



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

Open Europe



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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

In Spain, sex education is not compulsory in schools or institutes. It is up to the autonomous communities and the associations, town councils or professionals contracted by the educational centres to provide it through a kind of workshop.

The same administrations have promoted sex education programmes for schools and the result is that, at least, a consensus has been reached on the need for it. A consensus that says that all students should leave school with knowledge related to sexuality.

Sex education for young people is practically non-existent, leading people to learn about sex on their own. According to one study, 47.8 percent of young people learn about sex on the Internet and 45.5 per cent ask their friends.

The World Health Organisation (WHO) recommends initiating sex education programmes from an early age to prevent sexual and reproductive rights, considered an intrinsic part of human rights.

With the intention of promoting students' learning and personal growth around sexuality, Informe Junior has counted on the collaboration of Platanomelón (a brand focused on sexual and intimate wellbeing that, through its Eroteca section and its social networks, works for the dissemination and sexual education). The result of this collaborative work is the Teaching Unit "Young people and sexuality" which has free pedagogical content so that teachers can work on issues related to CSE (comprehensive sexuality education) with their students, either in class or virtually.

The Teaching Unit consists of 10 contextual articles with visual and infographic elements to facilitate understanding and make the information more attractive to secondary and high school students.

Legal framework

The legal framework described below relates specifically to sexual and reproductive health education for young people with intellectual disabilities.

In Spain, there are many reasons why people with disabilities do not have information about adequate sexuality education. These include fewer sexual encounters and relationships, as well as less formal sex education, e.g. by parents, friends and the media. People with disabilities often have fewer opportunities to observe, develop and practice appropriate sexual and social behaviour.



Abuse, violence and discrimination are much more frequent among women with disabilities. One study (Codina, M. and Pereda, N) estimates that 39.9% of women with disabilities have felt physically assaulted in their lifetime. Being considered vulnerable and having been brought up to be unconditionally compliant, they have been seen as less credible victims.

There are few specialised resources on sexual and reproductive health for people with intellectual or developmental disabilities, so parents tend to avoid the topic easily. If we want to engage parents in these conversations, we need to provide them with the information they need to feel able to share with their children.

Contraception is included in the benefits of the national health system. On the other hand, these resources are complemented by other devices such as Sexuality Counselling for Young People or Women's Care Centres.

Other laws governing sexual matters include the following: The Equality Law (Organic Law 3/2007, of 22 March, for the effective equality of women and men), the Sexual Health Law (Organic Law 1/2023, of 28 February, amending Organic Law 2/2010, of 3 March, on sexual and reproductive health and the voluntary interruption of pregnancy) the Law against Gender Violence (Organic Law 1/2004, of 28 December, on Integral Protection Measures against Gender Violence), the Trans Law (Law 4/2023, of 28 February, for the real and effective equality of trans people and for the guarantee of the rights of LGBTI people) and the last law, which has created quite a lot of controversy in recent times, is Organic Law 10/2022, of 6 September, on the integral guarantee of sexual freedom.

What is happening with people with intellectual disabilities is that they are not protagonists of change. There are few books or articles that deal with the issue of sexuality in people with intellectual disabilities. Sexual education, moreover, is still an exception for people with intellectual disabilities and even more if we talk about people with more support needs.

National studies

It could be said that there are associations that deal with these issues in more depth. That is to say, in special education schools, they give some insight into these issues. But, more in-depth is discussed in associations of people with disabilities where they deal with more important topics, such as relationships, equal treatment or intimacy.



ii. Information on all important studies

THEMES	SOURCES	SHORT SUMMARY
Coeducation in schools	https://www.educacion.navarra.es/web/dpto/skolae-familias	SKOLAE is a process, and a commitment. It consists of a coeducational pathway, an action plan and a training plan. It is based on the commitment to coordinate the diversity of local agents so that it grows and reaches beyond the classroom and contributes to building family, cultural, sporting and leisure environments with shared co-educational values, close to and coherent with school action.
Legislative report on the rights of persons with disabilities.	https://www.dincat.cat/informe-de-la-situacio-de-les-persones-amb-discapacitat-intellectual-a-catalunya/	The Report on the situation of people with intellectual disabilities in Catalonia is the first report of this group in Spain. It is an indispensable instrument and support when designing transformative and innovative proposals to improve the quality of life of people with intellectual disabilities and their lives.
The reality of persons with intellectual and developmental disabilities LGTB	https://www.youtube.com/watch?v=_JosPP7Y0XA	Informative video to raise awareness about the reality of people with intellectual disabilities and development LGTB developed by "Plena Inclusión". The aim is to make this reality visible, the barriers they encounter and the support they need for a free affective-sexual life without discrimination.
Sexual education for parents	https://www.savethechildren.es/escuela/cursos/curso-online-como-hablar-de-sexo-con-tus-hijos?gclid=Cj0KCQiA2-2eBhCIARIsAGLQ2RIqsYulyUrUy4zkmpSk5pm3ByltXstl6pPjSXAj2TXx7wGbAuR2ly8aAgjWEALw_wcB&gclsrc=aw.ds	This course is a tool aimed at making it easier for families to educate their children about sex. Talking about sexuality is often difficult, especially with children and adolescents; this



		material provides some of the keys to improving communication.
Sexuality in the adolescence	https://www.educo.org/Blog/La-Importancia-educacion-sexual-adolescentes?gclid=Cj0KCQjA2-2eBhCIARIsAGLQ2RkYSiwAeZe9Qda6yQhO_4ABSx9tmofwMVwb7ln6tpSAIWTgizHty34aAgRKEALw_wcB	Adolescence is a key and critical time in the formation of the personality and also a key time to address the issue of sexuality. "Cuaderno de Valores" encourages all parents to address the issue of sexuality so that their children have all the necessary knowledge to avoid unnecessary risks.
Home-based sexuality education	https://www.mayoclinic.org/es-es/healthy-lifestyle/sexual-health/in-depth/sex-education/art-20044034	Many schools offer sex education, but they should not rely solely on what is taught in the classroom. Sex education should also be taught at home. Here are some tips to help you talk about sex with your children.
Full inclusion association of Spain addressing the issue of sexuality education	https://www.plenainclusion.org/wp-content/uploads/2021/03/posicionamiento_sexualidad.pdf	Position of the Plena Inclusión Association of Spain on the need to educate and support the sexuality of people with intellectual or developmental disabilities.
Intervention proposal for people with intellectual disabilities	https://www.plenainclusion.org/wp-content/uploads/2021/03/217_articulos2.pdf	Article in the specialised magazine "Inclusión social" emphasising the right to affectivity and sexuality for people with intellectual disabilities.
Affective-sexual education	http://www.educandoenigualdad.com/wp-content/uploads/2014/02/guia_no_ogros_ni_princesas1069.pdf	This article presents a proposal for intervention aimed at people with intellectual disabilities, including previous work with both professionals and families, all within the framework of the biographical-professional model.



Activities to promote and develop the sexuality rights of persons with disabilities	https://www.plenainclusion.org/wp-content/uploads/2021/05/plena_inclusion_informe_herramienta_derecho_sexualidad.pdf	This report is part of the current collaboration agreement between the association Plena Inclusión España and the Association Sexuality and Disability for the development of activities aimed at promoting and guaranteeing the right to the sexuality of people with intellectual or developmental disabilities, as well as improving care, education and support in this area.
Addressing sexuality education with students with special needs	https://www.psyciencia.com/guia-educacion-sexual-de-ninos-ninas-y-adolescentes-con-discapacidad-intelectual/	This guide provides teachers with material to support teachers' reflection on what to do in dealing with the sexuality education of their students with special educational needs associated with intellectual disabilities in special schools or integration programmes throughout the country.
Homosexuality	https://www.plenainclusion.org/publicaciones/buscador/sexualidades-diversas-manual-para-la-atencion-a-la-diversidad-sexual-de-personas-con-discapacidad-intelectual-o-del-desarrollo/	Sexuality education is still a pending subject, even more so when referring to the sexuality of people with intellectual or developmental disabilities. This manual aims to respond not only to the needs of the entities but also to those who intervene in the field of sexual diversity. This manual also focuses on the homosexual collective in order to give an answer to the needs that they present when they have a different sexual option.
Menopause	https://plenainclusionmurcia.org/cms/wp-content/uploads/2022/07/manopausia_lectura_facil.pdf	Menopause accessibility guide for adult women.



Sexuality	https://plenainclusionextremadura.org/plenainclusion/sites/default/files/publicaciones/DEF_guia%20sexualidad%20TRZ.pdf	This guide will help people to answer some questions about sexuality. The first part talks about some things about sexuality. The second part is about questions. In the third part, you will find all the sites that can help you to solve some questions.
Healthy and pleasurable sexual habits	https://www.dincat.cat/wp-content/uploads/2020/04/La-salud-sexual.pdf	This book is dedicated to people who want to enjoy healthy and pleasurable sexual habits. The book can be useful for you, your family, friends, professionals and all those who are interested in taking care of and learning about their sexuality.
Accessibility to sexual health for persons with disabilities	https://plenainclusioncv.org/barco-salud-sexual/	This programme is mainly based on making sexual health accessible to people with intellectual disabilities, a vulnerable group that is not taken into consideration in STI (sexually transmitted infections) prevention campaigns.
Sexual health	https://plenainclusioncv.org/wp-content/uploads/2020/11/web_PLE_DipSaludSexual_01_FamiliasProfesionales.pdf	This guide is part of the materials developed in "Get on board the Sexual Health Boat" and addresses recommendations for supporting the sexual health of women with intellectual disabilities.
Knowing and loving each other as we are. To love diversity.	https://fademga.plenainclusiongalicia.org/dmdocuments/GUIA.%20Cuidar%20y%20conocer%20tu%20sexualidad.%20LF.pdf?fbclid=IwAR3tb6PBWYakuDKx2zLou5m1zUmlzvTdJY8J6UU5sO7szC7UCJZMjOrnyGU	This is an (easy to read) guide for all those people who may be interested in knowing themselves, loving themselves as they are and loving their diversity. When we talk about people, we also refer to transgender people and people



		with non-binary gender identity.
The importance of knowing your body	https://plenainclusioncv.org/wp-content/uploads/2020/04/guia-sexualidad-2019.pdf	This guide talks about the bodies of men and women with intellectual disabilities. How they can know when they are healthy and when they should go to their doctor. It also talks about the importance of hygiene, pregnancy and infections related to your sexuality.
Menstruation	https://plenainclusioncv.org/wp-content/uploads/2021/12/Guia-menstruacion.pdf	This document is a guide to learning about menstruation. It is a guide for women with intellectual disabilities, for cisgender women to learn about their bodies and how to take care of them.
Sexual and gender diversity terms	https://plenainclusioncv.org/wp-content/uploads/2016/11/00_DICCIONARIO-SEXUALIDAD-LECTURA-FACIL.pdf	This document is a dictionary to better understand words about sexual and gender diversity among people with intellectual disabilities.
The body and sexual health	https://fademga.plenainclusiongalicia.org/dmdocuments/GUIA.%20La%20consulta%20de%20ginecologia.LF.pdf?fbclid=IwAR37Nd5dWzHu3mUiNUadwvRYPgDhntiOL19Vm5jp8xRfcxS2UXH8VWFiz5k	This guide is designed for women who want to learn more about their bodies and sexual health. Transgender men and women and people with non-binary gender identity are also included.
Menstruation and menopause	https://fademga.plenainclusiongalicia.org/dmdocuments/GUIA.%20Menstruacion%20y%20menopausia.LF.pdf?fbclid=IwAR2v8KaA4AOK7kOb36BvjvYFOJB-i2CbudcEcsPJNppchmoJIKTI8wBfsUc	This guide is designed for women who want to learn more about menstruation and menopause. Transgender women and people with non-binary gender identity are also included. The guide is divided into two parts. The first part deals with menstruation and the second part with menopause.



The body and its care	https://plenainclusioncv.org/wp-content/uploads/2021/12/Conocete-y-Cuidate.-Plena-CV.pdf	This guide talks about the knowledge that women can have about their bodies and their own care.
Sexual health	https://plenainclusioncv.org/wp-content/uploads/2020/11/web_PLE_DipSaludSexual_02_Sanitarios.pdf	This guide is part of the "get on board the Sexual Health boat" material. This guide is dedicated to health professionals and aims to help them understand how to care for a person with an intellectual or developmental disability.
Sexual health	https://plenainclusioncv.org/wp-content/uploads/2022/09/Recomendaciones-para-elegir-m%C3%A9todo-anticonceptivo.pdf	This guide is part of the material called "Get on board the Sexual Health Boat". This guide is dedicated to recommendations for choosing a contraceptive method in a consensual, respectful and accessible way for women with intellectual and/or developmental disabilities.

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 summarise 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)	Sexual education refers to the set of activities related to education, dissemination and outreach about sexuality at all ages of development, the female and male reproductive system, sexual orientation, sexual relations, family planning, correct use of contraceptive methods, safe sex, reproduction, sexual and reproductive rights, gender studies and other aspects of sexuality, to achieve a specific sexual and reproductive health status.
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According to data, do you believe that sexual education is sufficiently covered in your country? Briefly explain.	In Spain, sex education is not taught in schools as a subject, but there may be schools that organise workshops or something similar for students, in certain school hours that they have free to give talks on other, less didactic content. Information about sex education is mostly obtained from the internet or by asking friends.
Provide main findings of sexual education on the national level . Briefly explain.	As has been said, sex education as such is not studied at school. We can only find in social science books a mention of the human body and specifically of genitalia. Another reference to sexuality is how pregnancy takes place, from the moment the sperm is introduced into the ovule.
According to data, do you believe that your country provides a sufficient legal framework for YPWID sexuality? Briefly explain.	Speaking of legal issues, it is believed that progress has been made in protecting victims, specifically people with intellectual disabilities. In this sense, persons with disabilities are also protected in other areas apart from abuse, such as reproductive rights, trans persons with intellectual disabilities, etc.
According to data, do you believe that your country provides YPWID with a satisfying level of sex education ? Briefly explain.	According to the data, there is not a good level of sex education in any sense, since neither in schools this subject is taught nor in associations of people with disabilities do they deal with this issue. However, there are conferences where professionals participate, but these conferences are attended by professionals and/or relatives of people with disabilities, when people with disabilities should also attend and give their opinion on this subject, on what they want and what they need.
1) Please list the most relevant themes on Sexual Education & Affectivity for	<ol style="list-style-type: none">1. Abuse2. Intimacy



YPWID, according to data collected in your country	3. Love relationship
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>Please name some challenges or problems related to Sex and Affectivity Education</p> <p>The challenges or problems faced by persons with intellectual disabilities are the following:</p> <ol style="list-style-type: none">1. Lack of intimacy.2. Lack of knowledge regarding some issues related to sexuality. For example, to know how to differentiate friendship relationship from love relationship.3. Lack of knowledge about what can be done or what should not be done in public.

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 analysed 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 relationship ? How much? Please explain briefly.	3	Some of them do, most of them live independently, while some have difficulties in differentiating between a love relationship and a friendship.
Do Interviewees show general understanding of friendships ? How much? Please explain briefly.	3	They do show knowledge. However, some of them do not know exactly how to differentiate between friends or colleagues at work or flat mates, for example. None of the participants get on badly with anyone so we conclude that they have some knowledge but there is still room for improvement towards an effective understanding.
Do Interviewees show general understanding of sentimental/romantic relationships ? How much? Please explain briefly.	3	They show it with affection, i.e. they know that a romantic relationship is more than just a friendly relationship. Although some do not know the difference, those who have a partner know that a girlfriend/boyfriend is a person you can kiss on the mouth, caress continuously or do other more intimate things. However, they say that when they start a relationship they focus more on that, on the intimate rather than the



	On a scale from 1 to 5	Argumentative response
		sentimental. They say that months after the start of the relationship things change and they start to be more sentimental, for example, they give each other flowers.
Do Interviewees show understanding of problems or obstacles related to relationships ? How much? Please explain briefly.	2	The only problem they are concerned about is that of intimacy. Respondents have said that when they are in a couple, that relationship is long-lasting, but that they find it difficult to understand how they can have privacy and what steps to take when they have it.
Further findings (if any)	The questions were put to all the participants and they answered little by little. This was done because it was felt that there would be more participation, but it was noted that some people felt intimidated by some of the questions, simply because they had never experienced the experience before.	

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	They are not familiar. Everything they have learned has been by imitation or because a family member or reference person has told them about it.
Do Interviewees show general understanding of sex ? How much? Please explain briefly.	1	They don't show any understanding. No one has talked to them about it. What they know they have learned on their own by experimenting.
Do Interviewees have the occasion and a safe space to talk about sex ? How much? Please explain briefly.	1	No. Some say they could do it at home but don't dare.
Do Interviewees show understanding of the difference between friendship, sex and love ? How much? Please explain briefly.	2	As you said they don't show much understanding, they don't know where the boundary is. Some say that for them sex is the same as love.
Do Interviewees show understanding of their body, its changing and how to keep it clean ? How much? Please explain briefly.	4	Interviewees show understanding of their body and its changes. They also know how to keep it clean, although some say they find it difficult to do so.



	On a scale from 1 to 5	Argumentative response
Do Interviewees show understanding of sexual orientation and gender ? How much? Please explain briefly.	1	They do not show any understanding. They only talk about what they have been able to see on television.
Do Interviewees show understanding of sexual pleasure and autoerotism ? How much? Please explain briefly.	-	This question has not been answered
Do Interviewees show understanding of consent ? How much? Please explain briefly.	1	Some say they understand it but find it difficult to set limits.
Do Interviewees show understanding of how to behave in relation to sexual desire? How much? Please explain briefly. How much? Please explain briefly.	1	They do not know what to answer.

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



4) Gynecologist, Urologist or Sexologist	2
5) STDs	2
6) Menstruation	4
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?	The educators were very interested in the project, as they think it is an important but difficult topic to address. In general, educators recognise the importance of sexuality education for people with intellectual disabilities. However, there are different opinions as to how this topic should be approached and what kind of information should be provided.
Summarize interviewers' inputs on what can help YPIWID speak up for their needs.	Some argue that the emphasis should be on the prevention of sexually transmitted diseases and unwanted pregnancies, while others emphasise the importance of teaching social and emotional skills related to sexuality. In any case, it is important that this issue is approached in a respectful, inclusive manner that is adapted to the individual needs of each person with an intellectual disability.
Do Interviewers have sufficient training , information and material on sexual education and affectivity of YPWID to support them?	Educators do not have adequate resources to address this issue with their students with disabilities. Sometimes they seek additional resources online for additional support. It is important to remember that each person with a disability is unique and may have specific needs when it comes to sexuality education. Therefore, it is advisable to work individually with each person to ensure that they receive appropriate information and support.



Do Interviewers feel satisfied with the development of materials , based on information reported during this interview?	Educators have shown interest in the project and in the material to be developed in the framework of the project. They have not yet been able to give feedback on the resources, as they are not yet available.
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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:	The main difficulties have been the participants' lack of information on some topics, such as STIs. Another difficulty has been the lack of topics to talk about, i.e., some people have never had any affective relationship and so they had nothing to say. Finally, some participants did not want to answer certain questions directly, for privacy.
Which topics do interviewers think the respondent lacks in terms of knowledge/support?	Knowing how to differentiate between sex and love. Knowing more about issues related to women and feminism. Knowing more about consent, etc.

4. Final Considerations

4.1 Analysis, interpretation and comments of the key findings

The main conclusions drawn from the interviews are:

- There is no specific education on sexuality and affectivity for people with disabilities, only some private initiatives, which makes these people particularly uninformed.
- The overprotection of many families and the lack of information makes it very difficult to maintain intimate relationships, so that people with disabilities have affective and sexual deficiencies.
- It is important to make families, but also society in general, aware of the right of people with intellectual disabilities to fully enjoy their sexuality. In Spain, Law 27/2007 recognises the right of persons with disabilities to equal treatment and non-discrimination in all areas, including the full enjoyment of their sexuality.



5. Conclusions

In Spain sex education programs are not compulsory in schools, and those aimed at people with disabilities are limited, leading to them having to learn about sex on their own. It is up to autonomous communities and professionals contracted by educational centres to provide it through workshops. This lack of education also makes individuals more vulnerable to abuse, violence, and discrimination.

Parents need to be equipped with the necessary information to share with their children, and that specialized resources on sexual and reproductive health for people with disabilities are scarce. To address this gap, the World Health Organization recommends initiating sex education programs from an early age. The Spanish Association “Plena Inclusión” emphasizes the need to educate and support the sexuality of people with intellectual or developmental disabilities.

Regarding the opinion of the people with disabilities that participated in the interview, most of them have difficulties in differentiating between a love relationship and a friendship.

Some participants felt intimidated by some of the questions, because they had never had this kind of experience. Other participants said that when they start a relationship they focus more on the intimate rather than the sentimental. The main problem they are concerned about is the lack of intimacy, as they are overprotected by their families.

In conclusion, the lack of information on the subject, together with the difficulty of finding spaces where they feel safe and intimate, means that most people with intellectual disabilities have not had sexual experiences.