



GIAff4ID

Games for Improving Affectivity in Youngsters with Intellectual Disabilities

Work package 2 - Activity 2.2

Country: **Greece**

Template National Report - Desk Research and
Interviews for Youngsters with Intellectual
Disabilities



Table of contents

1. Introduction

2. Methodology

A) Desk Research

3a. Results

B) Interviews

3b. Results

- **Interviewees**

- 3.1 Key findings regarding the different kind of relations

- 3.2 Key findings regarding sexuality and sex education

- **Interviewers**

- 3.3 Key findings regarding their degree of knowledge in this context

- 3.4 Key findings regarding the degree of knowledge of YPWID in this context

4b. Final considerations

- 4.1 Analysis, interpretation and comments of the key findings

5. Conclusions



1. Introduction

GIAff4ID- Games for Improving Affectivity in Youngsters with Intellectual Disabilities is a project aiming at enlarging sensibility and awareness around sexuality and affectivity in YPID. It is inspired by the need to shift the discourse from negative to positive freedom, to positive actions that allow the enjoyment of Sexual and Reproductive Health and Rights. In fact, persons with disabilities' sexuality is mostly discussed in terms of protection from abuse and violence, to which they are more vulnerable. It is certainly an important discussion to have, although it is as relevant to ensure that YPWID are equipped with the same sexual education as their peers, because it allows integration in society and independence over this part of their life.

GIAff4ID wants to break stereotypes around sexual education and affectivity of YPWID, demonstrating that disability is a union of a physical or mental impairment and a barrier. The project seeks to develop game-based Activities while, at the same time, produce materials for youth workers on how to use them and adapt them to the context they work in. Training youth workers will contribute to building networks and increasing sharing of good practices among youth associations working in this field.



2a. Methodology

In the context of Activity A2.2 Desk research and Interviews with YPWID in relation to Sexual Education and Affectivity themes, Partners conducted a desk research in order to investigate different aspects of sex education, and to engage in a preliminary inquiry on the issues that will be further examined in the Interviews. In particular, the desk research phase focuses on selecting and analyzing the most relevant themes on Sexual Education and affectivity for YPWID and on how to conduct youth work towards YPWID's independence and awareness of their own needs.

In order to explore these different topics and collect information, Partners used: online open resources, websites, e-books, national, European, and international projects connected to the issue, and studies and researches on Sexual Education and affectivity for YPWID.

The materials collected comes from:

- Existing training programmes and courses;
- Projects' results or activities;
- Research papers or essays;
- Websites or online resources;
- Audiovisual contents;
- E-books;
- Any other item considered relevant for WP2's objective.

The main goal of the desk research was to investigate different aspects of sex education, and to engage in a preliminary inquiry on the issues that have been further examined in the Interviews.

In a second phase instead, 6 interviews were conducted by youth workers to YPWID by each Partner of the Consortium. The objective of these interviews was to collect needs, expectations and level of knowledge on the topic of Sexuality and Affectivity by YPWID. The interview's results served as support working materials to develop other deliverables of the project, including the European and the present report, as well as the Toolkit.

- Each partner selected two youth workers to conduct the interviews. They have demonstrated their interest and motivation to participate in the project and are familiar with the themes and general objectives of the project. Each partner is responsible for informing the youth workers about the project.
- In total 6 YPWIDs are interviewed. YPWIDs are supposedly aged 12-17 years old.



- Each partner monitors the results of the interviews and ensures that the document was properly completed.
- The interviews are conducted either in person or remotely.
- The interviews are composed of 57 questions. They can be divided into two macro-subjects: relations and sexuality. The former in fact, stems from very general questions in which participants are asked to reveal their subjective point of view about friendship, affection and relations in general. The latter instead targets the main focus of the project, addressing the topic of sexuality and sex education.
- Interviewers are also asked to reply to some specific questions regarding their knowledge of the context, their preparation about it and, as experts, their main findings in terms of obstacles and difficulties encountered in order to pursue the objectives of the activity.

The background of the interviewee is taken into consideration for the involvement into this activity. Underlining what is his/her experience and expertise and what contribution can be relevant for the development of the project's activities. The approach for conducting such interviews was very flexible, allowing the use of different methods in order to accommodate the interlocutor's needs.

To sum up, the present Report is deemed to analyze the main findings of the desk research in order to obtain sensitive information to combine with the relevant data emerged from the Interviews. Indeed, each Partner of the Consortium is going to compile together data from Desk Research and the Interviews that will be further put together by CRES Association into the European Report.



3a. Results

As above mentioned, Desk research provides a comprehensive summary of information at national level. The present section relies on data previously collected. It aims to summarize fundamental research and, at the same time, highlight the main finding of the activity.

The tables are divided into several original sections, in order to provide a detailed analysis of the topics concerned. Partners are therefore requested to discuss their responses and to choose the significant findings that were gathered during the Desk Research.

Provide relevant findings of national definitions (if any)	At a national level, sexual education has been introduced to primary schools via relevant skills' workshops
According to data, do you believe that sexual education is sufficiently covered in your country? Briefly explain.	No, it is not sufficiently covered, since any knowledge about sex comes from family members and friends.
Provide main findings of sexual education on the national level. Briefly explain.	Nevertheless, lately sexual education has become part of skills' workshops in primary school (ages 10-12).
According to data, do you believe that your country provides a sufficient legal framework for YPWID sexuality? Briefly explain.	There is no legal framework specific to YPWID.
According to data, do you believe that your country provides YPWID with a satisfying level of sex education? Briefly explain.	No, it is not sufficiently covered, since any knowledge about sex comes from family members and friends.
1) Please list the most relevant themes on Sexual Education & Affectivity for YPWID, according to data collected in your country	<ol style="list-style-type: none"> 1. Understanding definitions and meanings of sex related wording. 2. Communicating questions about sex and relationships. 3. Psychological empowerment.



<p>2) Please provide some challenges or issues with regards to Sexual Education & Affectivity for YPWDI and with regards to teaching Sexual Education & Affectivity to YPWDI in your country</p>	<p>1) YPWDI (even middle aged adults) do not sustain adequate knowledge on sex.</p> <p>2) Scientists supporting YPWDI do not have appropriate education on sex issues.</p> <p>3) Educating family members on sex related issues is a key challenge in order to support YPWDI.</p>
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3b. Results

The present section is divided into two separate parts in order to assure a better understanding of the activity and to preserve the fundamental findings of the research from all sides. The first



part regards the Interviewees, their general information and their replies to the questions. The second part instead, refers to interviewers which had additional questions related to the development of the work.

In order to give a general view of the main findings provided through the interviews, the tables below are parted into macro-topics that are addressed in the interviews. The first column refers to a numeric indicator, an average between all the questions-replies. Partners are asked to give a number between 1-5 (where 1 is Very low, 2 is Low, 3 is Average, 4 is High and 5 is Very High). The second column instead, provides a more detailed and discursive argumentation.

The section “Further findings” is a free panel to add something to the table; e.g. some specific quotes reported from the interviews, topics that popped out during the interviews that were not automatically related, main difficulties of that part of the interview.

The tables below are conceived to provide an outline of the results obtained in the interviews. To this extent, the goal here is to gather replies of each interview in order to realize a general overview of the findings. As mentioned above, the present National Report will be further analyzed into the European Report and it is crucial to take care of the most important topics and results addressed during the interviews phase. Therefore, in this present section data collected is going to be categorized and then processed by Partners in the following section.

3.1 Key findings regarding the different kind of relations

This section concerns questions 1 to 17 of the interview template. It comprehends very generic questions related to all kinds of relationships.



	On a scale from 1 to 5	Argumentative response
Do Interviewees show general understanding of relationships ?How much? Please explain briefly.	3	They mentioned relationships only with family members and friends
Do Interviewees show general understanding of friendships ? How much? Please explain briefly.	5	They define friendship accurately
Do Interviewees show general understanding of sentimental/romantic relationships ? How much? Please explain briefly.	4	They define sentimental relationships as covering needs and showing respect and love.
Do Interviewees show understanding of problems or obstacles related to relationships? How much? Please explain briefly.	4	They define problems related to disrespect arguments
Further findings (if any)	-	

3.2 Key findings regarding sexuality and sex education

This section refers to questions 17 to 54. Here the core topics of the interview are addressed.



	On a scale from 1 to 5	Argumentative response
Are Interviewees familiar with sex education? To what extent? Please explain briefly.	1	Sexual education comes only from family members and friends
Do Interviewees show general understanding of sex? How much? Please explain briefly.	1	They define sex as love affection only
Do Interviewees have the occasion and a safe space to talk about sex ? How much? Please explain briefly.	2	They only talk to family or members of the foundation (Merimna Paidiou Katerinis – NGO) that they trust most
Do Interviewees show understanding of the difference between friendship, sex and love? How much? Please explain briefly.	2	They confuse the meaning of words
Do Interviewees show understanding of their body, its changing and how to keep it clean ?How much? Please explain briefly.	4	They know their body changes and how to keep it clean



Do Interviewees show understanding of sexual orientation and gender? How much? Please explain briefly.	2	They know the difference between a boy and a girl
Do Interviewees show understanding of sexual pleasure and autoerotism ? How much? Please explain briefly.	3	They recognized the picture of masturbation and said it makes them feel good, giving them pleasure
Do Interviewees show understanding of consent ? How much? Please explain briefly.	1	No interviewee knows what consent is
Do Interviewees show understanding of how to behave in relation to sexual desire? How much? Please explain briefly. How much? Please explain briefly.	1	No they do not understand how to behave in relation to sexual desire

To what extent do Interviewees show familiarity with the following topics ? (On a scale from 1 to 5)	
1) Safe Sex	1
2) Birth control	1
3) Pregnancy	1
4) Gynecologist, Urologist or Sexologist	1



5) STDs	1
6) Menstruation	1
7) Sexting	1

3.3 Key findings regarding their degree of knowledge in this context

The second section is related to the Interviewers in order to better understand their professional background.

What is the perception of the Project's objectives and potential positive impact for the Interviewers?	They found the Project very interesting with a positive impact, expressing their hope and belief that the results of this research will be helpful.
Summarize interviewers' inputs on what can help YPIWID speak up for their needs.	Better knowledge and understanding of the professionals may help YPWID.
Do Interviewers have sufficient training, information and material on sexual education and affectivity of YPWID to support them?	No, they do not have sufficient training.



Do Interviewers feel satisfied with the development of materials, based on information reported during this interview ?	Yes, they feel satisfied.
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3.4 Key findings regarding the degree of knowledge of YPWID in this context

List and explain the main difficulties encountered during the interview:	Some questions could not be understood.
Which topics do interviewers think the respondent lacks in terms of knowledge/support?	Consent Masturbation

4. Final Considerations

4.1 Analysis, interpretation and comments of the key findings

Key findings deriving from the desktop research, feedback provided by identified stakeholders and the interviews implemented all confirm the lack of adequate sexual education for both young adults with mental disabilities and the people supporting their everyday life (family members, friends and scientists).

5. Conclusions

Following the key findings witnessed, a number of crucial key points need to be considered in terms of sexual education for mentally disabled in Greece.

Here are some key points to consider:

Laws and Policies: Greece, like many other countries, recognizes the importance of sexual education for individuals with disabilities. There should be laws and policies in place to ensure that these individuals receive appropriate education and support.

Special Education Programs: In Greece, youngsters with mental disabilities should receive education and support through special education programs. These programs should aim to



address the specific needs of people with disabilities, including providing information on sexual health and relationships.

Curriculum and Resources: Curriculum and teaching materials for sexual education may be adapted to meet the needs of people (young adults) with disabilities. This can include using simplified language, visual aids, and other resources to make the information more accessible.

Teacher Training: Educators who work with youngsters with disabilities may receive specialized training to provide effective sexual education. This training can help them understand the unique needs and challenges of their students / beneficiaries.

Parental Involvement: In many cases, parents and caregivers play a crucial role in the sexual education of youngsters with disabilities. They may receive guidance and support to facilitate conversations about sexuality and relationships at home.

Support from NGOs and Organizations: Non-governmental organizations (NGOs) and advocacy groups may also play a role in promoting sexual education for individuals with disabilities in Greece. They may offer resources, workshops, and support for both educators and families.

Respect for Individual Needs: It's essential to recognize that the needs and abilities of youngsters with mental disabilities can vary widely. Sexual education programs should be tailored to each individual's level of understanding and communication abilities.

Inclusivity and Non-Discrimination: Greece should strive to promote inclusivity and non-discrimination in education. This includes ensuring that youngsters with disabilities have equal access to sexual education and are not excluded or stigmatized.