

Introduction

Sexual education has been defined by the World Health Organization (WHO) as "*action to promote the acquisition of a state of psychosexual well-being by an individual*". Among the main reasons of the WHO, it recognizes the right of all human beings to be informed and respect for sexual rights to achieve the highest level of sexual health: research, receive and disseminate information related to sexuality; receive sex education; to see their physical integrity respected; choose your partner; decide whether or not to be sexually active; consensual sexual relationships; choose consensual marriage; decide whether, and when, to have children; seek a satisfying, safe and enjoyable sex life.

The purpose of the proposed course is the training of social workers capable of promoting sex education for people with disabilities understood in a holistic sense, capable of providing scientific information, promoting the development of behaviours matured from learned information and attitudes adapted to the construction of fair societies.

The assumption of the course is the belief that affective and sexual education is a process that takes place within an interpersonal dimension, and that finds in dialogue its main tool. Information and comparison with people with disabilities are the basis of the process of knowledge of broad and complex sexuality, able to understand the world of relationships, affections, individual and cultural values.

Sex education is considered as an activity to promote the building of identity. As such, it is considered that it should be adapted to marginal situations to ensure individual self-determination.

The project of a sex education workshop specifically aimed at social workers was born from the acceptance of their application for training and their expressed need for sharing in the educational relationship with people with disabilities who are dependent.

The problems manifested by people with disabilities are not so much related to difficulties in the exercise of sexuality, but rather in the personal construction of it and in the attribution of meanings to the affective-sexual sphere. Living one's sexuality does not simply mean being able to live sexually consciously, "living one's sexuality is a way to grow, to assert one's personality, to fully realize oneself".

The laboratory was developed from an idea of sex education as a training to the awareness of one's own body and the body of the other in an interpersonal relationship based on mutual respect; knowledge of correct information about prevention; awareness of one's gender difference; respect for differences; their beliefs and values.

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