

Transnational training sessions report and methodology

interreg Co-funded by the European Union
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OMNIS

HUTTLE
UNIONE MONTANA CATRIA e NERONE
RISPOSTE TURISMO



TRANSNATIONAL TRAINING SESSIONS
Enhancing tourist services
to welcome travellers with dogs
Interview with *Domenico Sarletti*, CEO of Tripdoggy srl

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TRANSNATIONAL TRAINING SESSIONS
Enhancing tourist services to welcome blind and
visually impaired travellers
Interview with *Ines Hlevnjak*,
Project Manager at Županijska udruga slijepih Split

30/06/2024



Document Control Sheet

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Italy – Croatia



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INTRODUCTION

This document lays out the methodology followed in the creation of innovative digital content for training tourism stakeholders in the two project areas. The series aims to serve two main target groups: (at least) 20 identified tourism stakeholders from the two project areas and (at least) 20 young individuals from tourism high schools and universities. These objectives are in line with the stakeholder analysis of D 1.1.2 “Tourism stakeholder analysis report” and are carried out in collaboration with LP1 CNMU and PP3 SHU.

The series content revolves around concepts, challenges and contributions designed to enhance the knowledge of tourism stakeholders in regard to accessibility for visually impaired travellers and travellers with dogs. The end goal is to create a solid foundation to later create sustainable, participative, and inclusive itineraries and packages.

The content format consists of videos and podcasts featuring expert guest speakers. These digital tools are crafted to include specific and replicable content that can be adapted for use in different territories. The choice of using videos is driven by their simplicity in translation their effectiveness in extracting promotional segments when needed.

The series features interviews with a representative of the Split local association of blind and visually impaired people as well as the CEO of the biggest Italian community of travellers with dogs. This inclusion aims to provide valuable insights into the two groups’ needs and experiences, contributing to a more comprehensive understanding of the challenges and opportunities in accessible tourism.

To ensure broader accessibility, the series is available in Italian, Croatian and English. This multilingual approach aims to cater to a diverse audience and facilitate wider dissemination of the content among local stakeholders.

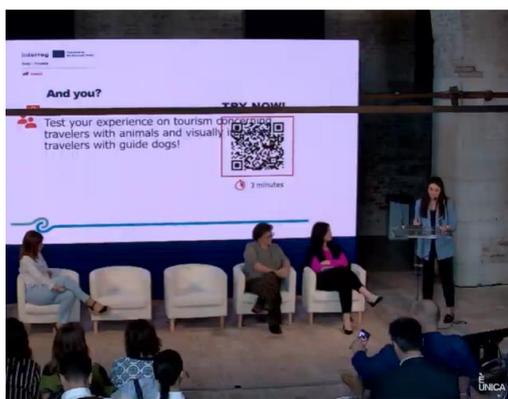
In order to assess the participants' knowledge, a questionnaire has been distributed before and after taking part in the training session.

TARGET AUDIENCE

LOCAL STAKEHOLDERS

The primary audience for the video and podcast series is represented by local stakeholders in the project areas, specifically within the tourism sector. This focus stems from a comprehensive analysis outlined in D 1.1.2 “Tourism stakeholder analysis report” which identified key stakeholders critical to the success of the OMNIS project. These stakeholders, deeply embedded in the local tourism landscape, will be directly approached and invited to actively participate in the series.

Local partners took the lead in engaging with stakeholders from the tourism sector. Direct invitations has extended, fostering a sense of collaboration and involvement. In particular 230 invitations has been sent by email to stakeholders of the project areas and of the area of PP2 RISTUR partner. The majority of the names came from D 1.1.2 “Tourism stakeholder analysis report”, the others are stakeholders directly linked or known by the three partners. Moreover the possibility to fill in the questionnaire has been spread during The Venice Boat Show for the five days at the Veneto Region JS stand and during the presentation held by PP2 on May 31st.



STUDENTS

Beside local stakeholders, the video and podcast series aim to cast a wider net by reaching out to young students from high schools and universities. The decision to target this demographic is rooted in the belief that fostering awareness and understanding of accessibility in the tourism industry among future professionals is pivotal. Educational institutions that have already been involved in other initiatives related to the project (University of Ca' Foscari, University of Split, Aspira University and ITS Veneto Turismo where project partners have introduced the project) have been contacted and offered the chance for their students to follow the training sessions.

In particular, PP3 SHU organised an event at Aspira University on May 17th to showcase the project, the training sessions and the call for ideas. During the event the students had the chance to watch the videos from the training sessions and, those who wanted could fill out the pre and post skill assessment questionnaires.

For students, particularly those pursuing tourism, hospitality and related studies, exposure to the nuances of accessibility is a valuable educational asset. In a rapidly evolving industry, where inclusivity is becoming a hallmark of responsible tourism practices, students stand to gain a competitive edge by developing a nuanced understanding of accessibility considerations.

Moreover, incorporating accessibility education into the curriculum aligns with broader societal trends emphasising diversity, equity, and inclusion. By immersing students in the challenges and solutions related to accessible tourism, we contribute to the cultivation of a future workforce that is not only technically adept but also socially conscious and empathetic.

60 students have been contacted directly by email to be aware of the availability of the videos and to fill the questionnaires.



PLANNING OF THE SERIES

DEFINITION OF THE TOPICS

The topics chosen for the series reflect a thoughtful and inclusive approach to accessibility in the tourism sector. The objective is to cover a spectrum of scenarios to ensure comprehensive insights and practical advice. Each topic is designed to address specific challenges and foster understanding within the industry and it is inspired from the discussions held during the focus group events that formed part of Activity 1.1. and whose report can be found in D 1.1.3. “Focus Groups Follow up report”.

The proposed topics are as follows:

- **Welcoming travellers with dogs** this topic aims to uncover recommendations and strategies for accommodating guests travelling with dogs, recognizing the unique needs and preferences of both pet owners and their animal. The topic covers a variety of scenarios where service staff comes in contact with tourists and their dogs. In particular, it delves into the specifics of creating accommodations that cater to guests travelling with dogs, as well as challenges and opportunities of catering to guests with canine companions in dining establishments. It also provides tips for facilitating guided tours for visitors accompanied by dogs and finally it includes content considerations that provide essential information and a seamless online experience for pet friendly guests.
- **Welcoming travellers with visual impairments:** this topic explores the intricacies and best practices for creating a welcoming environment throughout the travel experience of visually impaired travellers. The topic covers elements that enhance accessibility for visually impaired guests in accommodation facilities as well as considerations and service nuances required to create an inclusive dining experience for visually impaired patrons. Another important theme covered investigates the intricacies of organizing guided tours that cater to the unique needs of visually impaired tourists. Finally, it explores web accessibility principles that empower visually impaired individuals to navigate and engage with online content.

INTERVIEW QUESTIONS

The interview guide has been developed taking into account various scenarios in which service staff are expected to interact with tourists with special needs, or at least provide extra care to enhance service quality. In this context, four main themes have been selected, each accompanied by corresponding questions: accessibility in accommodation facilities, dining establishments, guided tours, and online content. The questions for each expert are listed below.

Travellers with dogs:

- What are the most important questions to ask a guest with a dog?
- What are the fundamental services to be provided in a room and which of them can generate the 'wow effect'?
- How to organize a restaurant room to accommodate both guests with dogs and guests without?
- How to structure a guided tour for those visiting a place with their dog?
- What type of information needs to be included on the accommodation facility's website and what is the best way to communicate it to users?

Blind and visually impaired travellers:

- Which is the best approach for guests with visual disabilities at the reception?
- Could you tell us what are the elements to consider when designing or making available hotel room for blind or visually impaired people?
- How should be the catering service structured when guests are blind?
- What are the details to pay attention to during a guided tour if there are people with visual impairments in the group?
- How can you create a website accessible to blind and visually impaired people?



STRUCTURE OF THE VIDEO AND PODCAST EPISODES

The core structure of the series is rooted in the creation of medium length videos that encapsulate key ideas and operational tips for tourism stakeholders that are interested in making their offer more accessible. These videos serve as the primary source material for the subsequent podcast episodes. The videos contain an online interview conducted through zoom with a different guest expert talking about one of the topics described above.

Once the content of the videos has been finalised, the next step in the production process involved extracting the audio from the video content. Using audio extraction techniques to ensure clarity and fidelity, the audio track have been edited to create a captivating podcast episode. The editing process of the podcast incorporated additional audio elements, such as an intro and an outro for each of the two episodes.

Each episode has been designed to last around 15 minutes, thus ensuring that the content is as concise but at the same time as expansive as necessary to effectively convey the nuances of the subject matter while keeping the attention of the viewer/listener high.

FORMAT OF THE EPISODES

The beginning of each video is marked by opening slide about the project and the activity. A second slide invites the viewers to take part in the assessment questionnaires (both pre and post) using the links in the description.

The heart of each episode lies in the interview segment. Each question is presented by a slide that is followed by the guest's answers which delves deep into one of the various themes providing clear and operational tips. This section is carefully structured to maintain a dynamic, conversational flow rich in practical tips and recommendations. Concluding the video is a closing slide, akin to the opening sequence and again inviting viewers to fill in the post-training skills assessment questionnaire.

The podcast episodes will echo the structure of their video counterparts, beginning with a concise audio introduction and conclusion. The questions of the interview segment have been recorded ensuring that the whole episode is easy to follow by audio only listeners. Notably, the links to both pre and post-training questionnaires have been conveniently placed in the episode descriptions.

INVOLVEMENT OF EXPERT GUESTS

To ensure a successful series, the selection of expert guests emerges as a pivotal element, weaving together diverse perspectives and enriching the content with profound insights. This collaborative endeavour involves all project partners who play a crucial role in identifying and inviting guests to participate in the episodes.

The guiding principles for guest selection revolved around the relevance of their expertise to the chosen episode theme. Guests are expected to bring a wealth of knowledge and practical experience, elevating the content and delivering valuable takeaways for the audience. The collaborative efforts between the project partners extended beyond guest identification. Regular communication and coordination have been maintained to harmonize the cultural perspectives influencing the selection process. The partners have established contacts with local interest groups, associations and communities representing the two target groups of visually impaired people and travellers with dogs, among which they chose the expert guests.

The final choice landed on:

- Domenico Sarleti, CEO of Tripdoggy srl, Italy's largest community of travelers with dogs counting over 15k members. Domenico is a guide himself and has taken hundreds of groups with dogs all around Italy.
- Ines Hlevnjak, Project Manager at Split County Association of blind and visually impaired people. Expert traveller as well as translator and interpreter.

Once expert guests were identified, the interview process unfolded in the local language, fostering a natural and authentic dialogue. The commitment to linguistic diversity remains a cornerstone of the approach, allowing guests to express themselves comfortably and ensuring that the content resonates authentically with the audience of local stakeholders and students.

In the post-production phase, the commitment to accessibility came to the forefront. Thus it was decided to dub each interview into English and the other local language. This process guarantees that the episodes transcend linguistic barriers, making it available to use by local stakeholders in both project areas and beyond.

HOSTING AND DISTRIBUTION CHANNELS

In order to ensure easy access to the videos and podcast series, a number of different platforms will be used.

The OMNIS YouTube channel ([@OMNISINTERREGIT-HR](#)) emerges as prominent destination for video content. By consolidating videos on the OMNIS YouTube channel, we aim to cultivate a dedicated subscriber base, fostering community engagement and facilitating easy access for enthusiasts and learners alike.

The link to the YouTube Videos are the following:

English:

- [Mini-series on the accessibility of tourist services - Episode 1: welcoming travellers with dogs](#)
- [Mini-series on the accessibility of tourist services - Episode 2: Travelers with visual impairments](#)

Italian:

- [Miniserie sull'accessibilità dei servizi turistici - Episodio 1: Accogliere viaggiatori con il cane](#)
- [Miniserie sull'accessibilità dei servizi turistici - Episodio 2: Viaggiatori con disabilità visive](#)

Croatian:

- [Mini-serija o pristupačnosti turističkih usluga - Epizoda 1: Doček putnika sa psima](#)
- [Mini-serija o pristupačnosti turističkih usluga - Epizoda 2: Putnici s oštećenjem vida](#)

As far as the audio content is concerned, the podcast episode have be uploaded on Spotify in the Interreg Italy-Croatia_OMNIS Project profile. Spotify's extensive user base provides an opportunity to broaden the audience reach, catering to those who prefer the convenience of audio consumption or appreciate the flexibility of podcast formats.

It is possible to find the whole series this link:
<https://open.spotify.com/show/5viVK2555UBLZxHoUXyBPP?si=4f7cc3db31584133>

LP1 CNMU will retain ownership of the series at the end of the project's period. This ownership extends to the project's social media channels, consolidating control and responsibility for continued engagement. The strategic utilisation of social media platforms ensures that the content will continue to resonate beyond the project's conclusion, fostering a lasting impact on the audience and the

broader community interested in skill development and knowledge acquisition on the matter of accessibility.

Further expanding the reach, the videos and podcast episodes will be available on the platform envisioned in Work Package 2 where the itineraries and packages will also be shown, as soon as it becomes operational.

PRE AND POST TRAINING SKILLS ASSESSMENT

The integration of a pre and post-training skills assessments forms a critical component of the training session, positioning itself as a dynamic tool to measure the impact and efficacy of the content. The aim is to evaluate the knowledge acquisition and awareness levels of the audience before and after engaging with each episode. The dual-questionnaire approach not only provides valuable insights into the immediate impact of each episode but also fosters an interactive and reflective learning experience.

For the video format, an invitation to fill in the questionnaires has been placed in the introductory and final slide. The direct links to the questionnaires has been placed in the video description. As for the videos, the questionnaires have been translated into English, Italian and Croatian.

Both prior and post listening to the podcast episodes, the audience can easily access the skills assessment questionnaires through provided links in the episode descriptions. This ensures that the assessment process is streamlined and convenient, offering a user-friendly experience for the listeners.

The skill assessment questionnaires can be found at the following links:

English

- Pre-training: https://it.surveymonkey.com/r/OMNIS_Pre_Training_ENG
- Post-training: https://it.surveymonkey.com/r/OMNIS_Post_Training_ENG

Italian

- Pre-training: https://it.surveymonkey.com/r/OMNIS_Pre_Training_ITA
- Post-training: https://it.surveymonkey.com/r/OMNIS_Post_Training_ITA

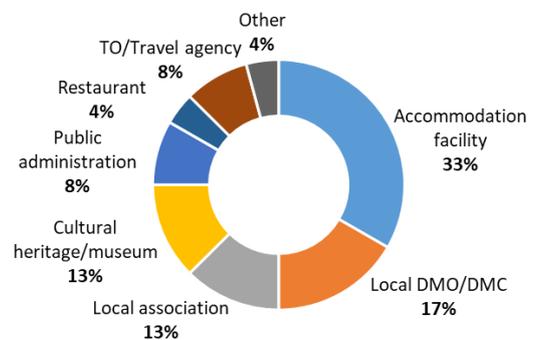
Croatian

- Pre-training: https://it.surveymonkey.com/r/OMNIS_Pre_Training_CRO
- Post-training: https://it.surveymonkey.com/r/OMNIS_Post_Training_CRO

RESULTS AND ENGAGEMENT

PRE TRAINING SKILLS ASSESSMENT - STAKEHOLDERS

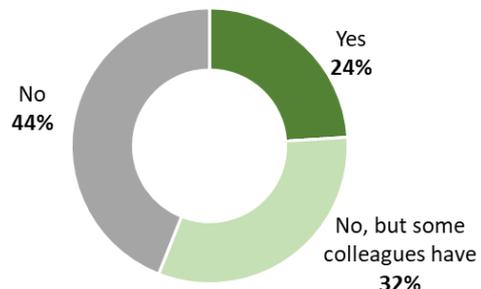
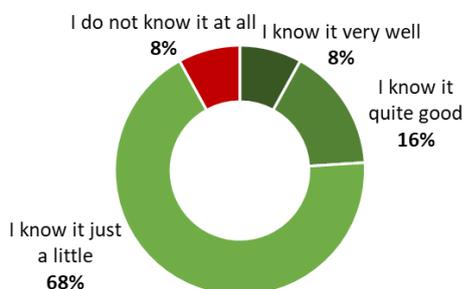
The pre-training skills assessment has been introduced to understand the level of knowledge and interest of stakeholders and students on the theme, therefore a better welcoming and dealing of visually impaired people - eventually travelling with guide dogs - and people travelling with their own dog. We received 67 answers, among which 25 stakeholders (10 Croatian, 15 Italian) and 42 students from Italy and Croatia (2 Croatian, 40 Italian). Starting from the stakeholders, here follow the principal outcomes.



TARGET 1 - Visually impaired travellers

How would you define your degree of familiarity with the concept of accessible tourism for visually impaired people?

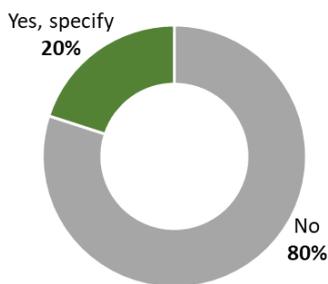
Have you ever had direct experiences with visually impaired tourists?



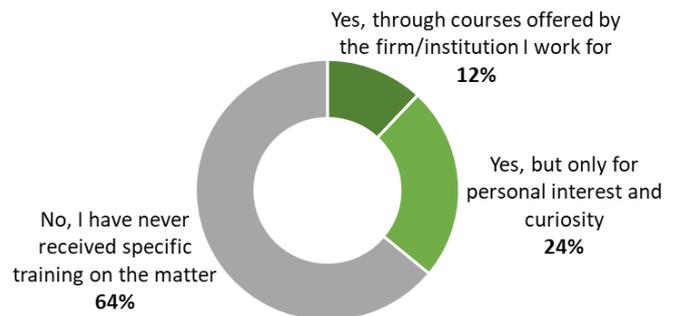
Italy – Croatia



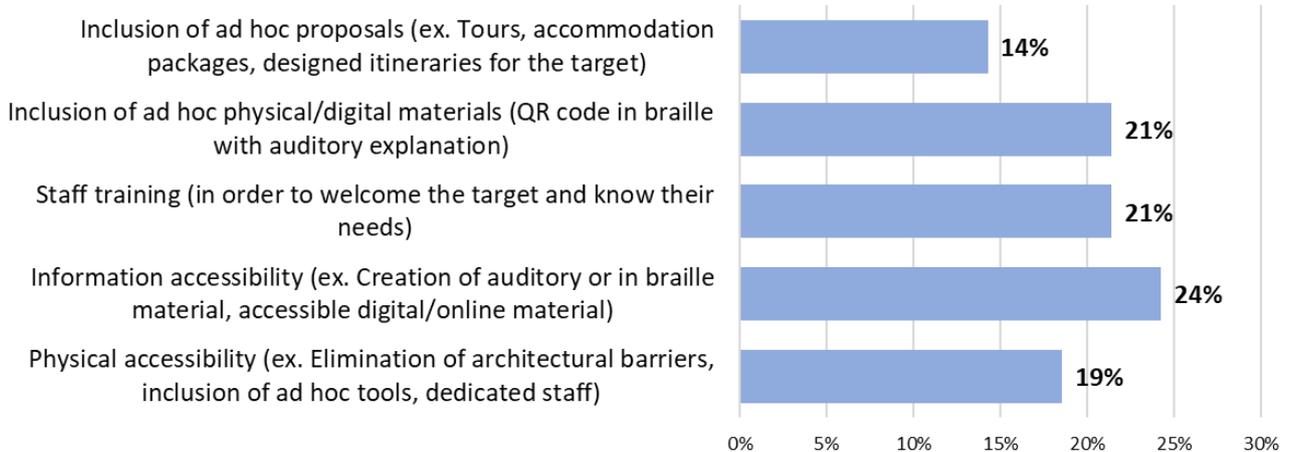
Have you ever implemented services /activities /policies to make your offer more accessible for visually impaired people?



Have you ever received specific training on the needs and the opportunities related to accessible tourism for visually impaired people?



Which of your services do you think should be improved for visually impaired people?

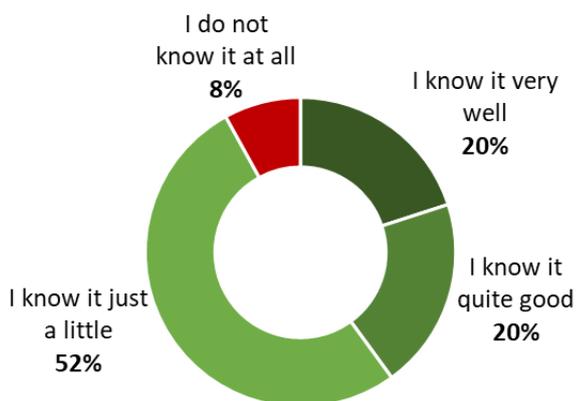


Italy – Croatia

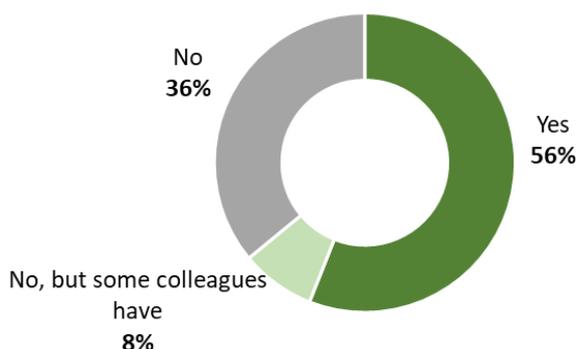


TARGET 2 - Travellers with dogs

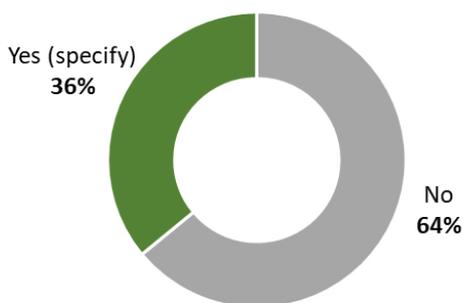
How would you define your degree of familiarity with the concept of accessible tourism for people who travel with their dog?



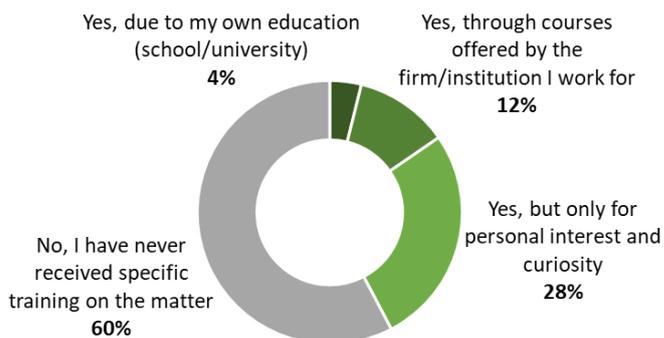
Have you ever had direct experiences with tourists who travel with their dog?



Have you ever implemented services / activities / policies to make your offer more accessible for people who travel with their dog?



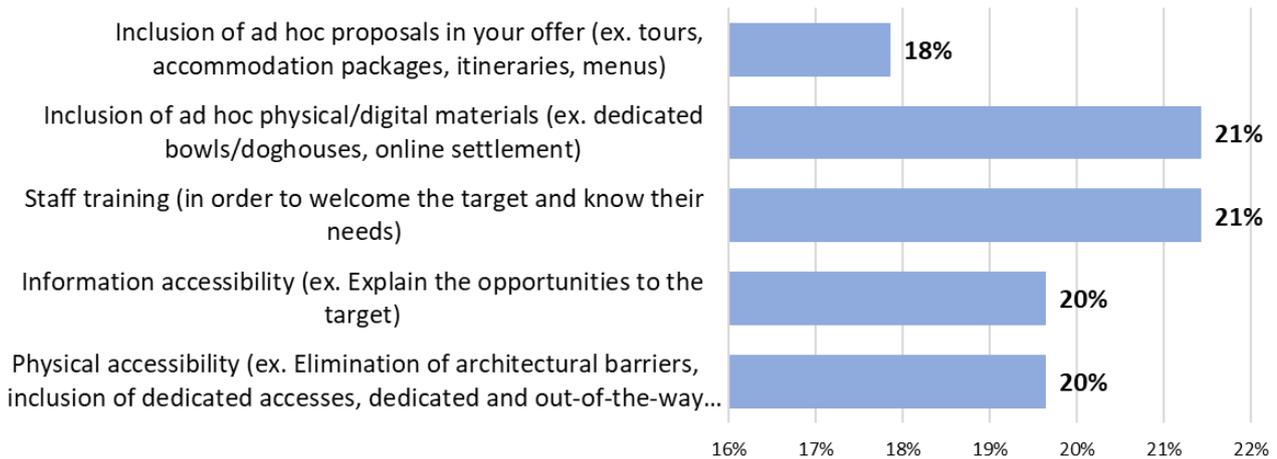
Have you ever received specific training on the needs and the opportunities related to accessible tourism for people who travel with their dog?



Italy – Croatia

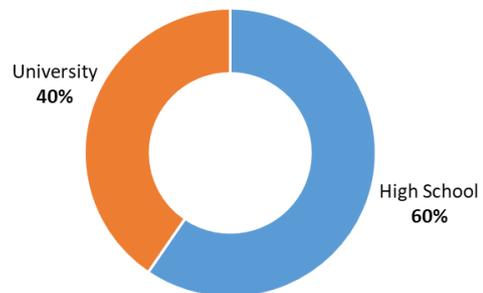


Which of your services do you think should be improved for visually impaired people? (multiple answers are possible)



PRE TRAINING SKILLS ASSESSMENT - STUDENTS

Here follow the principal outcomes for the students. They come from Italian and Croatian universities of sustainability and/or tourism courses. Students from high schools attend specific institutes for tourism.

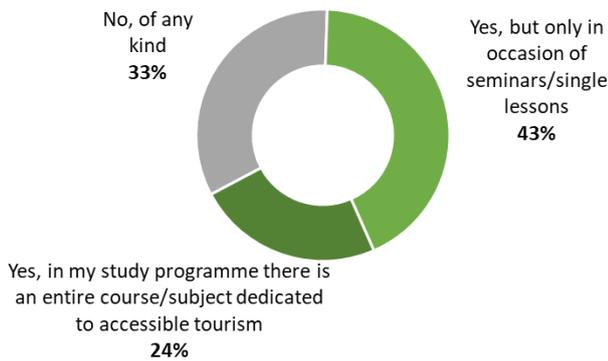


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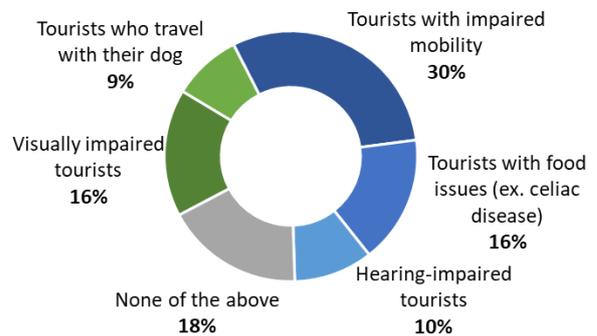


TARGET 1 - Visually impaired travellers

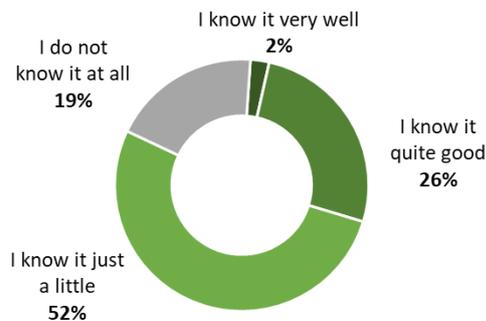
Have you ever discussed the theme of accessible tourism in class?



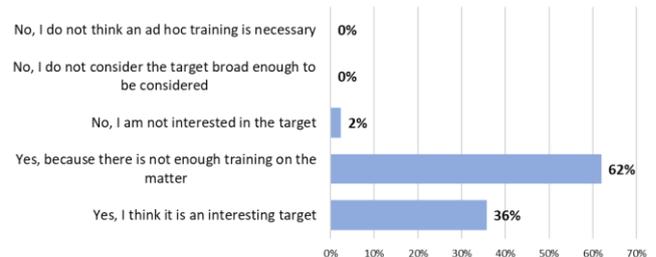
Among the different targets of accessible tourism, which of the following ones was discussed during the lessons you participated in?



How would you define your degree of familiarity with the concept of accessible tourism for visually impaired people?



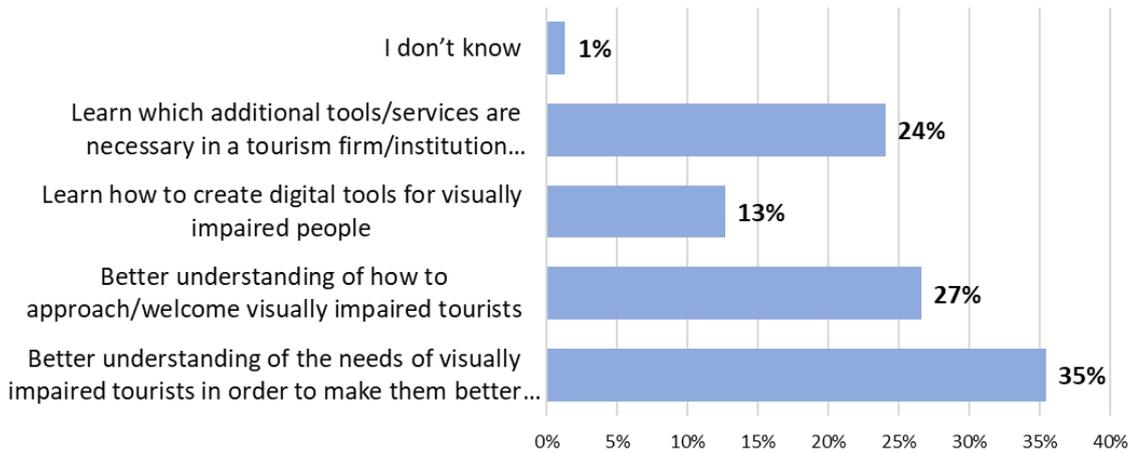
Do you think that being trained on the theme of accessible tourism for visually impaired people is important?



Italy – Croatia

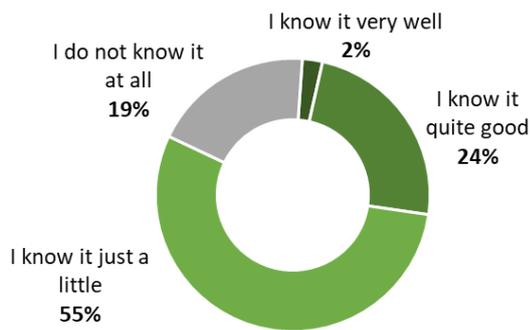


What do you expect to learn during the training sessions we will offer you?

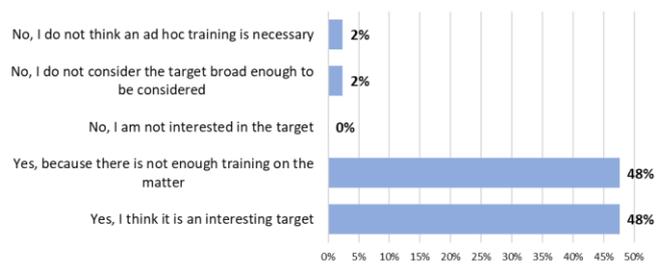


TARGET 2 - Travellers with dogs

How would you define your degree of familiarity with the concept of accessible tourism for people who travel with their dog?



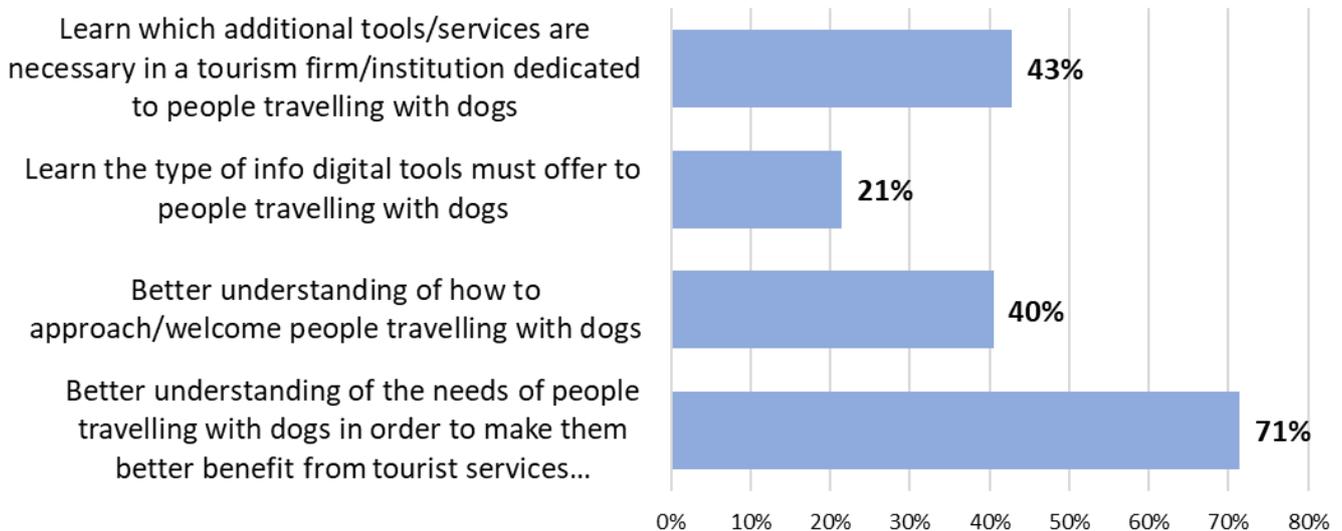
Do you think that being trained on the theme of accessible tourism for people who travel with their dog is important?



Italy – Croatia



What do you expect to learn during the training sessions we will offer you?



Discussing the overall results here some comments:

- The majority of both stakeholders and students know the two targets just a little (50% c.a.)
- Stakeholders had more direct experiences with travellers with dogs (36%) rather than visually impaired travellers (24%) and this reflects also their commitment in implementing services/activities/policies to make their offer more accessible for the targets: 20% did something for visually impaired people, while 36% did something for travellers with dogs.
- 36% of stakeholders received some specific training on the needs and the opportunities related to accessible tourism for visually impaired people, while 44% received the same training on the needs and the opportunities related to accessible tourism for people who travel with their dog
- For stakeholders there is not a single service that emerges as more needed than others for both targets, but information accessibility (24%) is the most cited for visually impaired travellers while ad hoc physical/digital materials and staff training are the most cited for people travelling with their own dog (21% both)
- 24% of students attended an entire course/subject dedicated to accessible tourism in their study programme. Among the specific types of accessibility tourists with mobility issues occupy the 1st position (30%), visual impairment occupies the second position together with tourists with food issues (16%). Travellers with dogs occupy the last position (9%)



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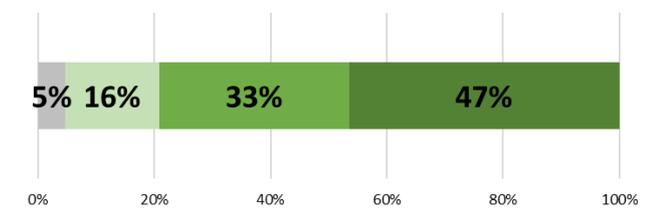
- Almost all respondents think that being trained on the theme of accessible tourism for both targets is important, both because it is interesting and because there is not enough training on the matter.
- Among the expected lessons to be learned in the training for both targets there is an interest in better understanding the targets' needs to make them better benefit from tourist services (accommodation, guided tours, ...)

POST TRAINING SKILLS ASSESSMENT

The post-training skills assessment questionnaire offers an opportunity to evaluate how their knowledge has evolved after engaging with the content being the videos/podcasts. We received 43 answers, among which 21 stakeholders and 22 students from Italy and Croatia. Starting from the part dedicated to the target of visually impaired travellers, here follow the principal outcomes.

TARGET 1 - Visually impaired travellers

On a scale from 1 to 5, how much did you like the video? (1 = not liked it at all, 5 = liked it very much)



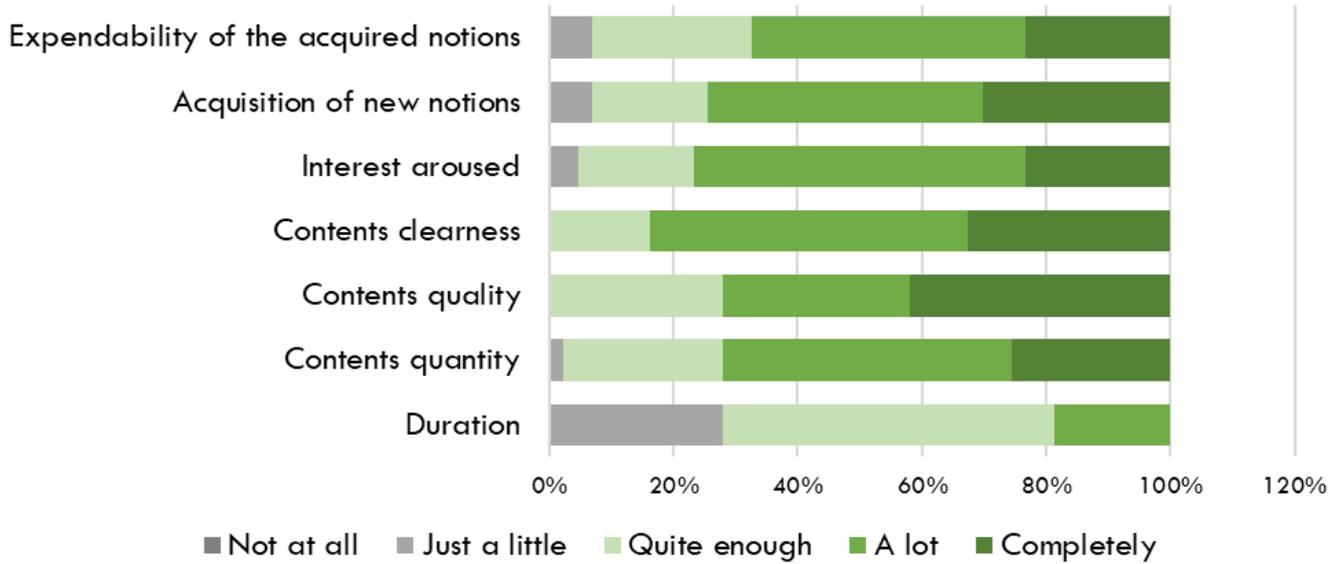
Do you think you will implement some of the solutions mentioned in the videos in your current or future business?



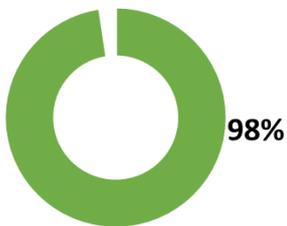
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Please evaluate the adequacy of the topics covered in the video with respect to:



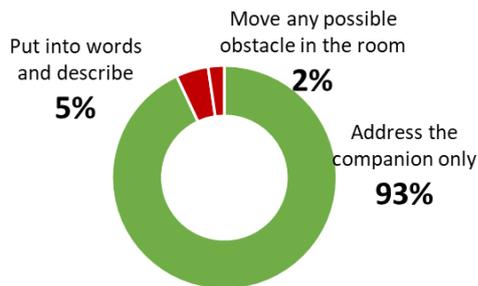
Did the video satisfy your initial expectations?



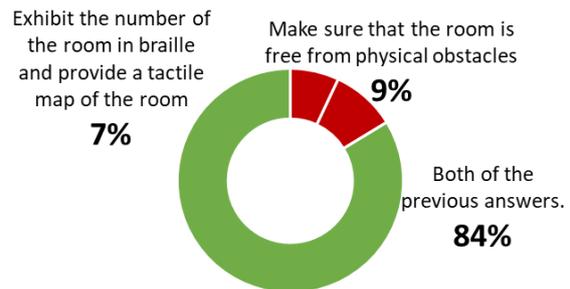
Italy – Croatia



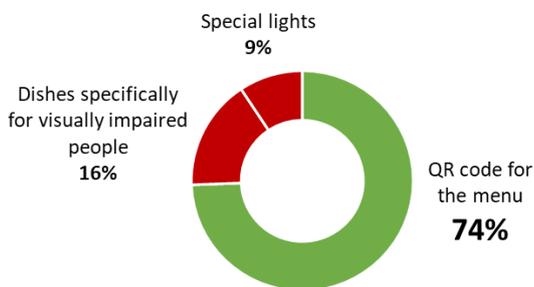
Which of the following ones is an attitude NOT to have when welcoming a visually impaired traveler according to our expert Ines?



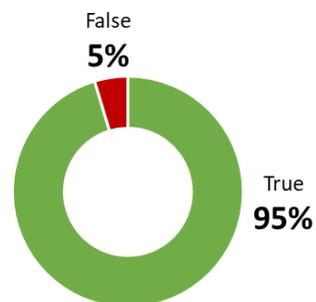
Which measures, according to Ines, are useful when welcoming visually impaired guests?



According to Ines, what does a restaurant need to adopt in order to be accessible for visually impaired guests?



According to Ines, describing, putting into words and offering tactile materials and replicas are all valid measures during a guided tour with visually impaired guests



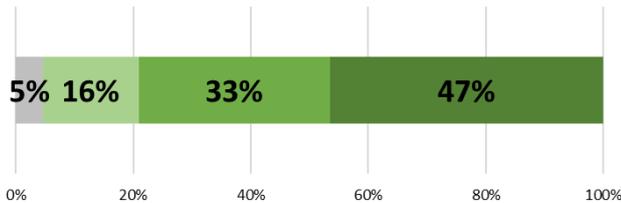
Italy – Croatia



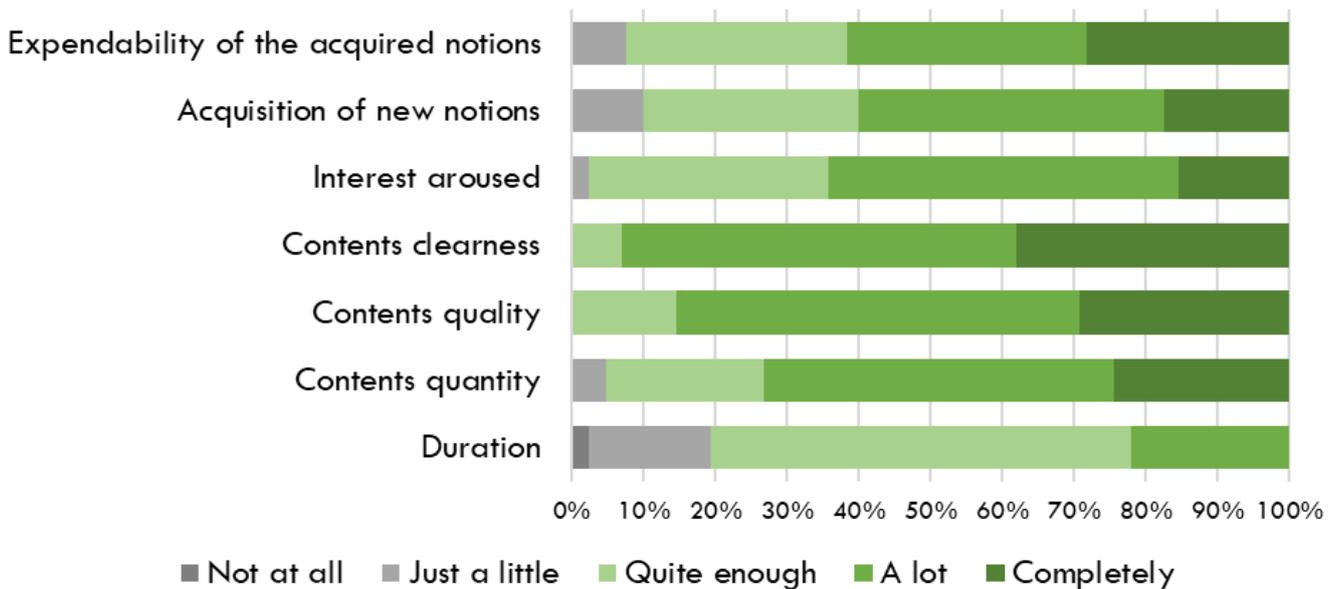
TARGET 2 - Travellers with dogs

On a scale from 1 to 5, how much did you like the video? (1 = not liked it at all, 5 = liked it very much)

Do you think you will implement some of the solutions mentioned in the videos in your current or future business?



Please evaluate the adequacy of the topics covered in the video with respect to:



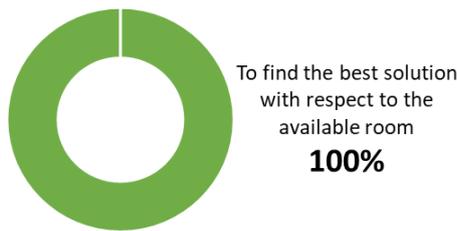
Did the video satisfy your initial expectations?



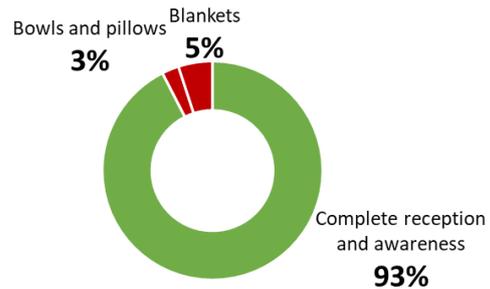
Italy – Croatia



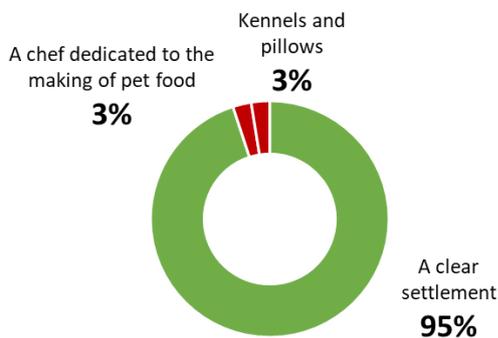
According to our expert Domenico, why is it important to ask the dog's size before the visit?



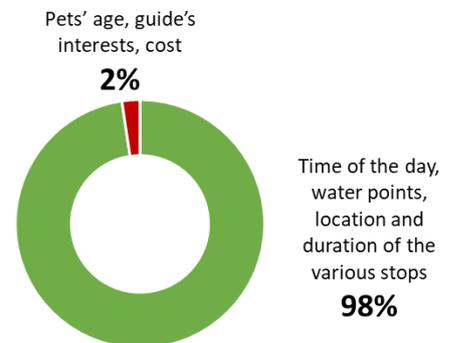
According to Domenico, which is the service that makes a difference when welcoming a traveler with their dog?



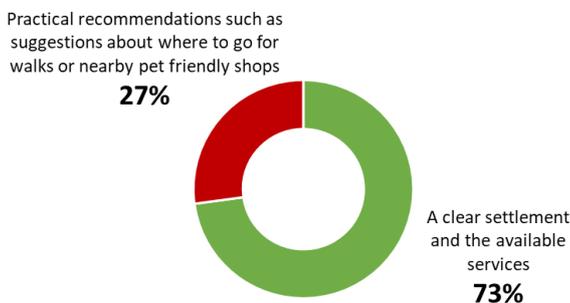
What does a restaurant that wants to welcome guests with dog in tow need to adopt according to Domenico?



Which elements does Domenico consider important to consider when organizing a pet friendly guided tour?



What does Domenico suggest to report in one's website concerning the reception of travelers with their dog?



Italy – Croatia



Discussing the overall results here some comments:

- The majority of the respondents liked the videos/podcasts with 80% that declared to like it very much (answer 4 and 5) for the video/podcast on visually impaired travellers and 88% for the video/podcast on travellers with dogs. For both videos/podcasts nobody put the lowest note (being 1). Regarding initial expectations almost the overall sample for both videos/podcasts was satisfied (respectively 98% and 93%).
- Regarding adequacy of different characteristics of the videos/podcasts, duration seem to be the most critic one, while content clearness seems to be the most appreciated one. The video/podcast on visually impaired travellers aroused more interest and was a better way to acquire new notions.
- Regarding implementation of mentioned suggestions, respondents seem to be a little be more likely to implement those for visually impaired people (60%) than those for travellers with dogs (49%).
- Regarding the questions to test the comprehension of the videos/podcasts, the majority of the respondents gave the right answer to all questions, confirming the clearness of the videos/podcasts and their contents. To draw attention to some of them, maybe it should be made clearer the idea that the most useful thing to do in a restaurant for visually impaired people is to create QR Codes for the menu and that a clear settlement and available services are a more useful info in websites than practical recommendation and suggestions as where to go for walks er nearby pet friendly shops for travellers with dogs.
- Among additional comments on the videos/podcasts, stakeholders and students asked for a written guide to have it easily accessible, already having understood the contents by listening to videos and podcasts. Therefore, we realized a simple guide available in OMNIS website.

CONCLUSION

This document outlines the methodology followed for the creation of innovative digital series aimed at training tourism stakeholders and young students in the project areas in the field of accessible tourism. In particular, the overarching goal is to enhance accessibility for visually impaired travellers and individuals with dogs, laying the groundwork for the development of sustainable and inclusive tourism offerings.

The carefully defined topics for the video and podcast series reflect an inclusive approach, covering various scenarios related to accessibility in the tourism sector. Through engaging interviews with expert guests, the series intends to provide practical insights and operational tips that resonate with the diverse audience.

The flexible structure of the series, utilising both video and podcast formats, ensures accessibility for a wider audience. Leveraging multilingual capabilities, the intent is to break linguistic barriers and make the content accessible to local stakeholders in Italian, Croatian, and English.

The involvement of expert guests, chosen based on the relevance of their expertise to each episode theme, adds depth and diversity to the content.

Hosting and distributing the series across various platforms, including the project website, YouTube, and Spotify, demonstrate a strategic approach to maximise reach. The ownership retention by LP1 CNMU, coupled with active utilisation of social media channels, ensures sustained engagement beyond the project's conclusion.

The integration of pre and post-training skills assessments adds a dynamic layer to the series, allowing us to measure the immediate impact and effectiveness of each episode. This interactive and reflective learning approach enhances the overall learning experience for the audience.