Let It Be vol.4 Project Manual

Training Course funded by Erasmus+ organized by Együttható Egyesület

12th – 22nd of September 2022, Gánt-Bányatelep, Hungary

EGYÜTT HATÓ
KÖZÖSSÉGÉPÍTŐ EGYESÜLET

Erasmus+

CONTENTS
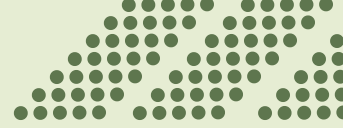
INTRODUCTION

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GRANT - Erasmus+ Key Action 1,
Traning Course (Programme countries)

DURATION - 12th – 22nd of September, 2022

The project's primary goal was to introduce and practice peer supervision, a leaderless counseling tool that can help in the coping of professionals working in the youth field. By providing participants with this new tool, the project aimed to help them improve their professional lives.

The project also seeks to foster a greater understanding of the value of self-reflection and self-knowledge activities for processing experiences gained while working with youth. Participants were encouraged to bring their own methods, which we examined for strengths and weaknesses. We sought to cover the majority of aspects of facilitation.

Participants developed an understanding and had practice in the use of specific methodologies, with an emphasis on peer group supervision. During the training, we utilized various non-formal education tools which included debates, simulations, structured discussions, role-play, group presentations, art therapy exercises, and peer group supervision.

In addition to the overwhelmingly positive feedback, we received from former training implementations, the project was awarded the Award of Excellence by the Hungarian National Agency in 2020.

The course content, according to what we have heard and personally experienced, helped the participants gain new perspectives and build a network of social professionals who can share some of the most significant challenges they face at work.

We considered these accomplishments to be quite significant, so we continued to organize the course's fourth edition in order to share the benefits of this method to more people who needed a change of viewpoint.

During the 11 days training, participants got knowledge and experiences about:

- Erasmus + and YouthPass processes and their key points of organisation
- Description and use of tools in group management
- Various NFL methods
- Communication, management techniques by non- formal learning
- Key points of creating a case study, peer supervision, methodology, and practice.
- The importance and practice of self-knowledge techniques
- Social and personality connected competences, the following skills were highlighted by the participants (more than half of the group stated): team work, self-knowledge, self- confidence, efficient communication and building relationships.
- Intercultural communication, multicultural attitude and professional use of English.
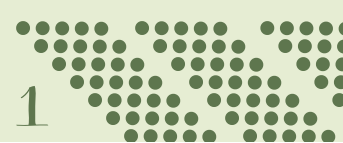
ERASMUS+

This project is co-financed by the Erasmus+ programme of the European Union.

Erasmus+ is the EU Programme in the fields of education, training, youth and sport. This Programme builds on the achievements of more than 25 years of European programmes in the fields of education, training and youth, covering both an intra-European as well as an international cooperation dimension.

Erasmus+ aims to strengthen the quality of youth work and non-formal learning for young people in Europe. It provides opportunities for young people to experience learning mobility in Europe and beyond and for youth workers to develop their interpersonal skills and improve their employment prospects through training and networking opportunities in Europe and beyond.

Opportunities for young people to participate in activities abroad, including:
- *y*outh exchanges,
- short and long term volunteering service: European Solidarity Corps,
- DiscoverEU.
- Erasmus Mundus Joint Master Degrees for students
- Studying and traineeship opportunities for students

Opportunities to support the professional development and network of youth workers, including activities such as:
- seminars,
- training courses,
- networking events,
- study visits, and
- job shadowing/observation periods abroad

Opportunities are available to the following individuals and organizations:

- Young people aged between 13 and 30;
- Youth organizations based in the EU and outside the EU;
- Other stakeholders with an active interest in youth issues.

Co-funded by the
Erasmus+ Programme
of the European Union
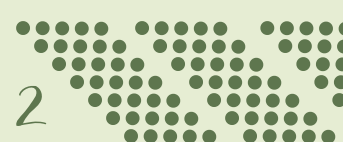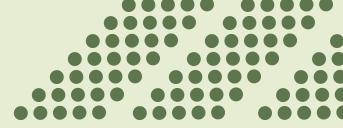
PARTNERS

Organizations

Romania
Nevo Paradimos

North Macedonia
RROMA

Portugal
Check-In NGO

Poland
Dom Kultury we Wloszczowie

Spain
Fundació Catalunya Voluntària

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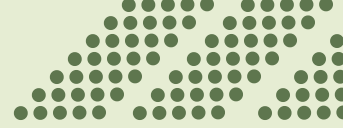projectes@catalunyavoluntaria.cat

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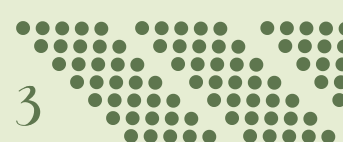
TRAINING COURSE AGENDA

|	11/09/2022 ARRIVAL	12/09/2022 DAY 1	13/09/2022 DAY 2	14/09/2022 DAY 3	15/09/2022 DAY 4	16/10/2022 DAY 5
8:30-9:30		Breakfast	Breakfast	Breakfast	Breakfast	BREAKFAST
10:00-13:00	ARRIVAL	Group integration	Erasmus+, YouthPass	Contracting, The role of the rules in the group integration	Working methods : reflection, feedback, paraphrasing, etc.	Excursion in Budapest & Case study preparations
13:00-15:00		Lunch	Lunch	Lunch	Lunch	
15:00-17:00		Group integration, Introduction of project goals	Basic roles in facilitation and task-sharing in them	Motivation, and trust in the group	Introspection , traditional European supervision, How to use them? Case studies	
17:00-19:00	Introduction of the host organisation Orientation	Reflection Group Team Meeting	Reflection Group Team Meeting	Reflection Group Team Meeting	Reflection Group Team Meeting	Reflection Group Team Meeting
19:00-20:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
20:30	Orientation	Intercultural night	Intercultural night	Oxford Debate	Night on offer	Free Time

|	17/09/2022 DAY 6	18/09/2022 DAY 7	19/09/2022 DAY 8	20/09/2022 DAY 9	21/09/2022 DAY 10	22/09/2022 DEPARTURE
8:30-9:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	BREAKFAST
10:00-13:00	Excursion	*Working methods : reflection, feedback, paraphrasing	Peer Group Supervision I.	*Open Space	*Self-knowledge II	Follow-up Planning
13:00-15:00	Lunch	Lunch	Lunch	Lunch	Lunch DEPARTURE	Departures
15:00-17:00	Preparation of the case study	Peer Group Supervision : introduction and simulation	Peer Group Supervision II.	*Self-knowledge: what's in it for me	Evaluation +World Café Youthpass process	
17:00-19:00	Reflection Group Team Meeting	Reflection Group Team Meeting	Reflection Group Team Meeting	Reflection Group Team Meeting		
19:00-20:00	Dinner	Dinner	Dinner	Dinner	Dinner	
20:30	Creative games	Night on offer	Night on offer	Night on offer	Farewell party	
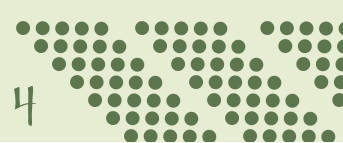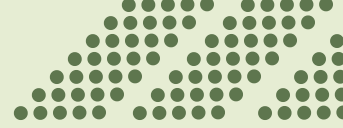
GROUP INTEGRATION

a) Group Integration
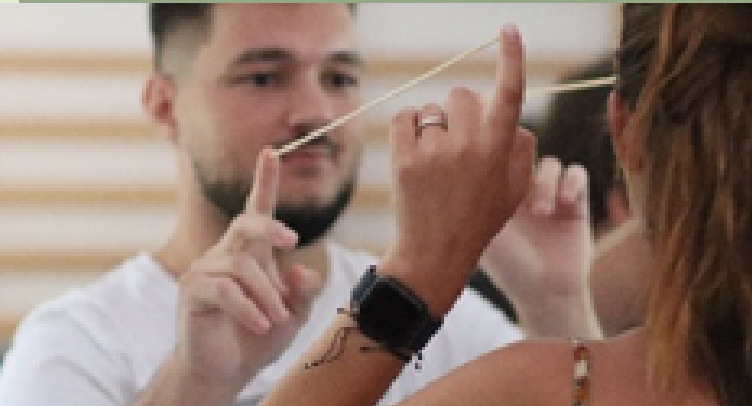
In order for the group to function effectively during an international project, we need to ensure that participants will build personal relationships with one another from the very beginning.

Since this training course needed a high level of cooperation as well as empathy and awareness, the necessity for effective group integration was even more essential. In addition to some name games, activities including "Speed Date," "CV-making in pairs," and "Fishbowl role-play," among others, were held during this phase with the the intention of strengthening participant connections, improve group discussions, and fostering teamwork. While the trainers can regulate the complexity of the conversation and the participants' focus with the questions given to them for discussion, these exercises provide the trainer a chance to get to know each participant personally and engage briefly with the most of them.

b) Group Agreement, Learning objectives, Fears & expectations

Specifying the personal learning objectives from the early stages of the project helps the participants to find the main fields of interest and improvement, and the source of their motivation to take part in the training as well as the youth field. To capitalize on expectations and fears, and have a clear starting point to be shared within the group, is helpful to the trainer in order to give a continuum to the preparation and monitoring activities during the week as well as to the final evaluation activities.
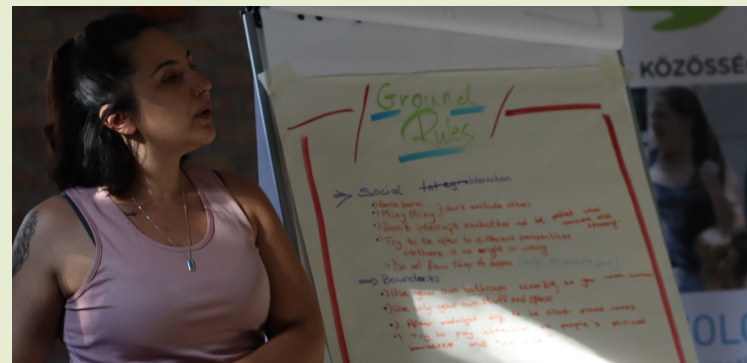
Participants had been asked to address their most important three individual expectations, fears, and learning objectives related to the project, by writing down the different colored post-its and sticking to the relevant flipchart. After participants were ready with the creation of the flipcharts, all papers were displayed and a group discussion was held about shared aspects. Each day participants removed, modified, or added the post-its during the training week, and in the last reflection group, everyone collected their own post-its and evaluated which fears disappeared or continued, which expectations and learning objectives are fulfilled.
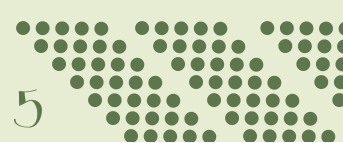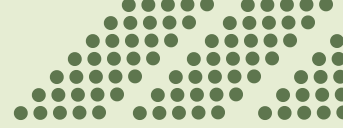
Erasmus+ and YOUTHPASS

During the training, we provided participants with the opportunity to share their knowledge in an interactive manner while using their creativity in order to introduce the Erasmus+ opportunities and Youthpass certificate, which is a recognized tool for non-formal and informal learning in youth work.

The participants were separated into mixed national groups, and each group was randomly assigned two papers, one with the topic and the other with the approach they are required to use to convey their given topic.

By introducing the Youthpass process to our participants, we guide them actively reflect on what they have learned, develop the ability to put these learning outcomes into writing and into practice, and gain a deeper understanding of the competencies (abilities, knowledge, and attitudes) they have acquired through participation in Erasmus+ programs.

For further information:
 https://www.youthpass.eu/hu/

„Youthpass certificate and key competences", „volunteering and European Solidarity Corps", „Erasmus+", „youth and youth worker mobilities: training courses and youth exchanges" are the topics covered. Participants are asked to use non-formal methods such as creating a rap song, organizing a talk show, roleplaying, and writing poetry.

After the workshop, our participants had a clearer understanding of the true worth and benefits of participating in Erasmus+ youth initiatives, and how these projects would develop their personal skills while also contributing to their professional growth.
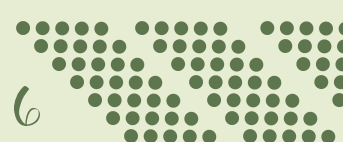
REFLECTION GROUPS

Each day of the training, after the sessions completed we spare an hour for participants to reflect on the daily activities and develop new insights and personal learning outcomes in three closed groups.

In light of the project's primary objectives, we believed that, in order to enhance the effectiveness of the participants' reflection groups, it was crucial to organize the participants' groups according to their professional affinities rather than their nationalities.

In the reflection time, groups facilitated by the trainer and three group leaders who are also youth workers with previous mentoring experience. The facilitators of the groups worked as mentors by directing the participants with questions and encouraging them to express themselves honestly and sincerely.

In addition to verbal communication, various self-reflection tools were being used. For instance, participants were occasionally required to select an emotion from the emotion wheel-chart to express their current feelings by choosing from a wider expression tool. To refer to one's state, visual and spatial demonstrations were also used. As an example, they created miniatures that symbolizes their mental state and feelings by using materials gathered from the environment and other tools provided by the group leaders.

During the groups, by using many various tools, participants were encouraged to monitor their own inner world and, to give a voice to them, as well as to find an outlet for whatever tensions they may arise about the program or the group. Besides the individual benefits of the reflection groups for the participants, these daily meetings deepened the team sprit and supported group integration in a higher level.
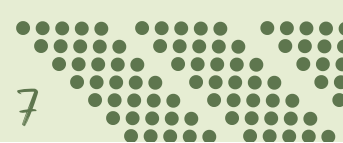
PARTICIPANT WORKSHOPS

During the training, the participant workshops contributed to the exchange of knowledge and experience and to learn about new methods through the processing of topics that are important aspects of facilitation and group management.

These open workshops -which we supported with topic selection, consultation, and methodological guidance as needed- served the analytical and reflective skills of the participants both in relation to the methods used by others and their own. All of the workshops are followed by an evaluation, and thus the whole process helps the participants to jointly examine and analyze their own functioning - that is, not the specific task itself, but the behavior during the task, meta-communication, unintended verbal expression, actions that undermine congruence.

By practicing these reflections, we developed the professional self-awareness of the participants. The topics of the workshops open to facilitation are: „*Basic roles in youth work*", „*Contracting: The role of the rules in the group integration*", „*Motivation and trust in the group*", „*Working methods in these roles: reflection, feedback, paraphrase*", and „*Self-knowledge*".

Due to professional experiences, participants' workshops mainly emphasized on the last topic.

a) Basic roles in youth work

This topic was carried on to provide a better understanding of the primary differences and similarities along the responsibilities of a mentor, trainer, facilitator, educator, coach, and supervisor: „What is the distinction between these roles? What does the professionals do in which role? What are their objectives, and what methods do they utilize? Who do they collaborate with? How is responsibility divided between them and their client? To what extent? In which role do they work alone and when do we work in pairs?".

The chosen method was Walk & Talk. Participants were given questions prepared to lead them thinking about the place of these helper roles in their own lives, who played these roles for them, what impact they had, when they played these roles personally, and how they can take these roles more effectively to help others.

We took a hike in nature after the questions were distributed. Each participant asked the questions in pairs, and they swapped their questions and pairs after each round. This way, the activity also provided an opportunity to build personal relationships between participants who didn't have enough chance yet and served as a team-building activity in addition to the target topic.
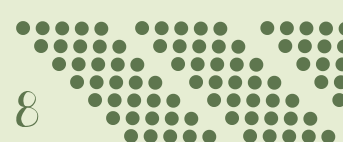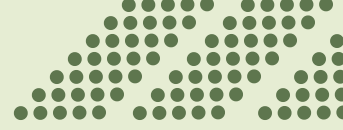
PARTICIPANT WORKSHOPS

b) Self-Knowledge

One of the primary goals of the TC is to develop participants' self-awareness in order to assist them to understand their strengths and limitations, as well as areas in which they may need to improve themselves.

Three participants workshops were conducted on this topic:

In the first workshop „*Me As a Business Product*", participants had been asked to imagine themselves as a product to sell and write down features, prices, target group, and aims of this product & draw a logo which will represent this product in the best way. In the given time participants designed the product which they most relate to or associate themselves with, and describes their personality, tastes or interests, etc. Following the creation of the products, volunteered participants presented their products to everyone.

The workshop „*Tell Me About Me*" was emphasizing self-reflection and expressing emotions & mind states effectively to improve personal and proffessional relationships. After a short discussion on what the term self-knowledge means, the activity began with the description of „life map". Firstly, they started to work in pairs and participants had been asked to share five milestones of their life with their chosen partners, take notes about the partner's milestones and choose an emotion and / or mind of state from the emotion wheel chart for each milestone of their partners. The individual process of the workshop started after the task were given:

By using the notes they took about the key moments in their partner's life, to create a comic book that has five chapters. Each chapter has to represent one milestone and had to be titled with the chosen word from the emotion wheel chart. In the process of the creation of the comic book, talking to their partners was forbidden. At the end of the designing phase, a bookstore was created from those anonymous comic books, and each participant spent some time finding the comic book created for themselves.

We held a workshop using art therapy as a methodology as the final session of the training course: "*What's in it for me?*". The participants made each other's plaster masks first while working in pairs. The process was carried out in a quiet, intimate atmosphere with relaxing music. They were able to give each other thoughtful, in-depth attention. Everyone was then given the task of painting their masks in accordance with their own professional personas after the masks had quickly dried. Participants were encouraged to supplement their own motives with recommendations from other members of the group.
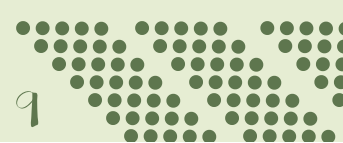
PARTICIPANT WORKSHOPS

c) Motivation and trust in the group

In the „*Willow in the Wind*" workshop, firstly participants had been asked to split up into groups of 6 persons and create tight circles. One volunteer should enter in the circle and stand in the middle with eyes closed and a very stiff body. Once the rest of the group rearranged the circle to have it closed and compact again, the member in the middle is asked to allow themselves to be moved around in a gentle and slow way (like the willow moves in the wind) by the hands of the group members, without moving his feet from the center of the circle.

This activity was repeated until all of the participants who wanted to try to be willow were in the middle. Some participants did not feel comfortable playing the willow, but they actively participated in the workshop as members of the wind. After the activity was completed, the facilitator addressed the questions "Which role did you prefer and why?", "What helped you to trust the team?", "How will this activity contribute to your resilience building?" to the participants to assist them to reflect on the personal outcomes from the workshop.

d) Contracting, The role of the rules in the group integration

The workshop conducted to carry out this topic was including a discussion about the concept of rules and what they are good for, followed by roleplay scenarios to highlight the consequences of missing rules or cases where the group's objectives and goals remained undefined. The training course group agreement was also reviewed, and numerous critical topics were emphasized.

The session continued with the „Marshmallow Challenge" posed as a teambuilding activity as well as an exercise to foster the importance of the rules in teamwork. The goal of the challenge was to build the tallest structure by using only the given materials by the facilitator within the given timeframe. Before progressing to the challenge, participants were provided with clear rules to follow.

This activity was also essential to demonstrate the effects of stress, time, and material restrictions on team-building processes. The communication between teammates was tenser and debating-like than brainstorming-like. As a result of the challenge, there was only one successful group that determined to distribute tasks and assign roles such as team leader, timekeeper, etc. at the beginning of the competition. Some teams were unsuccessful due mainly to miscommunication and lack of collaboration among team members, and even though they built the longest tower, they overlooked a very key ingredient and the rule that goes with it: the marshmallow on top of the structure.
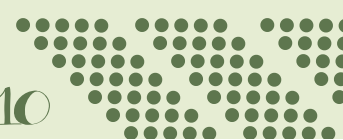
CASE STUDIES & PEER SUPERVISION

Case studies:

The trainer provided a structural overview and directions for the participants to write about one of their cases as preparation for working with the peer supervision method. Information was provided before to the project, so participants may choose and prepare their cases ahead of time. Yet, our experience has shown that a lack of practical experience in self-knowledge and reflection need an additional workshop for rethinking what is actually relevant for them as professionals. This activity was completed in solitude to ensure that the correct example is selected, that it can be explained in detail, and that the key aspects are seen by the presenting participant. The trainer also provided ethical guidelines for masking all personal information.

**Introduction and simulation of Peer group supervision method:**

Peer group supervision is an effective form of l*eaderless peer group counseling.* We aimed for our participants to use the peer group as a space to raise and discuss difficult issues of their everyday work-life in order to have the outside perspective and a more chance of finding a solution. Through practicing peer supervision it's possible to manage professional problems in a better way and reduce stress.

Peer Group Supervision can be a suitable method for people working in the social field, complementing or substituting clinical supervision.

Since the social and helper professions are especially prone to burn-out, the main target professions are teachers, social workers and youth workers, counselors, mediators, psychologists, therapists, legally responsible guardians, carers, etc. Introduction and analyzation of the method were done through peer learning, group presentations, and a simulation of the pro- cess. This ensured that every participant had enough theoretical knowledge to start the more significant part of actually practicing peer group supervision.

More information about the method is available on **www.peer-supervision.com.**
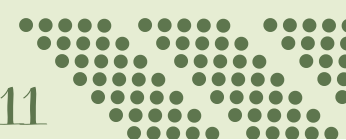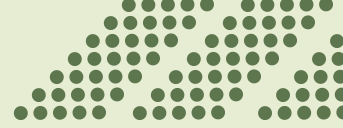
OXFORD DEBATE

Given that Oxford Debate is an effective method in the field of youth work for enhancing young people's communication and reasoning skills, we consider it crucial to give our participants the necessary theoretical knowledge, and space & time to practice the structured debate method in a safe environment. It's a great tool for teaching young people how to construct fact-based arguments, but it's also beneficial for discovering and pushing one's own public speaking competence, especially in foreign languages.

A brief explanation of the method used:

The Oxford style of debate is characterized by its formality and structure. Debates are hosted by a chairman and take place between two teams, the "proposition" and the "opposition".

The proposition proposes a resolution for the debate with constructive arguments and the use of supporting material. The opposition then opposes the resolution by rebutting these arguments and bringing its own supporting material to bear. Traditionally, each side has three opportunities to advance its cause: through an opening speaker, a second speaker, and a summator.

Each side has three chances to advance their argument: opening, rebuttal, and closing. Members of the audience are invited to participate in the debate by addressing questions only to the current speaker. The speakers have only 30 seconds to answer the audience's question and may address the floor comments in their subsequent statements when appropriate.

During the training, after a brief simulation in which we demonstrated how the debate would function and be structured, the selection of the topic and forming the teams followed. The debate thesis was proposed in various topics which included some that were related to the project topics and others were the statements that participants proposed according to their personal interests and professions such as „The youth workers should have a psychology degree.", „Kids have to start should at 6 years old." etc. When our participants voted on the offered topics, we agreed on one serious and one humorous topic and established opposition and proposition teams for both debate rounds.
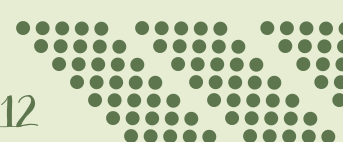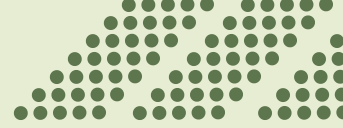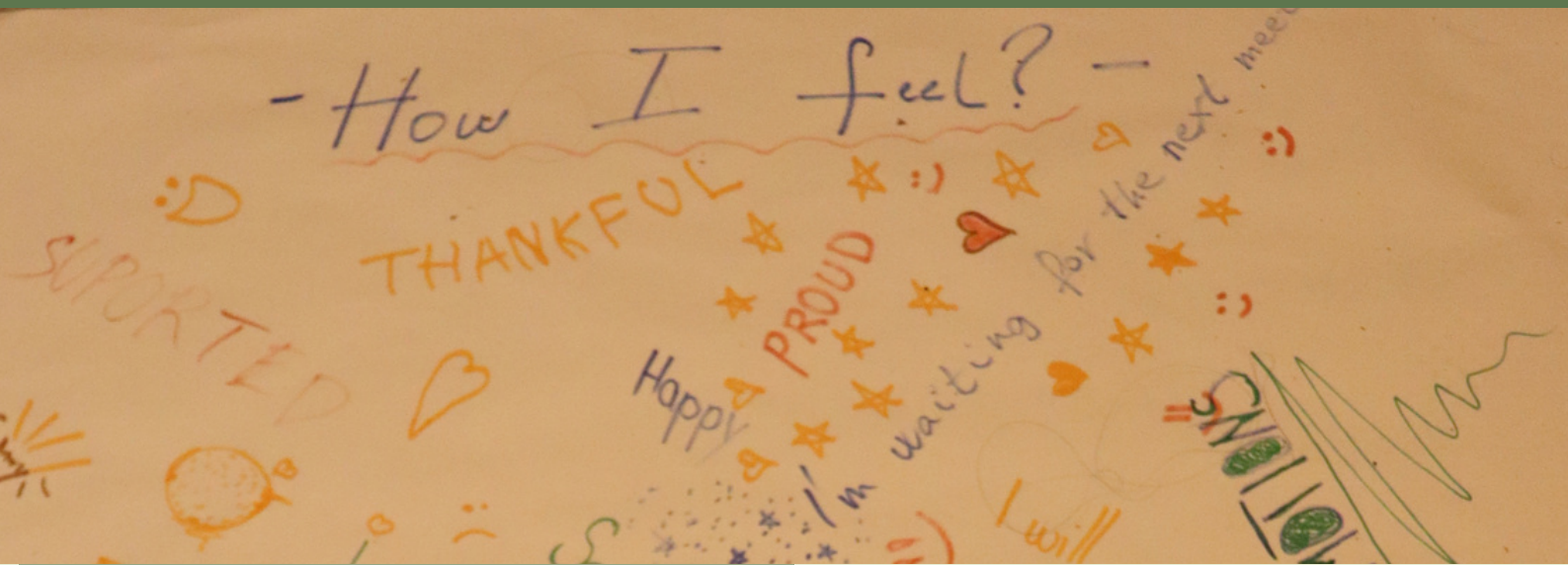
The next day after the introduction and simulation, we organized the debates with different participants for each round, starting with the more serious topic "*Abortion is healthcare, and should be available everywhere*", and progressing to the humorous one: "*We should move the south pole penguins to the north pole*".

EVALUATION

Considering the TC's main focus, the evaluation of the training course and the participants' own learning outcomes received a greater emphasis. To accommodate this, various tools were used. The main method of evaluation was the quantitative and qualitative questionnaires that participants were asked to fill out to give the trainers and the partners information about the effectiveness and success of the TC.

WORLD CAFÉ:

The group was split into four groups. Each table discussed the same set of questions, but after each question with the exception of one person per group all participants found a new table for the next question to discuss.

This was an opportunity to discuss the questions with many members of the group and the splitting helps the diversity of expression. In this case following from the main activity of the day before, the first question was to discuss the peer supervision groups briefly then the questions branched out

to more general questions of group dynamics. For further explanation of the method used: https://theworldcafe.com/key-concepts-resources/world-cafe-method/

The other evaluation tools used:

During the training, daily, after the activities concluded, participants received an evaluation question from the trainer. By dedicating half an hour to give participants space and time to reflect on the daily activities and develop new insights and personal learning outcomes, we aimed to provide help them to evaluate their development processes individually.
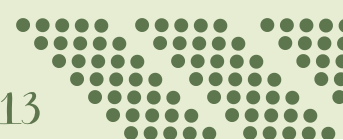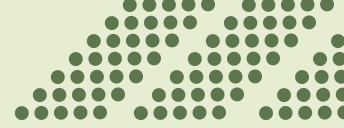
QUANTITATIVE EVALUATION RESULTS

OVERALL EVALUATION OF THE PROGRAM

To conclude the evaluation process, two questionnaires were handed to the participants. The first survey was individually completed on the last day of the project, and the second one was filled out online following the training.

The quantitative analysis of the feedback and survey results is shown below:

Overall ranking of the program on a five point likert scale	
MEAN	4,8
AVERAGE	4,8

According to the feedback and comments we received through questionnaires from our participants, the overall program satisfaction was quite high.

While 17 out of 20 respondents confirmed that the project largely met their personal and professional development expectations, only one participant's expectations were more or less met:

Did the program contribute to your personal development?

NO ANSWER 10%
MORE OR LESS 5%
YES, LARGE EXTENT 85%
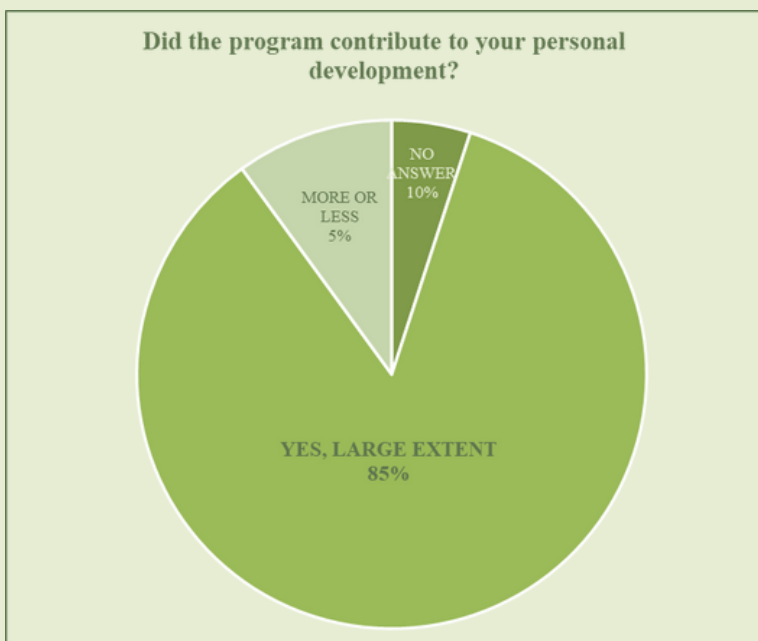
Some of the feedback indicated that one of the project's key goals, such as enhancing self-knowledge and self-reflection, had been achieved:

"TC was very useful, I know that I can use a lot of things in my work."

*"They met my expectations because there were many issues related to working in a group, expressing yourself, creating ideas, and describing your own life experiences."*

"It put me out of my comfort zone, which was the expectations I had. I didn't feel scared or intimidated, because I knew I was in a safe place to do it. It definitely helped me with self-improvement and self-knowledge. I would've stayed there two more weeks if I could."

Which of the following skills have you improved during the program?
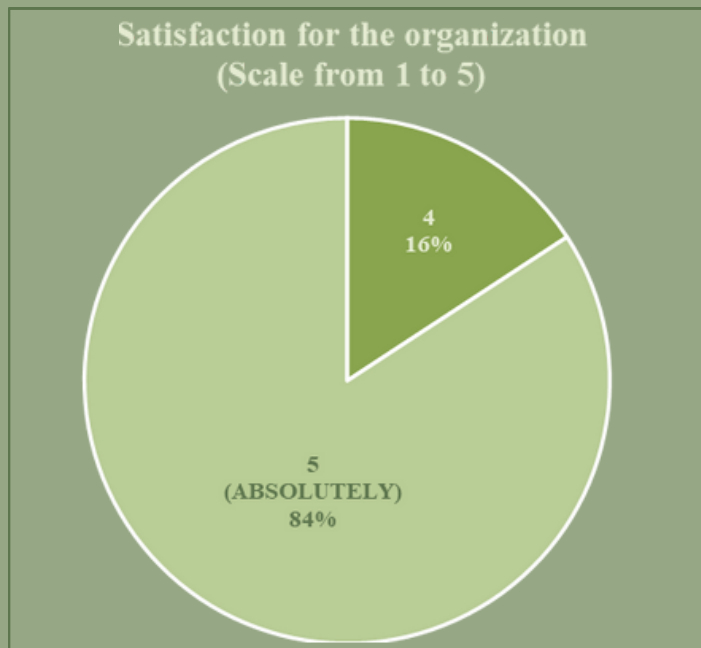
In light of the answers given when we asked which skills they developed more during the program, we can conclude that our training had the biggest impact on teamwork and relationship-building skills, followed by self-confidence and the use of creativity.
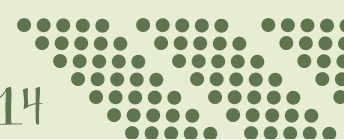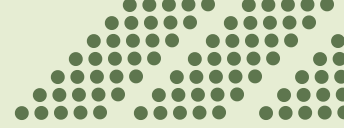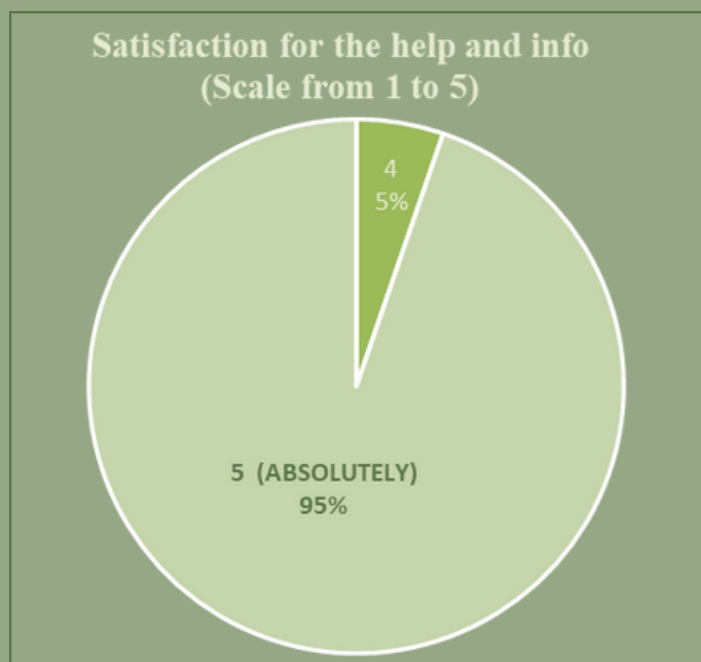
QUANTITATIVE EVALUATION RESULTS

The participants gave only positive feedback on the provided information and assistance by host organization, as well as overall project management and organization from the preparatory phase through the end of the project:

Satisfaction for the organization (Scale from 1 to 5)

4
16%

5
(ABSOLUTELY)
84%

| MEAN | 4,6 |

Satisfaction for the help and info (Scale from 1 to 5)

4
5%

5 (ABSOLUTELY)
95%

| MEAN | 4,7 |

Some of the feedback we received on the following topics:

a) Preparatory phase:

"Excellent"

"The info pack was sent on time and had the necessary information inside of it. Transportation arrangements were good, we got picked up by a bus that could fit us all and we were dropped nicely at the location. The bus driver also helped with unloading the bus. The host organization answered all the question that were asked, both before and during the course."

"Exceed my expectations, everything went perfect!"

b) Trainer and support stuff:

"Always on time, really open minded and helpful also big thank you"

"A very good performance in all cases. Good and clear explanation of subjects and work tasks. Inclusive activities. Supportive. Open to communication and helping when needed/asked."

"..was amazing, always ready to help, a good listener and always gave us room for improvement and knew what to manage the group and conflits that emerged."

"They are very helpful and interesting people. They have good approach and say directly. They educate in right way. They supported group in tasks and were like friend."
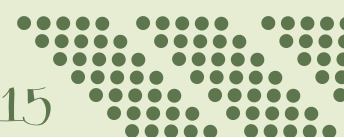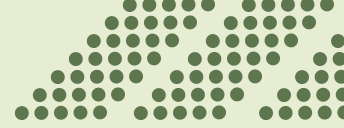
"i'm really impressed"

"Everyone in the reflection group had the option to talk and discuss topics if they wanted but also to just listen and say a few words. The reflection group had a natural flow to it which increased the discussion and sharing opportunities."

"...I was looking forward everyday to my reflection group to work with the facilitato" ... *"The performance was impeccable. I will forever remember those moments."*
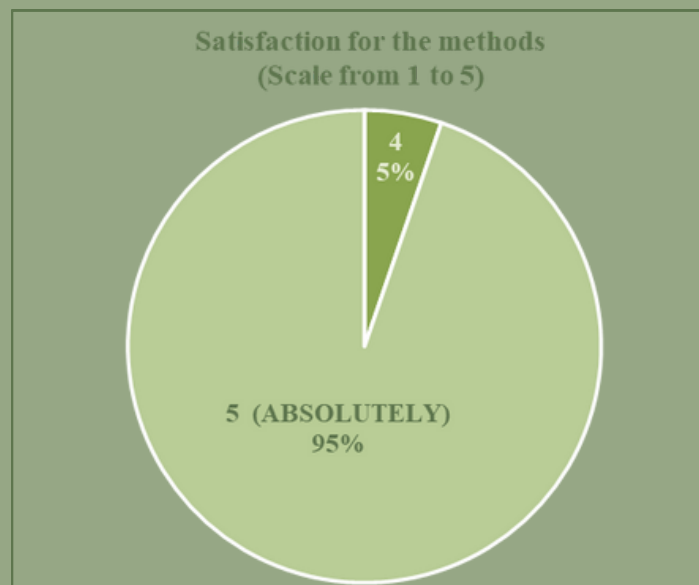
c)The structure and content of the training course & utilized methods and materials:

The majority of respondents stated that the learning outcomes of the course subjects were highly attained, and the methods utilized to carry out the topics were effective to them, as were the materials used during the sessions. All of them specifically stated that they would use peer supervision method in the future:
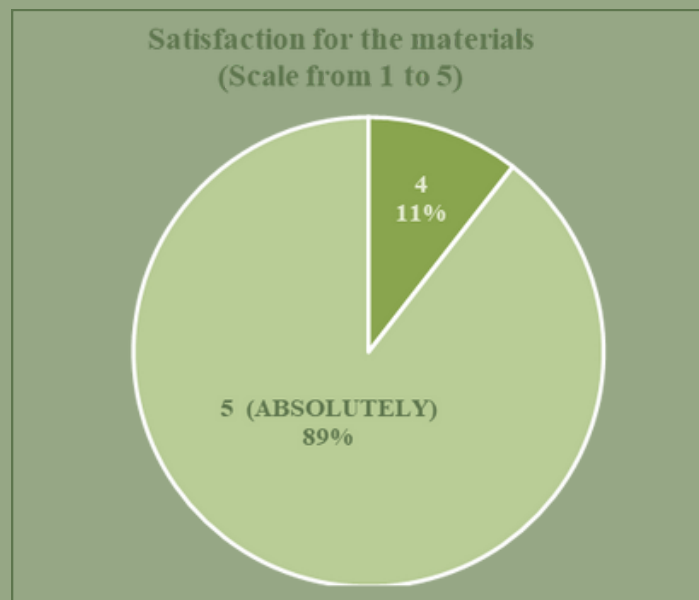
"The method will benefit me from being able to resolve conflicts with the help of others, with a different outlook on life, with a greater and different experience than myself. This is method fits me because even if the problem is not solved, we examine it and develop the situation."

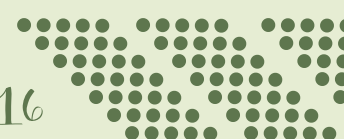*"Now that the method is known to me, it can be used in multiple situations in my work environment."*

…The most useful part of the TC were the case studies, because you get to know people's live experiences, their deep emotions, how they handled those situations that have changed their lives."

Satisfaction for the methods
**(Scale from 1 to 5)**

4
5%

5 (ABSOLUTELY)
95%

| MEAN | 4,7 |

Satisfaction for the materials
(Scale from 1 to 5)

4
11%

5 (ABSOLUTELY)
89%

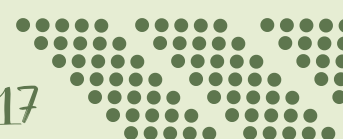| MEAN | 4,6 |

d) Group integration

Respondents also emphasized the positive impact of the methods on escalating group integration during the project; in addition to peer supervision, self-reflection groups were extremely effective on creating a safe environment to increase trust and motivation, as meeting times were intentionally extended for this purpose:
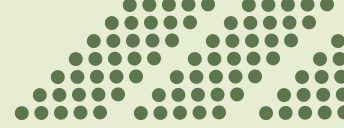
Satisfaction for the group integration
(Scale from 1 to 5)

4
21%

5 (ABSOLUTELY)
79%

MEAN	4,5
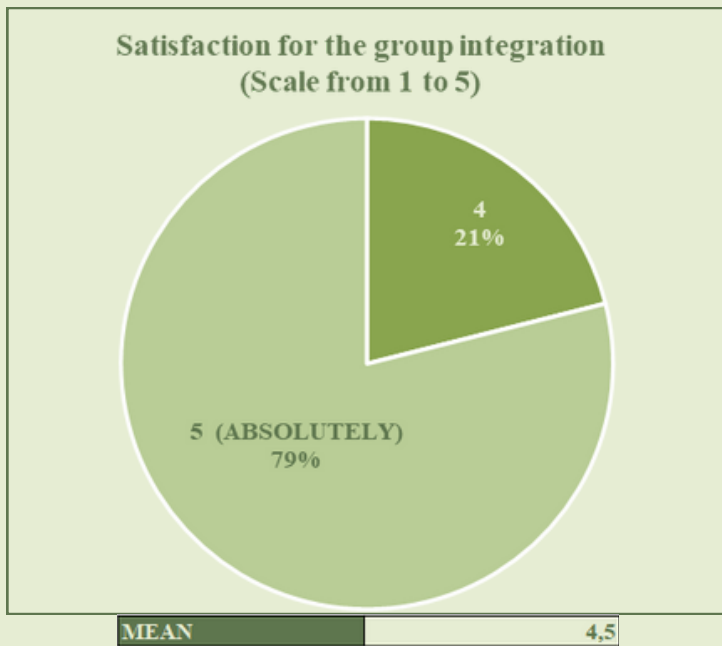
"…It was an heavy but interesting day and we got to know the people more and helped them with the case." …*"To choose the most useful part of the TC is a bit hard, yes the peer supervision was the topic of the TC but I think that all the self and group reflection activities helped me the most"*

"… After the first couple of days, we got more into self-reflection: What it is and how we can use it. Since we were a diverse group of individuals, coming from different backgrounds, it was a nice a topic of discussion: We learned from different
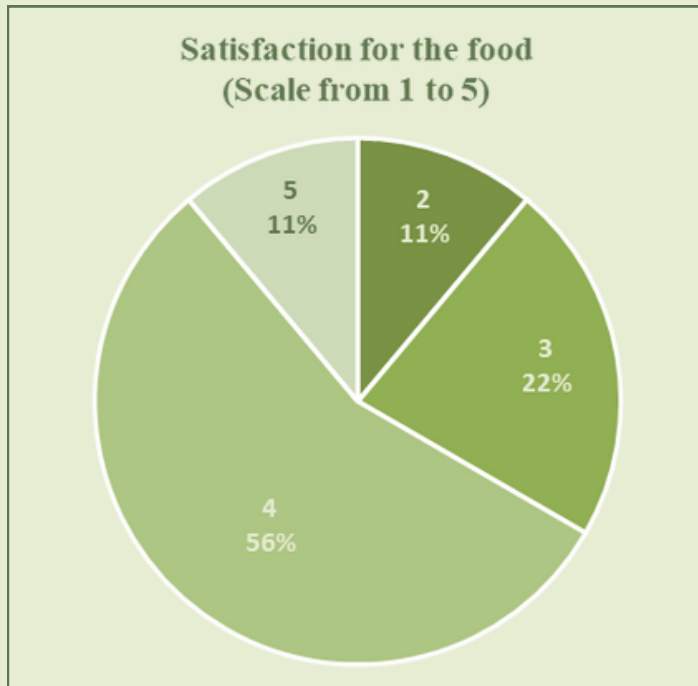
countries their perspective and how they would implement it. After we started self-reflecting people were also starting to open more, personal stories were coming more common to hear and this also opens up the group to grow even closer together. From this moment on, you could see that group became closer every day. That the group was close could also be noticed when we had an activity that included a heavy subject like abortion (oxford debate) and feminism (Participant organized activity). On day 8 we had the peer supervision groups…"

QUANTITATIVE EVALUATION RESULTS

e) Project venue and food:

Satisfaction for the food
(Scale from 1 to 5)

- 2: 11%
- 3: 22%
- 4: 56%
- 5: 11%

MEAN	3,4

Satisfaction for the accomodation
(Scale from 1 to 5)

- 4: 44%
- 5 (ABSOLUTELY): 56%

MEAN	4,3

While the majority of the responders were pleased with our project venue and food provided, others suggested that the meals could be improved. They mentioned specifically that we may have more variety of food instead of Hungarian regional dishes. And specificly pointed out that vegan meals had more variety than others:

"The food was good, the accommodation was perfect"

"Everything was perfect conditions rooms were clean food was tasty and traditional so everything is spot-on"

"Food was delicious, but sometimes I'was disappointed. In Sunday was very strange soup like water with yellow/gray colours and noodles only. Please Fecskepalota take it from your menu!" Accommodation was really great, we had a lot of space to share with everyone, clean bathroom. Food was intrested ;) but i wasn't hungry.

"We would have wanted what the vegans were having instead of always potato. They had pasta, nicer salad but also were served desert (cherry soup (too sweet)) as main course"