Inclusion in extracurricular activities within primary schools in Botswana: Experiences of children with intellectual disabilities.

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DECLARATION

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ABSTRACT

Introduction: The purpose of this study was to understand children with intellectual disabilities' (ID) experiences of inclusion in extracurricular activities (ECAs) within inclusive primary schools. **Problem:** Internationally, researchers have noticed that, even within supposedly inclusive spaces like inclusive schools, children with disabilities are still lagging behind in participating and benefitting from extracurricular activities (ECAs) at a comparative rate as their non-disabled peers. **Rationale:** Children with ID were purposively targeted because literature indicates that they are more likely to be excluded from participating in ECAs or leisure activities with peers thanany other group of disabled children. The study will help in the development of inclusive ECAs to better meet the needs of students with intellectual disabilities - particularly in African settings like Botswana where the adoption of inclusive education is still in its infancy. **Aim:** To describe how children with intellectual disabilities experience inclusion in extracurricular activities within their school as well as to determine the facilitators and barriers to children with intellectual disabilities' inclusion in ECAs within their school. **Method:** Three data collection methods were used to collect data. Draw and tell interviews and focus group discussions with video vignettes as conversation prompters were used to solicit information from children with ID whilst semi-structured interviews based on the information solicited from conversations with children with ID were used to interview teachers at the school. **Findings:** The main themes were "access", "participation", "effects of ECAs" and "belonging". **Discussion:** Factors such as knowing other participants in the ECA, enjoyment of the actual ECA by children with ID, information about the available ECAs offered in the school as well as familial support in the form of valuing and encouraging participation in ECAs were some of the factors and processes that influenced whether and how children with ID engage in extracurricular activities in the school. **Conclusion:**Although children with ID participate in ECAs differently compared to peers without disabilities, this participation is no less valued by these children and it is important that we continue asking them what we can do or keep on doing to improve ECA service delivery.

DEFINITION OF TERMS

Extracurricular activities; refers to activities that students participate in that do not necessarily fall into the realm of academic curriculum in schools like sports teams, performing clubs (e.g., drama, art, music), special interests, and other socialevents (Massoni, 2011).

Inclusive school; is defined as a school that includes, and meets the needs of all, including those with special educational needs, whatever their gender, life circumstances, health, disability, stage of development, capacity to learn, level of achievement, financial or any other circumstances (Government of Botswana, 2011, pg. 4).

Children with intellectual disabilities; those children who experience impairment of general mental abilities that impact adaptive functioning in conceptual, social and practical domains (American Psychiatric Association, 2013).

LIST OF ABBREVIATIONS AND ACRONYMS

ICF	International Classification of Functioning Disability and Health
ID	Intellectual Disability
ECAs	Extracurricular Activities
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of People with Disability
WHO	World Health Organisation

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Chapter 1: Introduction to the Study

1.0 Overview of the chapter

This chapter provides the background to the study, statement of the research problem, purpose of the study, aims and objectives of the study as well as the rationale behind the study.

1.1 Background of the study

The United Nations Convention on the Rights of People with Disabilities (UNCRPD) defines 'cultural life' as partaking in life-enriching activities that help people express themselves away from the mundane reality of their lifestyle, situation and other constraints (UNCRPD, 2006). These activities include participation in recreation, leisure, the arts, sports and tourism. Article 30 of the United Nations Convention on the Rights of People with Disabilities, in particular, recognises participation in cultural life, recreation, leisure, and sport as indispensable components of a person's sense of inclusion in their community (Singleton & Darcy, 2013). But around the world, people with disabilities endure exclusion and marginalisation from participating in sport, recreation, and leisure activities. They are often barred from cultural venues by inaccessible buildings or attitudes that deny them their right to participate in cultural life as direct participants and as spectators (Singleton &Darcy, 2013). Financial constraints also create barriers as people with disabilities often struggle to gain employment which determines how much money is available to spend on cultural life, recreation, leisure and sport (Singleton & Darcy, 2013). Additionally, barriers such as discriminatory attitudes and lack of access to information about sporting and cultural opportunities prevent disabled people from participating as either athletes or spectators. Physical intra-personal barriers such as pain and impairment also prevent disabled persons from accessing and participating in cultural life.

Furthermore, similar to adults with disabilities, children with disabilities often face numerous barriers in accessing their rights to sport, recreation and play. Recent

studies illustrate that, compared to their typically abled counterparts, disabled children take part less in school and leisure-time physical activities (Carlon, Taylor, Dodd & Shields, 2013; Jarus, Lourie-Gelberg,Engel-Yeger, & Bart, 2011; Solish, Perry & Minnes, 2010). Upon entering school youngsters with disabilitiesmay not experience the excitement of playing sport or participating in physical education as a result of visual, mental or movement restrictions as well as negative social convictions regarding their acumen for physical activities (Musengi & Mudyahoto, 2010). Children and young people with disabilities are also said to be less engaged in organised cultural activities than their non-disabled peers (Smyth, 2016). Many schools do not have comprehensive policies that address the inclusion of students with disabilities in sport or cultural activities. Coaches also report limited skills on how to adapt sports for athletes with disabilities.

1.2 Statement of the problem

Even within supposedly inclusive educational contexts like inclusive schools, researchers all over the world have noticed that, compared to their typically developing peers, children with disabilities are still lagging behind in participating and benefitting from 'cultural life' in the form of extracurricular activities in their schools (Pence & Dymond, 2015; Melboe & Ytterhus, 2017). Regardless of international human rights bodies such as the United Nations Children's Fund (2011) which asserts that truly inclusive schools should endeavour to increase all students' participation in learning, cultures and communities that are within their schools, children with intellectual disabilities (children with ID) are still socially excluded and divorced from positive peer relations with non-disabled peers that inclusive educational settings supposedly encourage. In line with researchers such as Goodley & Runswick-Cole (2015) who assert that there is need for more research on children's understanding of the meaning of participation, and the conditions that can be promoted to enhance children's participation in social spaces, this research endeavoured to ask children with ID about their experiences of inclusion in ECAs within one inclusive primary school in Botswana. Children with ID were purposively targeted because literature indicates that intellectually disabled children are more likely to be excluded from participating in ECAs or leisure activities with peers than

any other group of disabled children (Solish, Perry & Minnes, 2010; Pence & Dymond, 2015).

1.3 Purpose of the study

The purpose of the study was to understand children with ID's experiences of inclusion in extracurricular activities within Ledule Primary School in the South-East Region of Botswana.

1.4 Research question

The study sought to answer the following research question:

What are the experiences surrounding children with ID's participation in extracurricular activities within an inclusive primary school in Botswana?

1.5 Research aims/Research sub-questions

The aims of this study were:

1. To describe how children with ID experience inclusion in extracurricular activities within their school.

2. To determine the facilitators and barriers to children with ID's inclusion in extracurricular activities within their school.

1.6 Significance of the study

It is envisaged that this study will provide critical new knowledge on how children with ID experience inclusion in ECAs within inclusive schools in an African setting as well as show us what learners with ID deem to be significant barriers and facilitators to their participation. The new knowledge will not only add to the currentlimited evidence, but more importantly it will lead to an improved understanding of

what stakeholders like school administrators and club facilitators can do to improve or continue doing to facilitate access to inclusive ECAs for all children in inclusive schools. Additionally, this research will contribute towards the growing body of work within the area of disabled children's childhood studies and inclusive education policy in Botswana which is presently still fragmented and fraught with power differentials that privilege the voices of professionals and proxies as opposed to those with the lived experience of disability.

Deviating from the prevalent international research that focused on solely exploring the views of parents (Solish et al., 2010), teachers of students with disabilities (Kleinert, Miracle, & Sheppard-Jones, 2007; Agran et al., 2017) and sometimesboth children with ID and their parents (Melboe & Ytterhus, 2017) on the inclusionof children with ID in ECAs within inclusive schools, this study chose to focus on understanding inclusion through the eyes of children with ID because no prior research internationally nor in Botswana has been done in this area as reflected in my search in the Ebscohost and google scholar search engines. The researcherhoped that by asking children with ID about their experiences of inclusion in ECAs this research would offer another perspective to understanding inclusion from the viewpoints of the children. It does not assume that professionals always know what is best for people with disabilities even if those people are children. Consequently, in this instance it aims to privilege the voice of children with ID.

1.7 Summary

This chapter has provided a brief background to and rationale for the study.Reference has been made to international policies regarding the rights of children with ID to participate in leisure activities including ECAs. The statement of the problem was shared as well as the purpose of the study. The next chapter will review literature relevant to the study, specifically the definition of inclusive education, the relationship between social inclusion and inclusive education, the ways that ECAs can facilitate the social inclusion of children with intellectual disabilities in inclusive schools and, finally, the facilitators and barriers to these children's inclusion in ECAs. Chapter three addresses the rationale for the research design, research setting, research

population, sampling method, the data collection methods used, the process of analysing and interpreting the data as well as the principles used to ensure ethical research standards. Chapter four will present the findings of the research that includes the four themes and their categories. Chapter five will discuss the factors and processes that influence whether and how children with ID engage in extracurricular activities in the light of the current study. It will also discuss the support needs of children with ID as informed by the disabled children's childhood studies, one of the theoretical frameworks of the study. Chapter five will also outline the recommendations before addressing the limitationsof the study.

Chapter 2: Literature Review

2.0 Introduction

The purpose of this chapter is to understand existing knowledge about participation in extracurricular activities (ECAs) within inclusive educational contexts globally andin Botswana (the study context) and to identify gaps in the literature that this studyhopes to address. It starts off with a discussion on the key issues related to the concepts of inclusive education. It examines the link between inclusive education and social inclusion as addressed in the literature. Then it addresses the different assumptions about children with ID's experiences of inclusion in ECAs, and the role of ECAs in facilitating the social inclusion of learners with disabilities. Furthermore, barriers and facilitators to the inclusion of children with intellectual disabilities within ECAs as documented in the literature are thoroughly reviewed.

2.1 Defining the concept of inclusive education

Inclusive education recognises that every learner has the right to receive a quality education at their local school, irrespective of disability or difference. In this inclusive educational setting, each student should be treated fairly and with respect (Booth & Ainscow, 2016). Inclusive schools welcome all children in all their diversity irrespective of gender, race, sex or disability and ensure that no student is marginalised due to these differences. Inclusive education seeks to reduce barriers to learning through effective resourcing and support, where individual achievement is expected and valued (Booth & Ainscow, 2016). Inclusive education sees all students as capable learners and supports all learners by adapting the environment, intentionally removing barriers to learning so that all students can be present, participate, learn and belong (Booth & Ainscow, 2016).

Additionally, the European Agency for Development in Special Needs Education (2011) asserts that inclusive education is not solely concerned with the educational inclusion of children in educational spaces but also with their social inclusion in schools and communities. According to the agency, inclusion is the complex process

of increasing participation in the various aspects of schooling, including learning and achievement. Secondly the agency also notes that, for children, school is a social as well as an educational space, where learning occurs not only through the formal curriculum, but through relationships and planned and unplannedencounters with other people within the school community (European Agency for Development in Special Needs Education, 2011). Consequently, inclusive education is conceptualised as concerned with meeting both the social and academic needs of all children in the school community. That is, inclusion can be understood as the type of educational provision concerned with creating spaces in the school community that foster characteristics such as a sense of belonging for all members of the school community. Ultimately, inclusive education is about social inclusion in the broader sense.

2.2 Social inclusion as an aspect of inclusive education

According to Abery & Harutyunyan (2018) social inclusion refers to the feeling of experiencing ongoing positive social interactions with peers of one's choosing (pg. 153). It concerns feeling of belonging in a social network within which one receives and contributes support; one that allows its members opportunities to experience valued social roles with the assurance of knowing that they are trusted to perform those roles in the community (Cobigo, Ouellette-Kuntz, Lysaght & Martin, 2012). With reference to people with disabilities, social inclusion is understood to incorporate a sense of acceptance, i.e. a sense that people with disabilities are welcomed and embraced within school, work and community settings (Walker et al., 2011). Within the area of education Giangreco (2003) suggests that true inclusion reflects a balanced approach to education in which children are not only academically included, but are also socially included. Thus, social inclusion refers to an instance where students with disabilities experience a sense of belonging in and out of the classroom during the school day and beyond.

With reference to inclusive educational settings and their role in facilitating the inclusion of all pupils in schools, some scholars (Gartner & Lipsky, 1999; Muijs & Reynolds, 2005; Alur & Timmons, 2009) have reflected that inclusive education

encompasses so much more than addressing the exclusion of children with disabilities from the education system but it is about challenging all exclusionary policies and practices in the education system as well. This means that inclusive education is also fundamentally concerned with increasing everyone's full participation in education and society (Booth, 2005). Therefore, along with providing quality education, inclusive schools are concerned with creating educational contexts where social interactions can take place, leading to the development of friendships, social and communication skills, support networks, a sense of belonging, and positive behavioural outcomes (Katz & Mirenda, 2002).

For students from historically marginalised and discriminated groups such as those with disabilities, inclusive education is said to increase opportunities for social interactions amongst disabled and non-disabled peers (Mission, 2008)." Inclusive educational settings provide good educational outcomes in the sense that they act as hubs where children get the opportunity to interact with the wider community, a broader range of supports and begin to develop their pathways into the world of work" (Mission, 2008, pg. 10). In this context, these students have more opportunities to meet, interact, form close friendships and overall achieve a sense of belonging and being accepted in the school community in a manner that they may not have been able to in segregated educational settings like special schools. Thus, social interactions taking place in inclusive settings are a prerequisite for social inclusion between children during and upon completion of schooling within the areas of employment and community living (European Agency for Special Needs and Inclusive Education, 2018). That being said, the focus is not on fixing the student to cope with the demands of the inclusive classroom or school, but ratheron what the educational context as a whole can do to encourage the meaningful participation of all children. In order to encourage the meaningful participation of children it is important that children's opinions about what constitutes meaningful participation in their educational context are taken into account. Therefore, the nextpart of this literature review will be on disabled children's childhood studies and the International Classification of Functioning, Disability and Health [ICF] (World Health Organisation, 2001) as frameworks from which to measure the meanings that children attach to

participating in ECAs within inclusive educational settings.

2.3 Theoretical framework

Disabled children's childhood studies are used in this study as a theoretical lens through which children with ID's inclusion in ECAs is investigated. Disabled children's childhood studies is a hybrid of disability studies and childhood studies which aim to understand the perspectives of disabled children (and their carers or parents) on everyday issues that affect them at home and in their communities (Curran & Runswick-Cole, 2013). Research with children has traditionally castchildren (disabled children in particular) as incompetent dependents who could not be relied upon to contribute towards discourse on their own lived experiences of childhood. Childhood studies argue, on the contrary, for the social construction of childhood, respecting children and childhood in the present, and recognising children's agency and rights (Tisdall, 2012). Disabled children's childhood studies take this approach further by placing the voices and experiences of children with disabilities at the heart of their inquiry and helping children to use these experiences to challenge normative expectations and practices that work to invalidate their childhoods on the basis of their impairments (Curran & Runswick- Cole, 2013). In acknowledging how unique features arising from the context interact to create different childhood experiences (Pickering, 2018), disabled children's childhood studies research, such as presented in this dissertation, works with disabled children to produce culturally sensitive knowledge that helps disrupt common Eurocentric and homogeneous ways of understanding and valuing childhoods. That is, it uses a participatory and transformative framework to design research that is ethically sound in order to help disabled children contribute towardsissues affecting them such as service delivery and embodiment. Through this lens, normative ideas about participation are challenged.

For instance, in the case of inclusive education wherein educational policy guiding the inclusion mandate is professional-centric, disabled children's childhood studies are better placed to move the rhetoric from quantitative aspects of inclusion to the

meanings that children attach to occupying inclusive spaces such as inclusive schools. Accordingly, this study used a combination of disabled children's childhood studies and the International Classification of Functioning, Disability and Health [ICF] (World Health Organisation, 2001) as theoretical lenses from which to understand children with ID's participation in ECAs within inclusive educational contexts.

The ICF represents a working framework from which disability and rehabilitation scholars alike can commonly conceptualise and measure the participation of people with disabilities in activities of daily living (Willis, Girdler, Thompson, Rosenberg, Reid & Elliott, 2016). The framework considers body structure and function, activity limitations and participation restrictions to measure the health outcomes of people living with disabilities (World Health Organisation, 2001). Since its inception in 2001, the International Classification of Functioning, Disability and Health [ICF] has commonly defined participation as "involvement in life situations" (World Health Organisation, 2001, pg. 127). Through the International Classification of Functioning, Disability and Health [ICF], people can systematically measure, amongst other things, the number of activities disabled people take part in, with whom, where, their reported experiences of enjoyment, preferred activities and actual opportunities to participate in activities of daily living that a context provides disabled people (King, Shields, Imms, Black & Ardern, 2013).

Taking care to differentiate between problematic concepts such as physical presence/attendance and physical engagement/involvement, Imms, Granlund, Wilson, Steenbergen, Rosenbaum & Gordon (2017) also add that participation comprises of two essential elements. Namely, attendance as defined by the quality of being merely *physically present* at an activity and involvement which is associated with the experience of actually *taking part* in an activity. To further differentiate between the two, King et al. (2014) further explain that the only demands that attendance places on disabled people is their presence in order to observe other people's engagement with an activity whilst involvement goes a step further to incorporate additional elements to attendance such as engagement, motivation, persistence, social connection and a sustained level of effort towards the

accomplishment of a said goal (Hoogsteen & Woodgate, 2010). Overall, activity involvement could be said to trump activity attendance in terms of the challenges and opportunities for growth that it presents to both disabled adults and children. As noted by Imms et al. (2017) attendance is a necessary requirement for the participation of disabled people, but does not always lead to involvement such as physical engagement. Additionally, Granlund et al. (2012) alsoadd on to Imms et al.'s (2017) claim by pointing out the importance of incorporating the dimension of meaning in our understanding of participation. In his view, incorporating the dimension of meaning in the concept of participation would allow for a more holistic view of participation since it would help practitioners to assess the meaning that individuals attach to the activity. For example, some individuals may find attending an activity without actually being physically engaged in it just as rewarding as those who have a physical role to play in the activity. For this reason, Palisano et al. (2012) encourage people to view optimal participation asa subjective, personally determined construct, related to the meaning that is associated with and derived from an individual's physical, social and self- engagement in activity and life situations. This conceptualisation of optimal participation as 'meaningful participation' suggests an element of choice, such that meaningful participation can only be determined by the individual themselves withinthe context of participation. The next segment of my discussion will deliberate on the context of inclusive education in Botswana, starting with a review of policy and followed by a synthesis of the concept of inclusion and inclusive education in Botswana as a way of situating a contextual understanding of children's inclusion in ECAs from the viewpoints of the Batswana in Botswana.

2.4 The concept of inclusion and inclusive education in Botswana

Approximating a decade since its implementation in 2013, inclusive education is still a fairly new concept in Botswana. Additionally, a synthesis of the literature reveals that most studies in inclusive education in Botswana focused on teachers and trainee teachers' perceptions to the exclusion of other stakeholders such as parentsand learners with and without disabilities. For instance, several studies deal with teacher attitudes towards teaching disabled students alongside their non-disabled peers (Mukhopadhyay & Musengi, 2012; Mukhopadhyay, 2013; Mangope & Mukhopadhyay,

2015). Moreover, much of the research produced in Botswana is focused on services provided to students in inclusive primary schools (Mukhopadhyay, Nenty & Abosi, 2012) with a few looking at infusing indigenous knowledge systems into the country's construction of inclusive education (Mosalagae & Lukusa, 2016; Mukhopadhyay, 2015) and one pivotal study that investigated the impact of the country's only state owned assessment centre on theprovision of assessment services for learners with disabilities in Botswana (Mangope, Kuyini & Major, 2012). In short, there is a dearth of studies focusing on the meaning of inclusion for children with intellectual disabilities, which points to a gap in the literature.

Additionally, the literature demonstrates that the concept of inclusive education, as is the case globally, is a highly complex and contradictory one because inclusion means different things to different people. For instance, scholars such as Masalela (2008) explain that there are different perspectives of inclusion in the country. That being said, inclusive education in Botswana is formally conceptualised according to a comprehensive policy on inclusive education for Botswana which was drafted in 2011 (Government of Botswana, 2011) and implemented in 2013. This policy promotes an inclusive education system that enables children and young people to learn effectively because their educational needs are met whenever possible in mainstream schools with appropriate teaching and methods (Government of Botswana, 2011, pg. 4). Furthermore, the policy asserts that inclusive education should make additional provisions for those learners whose needs cannot be met in an adapted mainstream environment by availing specialised services like differentiated curriculum, teaching methods and individual learning plans (Government of Botswana, 2011, pg. 3). For example, these specialised services can be delivered in resource classrooms within mainstream schools (which are seen as more inclusive than special schools) or in segregated special schools for learners with disabilities as long as that educational setting considers and satisfies what is best for the individual child and the available financial human resources within the specific context.

In summation, inclusive education requires the development of a flexible education system that first and foremost supports individuals to learn effectively according to

their intellectual capacity, skills, talents and interests (Government of Botswana, 2011, pg. 3). In my understanding of the above statement, this flexible take on inclusive education means that inclusive schools in Botswana should provide a number of well-structured instructional and social activities such as ECAs in which all students are engaged in meaningful (and, hopefully, enjoyable) tasks (Agran, Wojcik, Cain, Thoma, Achola, Austin, Nixon & Tamura, 2017, pg. 3). This engagement should contribute towards the student's sense of competency, self- determination, and identity development. For example, participation in formal and informal activities with peers such as ECAs that promote friendship development in children with and without disabilities (Solish, Perry & Minnes, 2010) can present good sites for facilitating the full inclusion and feelings of belonging for children with disabilities in the school community. This is more especially so when the children determine the value and enjoyment (meaningfulness) of the activities themselves according to how they experience participation as opposed to adults' perceptions of the meaningfulness of the ECA activities. The next part of the discussion will be on children with ID's experience of participating in ECAs within schools.

2.5 Children with ID and their participation in ECAs within schools

ECAs refer to activities that students participate in that do not necessarily fall into the realm of academic curriculum in schools like sports teams, performing clubs (e.g., drama, art, music), special interests, and other social events (Massoni, 2011). Extracurricular activities have various effects on the holistic development of learners (Stoloff, 2009). They provide children with the opportunity to learn new skills and improve talents and self-esteem, as well as develop relationships with peers (Larson, 2000; Mahoney, Harris, & Eccles, 2006; Stoloff, 2009; Stanton- Chapman & Schmidt, 2017). Furthermore, participating in ECAs is said to facilitate young people's successful transition to adulthood (Stanton-Chapman & Schmidt, 2017). Moreover, involvement in extracurricular activities brings about benefits like: (a) giving young people room to explore or deepen new and existing interests, strengths, and preferences, (b) broadening opportunities to build social networks and access to special support that might not be readily available, (c) cultivating andgrowing a sense of belonging within the school community, and, finally (d) assisting learners to

improve essential social, academic, leisure, and everyday life skills that can improve one's quality of life (Mahoney, Harris, & Eccles, 2006). In addition, Siperstein, McDowell, Jacobs, Stokes & Cahn (2019) also revealed that participationin inclusive ECAs between disabled and non-disabled peers significantly improves attitudes towards peers with ID, perceptions of school social inclusion, as well as increased social interactions (pg. 568).

Nonetheless, literature also highlights that in spite of the fore-mentioned benefits of participating in ECAs, taking part in ECAs may also have negative effects for children with disabilities. Bantjies, Swartz, Conchar & Derman (2015) in particular note that participating in traditionally competitive ECAs such as school sports can also contribute towards the exclusion and marginalisation of less athletically inclined learners in the team. In the same vein, Angelo, Corlett, Brown, & Kirkland (2013) and Howe (2008) explain that sport can be used in discriminatory ways to produce and reproduce restrictive ideas about normative bodies, and may even lead to undesired physical outcomes and abuse of drugs such as steroids in the serviceof competition and pursuit of normative ideals. Without referencing children with disabilities nor those with intellectual disabilities in particular, Kirsch (2013) in the review of literature on the effects of ECAs on low-achieving students also found that these activities present conflicting time requirements and competing schedules that take away from academics. Due to the nature of their disability which significantly lowers reasoning and intellectual capacity, children with ID are usually considered to be amongst the lowest performing students in school, especially when they are expected to learn the same curriculum as non-disabled peers.

Recent studies illustrate that, compared to their typically developing counterparts, disabled children take part less in school activities within the areas of leisurely sports/physical activities, recreation and culture (Carlon, Taylor, Dodd & Shields, 2013; Jarus, Lourie-Gelberg, Engel-Yeger, & Bart, 2011; Solish, Perry & Minnes, 2010). Furthermore, studies also indicate that there are marked differences in participation between certain groups of disabilities (Bart, Jarus, Erez, & Rosenberg, 2011). For instance, many students with intellectual and developmental disabilities

experience a more pronounced exclusion from participating with their peers in leisurely activities than any other group of disabled students (Solish et al., 2010; Pence & Dymond, 2015). They are more likely to participate in passive and solitary activities compared to their non-disabled peers (Buttimer & Tierney, 2005). Unlike their non-disabled peers, children and youths with intellectual disabilities participate more in social activities at home (King et al., 2013) and with adults (especially their parents) (Solish et al., 2010), and with family and other persons with disabilities (Dolva, Kleiven, & Kollstad, 2014). As a result, they are often socially isolated, with few friends or social activities outside of school (Chung, Carter, & Sisco, 2012; Sheppard-Jones, Prout, & Kleinert, 2002). In fact, Solish et al. (2010) report that children with intellectual disabilities are also more likely to participate in a limited number of social and recreational activities compared to what their non-disabled peers attend. A number of factors accumulate to inhibit their participation in ECAs within inclusive schools. That being said, the next section will discuss the barriers to children with ID's participation in ECAs within inclusive schools.

2.6 Barriers to children with ID's participation in ECAs within inclusive schools

Researchers (Ullenhag, Bult, Nyquist, Ketelaar, Jahnsen, Krumlinde-Sundholm, Amqvist & Granlund, 2012; Badia, Orgaz, Verdugo, Ullan, & Martinez, 2013; Wendelborg & Paulsen, 2014) have found that students with intellectual disabilities tend to take part in more leisure activities within inclusive schools compared to their counterparts in special schools. However, researchers such as Solish, Minnes, & Kupferschmidt (2003) have also noted that physical proximity in the community alone does not appear to ensure social inclusion in peer activities and interactions; instead, other factors contribute or inhibit participation. Factors suchas the type of activity, children's gender or age (King, McDougall, Dewit, Petrenchik, Hurley & Law, 2009; Pence, 2016) and the experience of enjoyment might also influence children with intellectual disabilities' pronounced participation (especially in recreational and competitive physical activities) within inclusive schools. Additionally, studies have shown that variables such as the type of disability and supports can also influence

students with disabilities' participation in ECAs (King et al., 2013, Pence, 2016).

To elaborate, intellectually disabled students often need more support to participate in activities than typically developing peers (Kleinert, Miracle & Sheppard-Jones, 2007; King et al., 2013; Melboe & Ytterhus, 2017). They may need help getting to and from ECAs' venues or taking part in the actual ECAs compared to their typically developing peers (Melboe & Ytterhus, 2017). In some cases, research has shown that support in the form of parental support and encouragement can be an important decider in the willingness of children with disabilities to take part in ECAs (Simeonsson, Carlson, Huntington, McMillen & Brent, 2001). Contradictorily, literature also indicates that parental support or support in general can present barriers to children with ID's participation in ECAs. Carter, Swedeen, Moss & Pesko (2010), King et al. (2013) and Melboe & Ytterhus (2017) especially note that heavily emphasising the involvement of adults such as parents or teachers as ECAs' participation facilitators or supporters might highlight the differences between children with ID and typically developing peers. This might limit the possibility of them participating on equal terms in peer activities and diminish their sense of independence. Furthermore, Pence (2016) has observed that families of children with disabilities may understandably be less willing to encourage or facilitate involvement in ECAs due to environmental concerns such as the extent that theECA community will be welcoming and inclusive, and their children's ability to makefriends and have those friendship efforts reciprocated (Solish, Perry, & Minnes, 2010).

Still on the issue of support as either a barrier or facilitator to children with IDs' participation, school staff was identified as one of the most important issues. Children with severe disabilities such as intellectual disabilities heavily depend on teachers (both ECA facilitators and Special Educators) to create an enabling environment for ECAs (Kleinert et al., 2007). Literature illustrates, however, that children with ID's limited involvement or exclusion from ECAs emanates from; (a) ECA facilitators' limited knowledge of strategies required to appropriately support participants with severe disabilities (Carter et al., 2010; Pence & Dymond, 2016;) and (b) special

educators' reluctance to help ECA facilitators with either assistive technology or adapted methods that enable children with disabilities' meaningful participation (Agran et al., 2017; Pence & Dymond, 2016). In short when teachers lack the skills or in some resource-poor contexts the adaptive technology to meaningfully engage and include students with ID in ECAs, some ECA facilitators may actively seek to exclude problematic students because they do not know how they can be involved or some students may resort to not participating at all.

Additionally, scholars like Kleinert et al. (2007) and Carter et al. (2010) note that the type of service delivery model may have an impact on the participation of children with ID. Specifically, segregated delivery models like self-contained resource classrooms have previously been blamed for creating attitudinal and information barriers where disabled and typically abled students have few opportunities to meet and interact which in turn causes children with ID to become isolated from the rest of the school community as well as miss out on gaining crucial information on leisure and ECA offerings that would afford them the opportunity to explore and display their talents whilst gaining acceptance into the larger school community (Kleinert et al., 2007; Carter et al., 2010).

Overall, on the basis of the available literature, which has been reviewed above, on children with ID's participation in school-based ECAs, the emphasis appears to be more on describing barriers to participation as opposed to facilitators. Secondly, literature reveals that researchers often employed cross-sectional surveys and semi-structured interviews to investigate the participation of educators, parents/guardians as well as service providers.

The review shows that social inclusion is important in educational contexts. ECAs are a route to social inclusion and children with ID who experience difficulties in thisarea need experiences that facilitate their social inclusion like ECAs. The review also demonstrates that it is not enough to measure their level of participation in ECAs but we also need to know what type of experiences of ECAs are meaningful to these children with ID. Therefore, this study adopted a disabled children's childhoodstudies

approach to supplement the idea of participation in the ICF by valuing children's perspectives as this is a gap in the literature. The research question that was addressed was: "What are the experiences surrounding children with ID's participation in extracurricular activities within an inclusive primary school in Botswana?"

2.7 Summary

The literature review has highlighted the importance of social inclusion in inclusive educational systems. To be precise, it highlighted the idea that inclusive education is not just about academic inclusion but about social inclusion as well. It focused on how ECAs can help facilitate the social inclusion of children with ID within inclusive educational settings. The review also demonstrated the fact that children with ID have low levels of participation in ECAs compared to their non-disabled peers and that in order to improve these low levels of participation it is important that we look at participation in different ways. For instance, it is important that we incorporate the agency of children in issues regarding their participation in social spaces suchas ECAs within inclusive schools. The review also addressed the state of inclusive education research in Botswana which demonstrated that what is known about inclusive education in Botswana is mostly informed by adults with little to no consideration of how children who use inclusive educational facilities think. Consequently, this led me to seek to understand what children's perspectives are of their inclusion in ECAs within inclusive schools. The next chapter addresses the research design.

Chapter 3: Methodology

3.0 Introduction

This chapter outlines the methodology used in the study, and includes sections on research design, population, sampling method, and data generation tools and process. It also examines the data analysis process, the process of ensuring rigour, and the ethical considerations. My assumptions about the study are also examined in order to identify any personal beliefs that may have affected the research study.

3.1 Research design

As this study sought to understand how children with ID experience participating in ECAs within their inclusive primary school, a qualitative approach was used. Qualitative research is concerned with understanding people's experiences as they occur in a natural setting as well as the meanings that people attach to the contexts within which these experiences occur (Chilisa & Preece, 2005). It is premised on the understanding that the more the researcher gets to know and learn about the participants in their natural settings, the more they will understand the phenomenon under study along with its intricacies (Creswell, 2007). This approach was suited for this study because some researchers (Mayall, 2000; O'Kane, 2000; Barker & Weller, 2003) indicate that for a long-time research on children was something that was done to them or for them without their perspectives beingtaken into consideration. For this study, on the other hand, the researcher opted to use a qualitative approach on the understanding that knowledge is subjective, contextual and socially derived through humans' social interactions with their unique environments. Thus, the researcher tried to offer children with ID a world view of inclusion in ECAs as they themselves understood it instead of how adultslike teachers and parents thought they experienced it. Children's participation has largely been measured from a quantitative perspective but it has neglected the meaning for the children themselves. Through focusing on the world views of children with ID, this research aimed to contribute to the growing body of work in disabled children's childhood studies.

3.1.1 Participatory action research

This study incorporated participatory and transformative approaches to its methods. Participatory research refers to "one of a number of terms used to describe approaches which involve a range of stakeholders as participants in the planning and conduct of research and in the knowledge development that arises from those shared processes" (Braye & McDonnell, 2013, pg. 268). A participatory approach was selected because it gave the research participants opportunities tonot only access the outcomes of the study but to also have input into the research process. In the case of children with disabilities this egalitarian approach enables consideration of the historical and socio-cultural contexts that previously work to silence the voices of children with disabilities on phenomena that affect them. Hence this study used a participatory approach to minimize power differentials that cast children with ID as incompetent or vulnerable to such an extent that they cannot be relied upon to speak up for themselves on everyday issues of embodiment and service delivery in their own communities.

Participatory research was found to be suited for this study because of the way it is concerned with the ethical process of conducting the study. Specifically, it is concerned with finding ways to help research participants take a more active role in the research process (Callus, 2019). For instance, participants are considered co-researchers (Shogren & Turnbull, 2014) whereby research is generally thought to be done "with" participants instead of "on" participants which basically speaks to finding ways to acknowledge and minimise the power dynamics inherent in the traditional researcher-participant relationships (Einarsdóttir, 2007). Emancipatory research is designed in such a way that marginalised groups can use their participation in research as a platform to create political debate and discussion that may facilitate change (Kemmis & Wilkinson, 1998).

In the case of disabled children's childhood studies, and inclusive education research in particular, participatory research helps to bring the experiences of children with ID to the fore in a context that often neglects to consider their views, everyday

experiences and preferences when designing and enacting policies, practices and research (Pascal & Bertram, 2009). By incorporating less traditional methods of data collection such as an art-based method, a participatory approach was used to address reservations about disabled children's ability to articulate views and participate in research that informs decisions about their lives.

3.2 Research setting

The research setting was Ledule Primary School (pseudonym used to protect the identity of the school). The school was chosen for its close proximity to my own community as one of the two government-aided inclusive schools that cater for children with ID in Gaborone. It has a total of 730 pupils, 69 of whom are part of the special education unit for children with ID. This school is a type of inclusive school, where students with intellectual disabilities are taught in "resource orspecial unit classrooms". These are classrooms within the general school, consistingof students with a similar type of disability, for the purposes of receiving specificallydesigned instruction (Mangope, 2017, pg. 33). Resultantly, such students receive their primary instruction separate from their non-disabled peers, and only meet their non-disabled peers during recess and social and sporting activities (Hopkin, 2004).

The unit has two classes. The first class is the stimulation class where students with disabilities get rehabilitation and exercises. The second class is made up of three sub-levels of education. The first sub-level is made up of students who respond wellto academic instruction. This group is taught basic reading, writing and numeracy skills with the opportunity of graduating to the mainstream classroom if they do well at this level. The second level is for those students who do not seem to respond to academic instruction like reading and writing but respond well to basic instruction under close supervision in pre-vocational skills like gardening, pottery and housekeeping. The third level builds up on the second level by teaching students slightly advanced vocational skills like gardening in preparation for placement in vocational training centres, colleges or job shadowing programmes and eventual employment with industry partners. Placement in classes and differentstreams is determined by an individual assessment report from the Botswana Assessment

Centre (Central Resource Centre). This report helps determine the most appropriate programme or placement for students, and sets forth their instructional goals as well as the best instructional methods for teaching them.

3.3 Study population

The population of the study was initially children with intellectual disabilities at Ledule Primary School. This was then expanded to include their teachers as will be discussed below.

3.3.1 Inclusion and exclusion criteria

Children participants were purposefully selected according to the following inclusion and exclusion criteria:

Inclusion criteria:

- Children enrolled in the unit's second class in one of its three sub-levels because the researcher anticipated that this group would be able to grasp the concept of research and what was required of them as participants. Pupils in the second class are made up of all the students who attend the unit with the exception of the younger students in the stimulation classroom.
- Children of both sexes to achieve a balanced sex distribution.
- Aged between 10 to 17 years because the researcher anticipated that this age group would be able to grasp the concept of research and what was required of them as participants.
- Children who can express themselves in either English or Setswana language as these are the dominant languages of the area and the researcher is fluent in both.
- Children who have an Individualised Education Plan/assessment report stating their diagnosis with intellectual disability.

Exclusion criteria:

- Pupils in the unit's first class (the stimulation class) as they are below the cut-off age of this study.

3.4 Sampling method

Purposive sampling was used to select research respondents whereby participants are deliberately selected and chosen because of the knowledge and insight thatonly they can contribute towards answering research questions (Rule & John,2011). Firstly, a list compiled by teachers in the special education department was used to contact the parents. Secondly, parents of all intellectually disabled studentssatisfying the inclusion criteria were contacted and invited to ask their children to participate in the study. Thirdly, all students whose parents indicated an interest were invited to a meeting to explain the study and what participation entails.Lastly, 12 participants volunteered from which nine participants were then selected using a randomised process of numbering and choosing learners at suitable intervals based on the number of learners of this age in the school. The number of nine participants was decided upon in line with Sandelowski (1995) who recommends that qualitative sample sizes be big enough to allow the unfolding of a "new and richly textured understanding" of the phenomenon under study, but small enough to allow for the "deep, case-oriented analysis" (pg. 183) inherent in qualitative data.

Table 1: Demographics of the study participants

Children with No	ID	Age	Gender	Use of school transport
Participant with ID 1		12	F	Yes

Participant with ID 2	11	F	Yes
Participant with ID 3	14	M	Yes
Participant with ID 4	14	M	Yes
Participant with ID 5	14	M	No
Participant with ID 6	17	M	No
Participant with ID 7	15	M	Yes
Participant with ID 8	13	M	Yes
Participant with ID 9	12	M	Yes

3.5 Data collection method

The methods of a research project are those actual techniques or procedures that researchers use to gather the data needed to answer their research questions (Crotty, 1998). Different data collection methods were used as the study evolved. For

instance, the study initially employed draw-and-tell interviews with children with ID. However, the data in the form of drawings which were then explained conversationally proved to be of a poor quality due to the fact that the participants struggled to express themselves sufficiently to generate rich nuanced data. This necessitated the use of another method that could get them to open up. Consequently, video vignettes infused in focus group discussions were then adopted. With this method, children with IDs were expected to watch two short cartoon clips about children who wanted to participate in ECAs in their schools but had various barriers to participation as informed by those barriers identified in the draw-and-tell interviews. Afterwards, the participants then discussed, as a group, the possible solutions to the characters' barriers. They were guided by my questions as the researcher. Although, the conversational data produced from the video vignettes infused focus group was slightly richer than that of the draw-and-tell interviews, it still yielded insufficient data because the children failed to have a robust discussion. Subsequently, there was need for the use of another method. Individual semi-structured interviews with teachers at the children's school were then adapted with the hope that interviewing teachers might fill in the gap in my understanding of children with ID's participation in ECAs within inclusive schools. The discussion will start off explaining the use of draw and tell interviews, followed by focus group discussions with children with ID before finally delving into individual semi-structured interviews with teachers at the school.

3.5.1 Draw-and-tell interview

According to Dyches, Cinchella, Olsen & Mandleco (2004) individuals with intellectual disabilities (and children in particular) tend to experience challenges with comprehending abstract questions, making generalisations from unique situations, and remaining on task during data collection activities like interviews which necessitates the use of more inclusive research methods. The draw-and-tell interview is a data collection method that assists children to remember and communicate information about a topic under study through first drawing theexperience and then relaying a narrative to the researcher about the drawing (Driessnack & Furukawa,

2012). Contrary to solely verbal techniques like interviews, this technique acts as a concrete memory aid to children's experiences which helps the child relay more information during the interview (Driessnack, 2005).

It offers children powerful tools for communicating complex ideas because they incorporate cognitive, affective, and aesthetic ways of understanding (Anning &Ring, 2004). For children with ID in particular it represents an innovative way of exploring the perspective of individuals whose disability often limits their ability to express themselves through traditional means like interviews. For instance, Humphrey & Lewis (2008) have noted the usefulness of participants' drawings as a method of data collection after realising that a participant with Asperger syndrome'sdrawings about his life in a mainstream school provided some additional insight intohis feelings about being part of a mainstream school.

Overall, this method encourages children to participate in research in a manner that is meaningful to them (i.e. in a fun and creative way that feels like an extension of play). Regardless of this method's profiled benefits, some researchers also admit that some children might feel inept at drawing (Coyne, 1998; Punch, 2002), or find this method uninteresting to such a point that they would rather scribble or not draw when requested to do so (Einarsdottir, Dockett & Perry, 2009).

3.5.1.1 Draw-and-tell interview procedure

This study employed drawings followed by interviews as the data collection activity. It adhered to the following data collection procedure, occurring sequentially over a period of two weeks.

3.5.1.1.1 Introduction phase

The first phase of this data collection procedure which took place after informed consent from the parents and assent from the children was obtained was that of the introduction workshop for the participants. The goal of this phase was to familiarise the participants with the draw-and-tell method and to explain its significance in helping me and other adults like their teachers know how they experience inclusion

in ECAs, as well as the barriers and facilitators that aid or impede their participation. This was the stage where I explained to the children that I was a student who is interested in learning more from them about how participating in sports and school clubs in a school that teaches both children with and without disabilities similar to theirs feels like. Secondly, I explained to the children that in order to find out about their participation in sports and school clubs we were going to use a special method, where they will make some drawings and tell me what is happening in the drawing. I also explained to the children that, as part of this drawing activity, I was going to give them a big (A3) piece of paper to draw and colour the following things;

a. A time when you felt especially happy or unhappy during participation in ECAs,
b. some of the important things that make it hard for you to take part in sports and school clubs in your school, and
c. some of the important things that make it easier for you to take part in sports and school clubs in your schools.

The workshop took place a week after the recruitment phase was held at the school. The researcher requested permission from the school head to hold the workshop during the school day due to the children's use of a scheduled school bus which left promptly at 12.30 pm. This workshop took approximately one hour. Rests and refreshments were provided to the participants. The workshop was attended by the researcher, all nine research participants, and some students' preferred teachers. The workshops were all audio recorded.

3.5.1.1.2 Pilot phase

A pilot phase was implemented immediately after the introductory phase in order to identify potential problem areas and deficiencies in the screening process, research instrument and protocol prior to implementation. Three participants were randomly selected from children who attended the introductory phase. I started the pilot stage by thanking the participants for their participation and asking them if they still wanted to participate. The participants were then asked to recap what the study was about

once they gave an affirmative answer to whether they wanted to participate. The participants and I then went over the assent form just so I could ensure that there were not coerced into participating against their will. The participants were reminded of their right to withdraw from the draw-and tell- interview at any time they wanted to. I also assured them that what they shared would be kept confidential and that pseudonyms would be used Once the participants agreed to this, the draw-and- tell interviews were introduced wherein the participants were given a pencil, colouring pencils and a piece of paper to draw and then discuss;

a. a time when they felt happy or unhappy during participation in ECAs,
b. some of the important things that make it hard for you to take part in sports and school clubs in your school, and
c. some of the important things that make it easier for you to take part in sports and school clubs in your schools.

The phase lasted two days, where I spent around an hour with each participant to pilot both the screening tool and pilot the draw and tell interview. As there were no substantial changes required after the pilot, these interviews were included in the project data.

3.5.1.1.3 Draw-and-tell interview phase

Literature suggests that there is no single recommended way of conducting the draw-and-tell interview phase of this technique. For instance, some researchers (i.e. Ehrlén, 2009) have in the past opted to organise the draw-and-tell interview activities in conjunction with one another whereby the researcher or teacher walks around and asks the children about their drawings as they are working on them, whereas some (Villaroel, Antón, Zuazagoitia & Nuño, 2018) prefer to first have the children draw, and follow up with an interview or discussion session about the child's drawings. This research adhered to both approaches.

Initially, I scheduled the hour long draw and interview session withtwo participants each day over the course of five days. However, due to work constraints it wasn't

feasible for me to conduct the draw-and-tell sessions after school, nor was it practical to only interview two participants over the course of the weekend due to time constraints. Instead, the participants were scheduled to be interviewed at the school over the course of two days. With the permission of the school head and the participants' guardians, each of participants was allotted their own time to attend the draw-and-tell session.

Prior to starting each session, I conducted the screening for assent once again as a cautionary measure to ensure that children truly wanted toparticipate in the study. The screening was subsequently followed by a few minutes'presentation of the activity with the participant. The aim of the presentation was to further familiarise the participants with the activity to be undertaken. During this presentation children with ID were reminded that they were going to draw;

a. a time when you felt especially happy or unhappy during participation in ECAs,
b. some of the important things that make it hard for you to take part in sports and school clubs in your school, and
c. some of the important things that that make it easier for you to take part in sports and school clubs in your schools.

Before beginning to draw, the children received a packet of art supplies including one blank A3 sheet, 12 coloured pencils, pencils, a sharpener, and stickers which they were allowed to keep at the conclusion of the interview. To allay the children's fears about not being able to draw, participants were encouraged to just enjoy drawing because there is no right or wrong thing or way to draw.

As they were drawing participants were interviewed about their drawings in order to capture the children's considerations during the drawing process. Following completion of each drawing, I used a semi-structured interview guide to elicit children's explanations of their pictures. As part of the interview process, the children were also asked to elaborate on activities or objects depicted in their drawings. I chose to use the semi-structured interview (See interview guide in Appendix H)

approach because of its flexibility which I believe allowed the children the freedom to express their individual experiences from their own perspectives with only minimal guidance and refocusing from the researcher. With the participants' permission the interviews were audio recorded. I kept the drawings at the conclusion of the interviews. In accordance with Coad's (2007) suggestion, I also offered to make available copies, scans or prints of the participants' drawings to the research participants.

3.5.2 Vignettes

Coad (2007) observed the importance of incorporating other data collection methods as a complement to arts-based methods in order to enrich the data. In line with this assertion, it was necessary to use other complementary methods because the data collected from the draw- and-tell interviews was not as rich as expected and therefore other methods were needed. Subsequently, on completing the draw-and-tell interviews, I made additional use of vignettes incorporated in a focus group discussion to elicit from the children their experiences of inclusion in extracurricular activities (ECAs). These vignettes were based on the results of the analysed draw-and-tell interviews.I analysed the entire draw and tell data, identified the themes that I wanted to explore further and included these in the creation of vignettes used to guide the focus group discussion. The use of the vignettes and focus group underwentadditional ethical review as it was not in the initial protocol and was approved bythe Faculty of Health Sciences (refer to appendices I & J for more details). The study employed the use of vignettes as conversational prompts in a focus group discussion. The use of vignettes represented an opportunity to re-work the power differentials that sometimes emerge even in research studies that align themselves with anti-oppressive theory such as this one. Secondly, the use of vignettes offered an additional opportunity for the participants to share the experiences surrounding their inclusion in ECAs in their school.

Vignettes refer to short and fictitious accounts detailing a scenario related to a topic under study (Sampson & Johannessen, 2020). They are conversational prompts that help elicit participants' responses to a proposed scenario. Through the use of short

stories about individuals, situations and structures, participants' subjective belief systems are explored (Hughes, 1998). Herein, participants are encouraged to explore how they think a character in a scenario ought to respond to a situation related to a topic under study. Though often fictionalised, vignettes are used in research to approximate real-life situations and to provide windows into the actual behaviours or world views of study participants and the population they represent (Dinora, Schoeneman, Dellinger-Wray, Crammer, Brandt & Aguilar, 2019, pg. 2).

Since participants discuss fictionalised characters, vignettes are advantageous in the sense that they offer participants a safe space to discuss potentially sensitive issues without the fear of judgement for their views. By reverting the focus from the participant as a research subject to the actions of third parties in the scenarios, vignettes allow participants to disown uncomfortable perceptions and views which in turn allow for a more open discussion about the issues under study (Gourlay,Mshana, Birdthistle, Bulugu, Zaba & Urassa, 2014). At the same time, O'Dell (2012)has also found that this very anonymity that allows for participants to share their views by focusing on fictionalised characters may also present analytical challenges during the data analysis stage. Researchers may find it hard to discern between instances when participants are offering generalised views of their understandingsof social norms and times when they were expressing personal views and ideas. Here, it is suspected that social desirability bias is likely to crop up where participants give socially desirable answers that reflect social norms and values as opposed to their honest views (Palaiologou, 2017). Additionally, Barter & Renold (2000) have observed that when asked to offer advice on what they or fictionalised characters ought to do going forward about a situation under study, participants tended to offer idealised but unrealistic answers which in turn compromise the validity of the findings. Notwithstanding, O'Dell (2012) observed that participants' proclivity to give unrealistic answers may be a function of unrealistic and far- fetched scenarios to begin with. However, if researchers construct fictionalised vignettes in close proximity to real life experiences participants may be able to still identify with the fictionalised characters even if they are not an exact replication of their own reality.

Vignettes come in various forms and offer varying degrees of benefits to the research process. For instance, Dinora et al. (2019) espouse the benefits of vignettes (video vignettes, in particular) in research with individuals with intellectual disability. For one, they can be adapted to be accessible for people who have trouble communicating in either verbal or written form such as those with intellectual disability. When used creatively to incorporate other forms of communication such as video technology, vignettes may reduce barriers associated with written and verbal communication skills (Dinora et al., 2019). Boxall & Ralph (2009) in particular suggest that the creative application of visual images can be advantageous in engaging individuals with intellectual disability and other populations who may not fit into the traditional mould of research participants. Accordingly, this study used two vignettes of cartoon clips as conversational triggers for the participants' group discussion on their experiences of inclusion in ECAs within their inclusive school.

3.5.2.1 Focus group discussion

Two cartoon clips about hypothetical characters, who experienced different situations related to taking part in their school's extracurricular activities, were shown at a time and the participants were asked to comment on how they think thecharacters in the story feel, what they should do to remedy the situation, or what they would do themselves. In line with Dinora et al. (2019) the scenarios accompanying the visuals on videos drew from some of the data collected in the individual draw and tell interviews. The scenarios, though fictionalised, still drew parallels from the previously collected data in order to facilitate a grounded conversation around inclusion in ECAs. Unlike individual interviews which take 'a question and answer format' with the interviewer directing the conversation, focus groups were used to capitalise on social interactions (Bell, 2010; Einarsdottir, 2007)amongst peers. When conducted with similarly aged peers, focus group discussions optimise opportunities for participants to provide each other with supports that in turn facilitate a relaxed conversational space amongst peers. Focus group discussions offer a space where participants can prompt one another's memory (Grazianno & Raulin, 2010), support incidental questions (Einarsdottir, 2007) and provide the opportunity for children to lead the discussion (Curtin, 2000 in Ey, 2016, pg. 37). Inversely, focus group discussions may

present risks of socialdesirability biases if not properly facilitated. According to Ey & Cupit (2011) there isa risk of some participants going along with strong personalities instead of voicing their own views.

3.5.2.2 Focus group discussion procedure

Only six participants were able to attend the focus group discussion due to Covid 19 related complications such as some of the students being away from school. All six participants were made into one focus group. The focus group discussion took approximately one hour for each vignette in order to keep the participants' attention (Morgan et al., 2002). Health breaks with snacks were also provided. Thediscussions took place the same day and were both moderated by myself. Unlike in the draw and tell interviews, I facilitated the discussion between the participants instead of between myself and the participants. COVID 19protocols were followed in accordance with the Ministry of Education's recommendations that learners sit 1.5 meters apart, sanitise and that they should wear masks.

The focus group began with an introduction explaining the activity and the intention of the focus group discussion. Participants were then asked to watch a short video vignette (see appendix K for the transcript of the video vignettes) and then discuss amongst themselves what they thought of the clip. Each clip was allocated at least one-hour discussion time and was guided by some questions by myself to get the conversation started. The questions were more suggestive than directive. The direction of the interview was determined by the participants and the triggers that the vignettes stimulated in relation to inclusion in ECAs. The focus group was audio recorded with the permission of the participants.

3.5.3 Semi-structured interviews with teachers

Although the focus of the research study was initially about giving voice to the experiences of children with ID of inclusion in ECAs within inclusive schools, both the dataset from the draw-and-tell interviews and focus groups discussion did not produce enough data to build a sufficiently rich picture of how these children experience inclusion in ECAs. Consequently, the researcher underwent an ethical

review (refer to appendix M for more details) and broadened the scope of the research to include interviewing teachers in the school. Teachers in particular were selected as research participants because they could offer more information on the experiences that children with ID have of participating in ECAs within inclusive educational settings. Additionally, the choice to include teachers as participants was influenced by the desire to enable children with IDs' participation in the research even if they had to participate through teachers acting as their proxies, in order help them expand on the points that they struggled to eloquently put across on their own. For this reason, an interview schedule was developed based on the themes emerging from a preliminary analysis of the children's data. Thus, the semi-structured interview questions were grounded on data previously collected from children with ID, and individual interviews with teachers offered an opportunity to support, clarify or expand on the experiences of these children in ECAs within their inclusive school.

In-depth interviewing is a qualitative research technique that involves conducting intensive individual conversations with a limited number of respondents to explore their perspectives on a particular idea, programme, or situation (Boyce & Neale, 2006). Mann (2011) believes that in-depth interviews are suited for exploring participants' inner worldviews about a particular topic under study. Bogdan & Biklen (2003) in particular opine that interviews are best used in instances where descriptive data in the participants' own words is required. Thus, it helps theresearcher gain insight into how respondents interpret the phenomenon under study (Kearney, 2009).

With respect to semi-structured in-depth interviews, Choak (2012) asserts that these types of interviews are advantageous because they simultaneously keep the focus on the research subject whilst allowing for the respondents to redirect the focus of the discussion to issues important to them. Secondly, semi-structured interviews encourage deeper, more nuanced descriptions of participants' lives since they provide the researcher with ample opportunities to ask follow up questions after asking the initial questions. In short, they allow for the clarification of misunderstandings experienced by the interviewee. Regardless, researchers such as DeJonckheere &

Vaughn (2019) also caution that, despite presenting a seemingly easy and straightforward method of data collection, semi-structured interviews can be intimidating and perilous to novice qualitative researchers. Subsequently, they proffer the adoption of a relational interviewing style that is cyclical as opposed to linear. In their opinion, the key to avoiding potential pitfalls with this type of interviewing style is using the pre-formulated questions in a way that builds up and sometimes circles back in order to gain clarity. In line with their advice, I avoided the pitfalls of this method by making sure to ask for clarity from the research participants if there was something I didn't understand.

3.5.3.1 Recruitment of teachers and participant sampling

Participants were recruited by word of mouth where I shared with teachers at the special education department that I was kindly asking for four volunteers to be interviewed on the inclusion of children with IDs participation in ECAs. Following that, the teachers in the special education department provided me with a list of four volunteers from which I used the teachers' area of their specialization as a selection criterion to select two special education teachers and two general education teachers. All the research participants received information sheets and consent forms (see Appendix M) about the study in advancein order to allow them to ask for clarifications before the consent forms were signedand collected (Appendix G). Only four teachers were sampled because this number would allow the researcher to collect enough data to demonstrate patterns in themes while ensuring that the data was not too much to manage.

Table 2: Demographics of the teacher participants

Teacher No	Gender	Experience Facilitating Extra-Curricular Activities	Area of Specialisation (General/Special Education)

Teacher 1	**M**	18 years' experience with 13 years of those facilitating ECAs for children with IDs	Special Education
Teacher 2	**F**	12 years	General Education with a background in Physical Education
Teacher 3	**F**	20 years' Experience 10 of which were spent teaching and facilitating ECAs for children with IDs	Special Education
Teacher4		16-17 years With 9 years in aschool that alsoteaches childrenwith IDs	General Education

3.5.3.2 Interview procedure

As previously mentioned, pre-formulated questions (see Appendix N for the semi-structured interview guide) were used to interview each participant. Additionally, all four interviews were done consecutively at the school. Each interview was scheduled for approximately an hour, with health breaks and snacks provided to theparticipants. All interviews were audio recorded with the consent of the participants. Pseudonyms

in the form of participant codes were also used for all the participants. The data produced from the interviews was analysed using thematic analysis.

3.6 Researcher's positionality

According to England (1994) research essentially represents a shared space of knowledge creation between the researcher and the participants whereby both parties have the potential to impact the process and product of research. Within a qualitative design in particular, identities and past experiences invariably influence our perceptions of others, how we expect others to perceive us as well as how we ourselves come to construct issues under study (Bourke, 2014). Reflectively, Bogdan & Biklen (2007) assert that, "no matter how much you [the researcher] try,you cannot divorce your research and writing from your past experiences, who you are, what you believe, and what you value. Being a clean slate is neither possible nor desirable" (pg. 38) which in turn necessitates that one acknowledges one's own perspectives and assumptions as they contributed to how the study is conducted and interpreted. For this reason, I describe my relation to this study as follows:

As a starting point, I am a special education teacher by profession with experience of facilitating special education for children with different disabilities such as visual impairment, ADHD and learning disabilities within inclusive schools in Botswana. My interest in this particular topic is a culmination of different experiences, significant of all being a passion for exploring ways that sports, recreation, arts and leisure can help facilitate the social capital of children with disabilities in inclusive schools. Specifically, as someone with an educational background in both special education and disability studies, as well as some experience in facilitating special education for children with disabilities in inclusive schools, I believe that participating insports, arts and cultural activities (or ECAs as they are called in schools) cangreatly contribute towards the retention and transition of disabled children inschools. I also believe that the potential is yet to be properly explored within inclusive education policy and practice in schools within Botswana. Secondly, havinghad the opportunity to live and volunteer in a special education school and community (Camphill Community Trust) for children and adults with ID, I subscribe to a belief that deems

children with ID as capable of giving useful input on issues that affect them provided that provisions are put in place to help them participate. Lastly, as a native of Botswana and someone who once went through the Botswana education system (although not as a disabled child) and is now part of it, I believe I had some cultural perspective on how the Tswana culture may inform teachers' perspectives on disability, children with disabilities, and their right to participation within inclusive schools.

Subsequently, I believe that my professional positionality and experience working with young people with intellectual disabilities helped me build rapport with children with ID, as I was collecting data which eased the participants. My background as a teacher also made it easy to build rapport with the teacher participants. I could relate to the information they shared.

3.7 Data analysis

3.7.1 Thematic analysis

I chose to use thematic analysis to analyse the data. Thematic analysis was chosen to analyse the data because, it is described as best suited for use when one seeks to understand a set of experiences, thoughts, or behaviors across a data set (Braun & Clarke, 2012). Thematic analysis is a methodfor identifying, analysing, and reporting patterns (themes) within a data set (Braun & Clarke, 2006, pg. 6). It involved a process whereby the researcher first familiarised herself with the data she collected by translating and transcribing allthe verbal interviews into written form (i.e. audio recordings of the draw-and-tell interviews in this case). Then she read and re-read through the interview scripts noting down initial ideas that emerged from the raw data in a bid to familiarise herself with the overall meaning of the data (Babbie & Mouton, 2001). The above analysis was the first layer of analysis that then informed the focus group discussion and then there was another thematic analysis of the focus group discussion data which then informed the questions used in the teacher interviews.In short it was a layered approach aiming at every point to give priority to the children's voices.

3.7.1.1 Transcription

Once all the draw-and-tell interviews were done, I transcribed the recordings of each interview verbatim and promptly saved each interview transcript with the corresponding participant's pseudonym under the draw-and-tell interview folder (Transcriptions sub-folder) in my computer. The transcription took three weeks to complete and helped familiarise me with the data set. This phase simultaneously involved reading through my transcriptions of individual interviews whilst listening to corresponding audio recordings in order to confirm that the data matches. To make allowances for those interviews that were in Setswana or in both English and Setswana, I also translated the interview transcripts into English. Afterwards, I re-read both the Tswana and English scripts in order to make sure that my translation remained true (in-text and culturally) to what was said in the original versions. Then I collated each participant's demographic information, scanned drawings and interview transcript into a Word document and saved them under Project A folder and a sub-folder called Transcriptions on my computer. Once the transcription for the draw-and-tell interview data was done, the researcher noticed that the datawas not as rich as she would have liked. Subsequently, she used the draw-and-tell interviews to develop the vignettes and this then informed the teacher interviews. Afterwards the data analysis step of transcribing for all the data sets was undertaken.

3.7.1.2 Coding

After familiarising myself with the entire data set, a preliminary analysis was done to begin organising the data in a meaningful and systematic way. Here each transcript was re-read and initial impressions of the data in relation to the research questions were noted down, following which, individual transcripts were re-read a number of times to identify and code important instances that were relevant to or captured something interesting regarding the study's research questions. As coding was done, data extracts that demonstrated the codes were highlighted, labelledwith the code within each transcript, and later on collated with other extracts from other transcripts in a separate document. This step was done manually through the use of hard copies of the transcripts, pens and highlighters.

3.7.1.3 Searching for themes

Once all the data from the entire data set was coded, collated and a list of all codes was compiled a more focused and broader analysis was undertaken. At this point different codes were analysed to determine how they could be grouped together to form overarching themes and initial themes were constructed. Theme piles were used to organise these codes according to their relationship. Depending on the relationship between codes, codes were sorted into initial, main, sub and miscellaneous themes. This stage remained on-going until saturation was reached, upon which I began to define and further refine the themes that I intended to present for my analysis, and analyse the data within them.

3.7.1.4 Write-up and data confirmation with participants

Once the data analysis was done a preliminary write up of the analysed data was produced. The data confirmation exercises with the participants were done after each stage of analysis of the different data sources in a layered manner similar to how the data was analysed. For instance, the data confirmation exercise started with confirming the data from the draw-and-tell interviews, which was then used to draw up the vignettes used in the focus group discussion with children with ID. The data from the focus group discussion then underwent data confirmation, and then was used to draw up questions for the semi-structured interviews with the children's teachers. Finally, the final write-up of the results of the study was produced and shared with the participants in the form of a cartoon clip that was shared with children with ID whilst the teachers were given a summary of the results to go through. The participants were requested to provide any feedback comments to verify the analysis and to ensure that the content corroborated with what they meant. All four participants confirmed the analysis.

3.8 Rigour

Qualitative researchers believe that ensuring rigour is an on-going process that should begin at the start of the research process as opposed to the completion of the

study (Morse, Barrett, Mayan, Olson & Spiers, 2002). These authors alsobelieve that the issue of trustworthiness is paramount to the research process as it can enhance people's confidence in a particular study. For this study I employed measures of credibility, transferability, dependability and confirmability to improve the trustworthiness of this study. In short, trustworthiness was promoted by subjecting the research process to regular checks for plausibility (i.e. through reflexivity where I acknowledged how my value systems as a special educator with experience facilitating special education in inclusive schools possibly influenced my understanding of inclusion as well as my interaction with the participants). Rigour was also ensured by weighing evidence of how events were reported and following up on research participants with questions where I needed clarity. In addition, rigour was also ensured by triangulating data with theory or literature. Multiple data collection methods were also used in order to see if the data was consistent throughout. Member checking exercises through follow up interviews with research participants to see if I had captured what they wanted to communicate were also used to ensure rigour.

3.9 Ethical considerations

Permission to conduct research with children with ID was sought from the University of Cape Town Faculty of Health Sciences Human Research Ethics Commitee, Ministry of Education in Botswana as well as from the School Head at Ledule Primary School. Secondly, participation depended on getting assent from children with ID and consent from their guardians. I contacted all the guardians of children with ID aged between 10-17 years, who attended the school's special education from a list provided by the school and asked them if they and their child might be interested in taking part in a study about participation in ECAs in inclusive schools. All guardians who showed interest were then given assent forms to discuss with their children and consent forms in English and Setswana versions to complete. For those parents and children who couldnot read or understand English, versions of the assent, consent and information sheets were provided in the local language of Setswana. Participants' right to privacy and confidentially were protected by way of holding draw-and-tell interviews in a

private space after school with only the researcher and (if the child wished) a trusted adult like a parent present. Participants were also informed that should they reveal information about someone hurting them then the researcher would have to tell their Guidance and Counselling teacher so that s/he could take steps to help them. Audio recordings of the interviews, transcripts and the scanned copies of the children's drawings were protected in a password protected Google Drive file-hosting service, which could only be accessed by the researcher and her supervisor. Transcriptions of the interviews were anonymized through the use of pseudonyms for each participant. No payment was rendered for participating in the study but participants were given the stationery used during the draw-and-tell interview phase as a token of appreciation for their time. To avoid participants incurring costs due to the research, participants were given money to cover their transportation costs if this was necessary for them to meet with the researcher.

3.10 Dissemination of research findings

The results of this research were shared with the participants, their families, the school's administrators, ECAs facilitators and other children in the school community in an informal discussion that allowed everyone to ask questions. The meeting was held at the school after teaching hours so as not to disturb the school lessons. A copy of the completed research thesis will also be shared with the school, Ministry of Education's Research Office and Botswana National Library Services.

3.11 Summary

This chapter has provided details regarding the use of a qualitative research design, the reasoning behind the choice as well as its benefits. It provided specific details on how research rigour, data collection, data analysis and ethical procedures were performed. It also details the ethical guidelines that guided this research in order to ensure the trustworthiness of the study. The following chapter focuses on describing all the findings of the study.

Chapter 4: Presentation of the results

4.0 Introduction

This chapter presents the findings of this investigation into the inclusion of children with intellectual disabilities in extra-curricular activities (ECA) within an inclusive primary school in the south-east region of Botswana. It presents the four themes that emerged from the draw-and-tell interviews and focus group discussions conducted with children with ID as well as the semi-structured interviews done withteachers at the school. It signifies the analysis of a shared meaning making processbetween myself and the research participants where my value systems as aresearcher were applied to the subjective views of the participants to report on the shared meanings within those subjective views. This chapter provides the evidence of the findings through four themes, namely, "access", "participation", "effects of ECAs" and "belonging". These themes are further divided into sub-themes such as availability of ECAs, variability of ECAs and barriers to access underneath theaccess theme.

4.1 Presentation of themes

The findings are reported using codes for each of these three data sources. The information from the children with ID is coded with Participant with ID 1 to 9, whilstthe information from the focus group is coded using children with ID's codes and indicates the focus group discussion as the data source. For example, it will reflect participant with ID 1, focus group discussion to indicate that the data is from the focus group discussion. The teachers' interviews are coded as Teacher 1 to 4 for each participant. These themes report the stories that the participants shared on children with ID's experiences of inclusion in ECAs within an inclusive educational setting in Botswana. The themes are as follows;

Table 3: Composition of the themes

Theme	Sub-theme
Access	-Knowledge on the availability of ECAs -Variability of ECAs -Barriers to access
Participation	-Quality of participation -Recreational activities at home -Enjoyment of ECAs -Meaningful participation
Effects of ECAs	-Benefits of ECAs -Challenges of ECAs -Things that facilitate access to ECAs -Reasons for exclusion
Belonging	

4.1.1 Access

This theme relates to the accessibility of the offerings of ECA within the school community for children with ID. For the purposes of this study access dealt with what stops or helps children with intellectual disability gain entry to ECAs in their school. It is made up of three aspects a) the children's knowledge of the available

ECAs, b) the choice between various valued ECAs and c) factors that stop them from gaining entry into these ECAs.

Knowledge of availability of ECAs

This sub-theme speaks to the knowledge children with ID have of the availability or lack thereof of opportunities to participate in ECAs within their school. Itindicates that children with ID have some knowledge of ECAs offered in the Special Education Department, and a limited knowledge of ECAs offered in the greater school. When asked to list ECAs they knew were offered in the school, participants such as participant with ID 1 were only able to mention two sporting activities and one club before admitting that, "The rest I don't know. The rest I forgot" (participant with ID 1, draw-and-tell conversation, pg.2).

Furthermore, when asked why they didn't sign up for an activity they wished to take part in, some participants like participant with ID 1, responded by saying," I don't know where it's held" (draw-and-tell conversation, pg. 28). Correspondingly, the interviewed teachers also acknowledged children with ID's points when they admitted to not doing enough to orientate children with ID or their colleagues abouttheir participation in ECAs. As a consequence, some students ended up not knowing where to go or whom to see when they wished to join in an activity. In the words of one of the special educators interviewed, "We as the Special Education Department haven't exposed these kids to the different coaches and what they offer" (Teacher 3, pg. 12). The teacher also admitted that, "Sometimes in school they don't get to see the extra-curricular activities that are offered in the school" (Teacher 3, pg. 11).

Interviews with the participants revealed that children with ID have the opportunity to take part in Special Olympics activities offered by the Special Education Department and limited opportunities to take part in ECAs offered outside the Special Education Department with the exception of one or two ECAs such as football. According to them, "We train. We exercise. After we exercise, we race track, we run, small kids take part in walking" (Participant with ID 2, draw-and-tell

conversation, pg. 7). Children with ID seemed to be aware of only those activities offered by the Special Education Department. Consequently, they were only able to access or take part in those ECAs offered by the Special Education Department.

Variability of ECAs

Interviews with teachers and children with ID revealed a discrepancy between children with ID and their non-disabled peers' access to a diverse range of ECAs offered in the school community. One of the teachers reflected that, "In this school you will mostly find that children (with ID) participate in athletics and football" (Teacher 2, pg. 4).The school appears to favour participation in sporting activities over school clubs across the board for both students with and without disabilities. However, school clubs are offered even though none of the children with IDreported participating in any of the school clubs. According to one of the special educators interviewed, the reasons for this status quo "… might be due to the fact that most of the time they concentrate on special activities (Special Olympics activities) (Teacher 1, individual interview, pg. 8).

With respect to choice, the participants also expressed that they had limited choices in the ECAs offered in their school. To be precise, when asked what he wished to take part in, participant with ID 7 mentioned "*cooking*" (pg. 12) only to find out that cooking wasn't offered which in turn meant that the pupil possibly missed out on an opportunity to participate. When explaining the validity of children with ID's claim, one teacher had this to say, "It's just that sometimes they might mention things that are not offered in the school because they are interested in them" (Teacher 3, individual interview, pg. 13).

Little choice seems to be afforded to the participants in terms of what ECAs to participate in. When asked what special consideration children with ID require to participate in ECAs, teachers explained that, "Considerations depend on ability. We consider ability. And the type of activity. Say that, eh, we cannot expect a learner exhibiting certain disability to participate in a 100m. Maybe that learner because of his disability they would be involved in walks. What I mean is that we stream them

according to their level of ability and disability in terms of physical" (Teacher 1, pg. 6).

Teachers also reported using students' physical appearance to measure capability in activity execution which limited the variety of ECAs that children with ID could participate in. Questions such as, "Can she engage in a walk? Can she engage in a 100m? Can s/he engage in a certain activity looking at her physical build-up?" were given as examples of judgements made to measure ability to participate in an ECA. In addition, children with ID participated in ECAs according to which ECAs were offered and available at the time. Children with ID used expressions like, "I found them signing up for track and signed up", to explain signing up for an ECA. Ability and type of activities offered proved to be more important determinants of access to an ECA over the experience of enjoyment. The Special Education Department only appeared to offer activities that they felt students could participate in without considering if they would enjoy the activity. This in turn affected the knowledge of ECAs offered as the teachers appeared to give them information on those ECAs they believed they could take part in.

Barriers to access to ECAs

This section deals with all the factors that stop children with ID from gaining entry to ECAs in their school. The following factors were identified as barriers that impede children with ID's access to ECAs. Both intrapersonal and interpersonal barriers to children with ID were found. However, external interpersonal barriers such as time and the use of the school transport were found to be more important because they were barriers that the environment created and could therefore correct.

Perceived skills deficit

Perceived skills deficit was identified as one of the major impediments to children with ID gaining access to participation in ECAs. Using phrases like, "I didn't know how to play football" (Participant with ID 3, pg. 20) children with ID explained why they don't sign up for an ECA they were interested in. Children with ID were

reluctant to sign up and participate in ECAs if they did not know how to do their activity of interest in advance. In essence, ECAs were not considered to be sites of learning where one can sign up and learn how to do an activity as time progressed. The children with ID participating in the study believed that in order for them to be allowed to enter or sign up for an activity they had to have earned their spot or proved that indeed they could do the said activity.

Time

Time was considered to be a fundamental barrier to children with ID gaining access to ECAs offered in the greater school. Three different aspects of time were identified to be working together to stop children with ID gaining entry to ECAs. Firstly, the time it takes to learn relates to how much time it takes for children with ID to learn the skills necessary to take part in ECAs. Secondly, the time of scheduling and timetables dealt with everyday practicalities such as arranging the time for ECA practices. Thirdly, time after school related to how the limited time children with ID have after school affects these children's ability to gain entry to ECAs.

In relation to the time it takes to learn, teachers interviewed revealed that facilitating ECAs with children with ID especially in activities that are new to them takes a long time which is not always available in mainstream activities since all activity participation is geared towards preparation for upcoming inter-school competitions. The general sentiment was that children with ID need more time to grasp the skills imparted to them by the ECAs. In order to give them ample time to grasp the skills, one special educator in particular observed that, "…with our side, (Special Education Department) by the time the sports season begins in July, we would practice as far back as February…but in the mainstream they can take two weeks…to practice" (Teacher 3, pg. 12).

Additionally, time was described as a barrier to children with ID accessing ECAs in the greater school. Time impacts children with ID's ability to fully participate in the ECA especially if the whole point of ECA participation is geared towards taking part in competitions which exclude those pupils who cannot take part in them for

whatever reasons. For instance, one teacher noted that, "We once tried out students from this side (special education unit) in chess. But by the time they grasphow to play it they are usually over-age. And then the age cut off points leaves them out" (Teacher 4, individual interview, pg. 4).

Limited time after school was also offered as a barrier to children with ID's participation in ECAs because children with ID end school early before the start of ECAs. Teachers also explained that sometimes children with ID miss out on participating in certain activities in the school due to time constraints. According to the teachers, "They knock off at twelve. But they get here at eight or nine due to the combi taking a bit of time to get them from all over Gaborone. Some things they can do without knowing but their teachers would know the reason. Because they only have a short time" (Teacher 4, individual interview, pg. 25). Closely related to time, transport was seen as a major barrier to children with ID gaining access to ECAs offered in the greater school. It stopped children with ID from taking part in ECAs offered in the greater school since they take place in the afternoons after school just before the government allotted transport picks up the children to go home. With the exception of one study participant who walked home and one more who was capable of independent travel to get home, all the children with ID who took part in this study used the school bus which leaves just before thestart of ECAs offered in the greater school. Special educators in particular identifiedthe children's early ending time as a probable barrier to access and participation, "I think time again… time again is a factor that affects interaction like you are saying. Ours here they knock off early" (Teacher 1, individual interview, pg. 6). Another special educator was more precise in ascribing the use of the school transport as a potential barrier to children with IDs accessing ECAs in the greater school when shesaid, "Sometimes, the cause could be that the activities are done in the afternoon after the car has collected them. Isn't it that they are transported?" (Teacher 3, pg.12).

Children with ID and their teachers also found ECAs scheduling to be a barrier to gaining entry to ECAs in the school. Teachers noted that, "If there is no time provided for those activities or if the time scheduled for them is unsuitable likewhen you are told to work in the mornings and then take the time the kids to the field in the

afternoon when it's hot. People are going to go home. You cannot be theone out in the sun while people are not there" (Teacher 2, individual interview, pg. 7). Children with ID also supported their teachers' view that ECA scheduling can be a barrier to access when they claimed that, "For me its only time" which didn't allow him to participate in ECAs in the afternoons with the rest of the school (Participant with ID 7, draw-and-tell conversations, pg. 14). Nonetheless, to minimise the effects of this time constraint both teachers and children with ID at the school mentioned employing strategies such as children with ID's informal participation in ECAs. Participant with ID 7, for instance, mentioned that, "For me I can play chess during break time. It's just that today I don't have the materials" (Participant with ID 7, draw-and-tell conversation, pg. 14). Along with flexible scheduling, teachers also suggested scheduling ECAs in the morning in order to avoid harsh weather conditions. One teacher in particular asserted that, "I think theweather and the climate of Botswana as it changes and the conditions we live with as people, somewhere, somehow it might require that we assess the best time tohold sport for example in the morning and then schooling activities would carry on later since they are attended in the classrooms" (Teacher 2, individual interview, pg. 7).

4.1.2 Participation

This theme focused on children with ID's participation in terms of quality of participation, context of participation and experience of participation. For the purposes of this discussion, this theme defined participation as structured situations in which individuals are primarily involved in an activity of interest. It encompasses activity involvement as demonstrated by children actually being engaged in an activity in a manner that matters to them. Participation involves participants taking part in a manner that is in accordance with their interests and needs. It consists of

four sub-themes, namely; low participation, recreational activities at home, enjoyment of ECAs and meaningful participation.

4.1.2.1 Quality of participation

The sub-theme addresses children with ID's level and quality of participation in extracurricular activities within the school. It reflects how many times children with ID were offered the opportunity to be involved in ECAs and in what type of activity. It indicates that compared to their non-disabled peers, children with ID take part in sporting activities over school clubs. The general sentiment from both children with ID and teachers at their school is that children with ID's participation in ECAs was mostly limited to participation in sporting activities within the Special Education Department. Using expressions such as, "mostly they focus on the Special Olympics" the findings revealed that students participated in formal activities withinthe Special Education Department such as Special Olympics. Moreover, analysis of the findings revealed that children with ID participated in formal social events or special commemorations with the rest of the school community like Commonwealth Day. However, this participation in social events smacked of tokenism rather than true inclusion. That is, children with ID were sort of allowed to participate but it does not seem that the activities were designed with them or for them. In the words of one of the teachers, Teacher 2, "When we have activities, they are also welcome to take part. If we hold a certain activity, they are also given a role to play and participate. If it's a singing and presenting activity, they also have their own activity that they present" (Individual interview, pg. 4).

4.1.2.2 Recreational activities at home

In addition to taking part in extracurricular activities in the school, children with IDs also took part in recreational activities at home. This level of engagement in informal activities at home with family and friends pointed to the importance that these home-based leisure activities played in facilitating access to ECAs for some children with IDs. Evidently, children with ID's participated in ECAs was based on prior interests, experiences and what they felt they were good at. In instances

where they had a choice, participation in ECAs had more to do with students' familiarity with certain activities and knowing how to participate in them than the belief that the club was interesting. Prior experiences such as playing the activity at home seemed to influence children with ID's comfort level with taking part in an ECA. For example, participant with ID 7 who informally took part in chess withsome of the students in the chess club during break time indicated that, "I would like to join chess" which he already knew how to play from home "with mycousins". In other instances, participants such as participant with ID 4 took part in swimming because "he came to this school already knowing how to swim" or in the case of participant with ID 3 who asserted "I was good at running when I entered track." Children with ID opted to take part in ECAs that resembled their prior experiences, interests and skills. Previously learnt skills proved to be important precursors to children with ID's choice of ECA participation.

4.1.2.3 Enjoyment of ECAs

This sub-theme focused on the nature of children with ID's participation in ECAs with a special focus on companionship during participation. It spoke to the human aspect of participation in ECAs in terms of how these children experience participating in ECAs with other children in the school community. The sub-theme linked the choice of participation to children with ID's friendship circles. It demonstrated that, although participation and the choice of which ECA to take part in within the Special Education Department appeared to be obligatory and encouraged by special educators, students still participated in ECAs because those ECAs were perceived as enjoyable and fun activities that could be experienced with friends. In most cases, children with ID cited enjoyment of participating with friendsas a motivating factor in their participation and enjoyment of the activity. For example, when reminiscing over travelling to other schools for ECA participation, participant with ID 2 mentioned that, "We dance, we play the radio, we bath over there. We bring our wash cloths and bath at night" as amongst the things she enjoyed about taking part with friends. Similarly, when asked to draw a time when he was happy or sad taking part in an ECA he participated in, one of the

participants explained that, "I was happy. I was with my friends in school. We were watching the others racing" (Participant with ID 7, draw-and-tell conversation, pg. 8).

Moreover, participation in ECAs revolved around children with IDs' desire to participate with peers they already knew. Even though ECAs helped them get to know other pupils from different schools, distance and time spent apart appeared tocurtail the opportunity for close friendships in favour of friendships with those peersin their vicinity who they spend every day with. For instance, participants mentioned that they only see friends from other schools "during competitions" which curtailed opportunities for social interactions beyond competitions.

Lastly, there was also evidence of participation in inclusive ECAs between disabled and non-disabled peers in the school. For instance, when talking about the football teams, conversations with children with ID and teachers at the school revealed that children with ID have their "own special education team" while the mainstream has their "own team(s) for boys and girls" of which they can select players to make a team from both sections of the school. One of the teachers explained that, "If we play for the school and notice a good player at their (special education) side we invite him to play and they can also take four (players) from the mainstream when they go on trips." Though not yet well developed across all ECAs, it appears that there is some level of inclusive sports which allowed for interaction betweenchildren with and without disabilities. However, participation in inclusive ECAs is still based on merit or skill as opposed to inclusion for inclusion's sake. That is, children are not encouraged to participate together just for the sake of getting to know eachother in a fun context.

Both teachers and students perceived children with ID's participation with non-disabled peers as important for facilitating positive attitudes towards peers with disabilities. In one participant's words:

> *We involve them in our things. Like ball sports. Like chess…They join in with us to play ball sports…unified sports. Because they too can learn to live with*

us. They don't stay there…we attend school with them. They don't stay there we are their school mates! I mean if we have sporting activities they should come and watch us play. I mean when they have sports...we are expected to go and watch their sports, right? (Participant with ID 7, draw-and-tell conversation, pg. 22)

4.1.2.4 Meaningful participation

This sub-theme presents the experiences of children with ID participating in ECAs in their school. It addresses the concepts of inclusion and meaningful participation in ECAs. Meaningful participation refers to the experience of taking part in a manner that is important, valued and enjoyable to one as opposed to how other people experience it. This study shows that, while this school was considered an inclusive school, where, "It's rare to be able to tell that there is a special unit here. Unless you say we have special educators over here or this class is in the special unit" (Teacher 4, individual interview, pg. 19), children with ID and non-disabled peers participated in a fewer number of inclusive activities in the school community. Teachers observed that, "They (children with ID) focus on the Special Olympics. Mostly they don't participate in those" (referring to inclusive ECAs) (Teacher 3, individual interview, pg. 7). They observed that inclusive ECAs where students withID participated with non-disabled peers were not well developed yet. In their words, "Those one's inclusiveness is not yet…I haven't seen that much of it (Teacher 3, individual interview, pg. 7).

Whilst creating a disability inclusive environment was seen as a big part of creating an inclusive school environment where "all learners should feel that they are part of this activity. Be they be disabled or be they be members of the so called "mainstream" education" (Teacher 1, individual interview, pg. 3), children with ID and those without disabilities participated as two separate groups in the same activity. There was limited intermingling between the two groups. For the most part, children with ID participated in activities amongst themselves where each group was "…given a role to play and participate. If it's a singing and presenting activity, they also have their own activity that they present" (Teacher 2, individual

interview, pg. 4). What is more, in the cases where they did participate together teachers reported not being aware of how children with ID were chosen to participate in inclusive ECAs with non-disabled peers. They explained that, "I don't know how it was determined for them to participate together but they can'tcompete with those in the mainstream" (Teacher 3, individual interview, pg. 7).

Additionally, there were more similarities than differences in the participation of children with intellectual disability compared to their non-disabled peers. Just like their non-disabled peers, children with ID could either participate as spectators or have an active role in the activity. They enjoyed participating in both of these roles. One participant reported, for instance, that, "I was happy. I was with my friends in school. We were watching the others racing" as some of their happiest memories taking part in ECAs within their school (Participant with ID 7, draw-and-tell conversation, pg. 8). Interviews with teachers also revealed that both roles were valued in the school community. Children with ID who participated through spectating were still able to command the respect and recognition of their peers. Teachers emphasised to other peers without disabilities that, "We need these guys as well. Even if they weren't able to make the team, we still need them to support and cheer up the team" (Teacher 4, individual interview, pg. 13).

4.1.3 Effects of participation

This theme deals with the effects of participating in ECAs in children with ID in the school. The evidence of the findings is presented through four sub-themes that deal with the benefits of participation, challenges of participation, things that facilitate participation and reasons for exclusion.

4.1.3.1 Benefits of participation

Promotes psychological wellbeing

According to teachers and children with ID, involvement in ECAs was related to positive psychological benefits such as self-worth enhancement. Teachers correlated doing well in ECA participation with the development of positive self-

concepts like competence, social acceptance and general self-worth in children with IDs. They believed that participation in ECAs, "…helps a child develop confidence…. Because they would be showcasing what they know best. What they are interested in" (Teacher 3, individual interview, pg. 3). Children with ID also reiterated this claim by claiming that participating in ECAs such as swimming," makes me a lot lot lot happy! A lot!" (Participant with ID 4, draw-and-tell conversation, pg. 20). The participant claimed that swimming "makes me powerful".

Promotes inclusion in the community

Teachers further explained that participation in ECAs helped cultivate positive attitudes towards peers with disabilities in children without disabilities since they help cast peers with disabilities in a new light. According to them, "It shows those students in the mainstream that the others also have abilities. They have thingsthat they know" (Teacher 3, individual interview, pg. 4). In relation to inclusion in general, teachers also noted that activities that bring people with disabilities together with non-disabled peers:

> *…reduces levels of stigmatisation. I mean the importance of inclusion is to make sure that we don't have learners with disabilities or learners of a particular potential or skill being taught on their own. The idea is to have them come and to promote interaction like I am saying. It is good that they are part of society. (Teacher 1, individual interview, pg. 4)*

To top it off, participation in ECAs (especially the inclusive kind) was seen as an enabler to the social inclusion of people with disabilities in the community which was in turn seen as an enabler to the educational inclusion of people with disabilities. One of the teachers explained:

> *We can have a society that accepts people with disabilities. So that even at the home it's not like…and for people not to hide away their kids. But for people to bring them to school because they know that they would be*

accepted and no one would laugh at them. (Teacher 3, individual interview, pg. 7)

Social skills building

Participation of children with ID was clearly seen as a contributor towards the formation of one's character, the cultivation of moral virtues, and an appreciation of social mores in all their dimensions. Participants with ID and teachers alike deemed participation in ECAs to be important in the sense that it helps children with ID:

…get socialisation skills. As they interact with us, we can show them that something is bad behaviour and shouldn't be done. Small little things in our daily lives like when a child has an un-tucked shirt. We can tell them to tuck our shirt in. If it's only them in one place then no one can react to such things. (Teacher 4, individual interview, pg. 11)

Consequently, children's participation in ECAs was conceptualised in terms of the ways that the said activity contributes towards the acquisition of a range of skills and adaptive behaviours that foster the child's inclusion across a variety of settings presently and in the future.

Provides opportunities for support

Participation in ECAs was also considered to be important for children with ID because it provided them with other opportunities to broaden their support networkand access to different types of support. For example, teachers mentioned that participation in ECAs provided children with opportunities for emotional and academic support from other peers that they might not necessarily have access to. Teachers explained that, "Some of them learn best in the context of ECAS with other children. Sometimes it happens that as they participate, they talk about some topics they were taught" (Teacher 2, individual interview, pg. 3). She further elaborated that participation in ECAs can act as a buffer for stressful life events in the children's lives where "Even if they have problems it can help them forget aboutthe problem for a bit…They (ECAs) can help the child talk and relieve that stress."

Exploration of other skills and talents outside the classroom

Teachers believed that participation in ECAs allowed children with ID to not only explore other skills and talents outside the classroom but to also showcase those skills and talents. According to the teachers:

> *It's truly very important for children because sometimes that's where you will see children's talents. It's where you can see their different strengths in different things. For instance, if a child is not good in class - say in maths or something - but they have the potential to do well when it comes to football or one of the clubs. (Teacher 3, individual interview, pg. 3)*

Teachers also identified a greater goal of participation in ECAs. They related participation to helping children with ID to realise their full potential. They explained that participation:

> *…is very important because like I am saying learners should not be confined to the classroom. That is the most important aspect of integration. Creating space for them or creating opportunities for them to help realise theirpotential. (Teacher 1, individual interview, pg. 4)*

Development and generalisation of various skills

Furthermore, participation in ECAs was cited as beneficial in the sense that it helped children with ID to generalise various skills, some of which they can even use in the future to develop sustainable livelihood activities. For instance, Teacher 4, one of the general educators and the football club coach at the school, observed with respect to the potential of ECAs to prepare children for participation in sustainable livelihoods activities in the future, "Though it's our system to place more importance on academics as an avenue to a better future, we don't counter that with information on other avenues that they can concentrate on if they are not good at academics". Using an interest in football as an example, he explained that:

Football might not pay like a white-collar job, but any sporting activity that you follow can lead somewhere. Firstly, you can open your own company without the focus being on you playing. They can buy from you. For instance, All Kasi [a Botswana company that makes and sells soccer kits for the national team]. And that all stemmed from your love of football. (Teacher 4, individual interview, pg.14)

Study participants with ID also saw participation in ECAs such as sports as an avenue to sustainable livelihoods in the future. For example, when one of them wasasked why he loved track, he explained that, "It helps me because I can go andrace with other people abroad" (Participant with ID 3, draw-and-tell conversation, pg. 28). Participation in ECAs was also seen as a pathway to achievement. Participants believed that, "As they participate, they learn something and eventually she becomes a Special Olympics champion to a point that they can earn a living from it" (Teacher 2, individual interview, pg. 4).

Long term mental and physical health benefits

According to the teachers interviewed, participation in ECAs has long term mental and physical health benefits that offset the effects of a sedentary lifestyle. From their professional standpoint teachers such as Teacher 2, who has a background in Physical Education, believed that, "Exercising helps them fight off chronic illnesses…or prevent(s) their effects from a young age." She gave examples of diseases such as high blood pressure and eating disorders. She further reiterated bysaying, "They have those big bodies while in school but taking part in ECAs might help them by controlling their conditions like eating disorders."

4.1.3.2 Challenges to participation in ECAs

Although the data from the teachers revealed only the perceived benefits of participation, the data from some of the children with intellectual disability revealed some perceived disadvantages such as finding participation in the activities challenging due to unfavourable weather conditions or physical aspects such as getting tired. For example, one of the children with intellectual disability, Participant

with ID 8, illustrated this point by stating that, "…Yes, we were getting tired. It was too hot. We were training in an un-shaded area." Or, as another participant with intellectual disability, Participant with ID 6, echoed, "... sometimes I get tired."

Interestingly, as much as the participants complained about the challenges embedded in their participation in ECAs, they also revealed a desire to continue with participating in the activity. When asked if he would sign up for track in the future even with the challenges, participant with ID 8 asserted that, "Yes, I am". Evidently, children with ID relish the opportunities to overcome challenges such as those of participating in ECAs. They don't always want nor need to be cocooned from challenges as well-meaning ableist narratives propose. They take pride in enduring the hardships just like any other athletes and highlighting these experiences is important because it helps narrow the dichotomy between disabled and non-disabled children and highlights similarities.

4.1.3.3 Things that facilitate access to ECAs

The following factors within the community and school environment, family and the child were identified by participants as facilitators to children with ID's participation in ECAs.

Teachers as facilitators

Intellectually disabled students often need more support to participate in activities than typically developing peers. Teachers for instance reflected:

> *The thing is the issue with an intellectual disability is not that they can't. It's just that there is that intellectual challenge. If s/he was to be taught maybe they might manage. That's the special consideration. Maybe they need to be taught for a longer period than the one you taught first. (Teacher 2, individual interview, pg. 8)*

This category reflects what inclusion in ECAs requires ECA facilitators to embody (practically and attitudinally) when facilitating access to ECAs for children with ID in

inclusive educational settings. It indicates that even though teachers have to go the extra mile as ECA facilitators to make ECA participation accessible for children with IDs, they feel that the additional demands are important and necessary in order to make inclusion possible for all members of the school community.

Teachers were identified as enablers to children with ID's participation in the sense that they helped children with ID access information about the ECAs on offer in the school. Children with ID perceived their teachers as resources that they could go to ask or get information on ECAs. For example, when asked who one can go and see to find a club or sport to take part in in the school, children with ID revealed that the person "…should tell the teacher. A woman or a man teacher" (Participant with ID 7, focus group discussion, pg. 1). The participants identified both male and female teachers as potentially good sources to consult.

Teachers were also considered as good enablers to the participation of children with ID for their roles as ECA skills facilitators. Participants with ID believed that their teachers or coaches were capable of teaching them "any sports" (Participant with ID 4, draw-and-tell conversation, pg. 16). Referring to one of their coaches,participant with ID 4 emphasised that, "He can teach you soccer, he can teach you anything…he can teach you …uh…he can teach you…he can teach you any soccer." He further clarified that, "All of the coaches can teach you everything." Likewise, children with ID' s relationship with ECA coaches was seen as an enabler to childrenwith ID's participation in ECAs because of the supportive and encouraging roles thatsome teachers played in helping participants with ID take part in ECAs. Accordingto the some of the participants with ID, their teachers played the very important role of encouraging them to participate in ECAs. Participant with ID 2, for instance, noted that, "*I was competing in beauty pageants. Mofiti* (one of their teachers)told me to compete at Ma Ramotswa*. (I think she means Ramotswa, a nearby village)".

Parental/familial support

Familial factors such as support and encouragement play a huge role in enabling children with ID's participation in ECAs. When families understand and value the role

of ECAs in children with ID's lives they are more likely to encourage their children to continue participating in the ECAs. Draw-and-tell conversations with participants illustrate that even when ECA participation was challenging, familial support and words of encouragement from the participant's family proved to be oneof the deciding factors in the children's continued participation in the ECAs. To illustrate, participant with ID 7 shared:

> *My cousins who tell me not to give up even if I don't win because you will win one day. I mean my cousins saying… I shouldn't…I shouldn't give up as I'm walking. …You just do what is required. Exercise. If there is a sporting activity, enter and learn things. (Participant with ID 7, draw-and-tell conversation, pg. 19-20)*

Interviews with teachers also revealed more practical day-to-day ways that familial support plays a role in facilitating children with ID's participation in ECAs. They shared:

> *We need the ammunity (I think he meant the ammunition or support) of parents. For parents to be there during the weekend. We need a teacher aide and whatever else. But all those require a lot of people, a lot of people's support. But it gets easier if we get them from home during the weekend when a parent personally transports them to the school than when they are transported by the council car. (Teacher 4, individual interview, pg. 21)*

School-community partnerships

This facilitating factor deals with community structures that were identified by teachers as important enablers of children with ID's participation in ECAs. Teachers identified a) support structures within the school as well as b) school-community partnerships as pivotal to the successful inclusion of children with ID. Support

structures within the school related to those relationships within the school environment that enabled children with ID's participation in ECAs, such as collaboration between club facilitators and special educators or between the school management and club facilitators. School-community partnerships on the other hand related to collaborative efforts between members of the school community and members of the public in that community. For example, in the cases where the school ECAs facilitators lacked the necessary skills to facilitate an activity, ECA facilitators spoke of collaborating with community facilitators to share skills in order to make ECAs accessible in the school. One of the teachers, Teacher 4, noted:

> *I am a football coach but I have someone who helps since qualifications are important these days. I don't have qualifications for coaching. I only have qualifications to train volleyball. But as I progressed I ended up finding someone with the qualifications and experience. I use him but he is a member of the community and a former school mate of mine. We work together. He is the one who coaches. (Individual interview, pg. 6-7)*

Although this wasn't happening on the ground, in cases where ECA facilitators had limited knowledge on the strategies required to appropriately support participants with ID, the teachers interviewed also identified collaborating with special educators as one of the things that could help facilitate ECA participation for children with disabilities. At the risk of making inclusionary practice a specialist capability for those who knew how to work with children with ID, both general and specialist teachers identified the need for "a facilitator who understands them and how slowlythey understand or how this or that one learns" (Teacher 3, individual interview,pg. 9). When explaining her reasoning she elaborated:

> *If I just took them over to a teacher that side to instruct them in say football or netball or whatever…She might not present that instruction to them in as simple a manner as I might in order for them to quickly grasp the instruction or if I came with some background knowledge on the students' learning behaviours like that this one tires easily or is hyper or is someone who want*

to do just a bit or needs breaks in between. We don't want to stay too long in the activity. (Teacher 3, individual interview, pg. 10)

Incremental or developmental instructional or facilitation approach

Along with the "need for someone who knows them and knows how they are going to give instructions and in what way", teachers also observed that there was need for a developmental approach to facilitating access to ECAs. One explained that when you facilitate ECAs that include children with ID, "…you just don't come and say today I am teaching this skill with the hope that it would be done that very day.Or that they would have grasped it within a week" (Teacher 3, individual interview, pg. 10). Teacher 3 continued:

That means it's going to take a while for them to grasp that skill and that they won't be able to grasp those many skills all at once. Yes, like today if you were to start netball- You have to start off showing them a ball. Teach them that's where you score. For them to learn throwing first. (Teacher 3, individual interview, pg. 10)

They acknowledged the importance of the process not only the outcomes of participation in ECAs when facilitating ECAs with the aim to allow all children to participate. They emphasised:

You give every child a chance to participate. And you pay attention to the fact that even if they have a disability that prevents them from holding alawn tennis racquet because it is heavy so why don't I move them to table tennis. (Teacher 4, individual interview, pg. 9)

They believed that in order to facilitate ECAs in a way that allows all children to participate you have to go the extra mile and explore suitable activities for them to participate in as exemplified by the above quote. Furthermore, teachers pointed out that a developmental approach to ECA facilitation is one that builds skills in ECAs. One teacher in particular gave a good example when he said:

Say maybe…I am just giving an example not meaning that it is confined to a certain skill. So maybe you want learners to hop, you cannot just come and say let's stand up and hop. You have to demonstrate. Then you take each to practice this skill as you have demonstrated. And yes learner A will be able to do it as expected… Learner B will not be able to do it but that is the learner that we should take her through the process step by step. (Teacher 1, individual interview, pg. 5-6)

4.1.3.4 Reasons for exclusion

This sub-theme dealt with various reasons given as the basis for children with ID's exclusion from participating in ECAs within the school. It looked at how these reasons manifested themselves as barriers to children with ID's participation in ECAs.

Protectiveness

The ECA facilitators found it challenging to work with children with ID. Their perception of some children with ID as fragile and vulnerable proved to be a barrier to participation in sporting activities that required contact. Explaining in the context of football, one of the teachers had this to say:

So, it's unlike other sport games where you are not supposed to come into contact with each other. So, it's harder for us to pick someone with a specific disability to join in. Because they need to be treated in a specific way. (Teacher 4, individual interview, pg. 7)

Low expectations

He further explained that some of the children with ID had cognitive limitations that affected their ability to participate in certain ECA activities such as football that required mental agility and coordination. According to him:

Football requires coordination because if a fast ball is coming from above and you want to head it then you should be in a position to calculate your speed

and the ball speed until you jump or you collide with the ball. Can you see that it involves a lot of skills in a short time? But if someone is somehow retarded or they don't have coordination skills then they will somehow not beable to kick the ball or head or they might even injure their opponentbecause they can't coordinate with what's happening. That's why we exclude them from it. (Teacher 4, individual interview, pg. 7)

Making ECAs a specialist competence

Children with severe disabilities such as intellectual disability heavily depend on teachers for skills facilitation during ECA participation. They don't always acquire the necessary skills needed for participation in ECAs without explicit instruction and support from ECA facilitators. However, special educators observed the problem of "teachers in the mainstream not understanding their styles of learning. You know that some of the teachers don't have a background in special education" (Teacher 1, individual interview, pg. 7-8). They explained that teachers give them, "I don't know what can I…can I say a collective instruction. They will just speak once and expect learners to be-to be able or to grasp at the same level. That's when our learners at this level are mostly behind."

4.1.4 Belonging

This theme deals with children with ID's sense of belonging during participation in ECAs. It emanated from the realisation that there is a difference between taking part and being included in an activity as a valued member who belongs. It reveals that a fundamental part of this school's community members such as teachers conceptualised inclusion in ECAs to encompass socialisation between children in the school community. According to Teacher 3, one of the teachers interviewed, "It's important for them to participate in some activities with students from the mainstream" (Individual interview, pg. 12). Even though there was limited evidence to suggest the existence of friendship circles amongst children with ID and non-disabled peers in their school, teachers believed that, "When we keep them (children with ID) away from other mainstream kids it weakens the bond between

them" (Teacher 4, individual interview, pg. 17). They realised, however, that, "We mostly keep them confined to this side (the special education side) without giving the opportunity to interact with the rest of the school" (Teacher 3, individual interview, pg. 13). Even during break time when they are given the opportunity to interact with other members of the school community, teachers noted, "They still remain confined to this side. They never go to play" (Teacher 3, individual interview, pg. 13). They observed that, "They can't interact that much with them. They mostly interact with them during assembly time but even then they are usually over there even if they are together" (Teacher 3, individual interview, pg. 13). She also observed that even if a student "was in the mainstream, you will notice them no longer hanging out with friends from the mainstream as much. Theywould make friends this side" (Teacher 3, individual interview, pg. 13).

Despite this, children with IDs have rich social lives and reap the benefits of participation in ECAs. They are part of rich sites of belonging in their school community, even if those sites do not always include non-disabled peers or participation in ECAs didn't bring forth as much socialisation as expected between them and their non-disabled peers. For example, they enjoyed taking part inSpecial Olympics activities with other children from the special education unit. Whatis more, students who were more successful in sports than in academics were still able to command the recognition and respect of their peers, which was associated with more positive psychosocial outcomes. For instance, one of the teachers was quoted explaining this, when he said:

I think I forgot but I taught standard sevens. Jeffrey. We used to invite him to join us from the unit. He was good at football even though he was disabled and a bit slow. Him and another leggy one who was eventually cut off due to age. So whenever the school (name withheld on account of privacy) would play we would take them from this side (special education unit) and include them in the school team. You see? They were good, very very good. It's just that one of them didn't have the patience to tease back like these ones. (Teacher 4, individual interview,pg. 8)*

He further explained:

> *We accept them. We accept them. As I mentioned earlier there was once a boy from this side, I forget his name. But he was a talented football player when he was here and everyone in the mainstream knew that the guy was good at football and they respected him for it. (Teacher 4, individual interview, pg. 11)*

Interestingly, this esteem and respect by non-disabled peers for children with ID as part of the school community seemed to encompass all children with ID. Teachers reported that, "We also don't have cases where those in the mainstream are bullying these ones" (Teacher 4, individual interview, pg. 8). In fact, a caring relationship was observed by teachers between children with ID and non-disabled peers. Teachers explained:

> *When we have a football game, we push these guys over to the field and that's love. We tell them that when someone is playing well let's support them, let's give them courage. They might go overboard, whether we have scored or not but at the end of the day they will realise that we clap harder when we have scored. Later on, they realise that we have opponents. You arestill teaching them. That's inclusive. And as time goes on, they start realising that the Ledule team is the one that is wearing this kit-isn't it that some of them are colour blind. We can tell them apart through the fact that when they have scored, we congregate in one place, hug each other and clap hands. And as time goes on the very same players take these guys and push them to the field because it's no longer your job as it was in the beginning. (Teacher 4, individual interview, pg. 13)*

4.2 Summary

In this chapter the four themes as well as their sub-themes were all explained. The four themes firstly demonstrated through the "access" theme the things thatstopped or helped children with intellectual disability gain entry to ECAs in their school. Secondly, the second theme named, "participation" focused on children with

ID's participation in terms of quality of participation, context of participation and experience of participation. This theme showed that; (a) children with ID's participation was mostly limited to participation in sporting activities within the Special Education Department, (b) children with ID's participation in leisure activities at home facilitated their participation in ECAs at school since it helped them determine which ECAs they would like to take part in based on prior interests,experiences and what they felt they were good at, and (c) it also demonstrated that although participation and the choice of which ECA to take part in within the SpecialEducation Department appeared to be obligatory and encouraged by special educators, students still participated in ECAs because those ECAs were perceived asenjoyable and fun activities that could be experienced with friends. The third theme"effects of ECAs" reported on the effects of participating in ECAs in children with ID in the school. It was found amongst other things that participating in ECAs brought forth positive things such as improvement in children with ID's psychological wellbeing. Lastly, the fourth theme "belonging" dealt with children with ID's senseof belonging during participation in ECAs. It showed that members of the school community such as teachers valued the importance of ECAs as activities that can potentially help children with ID gain acceptance from non-disabled peers. The theme also demonstrated that within their circle of disabled children, children with ID enjoyed a feeling of friendship and belonging in their school community even if they did not always feel that way with non-disabled peers. The next chapter will discuss the findings and the recommendations of the study.

Chapter 5: Discussion and Recommendations

5.0 Introduction

A critical gap exists in our knowledge about the factors that promote the successful participation of children with intellectual disabilities. This chapter discusses the factors and processes that influence whether and how children with ID engage in extracurricular activities in the light of the current study. It discusses the support needs of children with ID as informed by the disabled children's childhood studies (the theoretical framework) and addresses the research questions:

> What are the experiences of children with ID participating in ECAs within inclusive schools?
>
> What are the barriers and facilitators to children with ID's participation in ECAs?

5.1 Children with ID's right to participate in ECAs within the conceptual framework

There are many policies in Botswana that relate to the rights of persons with disabilities to be included in all aspects of society. Article 31 of the United Nations Convention on the Rights of the Child [UNCRC] (1989) for example recognises the right of every child to rest, leisure, play and recreational activities. Additionally, Article 30 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) to which the Government of Botswana is a signatory posits that inclusion in sports, arts and cultural life within schools for children with disabilities is just as important a right as the right to inclusive education in our social fabric. It clearly states that children with disabilities are guaranteed the right to equal access to sports, recreation, leisure and play as their non-disabled peers in the school environment. Moreover, the Government of Botswana is also sensitive to the importance of access to ECAs for all children in the school environment. In fact, Rathedi (1997) notes that the right to participation in sports and co-curricular

activities or extra-curricular activities is also enshrined in the 1994 Revised National Policy on Education (RNPE) which reads that, "Each student should also take at least a co-curricular activity in the form of a sporting activity, club or hobby."

In addition, the UNCRC (1989) stipulates that all children including those with ID are guaranteed the right to actively participate in decisions affecting them. However, this study shows that this right is not being fully met as children with ID are also considered to be amongst the most vulnerable of all children. Due to this vulnerability, they are often perceived by adults as incapable of deciding and communicating their own valued functioning in educational contexts. This leaves theorisation on their lived experiences to the realm of how adult proxies, such as parents and teachers, imagine it. Previous studies on disabled children's childhood studies have revealed that parents often consider the lives of their disabled children more negatively than children themselves (see Connors and Stalker, 2003). As a result, disabled children's childhoods are often imagined to be filled with grief, pain and suffering that divorces them from normative childhood experiences such as enjoyment of play and related activities. For instance, international studies illustrate that, compared to their typically developing peers, children with disabilities are still lagging behind in participating and benefitting from 'cultural life' in the form of extracurricular activities in their schools (Carlon, Taylor, Dodd & Shields, 2013; Jarus, Lourie-Gelberg,Engel-Yeger, & Bart, 2011; Solish, Perry & Minnes, 2010). The literature in particular shows that children with ID are not participating in ECAs at a comparative rate as their typically developing peers.

In line with this observation the results of this study show that unlike their non-disabled peers who were allowed the autonomy to choose between different valued ECA occupations, children with ID's participation in ECAs was decided by their teachers. The results demonstrate that children with ID's possibility to influence the choices of ECAs they participated in was limited and that these children were hardly consulted on decisions related to their participation in ECAs such as which activity they would like to take part in.

However, the children themselves didn't consider this as a tragedy that limited their ability to participate and enjoy participation in ECAs. In opposition to other studies' findings that emphasise tragic lives of disabled children, this study's engagement with children with ID offered a glimpse of reasonably fulfilling and enjoyable participation in ECAs. Through their discussion on their enjoyment of participating in ECAs with friends, children with ID in this study helped to move the discussion beyond issues of children's impairment, inequality and abuse that often surrounds theorisation on disabled children's lives to issues of enjoyment of typical childhood experiences such as play, socialisation, friendship and belonging.

Although the children admitted to wishing to take part in a wider range of ECAs within the school, these accounts were not synonymous with inequality or abuse. Instead they highlighted the need to improve service delivery models which in turn help their teachers in the future see the need to involve them more in decisions about which ECAs to take part in. In addition, the children's accounts focused more on discussing their enjoyment of participation in a way that demanded recognition and celebration of differences as opposed to trying to force disabled children to emulate ableist regulatory norms (Campbell, 2001, pg. 3).

This implies that teachers need to understand that the participation of children with ID in ECAs cannot be understood only by reference to their impairment, but needs to take into account the context of participation and how it aids or hinders children's full participation. In summation, the findings of this study demonstrate that if we want to help children with ID access their right to participate in inclusive ECAs within inclusive schools, then it is no longer feasible for teachers to assume that a child's impairment is the sole reason why some children are unable to learn (or in this case to participate) within their spaces (Goodley & Runswick Cole, 2015).

5.2 Children with ID's participation in ECAs within inclusive schools

Scholars theorising on disabled children's childhoods such as McConachie et al. (2006) argue that, although there may now be more participation in leisure activities by disabled children, 'more' may not be 'better' if the child does not have

a say, does not enjoy the activity very much or is made to feel 'diminished' by the process of doing so. Taking into account the disabled children's childhood studies approach that I used as a lens in this study, I noted that children with ID need to be consulted on decisions affecting them by their families, teachers and the communities in which they live. This enables them to contribute towards ECA service delivery as well as make the most of opportunities provided by ECA participation in a way that is meaningful to them. Subsequently, this part of the discussion is concerned with sharing children with ID's experiences of participating in ECAs and learning from these experiences what they found to be barriers and facilitators to their inclusion in ECAs. It is ultimately concerned with helping children with ID exercise their right to participate in decisions concerning them, and therefore about achieving more equitable power relations between the disabled child and the adults who directly or indirectly play important roles in their lives.

5.2.1 Having fun matters

Taking part in ECAs has been linked with a myriad of benefits for both disabled and non-disabled children. Indeed, a review conducted by Eccles and Templeton (2002) supports the idea that taking part in after school extra-curricular activity can have an important impact on children and young people's academic, physical, social and emotional development. However, in the same vein, some have also expressed concerns that, although participation in leisure (including ECAs) enhances the development of disabled children, it runs the risk of becoming a key site for rehabilitation, development and cure (Goodley & Runswick-Cole,2010). For disabled children in particular, experts such as Hodge & Runswick-Cole (2013) have expressed reservations regarding conceptualising disabled children's participation in leisure activities as solely *the* opportunity for 'development', a chance to encourage the 'generalization of skills' and 'adaptive behaviors across a variety of settings. In line with Hodge & Runswick-Cole's (2013) assertions, this study found that, although all the teachers interviewed agreed on the importance of childrenwith ID taking part in ECAs, it appears that this participation is solely appreciated by adults for its instrumental value in the lives of children with ID while children with ID valued this participation for other reasons such as the enjoyment of the activity. As a result,

this study showed us that, while we should acknowledge the benefits of ECA participation in children's lives, we should be careful not to solely make participation in ECAs about the benefits it brings at the expense of enjoyment. That is, ECA participation should be appreciated for the enjoyment it brings to children in the moment.

The study implies that if we view ECAs primarily as a means to achieve long-term physical, psychological and social benefits we are in danger of losing sight of the essence of ECAs as intrinsically motivated behaviour. This is more so when we consider that previous studies have proved that aspects of participation experience (such as enjoyment and preference) are important as it has been shown that people exhibit higher levels of motivation to participate in activities they prefer and enjoy (Watkinson, Dwyer, & Neilson,2005).

5.2.2 Who you know matters

At first, children with ID seemed to describe their participation in ECAs in the same terms as any other young person would. They enjoyed participating in ECAs just like their non-disabled peers. Similar to a study by Pence (2016) who found that students with ID participated in school clubs because they perceived these activities to be fun activities that could be enjoyed with someone they knew, children with ID in this study also participated in ECAs because they were deemed fun when enjoyed with friends. However, on closer inspection it was evident that, although this was an inclusive school with both students with and without disabilities, children with ID mostly enjoyed participating with other intellectually disabled children becausethose were the people they mostly participated with in Special Olympics activities.In this instance, children with ID established a link between participating in ECAs and knowing someone in an ECA activity when they explained that they didn't want to take part in some ECAs because they didn't know anyone at the ECA. In short, children with ID highlighted that they only knew children in the special education unit which implies that they don't get enough opportunities to interact and get to know their non-disabled peers. According to Rimmer, Rowland & Yamaki (2007), taking part in fewer social and recreational activities may encourage social isolation of

children while participating in programmes that incorporate structured contact between children with and without intellectual disabilities has been shown to not only promote positive attitudes but positive social interactions and, in some cases, the social acceptance of children with intellectual disabilities (Siperstein, Glick, & Parker, 2009, pg. 98). In the same way that Solish, Minnes and Kupferschmidt (2003) found that physical proximity in the community alone does not appear to ensure social inclusion in peer activities and interactions, it was noted that going forward more effort needs to be put into ensuring that children with IDs interact more with their non-disabled peers so that they may feel comfortable with themand participating in other inclusive ECAs with them outside of the special education unit.

5.2. 3 What you know matters

According to a 2010 study by Solish, Perry and Minnes, children with ID are more likely to participate in a limited number of social and recreational activities compared to what their non-disabled peers attend. Likewise, this study supported this claim by pointing out a discrepancy between children with ID and their non- disabled peers' access to a range of ECAs offered in the school community. For instance, it was found that all the children with ID participated in sporting activities instead of mainstream ECAs like school clubs. The literature explains that even in inclusive educational settings children with disabilities and their families are not receiving the information they need on the available ECAs in the school (Agran et al., 2017). Compared to core-curricular activities, parents and teachers may not know or value participation in ECA as being instructionally relevant. Consequently, they may not see the need to research or share information on ECA participation in any detail with each other (Agran et al., 2017).

5.2.4 Meaningful participation of children with ID in ECAs matters

Different people define participation differently. For instance, the European Agency for Development in Special Needs Education (2011) defines participation as an essential condition of inclusion, which is best understood in the context of acomplex series of interactions between individuals, groups and the environment in which children and young people learn, live and grow. It is defined as being related to 'being

there' at its most basic level. Whilst at its most nuanced level, it can be defined as involvement in specific life situations (Jette, Haley & Kooyoomjian, 2003,pg. 145). It is a complex concept that can be framed by the availability of valued and accessible activities from which one can choose to take part, the frequency thata person actually engages in an activity as well as the degree of involvement in the said activity (Granlund et al., 2012). Overall, it is a subjective process that considers participation from an individual's perspective while assessing the ways that the environment works to support, enable or curtail engagement in valued activities.

In the case of children, Wall & Dar (2011) assert that it is necessary to understand what children themselves conceive of as meaningful participation. These two authors also believe that in order to ascertain children's views on meaningful participation, adults need to make a clear distinction between participation as understood in terms of individual autonomy on the one hand and asan expression of interdependence on the other (Elvstrand & Närvänen, 2016). That is, children's participation should not be simply understood as, "independent individuals making rational decisions independent of others or independent of the circumstances, but rather as involvement, which necessarily embraces social relations and interdependency with others and with a particular set of circumstances" (Elvstrand & Närvänen, 2016, pg. 498). Accordingly, participation should, then, be seen as involvement, which necessarily embraces social relations and interdependency with others and with a particular set of circumstances.

Basically, in the case of children with ID, adults such as teachers should understand that these children may not always be in a position to make decisions about their participation in matters affecting them. If there is any hope of engaging them meaningfully then we should simplify our communication methods or get their families involved to help them get involved in decisions affecting their participation.

5.2.5 Familial support matters

Participants in this study communicated their need for support from the families of children with ID participating in ECAs. Most importantly, teachers in this study

highlighted the need to see children with ID holistically as young people who have impairments and need support to be able to participate fully in the school community. Research has shown that parental support and encouragement can be an important decider in the willingness of children with disabilities to take part in ECAs (Simeonsson, Carlson, Huntington, McMillen & Brent, 2001). The results of this study concur with previous literature suggesting that familial factors such as support and encouragement play an important role in enabling children with ID to participate in ECAs. Carbonaro & Moloney (2019) found that parents who largely endorse the view that ECA participation has positive effects on their children's development are more motivated to enroll their children in numerous ECAs (pg. 3); similarly the results of this study demonstrated that when families understand and value the role of ECAs in the lives of children with ID they are more likely to encourage their children to continue participating in ECAs. A dependence on family to facilitate activity participation by, for example, transporting the children to and from the activity could be an enabler to children's participation. Although this wasn't the case in this study, literature also indicates that parental support or support in general can present barriers to the participation of children with ID in ECAs. Carter, Swedeen, Moss & Pesko (2010) and Molboe & Ytterhus (2017)especially note that heavily emphasising the involvement of adults such as parents or teachers as ECA participation facilitators or supporters might highlight thedifferences between children with ID and typically developing peers, and limit the possibility of them participating on equal terms in peer activities and diminish their sense of independence.

5.2.6 Skills matter

Skills deficit have often been identified as a barrier to children with intellectual disability's participation in ECA. For example, Jones (2003/4), in a study with parents of disabled children found that the majority of parents identified that their children had been excluded from participating in community recreation programmes because of behavioural issues and social skills deficits (pg. 59). In concurrence withJones's (2003/4) findings this study found that children with ID were sometimes excluded from participating in certain ECAs because ECA facilitators and teachers alike did not think that they had the necessary skills needed to participate in an activity of interest

such as football.

As the children got older, professionals perceived an increased gap between the child's physical, cognitive and communication functions and their non-disabledpeers (Steinhardt, Ullenhag, Jahnsen & Dolva, 2021) which in turn caused them to exclude disabled children on the basis of skill deficit. This included physical functions, complex sets of rules, or complexity in strategies and tactics. Another aspect mentioned was the child related skills deficit whereby children with ID felt that they could not participate in ECAs if they didn't know how to do the extracurricular activity under question. The results of the study pointed to the fact that, even though ECA facilitators viewed their facilitative approach to ECAs as one that was developmental and encouraged all children to learn the skills as they participated, children with ID still felt that ECA spaces within the school were not meant to be places that they could go to acquire skills related to the ECAs.

5.2.7 Transportation: the practicalities of getting to and from ECAs matter

This part of the discussion deals with the accessibility of transport as a precursor to getting children with ID to and from ECA venues. Accessibility refers to the inclusive practice of removing barriers to ensure equal access for persons with disabilities to, among others, built environments, goods and services, as well as facilities (Broderick, 2020, pg. 393). It goes hand in hand with the provision of flexible facilities and environments to accommodate each user's needs and preferences. Forpeople with disabilities, accessibility is a precondition for the full realisation of their rights and inclusion in society. At its core is the desire to make accommodation in any place, space, item or service easily approached, reached, entered, exited, interacted with, understood or otherwise used by persons with disabilities (UN DESA, 2015).

Intellectually disabled students often need more support to participate in activities than typically developing peers (Kleinert, Miracle & Sheppard-Jones, 2007; King et al., 2013; Melboe & Ytterhus, 2017). They may need help getting to and from ECA venues or taking part in the actual ECAs compared to their typically developing peers (Melboe & Ytterhus, 2017). Although familial support in this study was found to be

important when it came to encouraging children to participate in ECAs, parents were found not to be involved in the everyday practicalities of ECA participation such as getting the children with ID to and from ECA activities. Insteadthe children depended on government allotted school transport to get to and from school. The problem with this transport is that, to get all the children home in time, the school bus often picks up children with ID before the beginning of mainstream ECAs which means that children with ID end up not being able to participate inthese activities.

However, if parents were more involved in providing transportation from schoolafter participation children with ID might be able to participate more easily. However, getting parents involved in this context is not easily achievable since most parents have work commitments that do not allow them to take time off work to come and get their children after ECA participation. Secondly, most children with ID in this study were not in a position to get themselves to and from home. As other children's independence increases with age and the young people in the sameage group, I was studying become more capable of independent travel, the same cannot be said for children with ID. For them, former research has illustrated that, when a transition from childhood to adulthood comes around the age of +/- 10 years (Ytterhus, 2012), during this transition stage parents of intellectually disabledchildren have to continue to provide the support usually given to younger children, while parents in general can phase out their practical involvement in their children'sactivities. Whereas other parents of non-disabled peers take a less active role in their children's ECA participation, parents of intellectually disabled children have to continue providing support such as providing transport to and from the activity. While similarly aged non-disabled peers can, for instance, independently get themselves to and from the ECA activity, children with ID may still need help getting to the venue, participating in the activity and interacting with peers at the activity. This goes to show that, although the activities may be available, they are not accessible since it is not possible to gain access to the context without practical support such as transport to and from the activity.

5.3 Reflections on the method

Whilst every effort was made to make the data collection tools accessible, the data set from the draw-and-tell interviews was not as rich and nuanced as expected due to a number of factors. A combination of power differentials between the researcher and participants and the novelty of the draw-and-tell interview technique in this particular context compromised the richness of the data in such a way that some of the conversations around participating in ECAs were not properly explored. Firstly, the use of draw-and-tell interviews proved to be a novelty to the participants who took a little time to adjust to not only having their views and experiences under the spotlight but also sharing them through drawings and narratives. Secondly, pre-defined notions of what constituted participation in extracurricular activities on the part of the researcher led to the minimisation of potentially nuanced experiences that failed to comply with this understanding. For instance, experiences surrounding participation in leisure activities such as watching television were minimised for their failure to comply with pre-set notions of ECAs as school organised activities that students engaged in within schools. In negation of Bogdan & Biklen (2007) and similarly inclined researchers who believe that qualitative research represents a shared space of knowledge creation where both parties cannot divorce themselves from who they are to get to an objective truth, the researcher neglected the importance of allowing the participants room to share their experiences in a way that can enrich what is known about the phenomenon under study as opposed to only seeking to confirm prior literature. What is more, by not allowing for the co-construction of knowledge with the participants, the researcher unwittingly allowed for power differentials in the form of expert positionality to crop up and influence the discourse on ECA participation within inclusive schools which in turn made the data poorer for it since it privileged some discourses over others.

Discourse loosely refers to the way people involved in a particular field of study agree to talk about, construct and frame important issues related to that particular subject. Oliver (1992) has stated that there is power in knowledge. As a result, whoever has monopoly and control over the means of knowledge production or research has reasonable advantage in producing discourse, directing the socio- political dimension

of disability theorisation and potentially influencing policy direction. Unsurprisingly, research production as a point of legitimising discourse is inherent with power struggles between researchers and the researched, with the battle for control being inadvertently won by non-disabled experts or researchers who possess "socially accepted tools of trade" that sometimes privilege their knowledge and point of view over that of people with the lived experience of oppression.

Although there were challenges related to the use of the research methods, the researcher was able to circumvent the afore-mentioned challenges of the draw-and-tell interview method by expanding the scope of the research. For example, the researcher opted to use focus group discussions and video vignettes to supplement the use of draw-and-tell interviews with children with ID. When this strategy failed to produce as rich a dataset as hoped, the researcher expanded the research study's focus to teachers in the school since they were better placed to offer more information on the experiences children with ID have of participating in extracurricular activities within an inclusive educational setting.

5.4 Recommendations of the study

5.4.1 Recommendations for Ledule Primary School

Results of the study showed that inclusive educational spaces such inclusive ECAs can facilitate inclusive societies. But there is a problem. Children who use these services and whose input can help contribute towards creating these inclusive educational spaces don't have a seat at the table. Their input is not included and it is important that it be included. Consequently, there is need for Ledule Primary School as an inclusive educational setting to advocate for the rights of children with ID to access and participate in inclusive ECAs in the school. Specifically, there is need for teachers to advocate for these children's right to be consulted on ECA service delivery so that they can continue to share factors that hinder or facilitate their participation in ECAs, a need for inclusive research methods that allow previously excluded people like children with ID to contribute towards the discourseon issues that affect them such as service delivery.

With reference to recommendations for participation in ECAs' offerings within the school, this research recommends that teachers be trained in strategies of including children with ID in ECAs because most teachers interviewed indicated that one of the reasons children with ID were not participating in inclusive ECAs in the greater school was because mainstream teachers did not know how to include thesechildren in ECAs in a manner that resonated with the children's learning styles. Secondly, whilst acknowledging the utility of using ECAs to achieve rehabilitation goals in children with ID's individual education plans, this study also recommends the adoption of an ECA facilitative approach that focuses on the children's enjoyment of the activities they take part in. It is the researcher's opinion that adopting such an approach would not only make participation in ECAs more meaningful for children with ID, but it would also enable a disability inclusive culture in the school where the goal of participation does not begin and end with these children's ability to participate in an ECA but would also count if the children would enjoy taking part in the activity.

This study also recommends that the Special Education Department advocate for longer school days that allow children with ID to end school at the same time as their non-disabled peers. This, in the researcher's opinion, would help children with ID to participate in ECAs after school, especially if the school transport pick up time is also moved to a later time. In order to increase the social inclusion of children with ID, this study also recommends that the government consider implementing more inclusive educational settings where children with ID actually attend the same classroom with their non-disabled peers. Failing that, the study recommends that teachers be more intentional in planning activities that allow children with ID to meet and interact with their non-disabled peers in the school community.

5.4.2 Recommendations for the methodology

This study recommends to researchers using novel arts-based methods such as draw-and-tell interviews to mentally prepare research participants on what is required of them. The researcher observed from this study that research participants are often concerned with producing aesthetically pleasing drawings forgetting that the focus of the inquiry is not on how well they can draw but on what they were trying to

communicate with the drawing. Subsequently, it isimportant that the researcher reassures the participants from the onset and throughout the data collection phase that the focus of the research inquiry is on their drawing's content as opposed to the picture quality. In addition, it is importantto use a variety of methods that are play based and inclusive to access the views ofchildren and young people with intellectual disabilities. The use of play based and disability inclusive methods are important when collecting data from children with intellectual disabilities since these methods do not require abstract cognitive skills and sophisticated communication skills but use everyday skills that children already use in their daily lives.

5.5 Limitations of the study

Very few studies, if any, have been undertaken in the Botswana context with children with ID. Therefore, it made finding the appropriate literature a challenge. However, there were some international studies that focused on soliciting children with ID's experiences of participation in ECAs making it easier to draw inferences to this context. Secondly, the methods used were all new to the researcher and the children with ID which made it a challenge for the children to get used to communicating through drawings. Thirdly, the study did not include all the participants: three participants could not be sourced for the focus group discussion.Generalisation of the data to all the participants is therefore not possible.

5.6 Conclusion of the study

Although children with ID participate in ECAs differently compared to peers without disabilities, this participation is no less valued by these children and it is important that we continue asking them what we can do or keep on doing to improve ECA service delivery. Secondly, it is important that we as researchers in the field of education and disability studies involve children with disabilities in research that is about their lives if we hope to impact their lives in a positive way.

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Appendix A: Request letter to conduct research in Botswana

P O Box 405705

Gaborone

Botswana

26/02/2019

Head of Research Unit

Ministry of Education & Skills Development

P/Bag 005

Gaborone

Botswana

Dear Sir/ Madam

Re: Request for permission to conduct research

I, Bokamoso Tshegetsang, would like to request your permission to carry out research in Ledule Primary School in Gaborone, Botswana. I am currently doing a Masters of Philosophy degree in Disability Studies with the University of Cape Town under the supervision of Associate Professor Judith McKenzie.

The aim of my research is to get an in-depth understanding of and insight into **the experiences that children with intellectual disabilities have of inclusion in extracurricular activities within inclusive primary schools in Botswana**. To collect the required data, I will employ an art based method called draw-and-tell interviews where students with intellectual disabilities aged between 10 to 17 years will be asked to draw and then talk about their experiences of taking part in extracurricular within an inclusive school like Ledule Primary School. The researcher will audio tape individual interviews with the students explaining their drawings of

their experiences of taking part in extracurricular activities in Ledule PrimarySchool.

Please note that pseudonyms will be assigned to all the participants in order to protect their identity and guarantee that any information revealed will be treated with the utmost confidentiality. This study has potential to contribute to scholarly research on inclusive education, as well as improve policy and practice on the provision of inclusive extracurricular activities and their ability to foster inclusive practice within inclusive schools.

I would appreciate it if I could be granted permission to access this school from July 2019 to November 2019. Thank you in advance for your anticipated cooperation.

Yours faithfully,

Bokamoso Tshegetsang

Appendix B: Request letter to the school head

P O Box 405705

Gaborone

Botswana

26/02/2019

The School Head

Ledule Primary School

P O Box 69

Gaborone

Dear Sir/Madam

Re: Seeking consent to conduct research in your school

I, Bokamoso Tshegetsang, am kindly seeking permission to conduct research in your school. I am currently doing a Masters of Philosophy degree in Disability Studies with the University of Cape.

The aim of my research is to get an in-depth understanding and insight into the experiences that **children with intellectual disabilities have of inclusion in extra-curricular activities within an inclusive primary school setting in Botswana**. To collect the required data, I will employ an arts-based method called draw-and-tell-interviews where students with intellectual disabilities aged between 10 to 17 years will be asked to draw their experiences of taking part in extracurricular activities within the school and then discuss their drawings in an individual interview with the researcher. The interviews with the students will be audio recorded.

Please note that pseudonyms will be assigned to all the participants and the school in order to protect their identity and guarantee that any information revealed will be treated with the utmost confidentiality. This study has potential to contribute to scholarly research on inclusive education, as well as improve policy and practice on the provision of inclusive extracurricular activities and their ability to foster inclusive practice within inclusive schools.

I will be grateful if my request for conducting this research will be favourably considered. Thank you in advance for your anticipated cooperation.

Yours faithfully,

Bokamoso Tshegetsang

Appendix C: Participant information sheet and assent form

PARTICIPANT INFORMATION LEAFLET AND ASSENT FORM

TITLE OF THE RESEARCH PROJECT: Inclusion in extracurricular activities within primary schools in Botswana; Experiences of children with intellectual disabilities.

RESEARCHER'S NAME(S): Bokamoso Tshegetsang

My name is Bokamoso Tshegetsang. I am a student at the University of Cape Town. As part of my studies I have to do a research study about something that I care about.

What is Research?

A research study is a way of asking people questions to learn more about people's feelings and the way things (and people) work.

What is this research study all about?

This research wants to find out from you what it feels like to take part in sports and school clubs in a school that teaches both children with and without disabilities like Ledule Primary School. I am asking you to take part in this research because your teacher recommended you for this study.

What will happen to me in this study?

If you want to be part of this study, these are some things that you will be asked to do. You will be asked to come for a 1 hour group meeting with other children who are in the study. This meeting will be for you to learn about the research and the method we are going to use to help me learn about how it feels to take part in sports and school clubs. You will also be asked to sit down for 1 hour to make and talk about the 3 drawings that you will be asked to draw on how participating in sports and school clubs makes you feel, and the things that you think stop or help you take part in sports and school clubs in your school. To help me remember what you said about your drawings, I will have to record our talk. All our meetings will beheld after school and snacks will be provided. Lastly, you will be asked to meet withme 3 months after we have our talk about the drawings you made. This meetingwill be for you and your parents (if you want them to come) to check if I did a goodjob writing down all the things you said about your drawings.

Can anything bad happen to me?

I don't think anything bad will happen to you when you take part in this research, but you might feel sad when I ask you about how it feels to take part in sports and school clubs or about the things that stop you from taking part. If you do feel sad, please tell me so that I can ask my friend (who helps children talk about their feelings) to talk to you.

Can anything good happen to me?

You can feel good about helping me because what you share might help your teachers know the things that stop or help you take part in sports and school clubs.It will also help your teachers know what they can stop doing to help you participate more or what they are doing right that helps you participate.

Will anyone know I am in the study?

No one except me, your parents and other children who will take part in the study will know that you were part of the research. Your real name will not be used on your drawings or the paper that I will write about what I learned from you. But if you tell me about someone hurting you, I will have to tell your guidance and counselling teacher so that they can help stop that person. I will also keep all the recordings from our talk safe in a computer that is only used by me. The information that is collected in this research will be kept for five years. After this time, it will be destroyed.

Who can I talk to about the study?

If you or your parents have any questions about your participation, now or later please call me at this number (xx xxx xxx).

What if I do not want to do this?

You do not have to be in this study if you do not want to. You won't get into any trouble (with *(me, your teachers, or the school)* if you say no. You may stop being in the study at any time you want without telling me why. Your parents were askedif it is OK for you to be in this study. Even if they say it's OK, it is still your choice whether or not to take part.

Sign this form only if your answer yes to these questions:

1. Do you understand this research study and are you willing to take part in it?

YES	NO

2. Has the researcher answered all your questions?

YES	NO

3. Do you understand that you can pull out of the study at any time?

YES	NO

Signed at (*place*)…… on

(*date*)…… 2019.

…… **……**

Signature of participant **Signature of witness**

(*Adapted from the University of Stellenbosch's information leaflet and assent form).

Appendix C: Participant information sheet and assent form in Setswana

KOPO YA TESELETSO YA GA TSENELELA DIPATLISISO YA MOTSENELEDI

SETLHOGO SA PATLISISO: Inclusion in extracurricular activities within primary schools in Botswana; Experiences of children with intellectual disabilities.

LEINA LA MMATLISISI: Bokamoso Tshegetsang

Leina lame ke Bokamoso Tshegetsang. Ke moithuti kwa mmadikolo wa Kapa. Ele bontlha bongwe jwa dithuto tsame ke tlamega go dira patlisiso ka sengwe se se gaufi le maikutlo ame.

Patlisiso ke eng*?*

Patlisiso ke tsela ya go botsa batho dipotso ka maikutlo a bone, ele tsela ya go tlhaloganya ka fa batho le dilo di berekang ka teng.

Patlisiso e ke ka ga eng?

Patlisiso e, e batla go itse gore go ntse jang go tsenelela metshameko mo sekolong se se tshwanang le sa gago se se rutang ba nale bogole le bana ba ba sa tsheleng ka bogole. Ke kopa gore o tsenelele patlisiso ena ka gore morutabana wa gago o go tlhophile mo bangwe ba ba ka nnang le kgatlhego ya go tsenelela.

Ke tla diragalelwa ke eng fa ke ka tsenelela?

Ga o batla go tsenelela patlisiso ena, go nale dilo dingwe tse o tla kopiwang go di dira. O tla kopiwa go tla bokopanong jwa oura le bana ba bangwe ba ba tseneletseng patlisiso ena. Bokopano bo, bo diretswe gore o ithute ka patlisiso ena le mokgwa o ke tlileng go o dirisa go tsaya maikutlo a lona ka go tsenelela metshameko mo sekolong sa lona. O tlile go kopiwa go nna fa fatshe, o bo o tshwantsha le go tlhalosa ditshwantsho tse tharo tse di lebaganeng le maikutlo a gago ka go tsenelela metshameko, ga mmogo le dilo tse di go thusang kana di go thibela go tsenelela metshameko mo sekolong sa gago. Go nthusa gore ke gakologelwe se o neng o se bua ka ditshwantsho tsa gago, ke tlamega gore ke gatise puisano ya rona ka sekapa mantswe (recording). Bokopano jwa rona botlhe bo tla tshwarwa morago ga sekolo se tswa. Ga godimo ga mo, go tla bo go nale se se jewang. Labofelo, o tla kopiwa go kopana le nna morago ga dikgwedi tse tharo go bua ka ditshwantsho tsa gago. Bokopano bo, bo diretswe wena le batsadi wa gago (ga o batla ba tla) gore ba tlhomamise fa ke kwadile tsotlhe tse o di buileng ka ditshwantsho tsa gago sentle.

Ke tla diragalelwa ke eng se se sa siamang fa ke tsenelele?

Ga ke dumele fa go nale sengwe se se maswe se se ka go diragalelang fa o tsenelela patlisiso ena. Gongwe o ka hutsafala fa ke go botsa ka fa go ntseng ka teng go tsenelela metshameko le dilo tse di go kgoreletsang go tsenelela metshameko mo sekolong sa gago. Ga o ikutlwa o hutsafala, ke kopa gore o mpolelele gore ke kope tsala yame, e e thusang bana go bua ka maikutlo a bone gore a go thuse.

A go nale sengwe se se molemo se se ka ntiragalelang?

O ka ikutlwa o le motlotlo ka go nthusa ka gore dilo tse o di buang le nna di ka kgona go thusa barutabana ba gago gore ba itse dilo tse di go thusang le tse di go kgoreletsang go tsenelela metshameko mo sekolong. Ga godimo ga moo, go ka thusa barutabana ba gago go itse gore ba dira eng sentle kgotsa ba emise go dira eng go go thusa go tsenelela metshameko.

A go nale mongwe yo o tla itseng fa ke tseneletse patlisiso ena?

Ga gona ope, ko ntle ga batsadi ba gago, barutabana ba gago le bana ba bangwe ba ba tseneletseng patlisiso ena, ba ba tla itseng fa one o tseneletse. Leina la gago la boammaaruri ga le ye go dirisiwa gope, mme ke a tlamega gore ke bolelele morutabana wa gago wa tsa bokaedi (guidance and counseling) fa mongwe a go kgokgontsha kana a go utlwisa botlhoko gore a mo emise. Dikgatiso tse re di dirileng ka sekapa mantswe (audio recording), le sengwe le sengwe se se amanang le patlisiso ena di tla bewa mo sebala makgolong (computer) se ke se dirisang ke le nosi mo lebakeng la dingwaga tse tlhano. Morago ga mo di tla sutlhiwa.

Ke ka bua le mang ka patlisiso ena?

Fa wena kgotsa batsadi ba gago ba nale dipotso mabapi le go tsenelela patlisiso ena, nteletse mo mogaleng o o latelang (xx xxx xxx).

Ga ke sa batle go tsenelela?

Ga o patelesege go tsenelela patlisiso ena ga o sa batle. Ga o kake wa tsena mo mathateng le nna, barutabana ba gago kgotsa sekolo sa gago ga o ka gana go tsenelela. O ka emisa go tsenelela ka nako nngwe le nngwe ye o batlang, o sa mphe mabaka. Ke kopile tetla ya gore o tsenelele mo batsading ba gago, mme le fa ba ka re go siame ga o patelesege go tsenelela fa o sa batle.

<u>Netefatsa ka mokwalo fa o dumalana le dipotso tsotlhe tse di latelang:</u>

1. O tlhaloganya patlisiso ena e bile o batla go e tsenelela?

YES NO

2. A ke arabile dipotso tsa gago tsotlhe?

YES NO

3. Ao a tlhaloganya gore o ka nna wa kgetha go emisa go tsenelela patlisiso ena nalo nngwe le nngwe?

YES NO

E netefaditswe ka mokwalo ko (lefelo) …….. Ka

(*letsatsi*)…… 2019.

…… **……**

Motseneledi **Mosupi**

(*E tswere, e bo e fetolwa mo lekwalong la tetla la University of Stellenbosch).

Appendix D: Participants' guardian information sheet and consent form

PARENT INFORMATION LEAFLET AND CONSENT FORM

TITLE OF THE RESEARCH PROJECT: Inclusion in extracurricular activities within primary schools in Botswana; Experiences of children with intellectual disabilities.

RESEARCHER'S NAME(S): Bokamoso Tshegetsang

My name is Bokamoso Tshegetsang. I am a student at the University of Cape Town. As part of my studies I have to do a research study about something that I care about.

What is Research*?*

A research study is a way of asking people questions to learn more about people's feelings and the way things (and people) work.

What is this research study all about?

This research wants to find out from your child what it feels like to take part in sports and school clubs in a school that teaches both children with and without disabilities like Ledule Primary School. Your child was asked to take part in this study because s/he is aged between 10-17 years, attends Ledule Primary School's special education unit, and has been diagnosed with intellectual disability.

What will happen to your child in this study?

These are some things that your child will be asked to do if they take part in this study. S/he will be asked to come for an hour-long group meeting with other children who are also doing the research. The meeting will be for the children to learn about the research and the method that we are going to use to help me learn about how it feels to take part in sports and school clubs. Your child will also be asked to sit down for 1 hour to make and talk about the 3 drawings that he/she willbe asked to draw on how participating in sports and school clubs makes him/her feel. To help me remember what s/he said about his/her drawings, I will have to record our talk. All the meetings will be held after school and snacks will be provided. Lastly, your child will be asked to meet with me 3 months after I talk to him/her about the drawings they made. This meeting will be for your child to check if I did a good job writing down all the things s/he said about their drawings.

Can anything bad happen to your child?

I don't think anything bad will happen to your child when s/he takes part in this research, but s/he might feel sad when I ask him/her about how it feels to take part in sports and school clubs or about the things that stop him/her from taking part in sports and school clubs. If your child becomes upset, I will refer him/her for counselling with a Guidance and counselling teacher.

Can anything good happen to your child?

Your child can feel good about helping me because what s/he shares might help his/her teachers know the things that stop or help him/her take part in sports and school clubs. It will also help your child's teachers know what they can stop doing to help your child participate more or what they are doing right that helps yourchild participate.

Will anyone know that your child is in the study?

No one except me, you, your child and other children taking part in the study will know that your child was part of the research. His/her real name will not be used on their drawings or the paper that I will write about what I learned from your child. I am also obliged to report to the guidance and counselling teacher any case of abuse your child reveals in order to get them the necessary help. I will also keep all the recordings from our talk safe in a computer that is only used by me. The information that is collected in this research will be kept for five years. After this time, it will be destroyed.

Who can I talk to about the study?

In case you have any questions regarding your child's rights and welfare as a research participant please contact the University of Cape Town, Faculty of Health Sciences Human Research Ethics Committee can be contacted on 021 406 6338.The following people can also be contacted now or later to answer some of your questions:

Judith McKenzie, Associate Professor (Supervisor)

Disability Studies and Occupational Therapy

Department of Health & Rehab Sciences

Faculty of Health Sciences: University of Cape Town

Tel: xxxxxxxxxx

Email: judith.mckenzie@uct.ac.za

Bokamoso Tshegetsang (Researcher)

Tel: xx xxx xxxxxxxx

Email: bokatshegetsang@gmail.com

Marc Blockman

Associate Professor Chairman of Ethics Committee

Tel: 021 406 6486

Email: Marc.Blockman@uct.ac.za

What if your child does not want to do this?

Your child does not have to be in this study if s/he does not want to be. Your child won't get into any trouble with *(me, his/her teacher, or the school)* if you or the child says no. Your child may stop participating in the study at any time they want without giving any explanation. Your child will also be asked if they want to be in this study. Even if s/he agrees to participate, you as the parent still have the rightto say no.

Thank you for taking the time to read this. I would be grateful if you would consider participating in this study.

Yours sincerely,

Bokamoso Tshegetsang

(*Adapted from the University of Stellenbosch's information leaflet and assent form).

INFORMED CONSENT FORM

I……..have read (or had read to me by……) the information sheet about this study. I understand the information about this study and what it is required of my child. All the questions that I wanted to ask about this study have been answered. I am willingly giving consent for my child to participate in this study with the knowledge that they can withdraw their participation at any point that they wish without anything negative happening to them.

Signed:

…….. ……..……

Parent/ Guardian Date, place and contacts

……. …….

Researcher Date, place and contacts

……... ……

Witness Date, place and contacts

Appendix D: Participants' guardian information sheet and consent form in Setswana

KOPO YA TESELETSO YA GA TSENELELA DIPATLISISO YA MOTSADI WA MOTSENELEDI

SETLHOGO SA PATLISISO: Inclusion in extracurricular activities within primary schools in Botswana; Experiences of children with intellectual disabilities.

LEINA LA MMATLISISI: Bokamoso Tshegetsang

Leina lame ke Bokamoso Tshegetsang. Ke moithuti kwa mmadikolo wa Kapa (University of Cape Town). Ele bontlha bongwe jwa dithuto tsame ke tlamega go dira patlisiso ka sengwe se se gaufi le maikutlo ame.

Patlisiso ke eng*?*

Patlisiso ke tsela ya go botsa batho dipotso ka maikutlo a bone ele tsela ya go tlhaloganya ka fa batho le dilo di berekang ka teng.

Patlisiso e ke ka ga eng?

Patlisiso e, e batla go itse gore go ntse jang go tsenelela metshameko mo sekolong se se tshwanang le sa ngwana wa gago se se rutang ba nale bogole le bana ba ba sa tsheleng ka bogole. Ngwana wa gago o tlhophilwe go tsenelele patlisiso ena ka gore o nale dingwaga tse di lesome go ya ko go tse di lesome le bosupa, o tsena sekolo mo uniting ya special education, ga godimo ga mo o kailwe fa e le mo nale bogole jwa intellectual disability.

Ngwana wa gago o tla diragalelwa ke eng fa a tsenelela?

Ga o batla ngwana wa gago a tsenelela patlisiso ena, go nale dilo dingwe tse a tla kopiwang go di dira. O tla kopiwa go tla bokopanong jwa oura le bana ba bangwe ba ba tseneletseng patlisiso ena. Bokopano jo bo diretswe gore ngwana wa gago a ithute ka patlisiso ena le mokgwa o ke tlileng go o dirisa go tsaya maikutlo a bana ka go tsenelela metshameko mo sekolong sa bone. Ngwana wa gago o tlile go kopiwa go nna fa fatshe, a bo a tshwantsha le go tlhalosa ditshwantsho tse tharo tse di lebaganeng le maikutlo a gagwe a go tsenelela metshameko, ga mmogo le dilo tse di mo thusang kana di mo thibela go tsenelela metshameko mo sekolong sa gagwe. Go nthusa gore ke gakologelwe se ngwana wa gago a neng a se bua ka ditshwantsho tsa gagwe, ke tlamega gore ke gatise puisano ya rona ka sekapa mantswe (recording). Bokopano jwa rona botlhe bo tla tshwarwa morago ga sekolo se tswa. Ga godimo ga mo, go tla bo go nale se se jewang. Labofelo, ngwana wa gago o tla kopiwa go kopana le nna morago ga dikgwedi tse tharo go bua ka ditshwantsho tsa gagwe. Bokopano bo, bo diretswe gore ngwana wa gago a tlhomamise fa ke kwadile tsotlhe tse a di buileng ka ditshwantsho tsa gago sentle.

A sengwe se se sa siamang se ka diragalela ngwana wa gago fa a ka tsenelela?

Ga ke dumele fa go nale sengwe se se maswe se se ka diragalelang ngwana wa gago fa a ka tsenelela patlisiso ena. Gongwe o ka hutsafala fa ke mmotsa ka fa go ntseng ka teng go tsenelela metshameko le dilo tse di mo kgoreletsang go tsenelela metshameko mo sekolong sa gagwe. Fa ngwana wa gago a ka ikutlwa a hutsafala, ke tla mo kopela tshidilo maikutlo le morutabana wa tsa bokaedi (guidance and counselling).

A go nale sengwe se se molemo se se ka diragalelang ngwana wa gago fa a ka tsenelela?

Ngwana wa gago o ka ikutlwa a le motlotlo ka go nthusa ka gore dilo tse a di buang le nna di ka kgona go thusa barutabana ba gagwe gore ba itse dilo tse di mo thusang le tse di mo kgoreletsang go tsenelela metshameko mo sekolong. Ga godimo ga moo,

go ka thusa barutabana ba gagwe go itse gore ba dira eng sentle kgotsa ba emise go dira eng go mo thusa go tsenelela metshameko.

A go nale mongwe yo o tla itseng fa ngwana wa gago a ne a tseneletse patlisiso ena?

Ga gona ope, ko ntle game, ngwana wa gago, barutabana ba ngwana wa gago le bana ba bangwe ba ba tseneletseng patlisiso ena, ba ba tla itseng fa a ne a tseneletse. Leina la gagwe la boammaaruri ga le ye go dirisiwa gope, le fa go ntse jalo, ke a tlamega gore ke bolelele morutabana wa ngwana wa gago wa tsa bokaedi (guidance and counseling) fa mongwe a mo kgokgontsha kana a mo utlwisa botlhoko gore a mo thuse. Dikgatiso tse re dirileng ka sekapa mantswe (audio recording), le sengwe le sengwe se se amanang le patlisiso ena di tla bewa mo sebala makgolong (computer) se ke se dirisang ke le nosi mo lebakeng la dingwaga tse tlhano, mme morago ga mo di tla sutlhiwa.

Ke ka bua le mang ka patlisiso ena?

Fa o nale dipotso dingwe ka botsogo le ditshwanelo tsa ngwana wa gago fa a ka tsenelela patlisiso ena o ka ikgolaganya le University of Cape Town, Faculty of Health Sciences Human Research Ethics Committee ko mogaleng wa 021 406 6338. Ga godimo ga mo, o ka ikgolaganya le mongwe wa batho ba ba latelang go araba dipotso tsa gago;

Judith McKenzie, Associate Professor

(Motlhatlheledi wa me)

Disability Studies and Occupational Therapy

Department of Health & Rehab Sciences

Faculty of Health Sciences: University of Cape Town

Tel: xxxxxxxxxx

Email: judith.mckenzie@uct.ac.za

Bokamoso Tshegetsang (Mmatlisisi)

Tel: xx xxx xxxxxxxx

Email: bokatshegetsang@gmail.com

Marc Blockman

Associate Professor Chairman of Ethics Committee

Tel: 021 406 6486

Email: Marc.Blockman@uct.ac.za

Fa ngwana wa gago a sa batle go tsenelela?

Ngwana wa gago ga a patelesege go tsenelela patlisiso ena ga a sa batle. Ga a kake a tsena mo mathateng le nna, barutabana ba gagwe, kgotsa sekolo sa gagwe ga a ka gana go tsenelela. Ngwana wa gago o ka emisa go tsenelela ka nako nngwe le nngwe ea a e batlang, a sa patelesege go mpha mabaka. Ngwana wa gago o tla bodiwa gore ao batla go tsenelela patlisiso ena, mme le fa a ka kaya fa a batla go tsenelela, wena jaaka motsadi wa gagwe o nale thata ya go gana.

Ke a leboga fa o tsere nako ya go bala lekwalo lena. Ke ka itumela fela thata fa o ka tsaya tshwetso ya go tsenelela.

Ke le,

Bokamoso Tshegetsang

(*E tswere, e bo e fetolwa mo lekwalong la tetla la University of Stellenbosch).

TETLA YA GO TSENELELA

Ke le, ……. ke badile (kgotsa ke baletswe ke ……) lekwalo la patlisiso ena. Ke tlhaloganya se se kwadilweng ka patlisiso ena, le se se tlhokiwang mo go ngwanake fa a tsenelela patlisiso ena. Dipotso tsotlhe tse ke ne ke nale tsone ka patlisiso ena di arabilwe. Ke fa tetla ya gore ngwanake a tsenelele patlisiso ena, e bile ke tlhaloganya gore o ka tsaya tshwetso ya go emisa go tsenelela ka nako nngwe le nngwe ea e batlang. Ke tlhaloganya gore ga gona ditla morago tse di tla mo diragaleng fa a ka tsaya tshwetso ya go emisa go tsenelela.

Thurifatso ya tetla:

…….. ……..……

Motsadi Letsatsi, lefelo le mogala

…… …….

Mmatlisisi Letsatsi, lefelo le mogala

…… ……

Mosupi Letsatsi, lefelo le mogala

Appendix E: FHS HREC study approval

UNIVERSITY OF CAPE TOWN
Faculty of Health Sciences
Human Research Ethics Committee

Room E53-46 Old Main Building
Groote Schuur Hospital
Observatory 7925
Telephone [021] 406 6626
Email: shuretta.thomas@uct.ac.za
Website: www.health.uct.ac.za/fhs/research/humanethics/forms

19 July 2019

HREC REF: 469/2019

A/Prof Judith McKenzie
Health & Rehab
F-floor, OMB

Dear A/Prof McKenzie

PROJECT TITLE: A STUDY TO EXPLORE THE EXPERIENCES THAT CHILDREN WITH INTELLECTUAL DISABILITES' HAVE OF INCLUSION IN EXTRACURRICULAR ACTIVITIES WITHIN INCLUSIVE PRIMARY SCHOOLS IN BOTSWANA. (MASTERS CANDIDATE: MS B TSHEGETSANG)

Thank you for submitting your study to the Faculty of Health Sciences Human Research Ethics Committee.

It is a pleasure to inform you that the HREC has **formally approved** the above-mentioned study.

Approval is granted for one year until 30 July 2020.

Please submit a progress form, using the standardised Annual Report Form if the study continues beyond the approval period. Please submit a Standard Closure form if the study is completed within the approval period.
(Forms can be found on our website: www.health.uct.ac.za/fhs/research/humanethics/forms)

Please note that the ongoing ethical conduct of the study remains the responsibility of the principal investigator.

Please note that for all studies approved by the HREC, the principal investigator **must** obtain appropriate institutional approval, where necessary, before the research may occur.

The HREC acknowledge that the student, Bokamoso Tshegetsang will also be involved in this study.

Please quote the HREC REF in all your correspondence.

Yours sincerely

PROFESSOR M BLOCKMAN
CHAIRPERSON, FHS HUMAN RESEARCH ETHICS COMMITTEE

HREC 469/2019

Appendix F: Botswana Ministry of Basic Education study approval

TELEPHONE: (267)
3972454/3625000
FAX: (267) 3972915/3925899

Republic of Botswana

MINISTRY OF BASIC EDUCATION
Director, Regional Operations
South East
Private Bag 0043
GABORONE
BOTSWANA

REF: SER 1/15/2 XVI (135) 26 July 2019

Ms Bokamoso Tshegetsang
PO Box 405705
Gaborone

Dear Sir/Madam,

PERMISSION TO CONDUCT A RESEARCH PROJECT

Reference is made to your letter dated 20 July 2019 requesting to carry out research in the South East Schools is hereby granted. The research will be carried in out at Ledumang Primary School in the South East Region from 26 July 2019 to 25 July 2020.

The research is "The experience that children with intellectual disabilities have of inclusion in extracurricular activities in within inclusive Primary Schools in Botswana. Permission is hereby granted for you to carry out research as per your request. The School has been notified of your intent and you are advised to contact them directly.

NB: It is a requirement by the Ministry for a research to avail his/her final research document to the Regional Office.

Thank you.

Yours faithfully,

L.B. Toteng

For/ Director, Regional Operations, South East Region

Appendix G: Extension of study period approval

TELEPHONE: (267)
3972454/3625000
FAX: (267) 3972915/3975899

Republic of Botswana

MINISTRY OF BASIC EDUCATION
Director, Regional Operations
South East
Private Bag 00343
GABORONE
BOTSWANA

REF: SER 1/15/2 XVI (387)

05 November 2020

Ms. Bokamoso Tshegetsang
P O Box 405705
Gaborone

Dear Sir/Madam

EXTENSION OF RESEARCH PROJECT

This serves to notify you about the agreement by the **Ministry of Basic Education (South East Region)** to extend your research exercise. The research will be carried out at **Ledumang Primary School** from the **05th November 2020 to 03rd November 2021.**

The research is on "**The experience that children with intellectual disabilities have of inclusion in extracurricular activities in inclusive primary schools in Botswana**". Permission is hereby granted for you to carry out your research as per your request.

NB: Furthermore, you are requested to submit at least one hardcopy and an electronic copy of the report to the South East Region, Ministry of Basic Education within 3 months of completion of the study. Approval is for academic fulfillment only. Copies should be submitted to all other relevant authorities.

Thank you.

Yours faithfully,

A. Z. Ernest

For/ Director, Regional Operations, South East Region

Appendix H: Draw-and-tell interview guide

Draw-and-Tell Interview Guide

1. What do you see in this drawing here?

2. What is really happening in this drawing?

3. How does this relate to how you take part in sports and school clubs in your school?

4. Why do you think this thing stops you or helps you take part in sports and school clubs in your school?

5. What can we do about this thing that stops you from taking part in sports and school clubs?

Appendix I: Focus group participant information sheet and assent form

Dear Parent and .....,

Hello!

My name is Bokamoso Tshegetsang. I just wanted to thank you once again for taking the time earlier this year to share your experiences of taking part in sports and clubs in your school. I learned a lot of interesting things from you. Things that I think will help me, you, your parents and teachers learn more about the ways that we can help you and other children participate more in sports and clubs in school. But, I also have some things from our first talk that I need your help understanding, so I am kindly asking you to join me and some of your classmates to watch some cartoons on school sports and clubs and tell me what you think. The cartoons and talk will take about 30 minutes and all of your friends who helped me the last time will be there too so that we can all help each other.

Just like before, I don't think anything bad will happen to you but if you feel sad we can always call your guidance and counselling teacher to help you feel better. And just like that other time, you don't have to talk to me if you don't want to. If you or your mum and dad have any questions please call me at 72624056.

Thank you again!!!

Sign this form only if your answer yes to these questions:

1. Do you understand this research study and are you willing to take part in it?

   YES NO

2. Has the researcher answered all your questions?

   YES NO

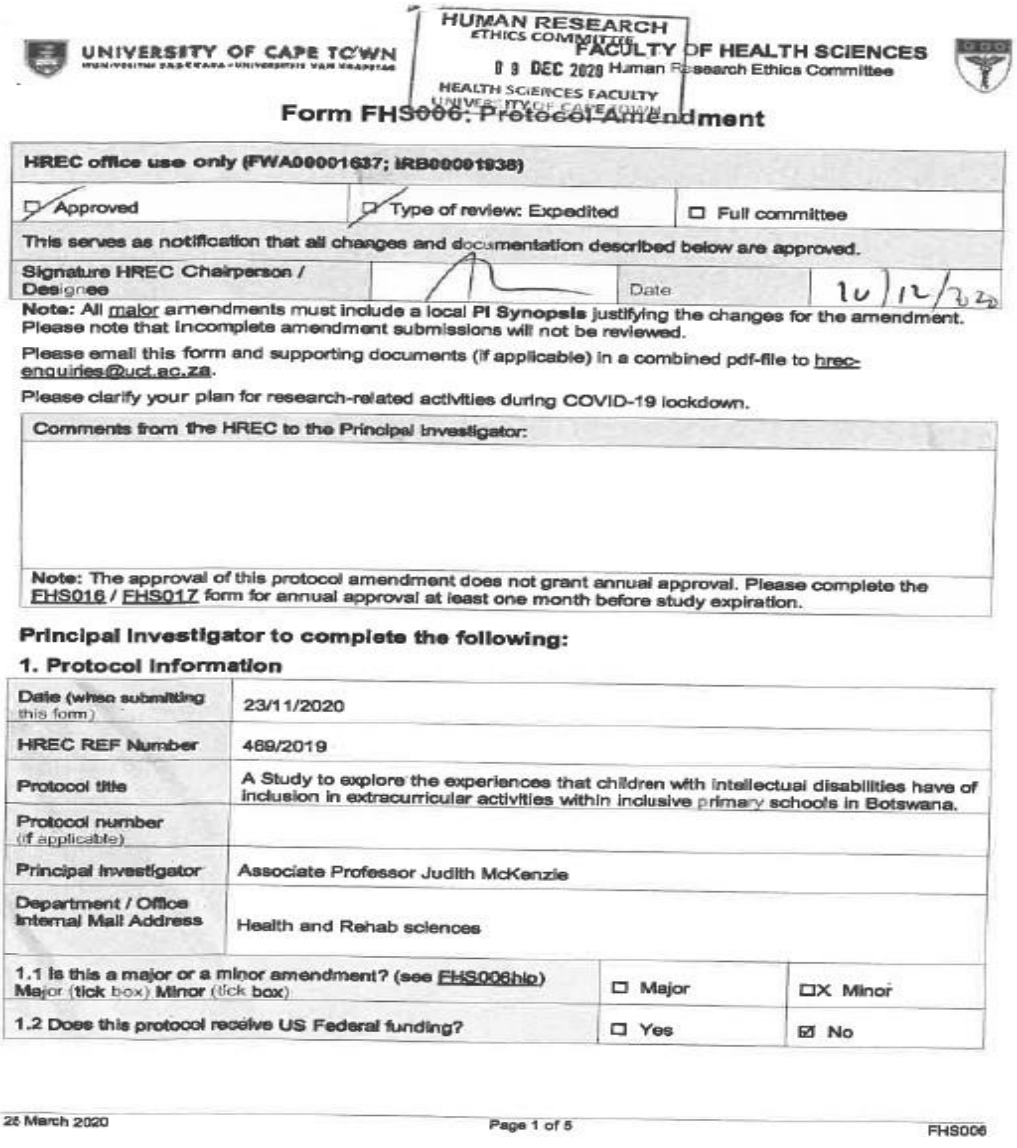
3. Do you understand that you can pull out of the study at any time?

   YES NO

Signed by:

.....	.....	.....
Parent's name in full	**Contact details**	**Date**
.....	.....	.....
Child's name in full	**Child's signature**	**Date**

Appendix J: FHS HREC approval to include video vignettes and focus group as data collection tools



UNIVERSITY OF CAPE TOWN

HUMAN RESEARCH ETHICS COMMITTEE
09 DEC 2020
HEALTH SCIENCES FACULTY
UNIVERSITY OF CAPE TOWN

FACULTY OF HEALTH SCIENCES
Human Research Ethics Committee

Form FHS006: Protocol Amendment

HREC office use only (FWA00001637; IRB00001938)		
☑ Approved	☑ Type of review: Expedited	☐ Full committee
This serves as notification that all changes and documentation described below are approved.		
Signature HREC Chairperson / Designee		Date: 10/12/2020

Note: All major amendments must include a local **PI Synopsis** justifying the changes for the amendment. Please note that incomplete amendment submissions will not be reviewed.

Please email this form and supporting documents (if applicable) in a combined pdf-file to hrec-enquiries@uct.ac.za.

Please clarify your plan for research-related activities during COVID-19 lockdown.

Comments from the HREC to the Principal Investigator:
Note: The approval of this protocol amendment does not grant annual approval. Please complete the FHS016 / FHS017 form for annual approval at least one month before study expiration.

Principal Investigator to complete the following:

1. Protocol Information

Date (when submitting this form)	23/11/2020
HREC REF Number	469/2019
Protocol title	A Study to explore the experiences that children with intellectual disabilities have of inclusion in extracurricular activities within inclusive primary schools in Botswana.
Protocol number (if applicable)	
Principal Investigator	Associate Professor Judith McKenzie
Department / Office Internal Mail Address	Health and Rehab sciences

1.1 Is this a major or a minor amendment? (see FHS006hlp) Major (tick box) Minor (tick box)	☐ Major	☒ Minor
1.2 Does this protocol receive US Federal funding?	☐ Yes	☑ No

25 March 2020 Page 1 of 5 FHS006

Appendix K: Transcript of the video vignettes used in the focus group

Vignette	Story
Lone	This is Lone. She just started school here. Just last week she used to attend a school that she liked at… She liked her school because she had lots of friends over there who she used to play with, sit next to, attend table tennis with and walk home with after school. Now she just started in a new school where she doesn't know anyone yet and to top it off she misses taking part in table tennisor just taking part in anything after school just like she used to in her old school. Following her granny's advice, she is thinking aboutsigning up for one of the school clubs or joining in one of the sports activities offered in the school. Trouble is she; 1. She has absolutely no idea on how to find out what clubs and sports are offered here. You guys go here, what do you think she should do? 2. Secondly, after she learned about all the clubs and sportsoffered here, she thinks she might like to take part in traditionaldance. But she has never taken part in traditional dance in all her life. I mean she likes it and the way people dance and clap their hands in time with the music. She also likes the cute leather outfits they wear…but she has never…and I mean never danced traditional dance in all her life. What do you think she should do? 3. Okay, she heard your advice and suggestions and she is seriously thinking about signing up but she still has one more problem that she thinks you might be able to help her with. She is new here so she hasn't made any friends yet so she is afraid to join in when she doesn't know anyone there. What advice can you give her? If it were you what would you do? Is there something that you would like to take part in school that you are scared to join? Why?
Kaone	This is my friend Kaone. Every day after school she walks over to the school grounds to watch kids play different sports. She walks over to the left side of the grounds to watch the football team kicking, dribbling, and scoring the ball. Then she walks over to the netball courts on the right side of the grounds. There she watches the girls in the volleyball team playing and laughing. They all seem to be having a lot of fun! Oh…and how she wishes he could join in! She would give anything to join in. But whenever he starts to ask

the coach to join her hands get all sweaty and slimy. Her heart starts beating a bit too fast. And when she starts to speak nothing comes out until she gives up and walks right off without asking. Day in and day out she longingly looks across the grounds waiting for someone invite her to play but no one ever does! Until one day the Coach catches her watching and asks her to join in!

1. What do you think she did next?

2. Why do you say that?

3. What about you guys, what would you do if it were you?

4. Why would you do that?

Good guesses! But let's find out what she really did next…

She said no!

Why do you think she said no even though she likes volleyball and would have loved to join the team?

Appendix L: FHS HREC approval to include semi-structured interviews with teachers as a data collection tool

UNIVERSITY OF CAPE TOWN

FACULTY OF HEALTH SCIENCES
Human Research Ethics Committee

HUMAN RESEARCH ETHICS COMMITTEE
05 FEB 2021
HEALTH SCIENCES FACULTY
UNIVERSITY OF CAPE TOWN

Form FHS006: Protocol Amendment

HREC office use only (FWA00001637; IRB00001938)			
☑ Approved	☐ Type of review: Expedited	☐ Full committee	
This serves as notification that all changes and documentation described below are approved.			
Signature HREC Chairperson / Designee		Date	13/2/21

Note: All major amendments must include a local **PI Synopsis** justifying the changes for the amendment. Please note that incomplete amendment submissions will not be reviewed.

Please email this form and supporting documents (if applicable) in a combined pdf-file to hrec-enquiries@uct.ac.za.

Please clarify your plan for research-related activities during COVID-19 lockdown.

Comments from the HREC to the Principal Investigator:
Thank you for your response received 26/2/2021
Note: The approval of this protocol amendment does not grant annual approval. Please complete the FHS016 / FHS017 form for annual approval at least one month before study expiration.

Principal Investigator to complete the following:

1. Protocol information

Date (when submitting this form)	20/01/2021		
HREC REF Number	469/2019		
Protocol title	A Study to explore the experiences that children with intellectual disabilities have of inclusion in extracurricular activities within inclusive primary schools in Botswana.		
Protocol number (if applicable)			
Principal Investigator	Associate Professor Judith McKenzie		
Department / Office Internal Mail Address	Health and Rehab sciences		
1.1 Is this a major or a minor amendment? (see FHS006hlp) Major (tick box) Minor (tick box)		☐ Major	☒ Minor
1.2 Does this protocol receive US Federal funding?		☐ Yes	☑ No

Appendix M: Teachers' research consent form

RESEARCH CONSENT FORM

My name is Bokamoso Tshegetsang. I am a student currently undertaking a research project to investigate the experiences that children with intellectual disabilities have of inclusion in extra-curricular activities within an inclusive primary school setting in Botswana. I have spoken to children at the school about taking part in extracurricular activities, but I would still appreciate interviewing you about the inclusion of children with intellectual disabilities in extracurricular activities within inclusive schools such as yours. Our conversation will be audio recorded. It will take about one hour and it will be transcribed afterwards.

Please note that pseudonyms will be assigned to all the participants in order to protect your identity, and no one will be able to know what you have said. All the information that you share with me will be treated with the utmost confidentiality. You will not receive any remuneration for your participation but this study has potential to contribute to scholarly research on inclusive education, as well as improve policy and practice on the provision of inclusive extracurricular activities and their ability to foster inclusive practice within inclusive schools. You are welcome to withdraw at any time.

In case you have any questions regarding your participation in this research please contact the University of Cape Town, Faculty of Health Sciences Human Research Ethics Committee can be contacted on 021 406 6338. The following people can also be contacted now or later to answer some of your questions:

Judith McKenzie, Associate Professor (Supervisor)

Disability Studies and Occupational Therapy

Department of Health & Rehab Sciences

Faculty of Health Sciences: University of Cape Town

Tel: xxxxxxxxxx

Email: judith.mckenzie@uct.ac.za

Sign this form only if your answer is yes to these questions:

1. Do you understand this research study and are you willing to take part in it?

YES	NO

2. Has the researcher answered all your questions?

YES	NO

3. Do you understand that you can pull out of the study at any time?

YES	NO

Consent for recording signed by:

……	……	……..
Name in full	**Contact details**	**Date**

Appendix N: Semi-structured interview guide with teachers

1. Demographic questions: e.g. name, period of teaching at the school, experience if any of facilitating the ECAs in the school.

A critical gap exists in our knowledge about the factors that promote the successful participation of children with disabilities in inclusive schools.

2. ECAs mean different things to different people. In your opinion what constitutes ECA participation within schools? Why, if at all is participation in ECAs important for children?

3. Can you please share some or all of the ECAs offered in your school? Do you have any ECAs that you facilitate or coach?

4. What do you know about inclusive extra-curricular activities? How would you say they differ from typical extra-curricular activities offered within schools? In your opinion, how important is it to create inclusive educational spaces (and inclusive extra-curricular activities in particular)?

5. As a teacher, what factors and processes do you think are important to facilitating the participation of students in ECAs within schools? From your experience, do children with intellectual disabilities require any special considerations before they can participate in ECAs? If you have any, please feel freeto share some of those instances in an ECA setting where you think they might require any.

6. Some of the children with intellectual disabilities who were previously interviewed on their experiences of inclusion in ECAs have indicated an interest in taking part in more ECAs offered outside of the Special Education unit but indicatedbarriers such as;

- not knowing how to do the activity

-not having any friends outside of the unit or

- not knowing which extracurricular activities are offered in the greater school as barriers to participation in ECAs.

What could be the cause of this?