program was open to non-law students as well, in the future we have to decide if it will only be offered to law students or the academic content will be diversified a little bit so that it could be more easily understood by students with different majors and backgrounds.	We reckon that the programme of our first summer school was too dense so we will try to lighten the activities and the workload especially at the weekend. We will also leave more autonomy to the students regarding meals, to enable to cater for their own needs and requirements.

Overall suggested improvements (on a Scheme-level)
When a SIMP is newly conceived, or developed from a seedling project, it needs several months to be fully operational. As the alliance is confronted with different academic calendars and internal promotion regulations, a degree of anticipation of key stages and steps needs to be catered for. Some of these key stages are:

- Onboarding of invited teachers
- Budget feasibility and project financing
- Implicating the full teams from the start and administering roles

Although these SIMPs were engaged in dealing with these points, they had to do so in a limited time-frame, the 'kick-start' coming after final project validation in December 2020 and dependant on the parallel development of tools and instruments. The future projects in 2021-22 will benefit from the tools already conceived and will allow for time maximisation; the objective being, to give a more comfortable framework to programme leaders and encourage further short-term programmes to be developed.

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6. Learning curve

6.1. Problems encountered and solutions deployed

The following problems have been identified in the process of setting up the blended programme. Solutions are briefly described.

	Problems	Solutions
Academic calendar match-making	The 6 universities have different academic start-end periods; finding common coherent periods to attract students from all partners	Calendar benchmarking, identification of periods to exclude or avoid, two periods defined Spring and Summer (to avoid winter)
Project onboarding and promotion	EDUC timeframe and project process came late in the 1st semester, impacting the communication and promotion period for the alliance	Shorten final programme preparation periods, finalise guest teachers in parallel to communication launch; shorten selection and nomination periods.
Onboarding guest teachers	Key point was how to identify and attract teachers to participate, especially for the virtual classes, how to determine which teachers are retained?	Agile approach adopted, with micro-networking and known local contacts as opposed to general call for participation.
Incidents linked to Covid-19	Physical mobility session impacted by local COVID-19 regulations with respect to receiving foreign students. Programme rhythm and pedagogical flow disrupted, students initially planning the trip in summer impacted in their capacity to participate.	Change of date to September with consequences for some partners as students could not easily participate. Students requested permissions from faculty heads to be able to join the programme. A 'rule of imbalance' was established, allowing partners to send more or less students than planned.
Last minute problems and changes	Students informed latest 24h before kick-off of changes or new information such as being vegetarian (although the enrolment form requested this information).	Late changes occurred to internal organisation, leading to some disruptions, with a risk of student dissatisfaction at the end of the stay.
Real costs: collecting receipts and proof of purchase	The pilot phase framework requires a real cost approach with the implication of many actors and several administrative steps. There is additional internal burden as well as difficulty in collecting all receipts	A 2-phase fund payment was set up, with 75% provided in advance and 25% upon return of all justification. Not a fully satisfactory approach; a request to the EACEA was made September and

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	from students; some countries don't culturally provide proof of purchase for small amounts which engenders justification issues.	December 2021 to apply a lump-sum approach.

6.2. Best practise and improvements

Best practises	Improvements for future version
The topic has to be very well chosen and it is advisable to appoint an academic program leader as well as to hire student mentors	The target group has to be specified more clearly.
Leave some scope for students to manage meals (evening meals), as they are keen to explore local culture and avoids diet-management *via* the team.	Onboard guest / invited teachers early on, in order to implicate them in the programme conception.
Prepare provisional budgets and measure feasibility early on, to either 1) adapt the programme, 2) leverage additional funding	

7. Acronyms

EDUC: European Digital UniverCity
VM: Virtual Mobility
MUNI: Masaryk University
UPN: University of Paris-Nanterre
UP: Postdam university
UR: Université de Rennes1
UNICA : University of Cagliari
PEC: Pécs University
WP: Work Package

SIMP: Short Intensive Mobility Programme

8. Appendices

Annexed to this report, below, are:

- SIMP programme *Internet of Things*
- SIMP programme *Law & Technology*

End of report

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Appendix 1: Université de Rennes1 6.3 *Internet of Things*

Sunday June 27th	Monday June 28th	Tuesday June 29th	Wednesday June 30th	Thursday July 1st	Friday July 2nd	Saturday July 3rd
ARRIVAL	9.00-10.00 Opening ceremony	9.00-10h 15 FLE Intercultural communication	9.00-10.00 FLE Intercultural communication	9.00-10.00 FLE Intercultural communication	9.00-10.00 FLE Intercultural communication	9.00-12.00 KAYAKING
	10.15-11. 15 Eco-compteur presentation	10.30- 12.30 RALLYE LANNION	10.30-12.30 LESSON	10.30-12.30 WORKSHOP	10.30-12.30 LESSON	
	11.15-12.30 Project presentation					
	12.30- 13.30 : LUNCH					PICNIC
	13.30 -15.30 LESSON	13.30-15.30 WORKSHOP	13.30-15.30 WORKSHOP	13.30- 15.30 CONFERENCE Dr Luigi Atzori (Cagliari university)	13.30-15.30 WORKSHOP	14.00- 18.00 GOLF
	15.30-16.30 Intercultural communication Dr Zdeněk Janík (Masaryk University)	15.30-17.30 SOFT SKILLS workshop	16.00-18h00 Visit Eco-compteur	16.00-18.00 STUDY GROUP	16.00-18.00 STUDY GROUP	
			18.00-18.30 Intercultural reflection	18.00-18.30 Intercultural reflection	18.00-18.30 Intercultural reflection	
	Bus ticket	17.30-18.00 Intercultural reflection			19.00-22.30 CULTURAL ACTIVITIES BRETON PARTY	
19.00 – 22.00 WELCOME DINNER						

Sunday July 4th	Monday July 5th	Tuesday July 6th	Wednesday July 7th	Thursday July 8th	Friday July 9th	Saturday July 10th
9.00-12.00 FREE	9.00 -10.00 FLE Intercultural communication	9.00-10.00 FLE Intercultural communication	9.00-10.00 FLE Intercultural communication	9.00-10.00 FLE Intercultural communication	9.00-12.30 STUDY GROUPS Presentation preparation	DEPARTURE
	10.30-12.30 LESSON	10.30-12.30 LESSON (Projet flipped class)	10.30-12.30 FLIPPED CLASS	10.30-12.30 FLIPPED CLASS PRESENTATION		
	12.30- 13.30 : LUNCH					
13.30 - 18.00 CRUISE: SEVEN ISLANDS.	13.30 -13.45 International reflection	13.30-13.45 Intercultural reflection	13.30-13.45 Intercultural reflection	13.30- 13.45 Intercultural reflection	13.30-16.30 GROUP PRESENTATION	
	13.45 -15.45 WORKSHOP	13.45 -15.45 WORKSHOP	13.45 -15.00 WORKSHOP	13.45 -15.45 WORKSHOP		
	16.00-18.00 COMPANY VISIT	16.00-18.30 STUDY GROUPS	16.00-18.30 VISIT MUSEM	16.00-18.30 STUDY GROUPS	17.00-18.30 CLOSING SESSION / CERTIFICATE HANDOUT	
					19.00 -22.00 FAREWELL PARTY	

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Appendix 1: Pécs University 6.3 *Law & Technology*

University of Pécs
International Centre

Law and Technology: Regulatory Challenges and the Way Forward

4-17 July, 2021, University of Pécs, Hungary

Preliminary Program

PÉCS SUMMER SCHOOL

	4 July, Sunday
9:00-20:00	Arrival

	5 July, Monday	6 July, Tuesday	7 July, Wednesday	8 July, Thursday	9 July, Friday	10 July, Saturday	11 July, Sunday
9:00-10:30	9:30-10:30 Opening Ceremony and Orientation	Introduction to the information regulation, open vs. closed data concepts (Dr. Gergely László SZŐKE)	Privacy and data protection regulation - Information Security & Personal Data Beach Management (Dr. Attila KISS)	Privacy and data protection regulation - AI and DP Law (Dr. Dániel ESZTERI)	Algorithm-based decisions and AI – Transparency & Accountability /AI and democracy, AI in law (Dr. Miklós ORBÁN/Márk KAKAS)	Cultural Program	
10:30 -11:00	Break	Break	Break	Break	Break		
11:00-12:30	10:15-11:45 Keynote Lecture I. The EU approach to data economy (Dr. András TÓTH)	Privacy and data protection regulation - overview (Dr. Gergő KOLLÁR)	Privacy and data protection regulation - Schrems cases (Dr. Bence KIS KELEMEN)	Algorithm-based decisions and AI – Ethical & Legal concerns (Dr. Balázs HOHMANN)	Digital Transformation in the Legal Industry /Smart contracts, blockchain (Dr. Miklós ORBÁN/Dr. Márk KAKAS)		
12:30-13:30							
14:00-18:00	14:00 - 15:30 Keynote Lecture II. Transformation of the legal and regulatory challenges (Dr. Zsolt ZŐDI)	14:00-16:00 City tour with DOTTO	14:00 - 16:30 Visit to the Cathedral of Pécs, the Mosque of Pasha Gazi Qashim				
18:00-	Welcome Dinner	Team Building with student mentors		Quiz Night			

	12 July, Monday	13 July, Tuesday	14 July, Wednesday	15 July, Thursday	16 July, Friday	17 July, Saturday	18 July, Sunday
9:00-10:30	Algorithm-based decisions and AI - use-case studies - healthcare issues, immigration proceedings (Dr. Michal KOŠCIK)	Open-government, open-data, re-use of PSI (Dr. Jakub MISEK)	Resolving a case in the field of data re-use. Consultation & discussion on students' contribution (Dr. Gergely László SZŐKE)	Fake news, freedom of expression on online platforms and media law aspects (Dr. Gábor POLYÁK)	Cybercrime in the 21st century (Dr. Gergely DZSINICH)	Departure	
10:30 -11:00	Break	Break	Break	Break	Break		
11:00-12:30	Algorithm-based decisions and AI - use-case studies - AI in legal procedures (Dr. Balázs HOHMANN)	Online dispute resolution proceedings - Theoretical and pratical issues (Dr. Pavel LOUTOCKÝ)	Regulatory challenges of cryptocurrencies (Dr. Zsolt BUJTÁR)	Fake news, freedom of expression on online platforms and media law aspects (Dr. Gábor POLYÁK)	Cybercrime in the 21st century (Dr. Gergely DZSINICH)		
12:30-13:30					12:00-12:45 Closing Ceremony		
14:00-18:00	Visit to the Zsolnay Cultural Quarter and the Kodály Centre						
18:00-19.00		Team Building with student mentors			Farewell Dinner		

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