



GIAff4ID

**Games for Improving Affectivity in
Youngsters with Intellectual Disabilities**

Work package 2 - Activity 2.2

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

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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.

A) DESK RESEARCH

There is no education in Turkey where the focus is on sexual education in schools. Current training is geared towards privacy and abuse. In the study titled "Teacher Perception of Students' Sexual Education" conducted by Mehmet Şirin AKÇA Melek ŞAHİN Duygu ARSLAN in 2017, it was found that 59% of the teachers did not receive sexual education; 46.3% received their sexual information from communication tools; 88.5% of them preferred to have sexual education in schools; 52.5% of them preferred sexual education to be given by health professionals; 45.5% of them stated that sexual education should be given in secondary school; 79.5% stated that teachers should also be given sexual education; It is stated that 69.3% of them would like to attend if there is a training on sexual education. According to the research findings, most of the teachers think that sexual education should be given to students and that there is even a need to organize trainings for teachers on this subject.

The fact that books on sexual education for individuals with intellectual disabilities and their protection from neglect and abuse started to be translated in Turkey in 2008 and later shows that the importance of the subject was realized late. There are evaluations that the books examined on this subject are not sufficient in terms of comprehensively and gradually explaining sexual education and protection from abuse. It is thought that children's picture books covering sexual education and abuse are insufficient in terms of both quantity and quality.

Legal Framework

Although there is no legal regulation related to the relevant field in Turkey, more studies for guidance and awareness have begun with the signatures of international agreements.

- Child Protection Law No. 5395, published in the Official Gazette dated 05.07.2005 and numbered 25876,
- United Nations World Health Organization Sexual Health Promotion Program (WHO / RHR / HRP / 10.22),
- United Nations World Health Organization for the Rights of Persons with Disabilities Action Plan for Sexual and Reproductive Health,
- Decision on the Approval of the Council of Europe Convention No. 2011/2060 on the Protection of Children Against Sexual Exploitation and Abuse, published in the Official Gazette dated 10 September 2011 and numbered 28050
- The "Incheon Strategy" for the Realization of Rights for Persons with Disabilities in the United Nations Asia-Pacific Region,
- UNESCO International Technical Guide to Sexual Health Education 2018,

National Studies

i. Ministry of National Education (MoNE)

For the first time in 2019, the Ministry of National Education developed a training program on privacy and protection from neglect and abuse for those who care for people with intellectual disabilities. The aims of the program are:

- stages of sexual development and its relationship with other developmental areas
- Supporting sexual development and the roles and responsibilities of caregivers in this process
- Studies supporting the acquisition of privacy
- supporting independence in self-care skills
- Use of the circle of trust
- prevention of bad touch and intervention against bad touch
- personal space and its protection
- skills to deal with inappropriate requests for sexual abuse
- prevention of neglect/abuse and intervention methods in cases of neglect and abuse
- Activity book consisting of the titles of preparing individualized education plans taking into account sexual development,

In addition, an activity book on privacy training for individuals with intellectual disabilities and training on protection from neglect-abuse for trainers consisting of the same topics has been published by the Ministry of National Education.

A guidebook has been published by the Ministry of Education on privacy training and protection from neglect & abuse for individuals with intellectual disabilities. In addition, the neglect-abuse protection and privacy training course program for caregivers of individuals with intellectual disabilities on personal development and education was prepared by the Ministry of National Education General Directorate of Lifelong Learning in 2019. Pre-condition for taking the course is to have completed the age of 21.

Objectives of the Program

Privacy Training and neglect and abuse protection course program for caregivers of Individuals with intellectual disabilities clarifies the following topics.

1. Explain the stages of sexual development and its relationship with other developmental areas.
2. Lists the importance of supporting sexual development and the roles and responsibilities in this process.
3. Exhibits studies that support privacy education.
4. Carries out studies to support self-care skills.
5. Makes studies on the use of the circle of trust.
6. Conducts studies on prevention of bad touch and intervention against bad touch.
7. Carries out studies for the protection of personal space.

8. Carries out studies for gaining appropriate and safe behaviors for sexual development.
 9. Carries out studies for the development of coping skills with inappropriate requests for sexual abuse.
 10. It carries out studies on prevention of neglect/abuse and intervention in cases of neglect/abuse.
 11. Gains information about the legal regulations regarding marriage in individuals who need special education.
 12. Cooperates in the process of preparing the Individualized Education Plan, taking into account sexual development.
- The duration of the course program; It is a total of 50 lesson hours, with a maximum of 5 lesson hours per day.

Certification

A certificate of attendance is issued to those who complete the course. The Ministry of National Education's General Directorate of Lifelong Learning has prepared a course program on protection from neglect-abuse and privacy for educators for individuals with mental disabilities. Pre-condition for taking the course is working as a teacher in public or private education institutions,

ii. Information on all important studies

Theme linked to sexual education and self-advocacy	Source (e.g. link)	Short summary – important message, points, relevance for the project
Investigation of the effect of the privacy education given to the parents of children with intellectual disabilities on the cognitive and affective characteristics and skills of the parents	<p><i>Author:</i> <i>-Hülya ÖCAL (Consultant)</i> <i>-Prof. Dr. Hakan SARI</i></p> <p><i>Necmettin Erbakan University Institute of Education Sciences Department of Special Education Mentally Disabled Education Program (Master thesis)</i></p>	Children with intellectual disabilities (IQC) need support for the development of cognitive and affective skills, self-care skills and social adaptation skills, as well as privacy education skills. Considering that this education starts from the birth. It is seen that the most important factor is the parents. Parents' attitudes, attitudes and knowledge on this issue are very important in developing privacy skills in children with intellectual disabilities.
Developing Sexual Education Model for Individuals with	https://www.desemproject.eu/	The DESEM project aims to develop a sexual education model/methodology for

Intellectual Disabilities – (DESEM) Ministry of National Education		individuals with intellectual disabilities. Each activity that constitutes to the project content will provide coordinated work of educators/guidance specialists and disabled families, which are the main actors in sexuality education.
Sexual Development Characteristics of Adolescents With Intellectual Disabilities and Difficulties Experienced by Their Families: A Descriptive Study	Author: Emine Öncü (PhD) <i>Research Essay</i> <i>Mersin University Journal of Health Science</i> <i>2019;12(3):413-425</i> Mersin University, Çiftlikköy Campus, Faculty of Nursing, Department of Public Health Nursing, Mersin, Turkey Tel: +90-324-3610001-14219 E-Mail: eeoncu@gmail.com	Objective: Physical, cognitive, emotional, mental deficiencies and limitations with intellectual disabilities may affect sexual development of adolescents with intellectual disabilities. In this study, it was aimed to evaluate the physical, mental, sexual development characteristics of the intellectually disabled boys and girls and the difficulties experienced by the parents.
Sexual Development and Sexual Education Programs for The Disabled Individuals And for Families and Teachers	Author: Fazilet Eda YILMAZ Specialist -Psychological Counselor / Family Counselor <i>Book : Akademisyen Kitabevi A.Ş. 2015</i>	In this book, a sexual education program prepared for disabled individuals are explained in detail. This book guides educators and families working in the field of special education on how to provide sexual education for the disabled individuals.
Comprehensive Sexuality Education and Individuals with Autism Spectrum Disorders	Author: Didem Güven(PhD) Istanbul Sabahattin Zaim University	The sexuality, sexual development and comprehensive sexuality education of individuals with autism spectrum disorder (ASD) are among the issues that have recently begun to be investigated and need to be

	<p>Link: https://www.researchgate.net/publication/349624759</p>	<p>explained in detail. For this reason, this study aims to contribute to the field of special education and all stakeholders working with ASD by providing detailed information about the comprehensive sexuality education (CSE) offered to individuals with ASD. In accordance with this aim, studies in the literature was reviewed. As the result of the research findings, the sexuality of individuals with ASD education topics that should be taught in this training and the need for individuals with ASD and sexuality of people who will teach the skills decision making in selecting the decision-making process emerged in the form of the functioning of these individuals. It has been concluded that parents have equal responsibility for the relevant education of these individuals, and that it is important to cooperate with all other experts, especially the special education teachers, in teaching skills related to privacy and sexuality.</p>
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<p>Comparison of Attitudes and Ethical Status of Teachers Working with Individuals with Intellectual Disabilities towards Sex Education (Article)</p>	<p>Authors: <u>Bora AKDEMİR (PhD)</u> <u>Oktay TAYMAZ SARI (PhD)</u></p> <p>Link: https://doi.org/10.17244/eku.425276</p>	<p>In this study, it was investigated whether there is a relationship between the attitudes of teachers working with individuals with intellectual disabilities towards sexual education and their ethical status. Within the scope of the research, which is a survey model study in relational design, a total of 329 teachers were reached in 7 districts of Istanbul. As a result of the analyzes, a significant difference was found in the attitudes towards sexual education in favor of special education teachers according to the branch variable, in favor of those with intellectual disabilities in their environment, according to the variable of having individuals with intellectual disabilities in their environment. When the Ethical Status Scale data is analyzed, the average scores of the teachers calculated for the idealism sub-dimension are considerably higher than the average scores calculated for the relativity sub-dimension. There was no significant difference between attitudes towards sexual education and ethical situations.</p>
<p>Sexual Abuse of Children with Intellectual Disabilities</p>	<p>Author: <u>Prof.S. Sunay DOĞRU YILDIRIM</u> Selcuk University, Faculty of Vocational Education, Konya-Turkey)</p> <p>Resource: <u>Abant İzzet Baysal University</u></p>	<p>The aim of this study is to inform the families and other related individuals of children with intellectual disabilities about sexual abuse.</p>

	<p><i>Journal of Education Faculty</i> 2006 Volume: 6, Issue: 2, Page: 80 - 91 Text Language: Turkish</p>	
<p>Sexual development characteristics of mentally retarded adolescents and difficulties experienced by their families: A descriptive study</p>	<p>Authors: <u>Emine ÖNCÜ</u> <u>Gamze AKTAŞ</u> <u>Sümbüle K. VAYISOĞLU</u> <u>Esra KARAKUŞ</u></p> <p>Link: https://doi.org/10.26559/mersinsbd.553739</p> <p>Year 2019, Volume 12, Issue 3, 413 - 425, 31.12.2019</p>	<p>Objective: Differences in physical, cognitive, emotional and mental areas in the field of intellectual disability can affect sexual development. In this study, it was aimed to determine the sexual development characteristics of girls and boys with intellectual disabilities, the physical and psychological changes they experienced in the transition to adolescence and to evaluate the difficulties experienced by their families.</p>
<p>Sexual abuse and sexual education in individuals with autism spectrum disorder: teacher opinions</p>	<p>Author: Aslı Kanadlı</p> <p>Link: http://hdl.handle.net/11684/3625</p>	<p>The purpose of this study is to determine the opinions of special education teachers on sexual abuse and sexual education for students with autism spectrum disorders (ASD).</p>
<p>The Importance of Sexual Development Education In Adolescent Children with Intellectual Disabilities.</p>	<p><u>Aylin KURT</u> <u>Meltem KÜRTÜNCÜ</u></p> <p>Link: https://doi.org/10.34087/cbusbed.795223</p> <p>Year 2021, Volume 8, Issue 2, 353 - 357, 30.06.2021</p>	<p>This article was written with the aim of emphasizing the importance of education to be provided to both the family and the children with intellectual disabilities in adolescents regarding sexual development.</p>

<p>The Views of the Mothers on the Sexuality of Children with Intellectual Disabilities</p>	<p>Author: <u>Özlem Çelik (PhD)</u> <i>Okan University,</i></p> <p><i>Year: 2017, Volume: 12, Issue: 18, Pages: 211 - 234</i> <i>Text Language: Turkish</i></p>	<p>In this study, it was aimed to examine the views of mothers about the sexuality of children with intellectual disabilities. It is aimed to evaluate the sexual status of individuals with intellectual disabilities according to their mothers' views, to analyze the problems these individuals experience about sexuality, and to obtain more detailed information. In this qualitative study, semi-structured interview technique was used. The obtained data were analyzed using the descriptive analysis method. Purposive sampling method was used in this study. Twelve mothers aged between 33 and 55 were selected for the study.</p>
<p>Neglect-Abuse and Nursing Care for Children with Intellectual Disabilities</p>	<p>Author: <u>Huriye GÖNERER</u></p>	<p>The purpose of this article is to inform about abuse and neglect in mentally handicapped children and nursing approach under the light of current literature. As a result, abuse and neglect of children with intellectual disabilities are matters that concerning the whole community. In the care of these children, nurses have important role. While performing this role, nurse must consider the child with family and environment as a whole.</p>
<p>Developing a sexual education program for students with special education needs</p>	<p>Authors: <u>Rukiye Konuk ER</u> <u>Çağla</u> <u>Girgin</u> <u>BÜYÜKBAYRAKTAR</u> <u>Şahin KESİCİ</u></p>	<p>The purpose of this research is to determine sexual problems of mentally handicapped students depending on the opinions of teachers of mentally</p>

	<p>Link: https://doi.org/10.19128/turje.267920</p> <p>Year 2016, Volume 5, Issue 4, 224 - 234, 31.10.2016</p>	<p>handicapped individuals and to present a preliminary study for the sexual education program in order to solve these problems. The study population of the research consisted of 38 teachers of mentally handicapped individuals working in Konya province. The semi-structured interview technique was used as the data collection tool in the research. The results of the research can be the attainments such as sexual satisfaction, private parts sanitation, changes in adolescence period. The content of the program may include issues such as gender differences, sexual abuse, knowing his/her body, sexual satisfaction. The issues of the sexual education program for individuals with special education needs can be taught using methods such as teaching through videos, being a model, drama.</p>
<p>Development of the Sexual Development Characteristics of Children with Intellectual Disabilities in Adolescence</p>	<p>Authors: <u>Süleyman GÜRBÜZ</u> <u>Emine ERATAY</u></p> <p>Link: https://dergipark.org.tr/tr/pub/aibuefd/issue/53205/656106</p> <p>Year 2020, Volume 20, Issue 2, 1206 - 1221, 02.06.2020</p>	<p>In this study, it was aimed to determine the sexual development characteristics of individuals with intellectual disability in adolescence through parental views. For this purpose, the 'Sexual Development Characteristics of Children with Intellectual Disabilities in Adolescence' scale was developed. The research was structured according to the descriptive survey model, which is one of the quantitative research designs. The scale was</p>

		<p>applied to 860 parents in total, 310 for explanatory factor analysis and 550 for confirmatory factor analysis and obtaining the findings of the study. The data of the study were collected by using the scale and family information form created by the researcher by scanning the literature. The data were analyzed with SPSS and LISREL package programs. While the Cronbach Alpha reliability coefficient was found to be 0.85 for the whole scale, it was determined that the 9-dimensional structure of the scale was confirmed according to the fit statistics obtained from the confirmatory factor analysis.</p>
<p>Views of Parents who have adolescents with intellectual disabilities: A qualitative study</p>	<p>Authors: Nur Elçin Boyacıoğlu (1) Zeynep Dilşah Karaçam (2) Neslihan Keser Özcan(3) Onur Sert (4)</p> <p>(1)Istanbul University-Cerrahpasa, Faculty of Health Sciences, Department of Gerontology, Istanbul (2)Basaksehir Cam and Sakura City Hospital, Department of Obstetrics and Gynecology, Istanbul (3)Istanbul University-Cerrahpasa, Faculty of Health Sciences, Department of Midwifery, Istanbul (4) Adapazari Enka Schools, Sakarya</p>	<p>Purpose: This study was conducted to evaluate the opinions of parents who have children with intellectual disabilities about their children's sexuality.</p>

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)	In Turkey, the concept of sexual education takes place as a concept in the education system. However, considering the content of this concept, it is seen that sexual education refers to other concepts such as privacy, personal hygiene and protection from abuse.
According to data, do you believe that sexual education is sufficiently covered in your country? Briefly explain.	In our country sexual education is not included in general education at a level that meets the needs of the target group. Therefore; it can be said that sexual education is not sufficiently covered in our country. As part of the fieldwork, surveys were conducted with three youth workers and 10 YPWIDs. From the findings of the interviews conducted with YPWIDs, it has been evaluated that the sexual information of young people is based on the information obtained/heard from close people or social platforms.
Provide main findings of national sexual education . Briefly explain.	In our country, there is no sexual education defined at the national level and included in the education curriculum. In this context, the information in the curriculum can be summarized as personal hygiene of genital organs, privacy and protection from abuse.
According to data, do you believe that your country provides a sufficient legal framework for YPWID sexuality? Briefly	In our country, there is no sufficient legal framework for YPWID sexuality. The data collected from the surveys also support the

explain.	lack of knowledge in this area.
According to data, do you believe that your country provides YPWID with a satisfying level of sex education ? Briefly explain.	According to the data collected from the questionnaires, it is understood that sexual education is not included in general education at a level that meets the needs in our country. As explained above; It is seen that the sexual information that young people have is not based on the education received, but rather on the information obtained/heard from close people or social platforms.

1) Please list the most relevant themes on Sexual Education & Affectivity for YPWID, according to data collected	<ol style="list-style-type: none"> 1. Mahremiyet 2. Kişisel temizlik 3. Ergenlik
2) Please provide some challenges or issues with regards to Sexual Education & Affectivity for YPWID and with regards to teaching Sexual Education & Affectivity to YPWID	<ol style="list-style-type: none"> 1. Sexuality and affectivity issues are not easy to talk about. 2. Experts who give the training do not have sufficient knowledge and materials on this subject. 3. Experts who gives sexual education are also not comfortable in providing this education (the people who will give sexual education are not accepted or prevented by the families of YPWID or YPWID her/himself)

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 fundings” 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	Half of the interviewees gave answers showing that they have an idea about relationships.
Do Interviewees show general understanding of friendships ? How much? Please explain briefly.	4	Most of the interviewees have knowledge about friendship.
Do Interviewees show	2	Most of the interviewees

	On a scale from 1 to 5	Argumentative response
general understanding of sentimental/romantic relationships ? How much? Please explain briefly.		either did not understand the questions about "romantic relationships" or they did not know about this type of relationship.
Do Interviewees show understanding of problems or obstacles related to relationships ? How much? Please explain briefly.	1	The majority of the interviewed young people do not know the problems related to "relationships" or they do not understand these questions.
Further findings (if any)	It has been observed that most of the mentally retarded young people are embarrassed or shy while answering some questions, and they either give the answer "I don't know" to the questions in question or leave the question unanswered.	

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	All of the interviewees stated that they had not received sex education before. Most of the interviewees either did not answer the questions about sex or said it was shameful.
Do Interviewees show general understanding of sex ? How much? Please explain briefly.	3	The interviewees gave partially correct answers to the questions about sex. However, they do not have knowledge about sexual orientation and similar concepts. It has been evaluated that sexual perception does not turn into

	On a scale from 1 to 5	Argumentative response
		sexual behavior.
Do Interviewees have the occasion and a safe space to talk about sex ? How much? Please explain briefly.	1	Most of the interviewees stated that they could not find the opportunity to talk about sex. They stated that when they wanted to talk about this issue, they faced backlash, and they were also embarrassed when talking about these issues. Some of them did not understand and did not answer the questions on this subject.
Do Interviewees show understanding of the difference between friendship, sex and love ? How much? Please explain briefly.	2	Two of the ten young people with intellectual disabilities interviewed gave answers stating that they understood the difference. Others could not make this distinction.
Do Interviewees show understanding of their body, its changing and how to keep it clean ? How much? Please explain briefly.	1	One of the ten interviewees responded appropriately to the changes in their bodies during adolescence and how to clean their genital organs. Others gave partially correct answers.

	On a scale from 1 to 5	Argumentative response
Do Interviewees show understanding of sexual orientation and gender ? How much? Please explain briefly.	1	In this regard, the answer was mainly "I don't know".
Do Interviewees show understanding of sexual pleasure and autoerotism ? How much? Please explain briefly.	1	None of the interviewees could give a clear answer on this issue.
Do Interviewees show understanding of consent ? How much? Please explain briefly.	3	One of the interviewees gave a clear answer to the question about consent. Most of the questions about Consent were answered partially correctly. In other words, young people have an opinion about which body parts should not be touched.
Do Interviewees show understanding of decent behavior and sexual desire ? How much? Please explain briefly.	1	None of the interviewees could give appropriate answers to the questions asked on this subject. It can be said that they don't know about understanding of decent behavior and 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) Sex doctors	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?	Interviewers stated that the aims of the project are the need for YPWID and they thought that they should do more work on this issue. They stated that the project result will have a positive impact for Interviewers in this sense.
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Do Interviewers have sufficient training , information and material on sexual education and affectivity of YPWID to support them?	Interviewers stated that they have information and training about sexual education and affectivity, but they need more information, training and training materials on sexual education and affectivity of young people with intellectual disabilities to support them.
Do Interviewers feel satisfied with the development of materials , based on information reported during this interview?	Interviewers stated that there is a need for training materials on this subject and that they support the development of training materials. Therefore, they are satisfied with the development of materials.

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

List and explain the main difficulties encountered during the interview:	The fact that the interviewees were embarrassed about their sexuality, that they found it shameful, and that they did not receive sexual education from experts have been encountered as main difficulties during the interviews.
Which topics do interviewers think the respondent lacks in terms of knowledge/support?	In general, all subjects are lacking in sex and related issues, personal hygiene, gender and gender orientation, and understanding of consent.

4. Final Considerations

4.1 Analysis, interpretation and comments of the key findings

In our country, there is no sufficient legal framework for YPWID sexuality. In Turkey, the concept of sexual education takes place as a concept in the education system. However, considering the content of this concept, it is seen that sexual education refers to other concepts such as privacy, personal hygiene and protection from abuse. In our country sexual education is not included in general education at a level that meets the needs of the target group. Therefore; it can be said that sexual education is not sufficiently covered in our country. The data collected from the surveys also support the lack of knowledge in this area.

Main challenges with regards to teaching Sexual Education & Affectivity to YPWID are as follows:

1. Sexuality and affectivity issues are not easy to talk about.
2. Experts who gives the training do not have sufficient knowledge and materials on this subject.
3. Experts who gives sexual education are also not comfortable in providing this education (the people who will give sexual education are not accepted or prevented by the families of YPWID or YPWID her/himself)

Selection of 10 young people participating in the interview

- ✓ be between the ages of 12-17
- ✓ social skills close to age
- ✓ receptive and expressive language close to age
- ✓ level of being affected by intellectual disability at low level

Among young people with intellectual disabilities, most of the families of girls do not approve of the interview, and therefore only two of the 10 surveys were conducted with young girls with intellectual disabilities.

Highlights from interviews with YPWID

- ✓ Most of the interviewees have knowledge about friendship.
- ✓ Most of the interviewees either did not understand the questions about "romantic relationships" or they did not know about this type of relationship.
- ✓ All of the interviewees stated that they had not received sex education before. Most of the interviewees either did not answer the questions about sex or said it was shameful.
- ✓ Interviewees do not have knowledge about sexual orientation and similar concepts.
- ✓ Most of the interviewees stated that they could not find the opportunity to talk about sex. They stated that when they wanted to talk about this issue, they faced backlash, and they were also embarrassed when talking about these issues.
- ✓ Two of the ten young people with intellectual disabilities interviewed gave answers stating that they understood the difference between friendship, sex and love. Others could not make this distinction.
- ✓ One of the ten interviewees responded appropriately to the changes in their bodies during adolescence and how to clean their genital organs. Others gave partially correct answers.
- ✓ Interviewees don't show understanding of their body, its changing and how to keep it clean
- ✓ Interviewees don't show understanding sexual orientation and gender as well as sexual pleasure and autoerotism
- ✓ Only one of the ten interviewees gave a clear answer to the question about consent.
- ✓ Interviewees don't show understanding of decent behavior and sexual desire

- ✓ Interviewers stated that they have information and training about sexual education and affectivity, but they need more information, training and training materials on sexual education and affectivity of young people with intellectual disabilities to support them.
- ✓ The fact that the interviewees were embarrassed about their sexuality, that they found it shameful, and that they did not receive sexual education from experts have been encountered as main difficulties during the interviews.
- ✓ In general, all subjects are lacking in sex and related issues, personal hygiene, gender and gender orientation, and understanding of consent.

Comments

- ✓ Personalized, flexible and material-supported education for sexual education of YPWID will be more beneficial.
- ✓ Confidentiality and security should be taken as a basis, since young people describe sexuality as "shameful and private".
- ✓ The fact that the interviewees approach sexuality with shyness and shyness will be one of the main factors hindering their education. Considering that the inclusion of families in the education process will reduce the difficulties and hesitations. Therefore; it is recommended that the education process be designed according to this situation.

5. Conclusions

The biggest shortcoming is that there is no legal framework for sexual education of YPWID in our country and that sexual education is based on a framework consisting of privacy, personal hygiene and protection from abuse. Studies carried out in this context have been left to the initiative of educational institutions. In addition, the subject of sexual education is still a taboo, faced with both YPWID and their families' blocking, and it is perceived as a shameful subject. The lack of knowledge of YPWID on this subject and the fact that the experts do not have sufficient information and appropriate materials can be counted as important deficiencies.