

Session 4A: Partnerships for Inclusive and Quality Education

Saturday 11:00 Tropicana A

Session Chair: Cheryl Knight, Arkansas State University

### **Improving the School Attendance Rates of Girls in the Northern Region of Ghana**

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The Sustainable development goal four (4) seeks to improve quality education. However, in some rural parts of Ghana, only a few girls have access to quality education. This problem is much worse in the Northern region of Ghana. According to UNICEF, a girl in Northern region is five times less likely to be in school than a girl in the South. One of the factors that exacerbate access to quality education is poverty. Poverty prevents many girls from accessing quality education in rural parts of Northern Ghana, often compelling many to engage in unsafe labor to survive (Camfed, 2020). These girls face various sorts of poverty; however, for this research, I will explore period poverty. A recent pilot study conducted by Montgomery et al. (2012) in Ghana saw an increase in the attendance rates of girls in rural areas who had access to sanitary pads and puberty education than those who did not. To further aggravate this issue, the government imposed a 20% import tax on menstrual materials because it is considered a "luxury" item. That notwithstanding, nearly 40 percent of the rural population in the Northern region of Ghana live below \$2 a day (World Bank report), and sanitary kits cost 5cedis, which is approximately 0.60 cents, making it impossible for most families to afford these necessities. To help achieve SDG four, girls in northern Ghana must obtain quality education. By providing a multifaceted approach; this research addresses the future of girl child – education, reproductive health, security, and culminating in employment. Keywords: Girl-child education, Poverty, Sanitary kits, Access

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## **Global Champions 4 Humanity: Reflections and Outcomes of a Community-Based Global Citizenship Program for Children**

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GASI 2023 Conference Abstract

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“Global Champions 4 Humanity: Reflections and Outcomes of a Community-Based Global Citizenship Program for Children”

Global citizenship promotes social, political, environmental, and economic actions of individuals and communities around the world (United Nations, n.d.). Therefore, global citizenship education must prepare learners with the knowledge, values, and skills necessary to respond to complex global issues such as hunger, poverty, quality education, access to healthcare, and just institutions. “Global Champions 4 Humanity” is a community-based program developed to foster global citizenship in youth in Lancaster County, Pennsylvania. Through a variety of measures, including behavioral observances of participants, the presenters will share the outcomes and impacts of the program on the youth who participated, including: fostering a sense of belonging to common humanity, enhancing cross-cultural awareness, enhancing compassion toward others, promoting social justice and sustainability, and increasing responsibility for social action. Further implications for both global citizenship education and sustainable development education will be discussed.

### References

United Nations. (n.d.). *Academic Impact: Global Citizenship*. <https://www.un.org/en/academic-impact/global-citizenship>

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## **A Case Study on the Dangers of Rising Anti-Establishment Sentiment: the Brexit Referendum Campaign**

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The multiplying crisis phenomena in the 2010s created favorable conditions for populist forces that are able to ride this crisis-induced mood, leading to parties and politicians rising to power in several European countries that, in various forms, questioned the establishment, the role of traditional parties (and ideologies). Anti-establishment parties' supporters believe that politics has 'left them behind' and is only concerned with maintaining its own grip on power. In a word, where primarily frustration and disappointment fuels these initiatives, the essence of the anti-establishment attitude is to see the establishment as a threat to democracy, and therefore these movements need to come to power in order to make change possible.

In the case of the United Kingdom, reasons leading to Brexit were very similar to these global processes. While anti-immigration is certainly a key factor for some issues, and the impact of the 2008 recession is also significant, the anti-establishment, or the Leave sentiment in the UK is a mixture of forces that indeed do have a strong nativist xenophobic component. Reasons, only attributable to a public fed up with mass migration but at the same time with a sense by many that the world is passing them by and somebody has to be at fault – and many times that was Brussels, the headquarter of the European Union. My presentation focuses on this phenomenon and mainly on the reasons why the BREXIT campaign could be so successful, moreover on those actors who stood behind the Leave campaign.

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**SOCIAL ENTREPRENEURSHIP and OPPORTUNITY RECOGNITION: the ROLE of SOCIAL NETWORKS and SOCIAL TECHNOLOGIES**

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Given the emergence of social ventures, studies in the entrepreneurship field are needed to examine the opportunity recognition processes of entrepreneurs in this group. To contribute to the pre-paradigmatic phase of social entrepreneurship, drawing a distinction between the discovery processes of traditional and social entrepreneurs will assist in isolating the fundamental differences between both types of venture creation. Within this study, the concept of opportunity recognition will be explored in ventures pursuing a social mission, through a social networks lens. We posit that unlike traditional entrepreneurs, social entrepreneurs are more influenced by the social and economic characteristics of their environment.