

**INTERNATIONAL JOURNAL OF
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IN EDUCATION**

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For further information, please consult our *call for papers* at the end of the Journal.

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EDITORIAL

This 9th volume is the second issue since the corona virus pandemic began. We extend a very warm welcome to our authors and readers. The pandemic rages on and researchers round the globe are doing various investigations related to it. We made a call for papers in 2019 and published in June 2020. Right after that, we made another call in August 2020. We are just lucky to maintain our minimum target of one publication per year (12-month intervals). We are grateful that God is helping us to hang in there.

Our call for papers for the current issue (Volume 9) had the theme, *the Global impact of The Corona Virus Disease on Education*.

Once again, our first article of Volume 9 is written by Inaku Egere, who responded specifically to our call for papers on the corona virus. Egere investigated mobile-learning (M-Learning) of undergraduate students in private universities in Nigeria during the COVID-19 pandemic lockdown. According to him, COVID-19 protocols caused a paradigm shift of pedagogy. To evaluate students' performance based on the shift of the learning pedagogy from face to face (F2F) to m-learning, a non-experimental quantitative design was used. A questionnaire was used to gather data from undergraduate students of the Faculty of Education, Veritas University Abuja and the Faculty of Arts and Social Sciences, Catholic Institute of West Africa Port Harcourt, Nigeria. The sample of 233 was derived from a total population of 560 students. Data analysis revealed that, m-learning improved students' performance. To get even better results the study recommended the embellishment of ICT hubs with e-learning facilities throughout Nigeria.

The second article of Volume 9 was authored by Abdulai and Diedong, who examined service quality and customer satisfaction of Mobile Telecom services in Tamale Metropolis in Northern Ghana. The study employed a mixed method research design. The sample size for the study was 401 respondents. Data was sourced from key informant interviews, questionnaires and focus group discussions. The results showed that customers perceived service quality and satisfaction differently. While most Vodafone customers were satisfied with their service, customers of MTN were dissatisfied. The study concluded that some aspects of the operations of both MTN and Vodafone networks require improvement. Service providers need to improve service quality.

The third and final article of the ICT section was conducted by George.

George, Rahman and Ofori believe that since the development of digital media technology, students have embraced the use of Information and Communication Technology (ICT) creativity. However, most of the students have challenges in the use of ICT and this has a negative impact on the pedagogy of creativity in education. To address this issue George sets out to investigate the challenges of using ICT in the creative process. This qualitative approach, a purposive sampling method used a sample of 150 students from the Communication Design Programme. The Statistical Package for Social Sciences (SPSS) was used to analyze the data. The results indicated that most of students lacked competence in using ICT on creativity. It is recommended that students are taught how to develop new concepts and ideas for creativity.

In the Pedagogy subsection, Nabie investigated the interactions of Circuit Supervisors (CSs) with basic school teachers in Ghana. The objective of these interactions was to facilitate the effective teaching of mathematics. The participants of the study were 55 basic school teachers (43

males 21 females). A 20-item anonymous questionnaire was used to gather data regarding CSs activities in the schools of participants. The data were descriptively analysed. The results showed that the feedback provided by CSs, which was intended to support instructional delivery was “at variance with mathematics teacher needs for effective practice and contrary to curriculum recommendations.” The researcher suggested a qualitative study involving the CSs to generate further data to analyse with a view to address the challenge of effective mathematics instruction at basic schools in Ghana.

Adiyiah, Dieudonne and Ameyaw investigated the effect of teachers’ self-efficacy on students’ performance. They asserted that lately, data on Senior High students’ Biology performance had been on serious decline nationwide. They therefore set out to examine the effect of teachers’ self-efficacy on students’ motivation and performance in biology. Six teachers and one hundred and twenty students from two Senior High schools in the Ashanti Mampong municipality of Ghana were the participants. The data collection involved the use of three instruments namely teacher self-efficacy questionnaire, students’ motivation questionnaire and photosynthesis achievement test items. The results were analysed using Pearson product-moment correlation and one-way ANOVA. The findings revealed that teacher’s self-efficacy motivated students and resulted in better academic performance in biology.

These authors conducted a quasi-experimental study using concept mapping and its closeness indices assessment scheme as an alternative learning and assessment strategy. This was necessitated by prevailing inefficient rote learning technique, which could not help students to understand concepts and perform well in biology. A sample of students in the Ashanti Region of Ghana participated in the study. Data collection involved the use of an interactive 5-Es constructivist instructional model delivery, regularly using closeness indices scores and students’

performance test scores in photosynthesis. Analysis was done via one-way Anova statistical tool of SPSS version 21 software. The findings indicated that regular use of closeness indices assessment strategy positively influenced students learning outcomes. Specifically, it promoted their critical thinking and enhanced their conceptual understanding, which resulted in improved academic performance in photosynthesis among participating students of different abilities.

African Studies is the final section of IJOPPIE Vol 9. Dseagu's article on folktales starts the section. Dseagu's paper takes exception to Bascom's (1965) definition of African folktales as fiction that is not taken seriously in traditional societies in contrast to legends and myths. The paper adduces evidence to support the assertion that Bascom's (1965) view of African folktales is "unsustainable". It further asserts that Bascom's definition of folktales had been "discredited long ago". The paper therefore calls on African educators to discard Bascom's (1965) "fallacious" views on African folktales.

Next, under African Studies is Zuure's article on legal systems.

The study examined similarities and differences between the traditional court in Kongo and the modern state-court operating in the area. Additionally, the study explored the prospects of the traditional court in conflict resolution. This qualitative study used the case study design. Sixteen participants were purposively and conveniently sampled and interviewed for data. The findings revealed that the Kongo traditional court and the modern state court had similarities and differences in their approach to conflict resolution. It was also revealed that the Kongo indigenous mechanism to conflict resolution had great prospects. It was therefore, recommended that the two court systems in the area should collaborate for more effective conflict resolution, leading to a more peaceful and harmonious life.

In the third article under African Studies, Zuuri examined the influence of Livelihood Empowerment Against Poverty (LEAP) on household food consumption, access to health services, and children's school attendance of persons with disabilities in the Effutu Municipality in the Central Region of Ghana. The study adopted the qualitative research approach. A sample of thirty-four persons was purposively and conveniently selected to participate in the study. A semi-structured interview guide was used to gather data. The findings revealed that the LEAP programme had a positive influence on household food consumption, access to healthcare, and children's school attendance among PWD beneficiaries in the Effutu Municipality. Zuuri recommended that the programme be regularly reviewed to ensure that it achieves its goals.

Editor – in – Chief

September, 2021

**THE LIVELIHOOD EMPOWERMENT AGAINST POVERTY (LEAP) PROGRAMME
AND THE LIVES OF PERSONS WITH DISABILITY IN THE EFFUTU
MUNICIPALITY, GHANA**

By

David Naya Zuure

Centre for African Studies

University of Education, Winneba

davidsonzuurich01@yahoo.com

ABSTRACT

Countries around the globe have used social protection policies as part of the responses to the issue of poverty. In Ghana, the Livelihood Empowerment Against Poverty (LEAP) programme was introduced in 2008 with the aim of providing a safety net for the poorest and most marginalized groups. One category of the groups to benefit from the programme is persons with disabilities. This study examined the influence of LEAP on household food consumptions, access to health services, and children's school attendance of persons with disabilities in the Effutu Municipality in the Central Region of Ghana. The study adopted the qualitative research approach and phenomenology research design. In all, thirty-four persons were purposively and conveniently engaged in the study. The semi-structured interview guide was used to gather data from the responded for the study. It emerged from the study that, the LEAP programme show positive influence on household food consumptions, access to healthcare, and children school attendance

among PWD beneficiaries in the Effutu Municipality. It is therefore important that the programme receives regular review to ensure it achieves its targets or goals.

INTRODUCTION

In the light of successful implementation of cash transfers in other countries particularly Brazil, Ghana adopted the Livelihood Empowerment Against Poverty (LEAP) in 2008 with the aim of providing a safety net for the poorest and most marginalized groups, notably the bottom 8.2 percent extremely poor who according to the 2017 Ghana Living Standard Survey, comprised 2.4 million of Ghana's population. Over the years, LEAP has expanded from 1,645 beneficiary households within 21 districts in 2008 to 213,044 beneficiary households spread in 216 districts as at February 2018 (Quartey, 2018).

This programme is considered significant because, the World Bank (2019) poverty estimates suggest that the number of extremely poor people (those who live on \$1.90 a day or less) has fallen from 1.9 billion in 1990 to about 886 million in 2020. However, the number of people living in extreme poverty is on the rise in Sub-Saharan Africa (Wadhwa, 2018). According to Ghana Living Standard Survey Seven (GLSS 7, p.14) "extreme poverty incidence is defined as the state where the standard of living is insufficient to meet the basic nutritional requirements of the household even if they devote their entire consumption budget to food". The GLSS 7 indicates that 8.2 percent of the population comprising of 2.4 million are extremely poor in Ghana. It is estimated that such people based on the 2010 Population and Housing Census projections for 2017 cannot consume the minimum daily requirement of 2,900 calories per adult equivalent of food per day, even if they were to spend all their expenditures on food. These households whose real welfare

falls below the extreme poverty line of GH¢792.2 per adult equivalent per year are considered as very poor in Ghana.

LEAP seeks to protect and empower extremely poor families consisting of elderly (aged 65 and above), **the disable who are unable to work**, and care-takers of orphans and vulnerable children by providing them financial support (cash grants) as well as access to complementary services e.g. National Health Insurance Scheme. Persons with disability (PWDs) are those who are unable to or are restricted in the performance of specific tasks/ activities due to loss of function of some part of the body as a result of impairment or malformation (GSS, 2013).

Since the inception of the LEAP programme in the Effutu Municipality, persons with severe disabilities (PWDs) have received LEAP funds to improve household food consumption and nutrition, increase access to health care services, increase basic school enrollment of beneficiary's children, facilitate access to complementary services (such as welfare, livelihoods and improvement of productive capacity of beneficiaries). However, little is known about the effects of the programme on the lives of PWDs in the municipality. This study, therefore, explored the effects of the programme on household food consumption, healthcare services, and basic school enrollment and retention of PWD beneficiary's children in the Municipality.

In this regard, the study was guided by the following research questions:

1. What are the effects of LEAP on household food consumption by PWD beneficiaries in the Effutu Municipality?
2. How has the LEAP programme effected healthcare of PWD beneficiaries in the Effutu Municipality?

3. In what ways has the LEAP programme influenced school enrolment and retention of PWDs beneficiaries' children in the Effutu Municipality?

LITERATURE REVIEW

This part presents review of related literature and a conceptual framework.

Livelihood Empowerment against Poverty (LEAP) Programme in Ghana

The social intervention known as the Livelihood Empowerment Against Poverty (LEAP) programme was introduced to alleviate poverty among the vulnerable population in the country. After sending a team of officials to study the Brazilian experience, the government of Ghana, in March 2008, launched the LEAP programme in the country (Atulley, 2015). The LEAP programme as a social protection initiative is crucial in mitigating the impact of poverty by keeping children in schools and keeping individuals and families from resorting to negative coping strategies that make them susceptible to vulnerabilities (CDD, 2015)

The LEAP initiative is both a protective and a preventive social intervention programme which supports vulnerable households in the country. LEAP is a social cash transfer programme that provides cash and health insurance to extremely poor households across the country (Agbekpornu, 2016). Similarly, Agbeny, Galaa, and Abiuro (2017) defined cash-based social transfers as regular non-contributory payments of money provided by government or non-governmental organizations to individuals or households, with the objective of decreasing chronic or shock-induced poverty. It addresses social risk and reduces economic vulnerability (p.21). Azungah (2016), argues that the LEAP programme has the capacity to help fight poverty and bridge the inequality gap.

In the opinion of Akeliwira (2017), points out that since independence different Ghanaian governments have implemented different social policies to address the needs of the poor and most vulnerable in society, the LEAP programme has survived successive governments. The programme enables poor families and households in the country to meet their basic needs: food, clothing and shelter), it enables them live healthier lives, enroll their children in school as well as improve their attendance. It also helps them adopt strategies to pull them out of poverty. For the LEAP programme to succeed, it is supported with an annual government budget buttressed with donor funds. The funds to beneficiaries are released bi-monthly, though payment to beneficiaries are sometimes delayed, more often than not payments are regular.

Effects of LEAP on Beneficiaries

Ayala (2010) states that the main objective of LEAP programme is to reduce poverty by increasing consumption and promoting access to services and opportunities among the extremely poor. This assertion stems from the specific objectives of the programme which include:

- To improve basic household consumption and nutrition among children below 2 years of age, the aged 65 years and above without productive capacity and people with severe disability.
- To increase access to health care services among children below 5 years of age, the aged 65 years and above without productive capacity and people with severe disability.
- To increase basic school enrollment, attendance and retention of beneficiary children aged 5 and 15 years.
- To facilitate access to complementary services such as welfare, livelihoods and improvement of productive capacity among beneficiary households.

On health care services, LEAP enables beneficiaries to access health services easily through its conditional provision of National Health Insurance Scheme cards to its beneficiaries (MoGCSP, 2013). The link to the NHIS and exemption from fees has helped programme beneficiaries to afford health care, particularly for their children (CSP, 2014). In terms of access to health care, CCD-Ghana (2015) reports that some beneficiaries were registered on the NHIS through the LEAP cash grant while others purchased drugs prescribed by medical practitioners, using the LEAP cash grant.

On increased school enrolment, the (MoGCSP, 2018), reported that the LEAP programme increased school enrolment and regular attendance. For households with orphaned and vulnerable children (OVC), regular school attendance is reported to have improved at all levels. This is because it is one of the conditions of the programmes. As a result, care-takers of OVCs are mandated to send these children to school and ensure they stay in school. CDD Ghana (2015) also observed that the LEAP programme has contributed to about 12 per cent increase in school enrolment of children of school going age in LEAP beneficiary households. LEAP assisted beneficiary households to meet the educational needs of their children including purchase of text books, school uniforms, bags among others. According Agbekpornu (2016), the LEAP programme has assisted 13 per cent of adults in beneficiary households to enroll in adult literacy and education programme.

It is also reported that cash transfer under the LEAP programme has increased investment in household economic activities, particularly in female headed households. The LEAP cash transfer has also increased social capital and allowed beneficiaries to re-enter existing social networks. Households are seen as more financially trustworthy to reduce debt levels and increase

credit worthiness. For instance, a recent independent survey conducted in 2015 by the Centre for Democratic Development (CDD), Ghana, clearly showed that the LEAP programme is improving everyday lives of poor and vulnerable families in Ghana. The CDD Ghana (2015) survey looked at the contribution of LEAP programme to the living conditions of beneficiaries in terms of social services (household access to health, food and educational services), economic benefits and civic participation and community social relationships.

RESEARCH METHODOLOGY

The research methodology outlines the approach employed in gathering the needed data for the study.

Research Approach

Qualitative research approach was used for the study. This was because it was the research approach that allowed us by its nature to engage in an in-depth knowledge exploration of the effects of LEAP on PWD beneficiaries in the Municipality. It also helped to understand the perception, feelings and opinions of participants as the we interacted with them.

Research Design

The research design that was used in the study was phenomenology. The term “phenomenology” is simplified by Nkansah (2017) as an approach to human inquiry that emphasises the complexity of human experiences and the need to study that experience holistically as it is actually lived. Nkansah (2017) opine that the phenomenological approach aims to understand and interpret the meaning participants give to their life world or life setting of their everyday lives. It is, therefore, a research approach that captures what people think, feel, and

behave in their naturalistic environment. This research approach helps to gauge the reactions, perceptions and feelings of individuals or group of individuals as they experience an event. Phenomenology subscribes to the study of people's experiences and to know about their social lives (Chilisa & Preece, 2005).

The study population involved LEAP beneficiaries with disabilities, LEAP Managers as well as Focal persons of the Community LEAP Implementation Committee (CLIC) in the Effutu Municipality.

Study Population

The target population for the study was LEAP PWD beneficiaries because they are the recipients of bi-monthly LEAP cash transfers, Municipal LEAP Managers are in charge of implementation of the programme and Focal persons of the Community LEAP Implementation Committee (CLIC) also support the implementation of the programme by organizing LEAP PWD beneficiaries for payment and other related activities in Effutu Municipality. The total number of Persons with Disabilities (PWDs) was three hundred and fifty-seven (357) while the Municipal Managers were six (6), and the Focal Persons were ten (10).

Sample and Sampling techniques

The study used a sample size of 34 respondents. This consisted of 6 LEAP Managers, 4 Focal Persons of CLIC and 24 LEAP PWD beneficiaries. These number of persons was attained after a saturation point of the data gathered was reached.

The purposive sampling technique was used to select the LEAP PWD beneficiaries, LEAP Managers and Focal Person of the Community LEAP Implementation Committee (CLIC). But

beyond that the convenient sampling technique was used to engage with seven (24) LEAP PWD beneficiaries, six (6) LEAP Managers and one (4) Focal Persons for the study.

Data collection instruments

The data collection instruments used in the study was a semi-structured interview guide, a focus group discussion guide. The semi- structured interview guide allowed for in-depth interviews and probing for detailed information from LEAP PWD beneficiaries. It contained a set of questions on effects of LEAP on household food consumption of PWD beneficiaries, access to health care services, ad improved basic school enrolment and retention of PWDs children.

A focus group discussion guide is a short list between six (6) and twelve (12) discussion points related to the research questions (Eeuwijk and Angehrn, 2017). In focus group discussion, there is a free and open interaction among participants which brings out new ideas useful for decision making. A focus group discussion guide was used to gather information from the LEAP Managers and Focal Persons on their views on effects of LEAP on PWD beneficiaries.

Data Collection Methods

The study applied individual interviews and focus group interview or discussion for data collection. According to Chilisa and Preece (2005), an individual interview is an interaction between the researcher and LEAP PWD beneficiaries while focus group interview or discussion is also an in-depth interaction between six or twelve people. Subsequently, the individual interviews took the nature of face-to-face interaction between the researchers and twenty-four (24) LEAP PWDs beneficiaries while focus group discussion was held with the six (6) LEAP Managers and four (four) Focal Persons of the Community LEAP Implementation Committee (CLIC).

Each of the PWDs agreed with the researchers on the dates, venues, and time for the interviews. On the agreed day and time, the researchers met them at the agreed venues. After exchange of greetings, the researchers told them the purpose of the interview and encouraged them to provide honest responses since the data was meant for academic work. They were told of their right to withdraw from the interview process at any time they feel uncomfortable or uninterested. Permission was also sought from each of them for the interview sessions to be recorded for future references.

Similarly, on the agreed date for the focused-group discussion, the purpose for the study was told to the participants. They were admonished to be opened and frank with their responses. They were told to speak one after the other, and be tolerant to each other's views, and be straight forward with their responses.

RESULTS AND DISCUSSION

This part presets the result and discussion of the data obtained through the administration of the research instruments. This was done according to the research questions that the study sought to answer.

LEAP and household food consumption of PWD beneficiaries

It was made evident from the study that persons with disabilities on the LEAP programme had different views relative to how the programme influenced their household food consumption. Majority of the participants indicated that LEAP PWDs were assured of always getting food to eat. This was due to the fact that LEAP cash was given to them bi-monthly. Hence, they were able

to use some to purchase food stuffs as that was one of the basic necessities of life which must be satisfied. Participant numbered 8 indicated that:

I do not worry about getting food to eat any longer. Every two months I receive my money from the government. With this money, I buy various food stuffs that I need for survival. These food stuffs are stored and I feed on them while I wait for the coming of the next money in two months. I used some of the LEAP cash to purchase food products such as maize, rice and gari. This enabled me to prepare food for example, “banku”, rice or gari with palm nut soup to eat. As a result, LEAP cash has given my family our basic household food. This revealed that there was some provision of food throughout the day for most of the households and that nobody would ask a neighbour or relative for food. This makes me different from others I know in the community who do not have ideas where they would get their meals from and hence, live on chances to have food to eat.

This indicated that most of the LEAP PWDs in Effutu Municipality were free from psychological stress which could have emanated from the uncertainty and anxiety as to where the next meal would be gotten from. It also indicated that PWDs on the LEAP programme were independent, at least, when it came to food, as they did not have to rely on relatives or non-relatives for food in times of hunger. The programme had therefore succeeded in preventing PWD beneficiaries from engaging on streets begging for food as they had some money through LEAP cash to purchase food. The Managers of LEAP in the Municipality explained that to ensure food security, LEAP PWD beneficiaries were encouraged to use part of the money to engage in economic activities that would gain them regular income.

This finding is in line with MoGCSP (2013) report that LEAP had significantly reduced food insecurity for LEAP households as payments were made in lump sums. The finding also buttressed CDD Ghana (2015) assertion that beneficiary's food situation had improved in LEAP households. Similarly, the finding supports Sulemana, Malongza, and Abdulai, (2018) when they noted that a great number of LEAP beneficiaries use the grants to buy food to feed their families. This therefore suggests that LEAP cash grant was helping beneficiaries to meet their basic food consumption needs.

Some participants however, indicated that the LEAP cash or money was not enough to meet all the food and other needs. They also indicated that the delay in the payment of the money every two months resulted in instances where they were without food. In this regard, participant numbered 12 indicated clearly that:

“I said the money was not enough and its delay was my worry and stressful looking for food to eat”. The delay in payment makes me to sometimes borrow from relatives to buy food with the hope of paying when LEAP cash was due.

This showed that some LEAP PWDs suffered food insecurity as a result of delayed payments. As a result, they had to borrow money from relatives which made them remained in debts while trying to improve on their basic household food consumption. Others explained that they skipped meals due to the meager amount of the LEAP money and the delay in payment. This showed that the LEAP cash was not enough for some beneficiaries. Participants numbered 12 and 13 who were both blind beneficiaries specifically reported that they avoided lunch in order to manage the little LEAP cash they received bi- monthly.

Influence of LEAP on access to healthcare of PWD beneficiaries

The second research question explored the influence of LEAP on the healthcare of PWD beneficiaries in the Effutu Municipality. The results from the study showed that almost all the LEAP PWDs had NHIS cards that enabled them to access healthcare services covered by NHIS in Effutu Municipality. It is important to highlight here that it is one of the requirements of the LEAP programme that all beneficiaries should be put on the National Health Insurance Scheme. This is important because the programme targets poor and vulnerable people in society. These people could not have afforded to have registered for a health insurance policy by themselves. It was therefore positive that the PWDs reported that they had active health insurance cards with which they could access healthcare from health facilities. A participant numbered 10 indicated that: *“I have NHIS card to access healthcare services throughout the year”*. This reflects the view of Sulemana et al, (2018) that LEAP has helped the vulnerable people to access health care which is an essential basic need.

This was an indication that LEAP beneficiary PWDs would receive out-patient care for example, for treatment that did not require an overnight stay in the hospital or clinic. This would include receiving diagnostic tests for their illness, injection, and prescribed drugs. This also eliminated unnecessary stress on LEAP PWDs. This agrees with Sulemana Malongza, & Abdulai (2018) and CCD-Ghana (2015) reports that LEAP has enabled beneficiaries to maintain their health.

Generally, all participants acknowledged there was an improvement in the health status of LEAP PWDs. Thus one of the participants indicated that at least she could get some money to buy drugs or go to a health center or hospital for treatment. She indicated:

I am able to get some money to buy drugs or go to the hospital which was not the case previously without LEAP cash. When I experience simple health issues, I immediately get to the chemical shops and buy some medicines to cure them. When the sickness is serious, I get to the clinic or hospital with my health insurance card where I am attended to. When there are drugs which I need but are not covered by the insurance scheme or are unavailable at the dispensary, I go to buy them from the chemical shops with some money from LEAP

This finding revealed that the objective of LEAP programme to improve access to health care services among beneficiaries was attained especially with PWDs in the Effutu Municipality. This finding confirms Owusu-Addo (2016) position that LEAP cash transfers improved child nutrition, health service utilization, poverty reduction and social transformation, education, and emotional health and well-being of beneficiaries. The PWDs could go to the hospital/clinic with their NHIS cards for treatment in the Municipality. The only thing some LEAP beneficiary PWDs needed was support from relatives to lead them to a health facility.

LEAP and school attendance of beneficiaries' children.

The third research question focused on the influence of LEAP on school attendance of beneficiaries' children in the Effutu Municipality. It was discovered from the study that LEAP PWDs children went to school 5 days in a week and did not skip classes throughout. A female participant indicated that:

“My two (2) children go to school throughout the week and each day, I give them GHC2.00 each as feeding fee from the LEAP money”.

This meant that children of PWDs beneficiaries would attend school and learn throughout the week from their teachers, study with their friends in school, and undertake extra-curricular activities. This would in no small way, help sustain the interest of these children in school. This would reduce absenteeism and repetition in grades. By so doing, the children were expected to receive enough education. As a result, extreme poverty of LEAP PWD beneficiary households would be reduced or eliminated to ultimately achieve the overall objective of the programme.

The finding to this research question corroborates MoGCSP (2013) report LEAP programme has not only increased school attendance but also made it possible for beneficiaries' parents to be able to keep up with additional fees and spend more on books and uniform. It also supports the findings of CDD Ghana (2015) that the LEAP programme contributed to about twelve per cent (12%) increase in school enrolment of children of school going age in LEAP beneficiary households.

CONCLUSION

The findings on this study show positive influence of LEAP on the household food consumption, access to healthcare, and children's school attendance of PWD beneficiaries. On household food consumption, LEAP PWD beneficiaries fed regularly, hence, got the needed nutrients required by their bodies. On access health care, LEAP PWD beneficiaries in the Municipality had improved. As a result of good health, PWDs on the LEAP programme in the Effutu Municipality would have high life expectancy. Again, LEAP program provided opportunities for children of PWD beneficiaries to attend school regularly. This would significantly reduce poverty in PWD beneficiaries' households and also increase the national

literacy rate. This clearly showed that the LEAP programme was achieving its objectives with PWDs in the Effutu Municipality in the Central Region.

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CALL FOR PAPERS

The journal is calling for papers on the theme:

The Global Impact of COVID-19 on Education

In view of the new world order brought about by COVID-19, the Journal invites articles that address research, theory or practice in pedagogy, Language Policy and ICT in education, with specific reference to the impact of COVID-19 on education. The Call is open from 30th September to 31st December 2021. Accepted articles are expected to be published in the first quarter of 2022. Depending on response the publication could be earlier.

Submission “Protocols”

Preliminary requirements: All articles should have the following subheadings in the body as the organizing principle: *topic, abstract, the problem, objectives/purpose, research questions or hypotheses, significance of the study, methodology, the results/findings, discussion of findings, conclusion and recommendations* (may include suggestions for further research) and *references*. **NB:** Articles that disregard these preliminary requirements would be deleted, with no further action taken.

1. A cover letter should accompany each article. **It should include all authors’ names and institutional affiliation.** The cover letter should have the **email of the corresponding author**, to whom all correspondence regarding the article would be directed. The mailing address, to which copies of the journal, after publication, would be shipped should also be provided.
2. **Every effort should be made to see that the manuscript itself contains no clues to the authors.** The cover page should contain the title of the manuscript, names and addresses of the authors.
3. Manuscripts should not exceed 18 pages including the references. The abstract should not exceed one hundred and fifty (150) words. Typescripts should be Times New Roman on A4 paper, double-spaced and typed on one side only, if printed. Pages should be numbered. About five keywords that best describe the article should be provided.
4. Letters to the Editor are encouraged to promote interactivity and healthy debate on current research issues regarding COVID-19. Such letters should not be more than 1000 words. **They should include all authors’ names, degrees, institutional affiliation and contact address.** Again, letters should use references to strengthen arguments being made.
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6. Referencing should follow the American Psychological Association (APA 7th Edition, 2020) manual of publication. Authors must painstakingly match in-text citations with end references to ensure **that authorities cited are referenced and that all references on the end reference list are cited in the body of the manuscript. Manuscripts that fail to comply may be rejected and deleted.**
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9. If an article is accepted for publication the author(s) will be asked to respond to comments by our reviewers and send a soft copy of the revised article in Word Document file format, with a non-refundable publication fee, to the Editor-in-Chief.
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APPEL À CONTRIBUTIONS



Le journal lance un appel à des articles sur le thème :



L'impact mondial du COVID-19 sur l'éducation

Compte tenu du nouvel ordre mondial instauré par COVID-19, le Journal invite à des articles qui traitent de la recherche, de la théorie ou de la pratique en pédagogie, de la politique linguistique et des TIC dans l'éducation, en faisant spécifiquement référence à l'impact de COVID-19 sur l'éducation. L'appel est ouvert du 30 septembre au 31 décembre 2021. Les articles acceptés devraient être publiés au premier trimestre de 2022. Selon la réponse à cet appel, la publication pourrait être plus tôt.

« Protocoles » de soumission

Exigences préliminaires : Tous les articles devraient avoir les sous-titres suivantes dans l'organisme comme principe d'organisation : sujet, résumé, problème, objectifs/but, questions ou hypothèses de recherche, importance de l'étude, méthodologie, résultats/résultats, discussion des résultats, conclusion et recommandations (peuvent inclure des suggestions pour des recherches postérieures poussées) et des références.

NB : Les articles qui ne tiennent pas compte de ces exigences préliminaires seraient supprimés, sans que d'autres mesures ne soient prises.

1. Une lettre doit accompagner chaque article. Il devrait inclure tous les noms des auteurs et leurs l'affiliation institutionnelle. La lettre d'accompagnement devrait avoir l'adresse courriel de l'auteur correspondant, à qui toute correspondance concernant l'article serait dirigée. L'adresse postale, à laquelle des copies du journal, après publication, seraient expédiées devrait également être fournie.
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5. Les articles doivent être originaux, cohérents, logiques et dépourvus d'erreurs typographiques.
6. Le style de référenciations doit suivre l' « American Psychological Association » (édition 7, 2020). Les auteurs doivent soigneusement faire correspondre les citations en texte avec les références de fin pour s'assurer que les autorités citées sont référencées et que toutes les références sur la liste de référence finale sont citées dans le corps du manuscrit. Les manuscrits qui ne se conforment pas peuvent être rejetés et supprimés.
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