

**Dissertation marking and feedback sheet**

**Programme:** Erasmus Mundus MA/Mgr. in Special and Inclusive Education

**Module:** Dissertation - **Sexuality and Relationship Education for person with Intellectual disabilities in the Czech Republic**

**Module code:** ERM030L003S

**Student Name:** Lerometswe R. Molefi

**Student Number:** 516770088

1<sup>st</sup> Marker's name: doc. PhDr. Jan Šiška, PhD.

2<sup>nd</sup> Marker's name: PhDr. Pavlína Šumníková, PhD.

**Use (i.e. exploration and discussion) of literature/evidence**

1<sup>st</sup> Marker

*Theme of the dissertation is highly important not only for countries such as Botswana but also for EU countries. Lero, being a professional in work with people with intellectual disability displays deep understating of the historical and cultural context of the problem in the Czech Republic.*

*Right to sexual life of persons with intellectual disability has never been fully acknowledged. Lero's dissertation will contribute in one way or another in implementation of such right. However, sexual life is also a matter social networking. Creating and maintaining useful and healthy social relations is a challenge for people with ID. Lero correctly refers to this topic in the chapter 2.4.*

2<sup>nd</sup> Marker's Comments:

The topic selected by Lerometswe is actual and still not adequately described in the current literature. She shows understanding of and command over the most relevant literature about sexuality and relationship education. In the discussion, she provides adequate coverage of the literature. The introduction is specifically dealing with the situation in Botswana where she has considerable experience with the sexual and relationship education in children without intellectual disabilities and youngsters. Next part of Introduction summarized the current knowledge on the sexuality education in the Czech Republic. However, there is missing a more general comment on the situation in the field of sexual education among disabled people in the rest of the world. Maybe we could get inspired by some of the existing programs running in the field in developed countries (if there are some).

**Design of project– research question or hypothesis, and methodology**

1<sup>st</sup> Marker

*Lero used existing methods, however, in correct and creative way. Research methods used are justified and potent ional weaknesses addressed.*

*Lero was in touch with only one special school. Generalization of her findings might be*

therefore question. However, significant commutation barriers between her and Czech teaching personnel (teachers in the special school) have to be taken into consideration.

2<sup>nd</sup> Marker's Comments:

Lerometswe's research questions were quite ambitious. She intended not only to find out which strategies are currently used for sexuality and relationship education, but also to study how prepared are the teachers and social service providers in offering this type of education to people with intellectual disabilities. She used a self-invented semi-structured questionnaire containing 20 questions. Using this tool, she interviewed seven teachers from a single Special school for children with intellectual disabilities. She collaborated with a translator for communication with them and she used audio records for further analysis.

Main points:

1. Mapping the situation in a single school is not representative enough for all the country. It is thus difficult to make any conclusion from the study – it is possible that the situation in the studied field could vary extremely among Czech schools.
2. Proper interpreting of soft data like presented here are always difficult, but it is possible if high number of respondents are included. Seven (female) teachers are probably too low for any analysis. Is there some reason why you did not extend her study?
3. Pros and contras of using semi-structured questionnaire are nicely discussed in the "Research tools" chapter. Nevertheless, from my point of view, the structured questionnaire would probably give better chance for reasonable analysis, especially in the situation when only limited numbers of people take a part in the study.

### **Data analysis and Presentation**

1<sup>st</sup> Marker

*Thematic analyses were used in the study. The method for analyzing data used is well illustrated in page 3.7. On p. 37 results of the study are presented. Analysis is throughout, appropriate, and correct. Personality of teachers seems to be frequently mentioned by the responding teachers. What is meant here? Professional competence or personality as such? Secondly, concluding remarks of chapter 4.5 remains rather unpacked. Will you clarify them please?*

2<sup>nd</sup> Marker's Comments:

The information gained from the questionnaire has been analyzed using thematic analysis. Lerometswe related the research questions and the themes coming from the analysis. Data presentation is based on the citations of answers of responders with a short summary at the end of each section. Data presentation is clear but strongly influenced by methodological limits described in detail in the previous paragraph and by subjectivity of respondents.

### **Structure, communication, and presentation**

1<sup>st</sup> Marker

*Lero presents useful and evidence based suggestions for policies and practice in the Czech Republic. However, these recommendations are rather general and not really surprising. Nevertheless, recommendations such as availability and accessibility sex education for persons with severe intellectual disability are significant. It is rather pity that Lero does not mention significance of her research project for educational reality in Botswana.*

2<sup>nd</sup> Marker's Comments:

The work is well-written, the structure is adequate, and the author discussed strengths, weaknesses and limitations of the study. The interpretation of data in Conclusion should be probably provided more carefully due to low number of respondents – the author should avoid any generalization.

**Overall comments (including any areas for further improvement):**

**1<sup>st</sup> Marker**

*Lero's writing skills and critical thinking significantly improved during the dissertation module. Lero is a hard working student with a strong personality. Her independence, commitment, overall modesty and ability to reflect her prior professional knowledge have to be acknowledged.*

*Lero came to EU with clear motivation to gain knowledge and experience related to sex education, HIV and intellectual disabilities. Despite significant differences between EU countries and countries such as Botswana, I am convinced that Lero will use such knowledge and experience not only in her professional practice but also in further research in Botswana.*

**2<sup>nd</sup> Marker's Comments:**

The theme selected by Lerometswe is very actual and important; the work is well written with a proper use of literature and excellent introduction. There are, however, some methodological limitations that slightly decrease the scientific level of the study. Nevertheless, I agree with the acceptance of this work.

Can you compare your research topics with your experience or researches from Botswana?

**Confidential: for use by markers only – not for release to the student**

1 <sup>st</sup> marker	Excellent
2 <sup>nd</sup> marker	Very good
mark agreed after the Viva	<i>Excellent</i>