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1. INTRODUCTION

The aim of the IPAT training activity was to deliver a psychoeducational programme for parents of individuals with autism and consequently design a digital self-learning tool, based on previous research and the review of literature on parental needs. Psychoeducation is a specialised form of education aimed at helping to learn and creating awareness about a range of emotional and behavioural difficulties, their effects and strategies to deal with them. Thus, the focus of psychoeducation is the provision of practical help. In this respect, the IPAT training activity was structured and delivered in a way that balances academic content and accessible, applicable, skill-building knowledge in order to bring about a positive impact on stress level and perceived quality of life.

In this section are described the activities and actions taken by each member-country regarding the delivery of the IPAT training module to the participants.

- The IPAT training activity was delivered **in Greece** from 12/03 until 11/06, consisting of 8 three hours-long sessions that took place on Saturdays 11.00am-14.00pm in Greek language. Over this period of five months, the participating parents received knowledge and guidance about key issues related to autism, including new perspectives on the understanding of autism, available support, and therapeutic services for children with ASD, the role of family members in the care of children with ASD, developmental issues and sexuality, the rights of individuals with autism, among other topics directly relevant to parental needs. Participants were also able to engage in activities that enabled them to reflect on these issues, identify and acknowledge their own needs, by interacting with other parents and sharing valuable experiences and relevant information.

The IPAT training activity was structured and delivered in a way that balances academic content and accessible, applicable, skill-building knowledge in order to bring about a positive impact on stress level and perceived quality of life.

Participants were recruited by creating an invitation poster that described in detail the requirements for participating to the IPAT training activity. The invitation was distributed to parents of children with autism through professionals and organizations associated with the Child and Adolescent's Centre (CAC), such as regional and nation-wide institutions and day centres for autism, family associations, private practitioners and professionals and schools. Participants were not directly linked to the CAC and met two essential selection criteria: a) they had no prior experience of attending a psychoeducation programme in autism and b) that they actively commit to the IPAT training activity until its completion. 21 parents were recruited and signed a confidentiality form via e-mail before the onset of the training activity. There were no constraints as to the age of the child with autism and the level of their functionality.

All IPAT sessions were delivered and coordinated by two moderators, both mental health professionals with work experience in the field of autism, who were recruited after responding to a job advertisement created for this purpose and after attending an interview.

Each IPAT training session took place via Google Meets. Google Meets was chosen because it does not require installing any software or platform on the computer; you only click on a link. The link was sent to all participants a few days before each scheduled meeting. Each meeting followed a fixed structure, consisting of four 15' lectures, 10' for questions, 10' coffee break, 45-60' for reflection and experiential activities. Overall, the duration of each meeting was scheduled for three hours. **In Italy**, the IPAT training activity took place in Catania in 8 sessions lasting approximately 3 hours from 12 March to 15 June 2022. There was a total of 16 applications. However, already by the second meeting, the number of participants had decreased to 11 (9 mothers and 2 fathers) and remained constant over the weeks, although some were absent 1-2 times for personal reasons. Moderators respected the Consortium shared indications for the conduct of activities, alternating 15 minutes of lectures, 10' for questions, 10' for coffee breaks and 45 – 60' devoted to reflections and experiential activities, but above all they tried to make the meetings less didactic and as interactive as possible.

From the outset, the relationship between moderators and parents was serene and the atmosphere relaxed and open to sharing. In this regard, the moderators noted that the training process also served as group therapy and that parents needed this during which they could have the opportunity to tell their stories and, above all, exchange opinions, experiences, advice. In fact, as time went by, the group became more cohesive, and this made it possible to deal with important and intense topics of life. In general, the IPAT training aimed to provide a comprehensive psycho educational programme for parents with children diagnosed with ASD, to provide them with new knowledge so that they have the right tools to deal with moments of crisis and challenges affecting their family. Although the group was heterogeneous, in that both parents of children and adolescents participated, the structure of the IPAT training ensured that all topics were relevant to the parents, the content accessible and, above all, applicable and spendable in their daily lives.

- The IPAT training activity was delivered **in Spain, Burgos**, from 4th March to 10th June, consisting of 8 three hours-long sessions that took place on Fridays 17.00 pm-20.00 pm in Spanish language.

The average attendance to the meetings was 11 people, from 8 until 13 people.

Over this period of four months, the participating parents received knowledge and guidance about key issues related to autism, including new perspectives on the understanding of autism, available support, and therapeutic services for children with ASD, the role of family members in the care of children with ASD, developmental issues and sexuality, the rights of individuals

with autism, among other topics directly relevant to parental needs. Participants were also able to engage in activities that enabled them to reflect on these issues, identify and acknowledge their own needs, by interacting with other parents and sharing valuable experiences and relevant information.

All IPAT sessions were delivered and coordinated by two moderators, both mental health professionals with work experience in the field of autism, who were recruited between the staff of Autismo Burgos, with a wide experience and knowledge in autism and dealing with families. The moderators participated in several online meetings with the selected moderators in the other partner countries, previous to the training sessions, where they received specific training by the project coordinator, in order to present the contents to the trainers, to solve their doubts and to unify the methodology of the interactive activities.

At the beginning, IPAT training sessions were scheduled via Meet platform. The link was sent to all participants a few days before each scheduled meeting. From session 4th onwards, the mixed format was offered, facilitating the possibility of face-to-face meetings once the pandemic restrictions were lifted, although most families continued choosing digital format.

Each meeting followed a fixed structure, consisting of four 15' lectures, 10' for questions, 10' coffee break, 45-60' for reflection and experiential activities. Overall, the duration of each meeting was scheduled for three hours.

- Finally, **in Turkey, Gaziantep**, IPAT training consisted of an average of three-hour sessions held on 9 Wednesdays from 16/03/2022 to 10/06/2022.

During this four- to five-month period, the breakthroughs learned new information about the developmental problems, sexuality problems or sexual development of children with autism spectrum disorders, by building on what they knew about the understanding of autism or by adding a different perspective to their perspectives. Participants also shared their experiences by interacting with other parents. The education levels of the participants' children (primary, secondary and high school levels) and those who have children in the younger age group because they are in different age groups, the participants with older children benefit from the knowledge and especially the experience of the participants and determine what kind of problems they may face in the future. Provided the participants thought about these issues and had a positive impact on the acceptance processes. In addition, based on the impressions of the instructors, this training process shows a kind of group therapy effect.

First, content has been created that explains in detail the participation requirements of the participants in IPAT training activities. This content created afterwards was delivered and invited to all participants who want to come to the centre where education will be held locally in Şahinbey district and Şehitkamil district of Gaziantep province, and to all parents with children diagnosed with autism who have received training in Gaziantep. This invitation was delivered to parents through the guidance service of the schools. All parents who meet the predetermined criteria are invited. These criteria are a) not to have participated in a psychoeducation program in autism and b) to be able to participate actively until the IPAT training activity is completed. The transportation part was provided by negotiating with the local administrators and the school principal so that they would come and go with the school's shuttles. There were no restrictions on the age and level of functioning of the child with autism. All IPAT sessions are a specialist who has worked with 450 different autism-diagnosed individuals, one of whom has expertise in the field of autism, and has been trained by experts who have written numerous articles in the field of autism nationally and internationally in Turkey, who also has work experience in the field of autism, who is the head of the department in the department of women's rights and social support in local government, and who is a mental health professional the process was managed with three moderators by agreeing with a doctoral student who also has work experience in the field of autism and with a head of a department with a mental health professional the state university.

2. STRENGTHS AND WEAKNESSES OF THE IPAT TRAINING ACTIVITY

Strengths

The IPAT training activity as a psychoeducational programme attracted the interest of large number of parents. Eventually, **in Greece**, 21 parents enrolled for the programme and 20 of them attended the first meeting.

The selected delivery method was online via Google meets. This enabled participants from different locations in Greece to join the IPAT training activity. No major technical issues occurred and all participants were able to easily use Google meets and make effective use of break out rooms in the experiential activities.

Participants demonstrated strong engagement in the discussions and the interactive activities with other parents.

The IPAT training activity supported parents by enabling them to develop knowledge and skills in essential areas related to care and understanding of autism.

The content of the IPAT training activity consisted of PowerPoint presentations, accompanied by interactive activities which were designed for each meeting and complemented well the main topic covered by the presentations.

The IPAT training activity allowed participants to share valuable information and experiences about raising a child with autism (e.g., their experiences about dealing with everyday issues, information about available services, governmental schemes etc.) and this enhanced the bonds created with other participants.

The content of the presentations and the activities was consistent and relative to participants' experience and illustrative examples were used that fleshed out theoretical ideas.

There was excellent collaboration between participants and moderators and among moderators themselves.

Participation in the interactive activities was particularly useful as parents were able to reflect on several issues and develop insights about how they relate to themselves, their child and family and their social context in general. Moreover, emotive material emerged that enhanced the closeness between the group members.

Concerning participation **in Italy** strengths of IPAT were:

- Informal structure of the IPAT training boosted parents' confidence in attending the meetings and participating through the share of their experiences.
- The interaction between parents opened up other windows and helped the merge of other important topics.
- The IPAT interactive activities supported parents in developing knowledge and skills in areas important to better understand ASD.
- The IPAT Power Point presentations designed for each meeting helped the parents not to lose focus on the issue at hand. Parents also requested that presentations be sent as they have been interested in bibliography.
- Participants were open- minded and prone to the discussion, this made the interaction among group members and between participants and moderators easier.

The long-standing expertise of the moderators in the field of ASD was crucial as they were able to answer any further questions that arose even outside the topics specifically addressed in that lecture.

- The topics covered were of interest to parents.
- The topics covered complemented the participants' skills on the important points related to ASD.

As for participants **in Spain**, was observed that

- Even though the parents did not know the moderators, a climate of trust was created from the beginning that helped to overcome the families' initial reluctance.
- Personal experiences shared by families are a powerful support tool for other families. Parents feel understood and tend to take as valid the strategies that others apply in situations like their own.
- Time dedicated to interactive activities, allowing families to share their experiences and concerns.
- Very broad and comprehensive training. Importance given to sexuality and intimacy, which is highly valued by both the moderators and the families, as they consider that there is not so much training on this subject. Also, giving space to talk about bullying, possibly what worries them the most.
- Feeling of support, being part of a team, between families and between families and moderators.

About participants **in Turkey**, they showed active participation in discussions and interactive activities with other parents. The IPAT educational activity supported parents by enabling them to develop parents' perspectives on autism, how they should be cared for and the development of knowledge and skills in key areas related to understanding autism. Also, the content of the IPAT training event consisted of PowerPoint presentations designed for each meeting and accompanied by interactive activities that well complemented the main topic covered by the presentations. IPAT training activities, the transfer of the experiences of the participants to other participants in this time about having a child with autism and the sincerity of the ties between them have developed. In addition, the content of the presentations and events was consistent and based on the experiences of the participants, and explanatory examples were used that revealed theoretical ideas. The participants were open-minded and had a high level of readiness, and the cooperation between the moderator and the participants was very strong. The communication between the participants and the moderators, their ability to reach each other quickly and the harmony of the moderators directly in the process were at a high level. Participation in interactive activities was provided through the exchange of ideas about how parents can think about various issues and how they relate to themselves, their children and their families, and their social contexts in general. Thanks to this exchange of ideas, a very strong emotional bond were formed between the participants. Also, was observed that, IPAT training opened a space for cultural sensitivity. It contributed both theoretically and practically and its topics were good and appealed to parents. Finally, since the moderators have mastered the field, have high field experience and are already experts, all kinds of problems and questions of the participants were answered instantly, and the requests of any participant were not rejected.

WEAKNESSES

In the other hand, one main weakness of the training with participants **in Greece**, identified at an early stage, was the duration of the presentations which went longer than initially planned. Especially, in the first two meetings, the lectures went over the 15' allocated time and eventually this caused fatigue to the participants who felt they were overloaded with information.

The content for some of the presentations included a lot of theoretical and academic information which required more effort by the moderators to make the ideas more intelligible and more effort by participants to make sense of them and relate them to their own experience.

While preparing each meeting, moderators reported they needed more guidance and explanation about the content of several presentations and on several occasions, they needed to be in contact with the author of each presentation, which wasn't always feasible or there wasn't enough time left to do so. This added some stress to the preparation process. Otherwise, weaknesses **in Italy** were:

- Parents sometimes complained that the content was too academic.
- Given the content of the presentations and the discussion topics they stimulated, the time available was not always sufficient.
- Some topics were redundant for participants who, conversely, would have liked others to be explored in more depth.
- As it happened that the Power Point presentations came almost close to the training, the moderators felt some pressure due to the short time available to prepare the lectures.

In Spain's programme, 3 hours of sessions, added to the fact that it was held on a Friday, made it very tiring for everyone. There were very dense topics, for example laws, the origins of the first disability laws, etc. It was difficult to engage families with these topics. Also, training materials are not available until the time of the training, which reduces preparation time for moderators, lack of time to search for resources, videos, articles.

Finally, some materials are too dense, not well adapted for training aimed at parents who have not received prior training.

In the end, **Turkish team** referred about weaknesses, that since the training contents consist of very intensive information, it exceeds the planned time. Participants said that the outcome decreased towards the end due to the lengthening of the time, which was relatively more intense in the first two sessions. Because the final versions of the presentations arrived late, the translation and the fact that there was little time for the moderators to prepare the content put a lot of stress on the moderators. Also, the content is suitable for those working in the field, but in general, it is too academic. Special education course was made while transferring the contents due to the low level of education of parents in Turkey, which extended the period. Turkish professionals believed that 8 weeks can be shortened and maybe could be given more space to interactive applications.

3. CHALLENGES ENCOUNTERED

In Greece, the main challenge faced during the IPAT training activity was maintaining the commitment of participants to the training programme. A significant dropout occurred after the second meeting and eventually a core group of 8-9 participants remained constant for most of the remaining meetings. It was difficult to schedule a time convenient for all parents to attend. At the end, Saturday 11.00-14.00 was agreed, as most participants seemed to be available during this time, although it was still not convenient for everyone. Moreover, the 3-hours duration of each online meeting was tiresome for many participants. During the training sessions, there were some participants who tended to be more disruptive or participants who would digress in their comments from the main topic of each presentation or meeting (e.g., questions about national exams in a session that considers bullying or discussing issues about school and the Ministries involved in day care). Also, having four presentations in each meeting overall produced a large amount of information which was hard to digest within the time frame

of 8 meeting in total. There was not enough time to allow longer interactions between participants or participants and moderators (especially in the first two meetings). Moderators felt pressured when participants expecting from them to know information which went beyond the scope of the presentation content. Finally, it was noted that fewer participants remained for the interactive activities, after the end of the four presentations. However, the ones who remained engaged deeply in the activities.

In Italy,

- The moderators found it difficult to deal with some topics (e.g. sexuality), as the participants were not so prone to discussion there
- Despite the initial enthusiasm, it was difficult to maintain and ensure the presence of participants for all the meetings.
- More time was needed to allow more interaction among parents.
- There was a high prevalence of mothers, while only two fathers took part.

The first days of training **in Spain**, it was difficult for parents to start talking about their concerns with people they didn't know in the final activity. However, once they started talking, several parents told us about their concerns. Also, some extra weaknesses, were related to:

- Involve all families in the discussions, and not just the usual ones.
- Solve the technical problems that occurred during the meeting, usually present at meetings held in digital form.
- Challenges related to the questionnaires: there were many parents who did not send them to us before the meeting, even though we had told them to do so.
- Stability of participation: it is very difficult to maintain a consistently high participation over 8 weeks. The unforeseen events and needs of families over such a long period force them to reduce their attendance at the training.

Finally, **in Turkey**, the main challenge encountered during the IPAT training activity was to ensure the continuity of the participants in the training program. The moderators had to make a great effort to quickly recover after the participants entered the holiday holidays. Also,

- It was difficult to set aside an appropriate time for all parents to participate.
- It was a tiring process for the participants with the meetings having to exceed 3 hours strictly.
- More time was needed to allow longer interactions between participants or participants and moderators.
- Parents who participated in the training had transportation problems.
- Husbands were not included in the program.
- Moderators felt pressured when attendees expected information from them that went beyond the scope of the presentation content.

4. POINTS RAISED BY PARTICIPANTS AND MODERATORS

Participants in Greece

The overall feedback from the group was positive and high levels of satisfaction were reported. Participating parents stated that what they received during the meetings was useful and positive, providing help with several issues related to their daily lives and the way these are affected by having a child with autism. The information they received answered many of their questions and gave them an opportunity to create connections to other parents and develop new perspectives on how they approached their autistic child and autism in general. They all felt motivated to seek further information about the IPAT training activity topics. They highlighted the importance of the experiential activities, as they initiated valuable interactions between participants, sharing thoughts, emotions, experiences, and information about various matters related to autism and the care of their autistic children. Hence, participants expressed the wish that all meetings had a more interactive character, even during the presentations. In this respect, they thought that one limitation of the programme was the time management issue that became obvious on some occasions and as a result the experiential exercises often took place after the scheduled time, with several participants going away and not taking part in the experiential activity process. Lastly, participants requested the presentations to be sent to them, especially those with links to supporting sites, etc., and to be informed about upcoming new actions of a similar nature in which they could participate in.

Moderators

Overall, moderators considered the whole experience to be a highly creative, constructive, useful, and nevertheless, demanding process. The collaboration between the two moderators was excellent both in terms of preparation of the material and delivering the meetings together. The challenges faced were mainly related to the time available for preparation, as in several cases the final form of the presentations reached them only a few days before the meeting. Moreover, some difficulties were faced in terms of time management in the meetings, due to the large amount of information in the presentations. It would have also been helpful to coordinate more closely with other partner countries and receive regular updates about any issues with the delivery of the IPAT training activity in each country.

Participants in Italy

Overall, the feedback from participants was positive. Parents were happy with the content of the topics discussed, although they wished less time had been devoted to points, they were familiar with, to devote more space to topics they were unfamiliar with. As proof that they were willing and eager to learn, the participants requested that they be given Power Point presentations so that they could retrieve and consult the bibliography. The general feedback that emerged is positive, parents say they are satisfied and hope that more parent trainings will be organised. In addition to the lectures, discussion and interaction with other parents was important to them. One of the negative factors that the parents emphasised during the training concerned the 'marginalisation' of their family from society and, from the very beginning, parents created a WhatsApp group as proof that they needed to network with other people dealing and living the same situation.

Participants also gave their suggestions to improve the IPAT training, such as the creation of an online chat/groups, where parents and coordinators could present problems and solutions. It would also be useful to give the possibility to connect via online platforms, where it is not possible to attend one or more meetings in person. Parents asked to analyse other topics as well, but no specification as to which topic to cover.

Moderators

For the moderators, the training was a continuous human and professional enrichment, so their general feedback is more than positive. During the lectures there were some difficult moments to overcome, silences to fill and specific questions to answer, but they were all perfectly overcome thanks to the relaxed atmosphere that accompanied the training and the professional skills of the moderators,

In terms of time management, this was more complex for some of the presentations, which would have required more time both for in-depth discussion of the topics and for discussion among the participants.

Participants in Spain said that, it was the activity that parents value the most, because it allows them to exchange experiences and learn what other parents do in situations similar to their own. It was a valuable opportunity to reflect on everyday life and a space for relaxation within the routine of daily occupations. Lastly, they felt listened to and understood, it was comforting to feel part of a group with whom they share needs.

Also, in Turkey, the satisfaction feedback from the participants was very positive. The parents stated that they were very pleased with the content of the meetings. Participating parents indicated that they had a better understanding of what kind of difficulty or advantage it entailed in having a child with autism. They stated that they had some questions in their minds before participating in the IPAT training and that they could not get answers to these questions, but with this training, they received answers to all the questions that occurred in their minds. Participants talked about the pressure of religious, family and social issues on their children and themselves. At the end of the training module, they expressed that they gained a different perspective on these issues. All participants felt more motivated as they attended the sessions. From the moment the event started, there was a highly positive interaction between the participants, that is, a constructive interaction. As a result of this interaction, they exchanged information about the care of children with autism and various issues such as thoughts and experiences, how they encountered a problem and how they coped with it themselves. The interaction in the meetings and their interaction with each other was at a very high level. The limited duration of the program even caused difficulty in managing the process in terms of time management in terms of interaction. Although experiential exercises and interactions took place at the scheduled time, some of the participants were seen to move their processes away from context while describing the events that happened to them. Finally, at the end of the presentations, the participants stated that they improved themselves further with the interactions and the extra educational content given by the moderators and learned how their children should follow a crisis. At the same time, they learned from the moderators how to intervene in children of a similar nature or similar behaviour patterns, and they interacted with each other and shared experiences and mentioned that this type of educational content could be recreated and expanded. In other words, they wanted to be present in a new project in the future, but rather than educational content, they demanded that they could be trained only on how to work with their children in interactive activities or directly.

Moderators

Overall, the moderators' process experience was extremely constructive, helpful, and positive. however, in terms of time management, it was still very difficult to complete the planned 3-hour period without extending the time too long. The moderators stated that the training module could continue so that parents could gain more knowledge and skills. The cooperation between all 3 moderators was at a very high level and the cooperation in the process of

preparing and translating the materials was very excellent. The difficulty was because the time left for translation and preparation was very limited. Thanks to the close coordination with other countries, it was very enjoyable and useful to reorganize the content with the feedback of the countries and to manage the process in a constantly dynamic way.

5. SUGGESTIONS FOR MODIFICATIONS

From Greek team:

- For any future delivery of the IPAT training activity it would be essential to incorporate the input from the moderators and get them more involved in the preparation process, allowing more time for them to go through the content of the presentations and the activities.
- It will be useful include more information, which is presented in an accessible manner and directly linked to real life issues. Likewise, more examples or instructions about important tools used in ASD can be included in the content of each meeting. This means shorter presentations, including essential information and allowing more time for questions, would be more appropriate for the future. Instead of having 8 meetings, the IPAT training activity can be extended to 10-12 meetings of two hours duration each. In this respect, information isn't presented in a compact manner and allows participants to reflect more on the ideas presented.
- Following on from the previous point, presentations need to be less academic and more adjusted to an audience of parents rather than professionals in autism. Information must be presented in an immediate, accessible, and digestible manner. Moreover, the IPAT activity content needs to be adjusted to the reality of the country being delivered in (e.g. information about diagnosis – diagnostic tools used, procedure, professionals involved in each country)
- It is also essential to ensure the material and the delivery of each meeting are stimulating enough and have a more light-hearted undertone, to reduce boredom or fatigue and consequently, prevent any significant dropouts in the participants.
- Some topics that stirred up a lot of interest or not adequately covered could be further developed (e.g., information about how to deal with bullying or employment opportunities for children with ASD)
- The 10' discussion should revolve around the content of the presentation (e.g., any clarification, queries, comments that participants may have.) If some of the participants initiate discussions about their own experiences that goes beyond the scope of the presentation, they need to be asked to bring these thoughts and share them in the last part of the meeting which is dedicated to their reflections and the sharing of their personal experiences.

Italian professionals refer that, the IPAT training could be carried out over a period of several months, with shorter 2-hour lessons so that topics are covered in more depth and macro topics that require more time to be explained are divided up.

- Include parents' feedback and suggestions to the Power Point presentations.
- Revise the PPT presentations giving them a less academic and therefore accessible aspect for non-professionals in the field of autism.

- In addition, there could have been added the future perspectives for people with ASD, so to say employment and adult life management.

Spain suggest that presentations should be delivered earlier to moderators, so they could have more time to prepare them better. Also, contents of sessions could be more concrete and clearer, to offer parents the possibility to look at the presentations at their leisure time, so if they have any questions, they can ask moderators. Furthermore, more attention to day-to-day aspects, to everyday problems, not so much theory (these were the first 2 meetings) and more "hands-on" knowledge of rights. Families believe that it would be better to hold the sessions every other week, as well as shorter (2 hours is fine) even if it means extending the number of meetings. More motivation for them to attend in person, as the 3 people who did so valued it very positively, even though they did not attend the face-to-face format. Finally, motivate parents to attend the meetings because there are mothers who always attend the meetings.

Turkish team refers that presentation content was less academic and could have appealed more to an audience of parents rather than professionals with autism. This way the information can be understood more easily. For diagnostic processes, localization can make IPAT more efficient. To include input from the field in the subsequent presentations of the training and to carry out the preparation process more efficiently, more time can be devoted to the presentation and event content review and feedback process. If some of the participants initiate discussions about their own experiences that are beyond the scope of the presentation, they may be asked to bring these thoughts and share them in the final section of the meeting, dedicated to reflections and the sharing of their personal experiences. IPAT training can be planned over 12 – 14 meetings instead of 8 meetings but in 1.5 – 2 hours. In this way, information can be added to the participants through examples with approaches to both experiences and solutions. With the alternative communication methods used for ASD, examples can be multiplied and included in the content. In addition to all the content, more emphasis could have been placed on the jobs and employment of older individuals with ASD. It could take part in a country-specific session training module where religious and cultural values were discussed.

