



# ICM FOCUS

# Girl Power

## The importance of education



### Also in this issue:



Learner success -  
Dreams can come true



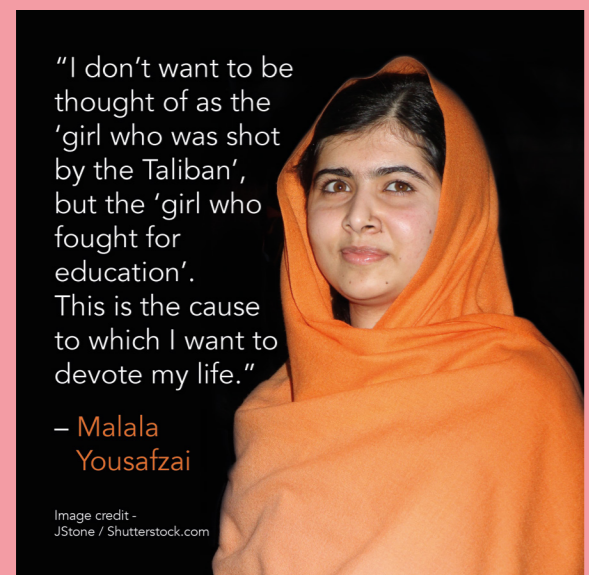
Females in tech -  
bridging the gender gap in  
STEM fields

We've got the power!  
Janine Davis profile - University  
graduate, former holder of the World  
Thai Boxing Title, Former World  
Champ in Power Lifting and Former  
European Weightlifting Champ



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## A word from the CEO

"Hello and welcome to the October edition of the ICM Focus magazine.

"In this themed issue, we take a look at the global problem of such enormous numbers of young children out of school, who are often deprived of an education. We focus on the importance of educating females, who are often first to be excluded from receiving an education, due to the perils of early marriage, pregnancy and HIV/AIDS. "We look into the highly publicised Period Poverty campaign, which, with the help of many global charities and companies, may enable, educate and encourage girls to stay in school during menstruation. Missing multiple days of school on a monthly basis is detrimental to a young girl's development and given the right support, understanding, products and facilities, it could help to alleviate the struggles for women.

"In this female empowered issue, we are celebrating female ICM learners who have achieved recognition for outstanding performance and high achievement. We have a very interesting profile from the former holder of the World Thai Boxing Title, Former World Champion in Power Lifting and Former European Weightlifting Champion, Janine Davis, along with excerpts from her ethnographic study exploring the experiences of women who participate in power sports.

"We take a look at females in tech and the importance of bridging the gender gap in the field of science, technology, engineering and mathematics (STEM).

"We have an insightful interview with Heritage Christian College, conducted by our Ghana office Marketing Manager, Michael Rubbaman and we announce the winners of our Computing, Information and Communication Technologies qualification questionnaire. I hope you enjoy this issue."

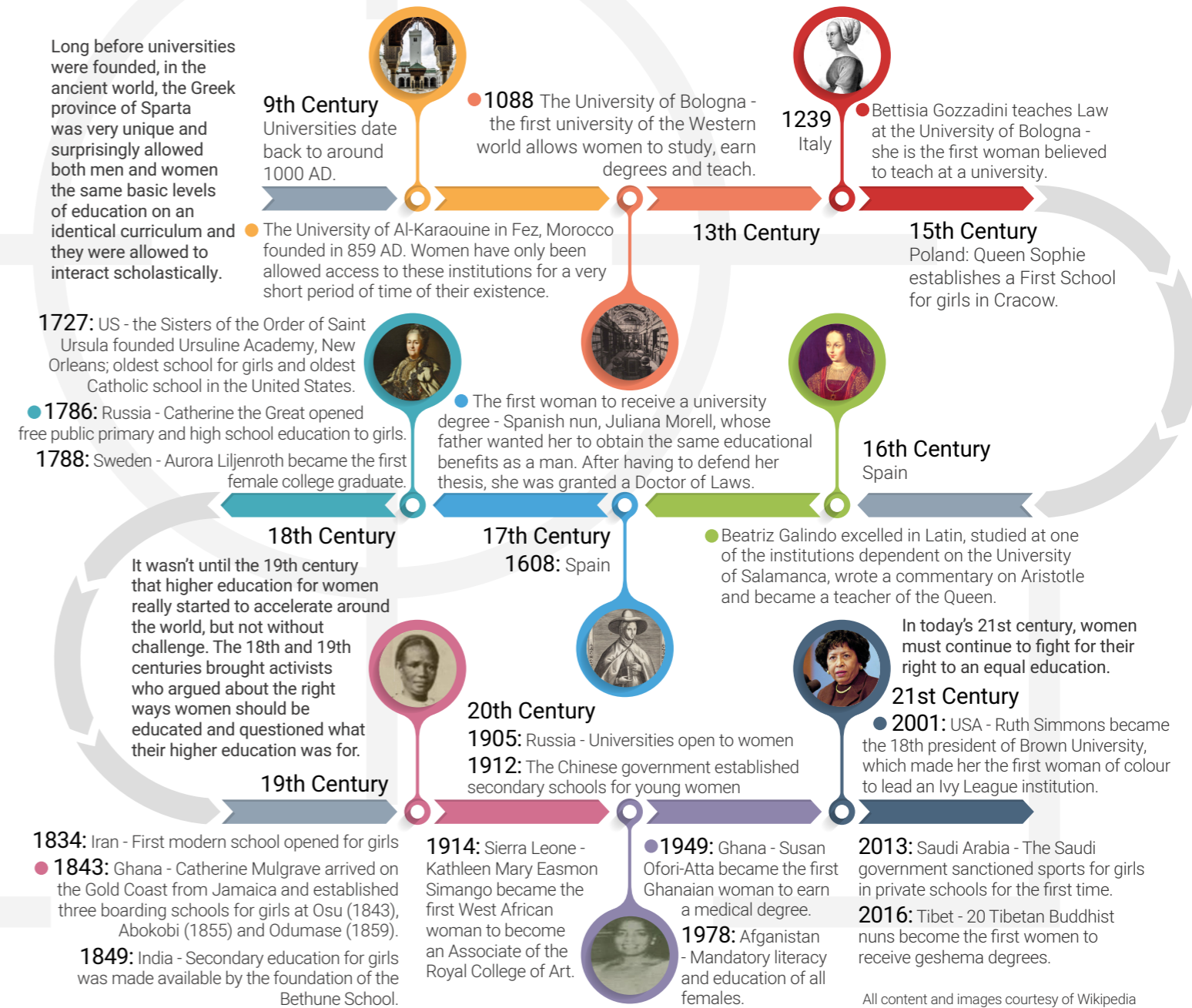
**Adair Ford**  
Chief Executive Officer

# Women's fight for the right to an education: a brief history

Despite the alarming global statistics on the amount of young girls and women still not in school, or receiving any form of education today, women's higher education has in fact come a long way over the centuries. Women who simply wanted the same equal opportunity of an education have experienced an incredible fight to achieve the same as their male counterparts.



Women's pursuit of an equal, high quality and in-depth education has met with countless problems and stumbling blocks including; inferior standards, complete absence of education for young girls, beliefs that women are intellectually inferior and that any education outside of domestic subjects would hinder their ability and not prepare them to perform their 'natural' role as wives and mothers.



All content and images courtesy of Wikipedia



# Girl power

## The importance of educating girls

Education is a global right, not a privilege, but the numbers of children not attending school, or who are unlikely to receive an education, are shockingly high. Sadly a high proportion of these children are girls, who are seemingly first to be excluded.

**♀** In 2016, the UNESCO Institute for Statistics stated approximately 263 million children and youths are out of school. The statistics include 61 million children of primary school age, 60 million of lower secondary school age and their first estimate for upper secondary school age is a huge 142 million! The area most affected with the highest rates of exclusion is sub-Saharan Africa, where according to the UNESCO Institute for Statistics data, over a fifth of children between the ages of 6-11 are not in school, a third of youths between the ages of 12-14 and almost 60% of youths between the ages of 15-17 are not in school. Access to education should not be determined by gender, but sadly it seems vastly more girls than boys suffer a lack of basic education, such as reading and writing. Ensuring girls are not only able to enter a classroom, but keeping them there is seen as fundamental and crucial to ending global poverty.

Depriving girls of an education, particularly secondary school education, can not only have a dramatic effect on the girls as individuals, but also their family, community and society. An uneducated young girl is more likely to be affected by poverty, child marriage and becoming a mother, whilst still only a child. There is also the added risk of contracting HIV and AIDS.

There are huge benefits and positive outcomes for girls who are able to complete a full 12 years of quality education, including upper secondary level. An increase in literacy skills will push forward development in struggling regions.



According to the United Nations Inter-Agency Project on Human Trafficking, women who are uneducated and poor, are often more vulnerable to human trafficking. Providing young girls with fundamental learning skills and opportunities, could help lower the risk of them becoming victim to this billion-dollar industry.

Across the world, women are inadequately represented as voters and often restricted from political involvement. The United Nations Women's programmes are working to increase leadership and participation, enhance women's economic empowerment, end violence against women, engage women in all aspects of peace and security processes and make gender equality a focus of national development planning. By helping women lead and participate in decision-making at all levels and providing empowerment could help bridge the gender gap in political representation.

'Children born to educated mothers are twice as likely to survive past the age of 5.'

'A girl who completes basic education is three times less likely to contract HIV.'

United Nations Girls' Education Initiative 'Make it Right: Ending the Crisis in Girls' Education', A report by the Global Campaign for Education and RESULTS Educational Fund, p.4 (Online). Available from: [http://www.ungei.org/resources/files/MakeltRight\\_Report\\_07.pdf](http://www.ungei.org/resources/files/MakeltRight_Report_07.pdf)

With these statistics, it is imperative that girls also receive an education about safe sex, so that they are made aware of the risks of contracting HIV and can protect themselves from both early pregnancy and HIV/AIDS. The World Bank calls education the 'window of hope', in helping to prevent the spread of AIDS amongst today's children.

Reducing fertility rates with an increased education and participation in school could mean women are more likely to have smaller, healthier families. When women are provided with equal rights and access to an education, they could be more able and equipped to participate in business and economic activities.

Malala Yousafzai, who in 2012 was shot by the Taliban for speaking out on behalf of girls and their right to learn, together with her father, in 2014 established The Malala Fund, a charity dedicated to giving every girl an education and an opportunity to achieve a future she chooses.

The Malala Fund, which is working hard to break down the barriers preventing millions of girls around the world from going to school, states: 'Girls deprived of secondary school education

are less likely to be part of the labour force, will earn less, are more likely to marry as children and have more children, at a cost to their own health and that of their families. In a world where every girl receives 12 years of free, safe, quality education the future is profoundly different. Girls who receive a secondary education are more able and likely to contribute fully in their families, communities and societies, as earners, informed mothers, and agents of change.'

The Foundation works hard and actions amazing projects to draw awareness to the lack of education available to youth on a global scale. Their mission, vision and impact is strong and

**"No country can ever truly flourish if it stifles the potential of its women and deprives itself of the contributions of half of its citizens"**  
**- Michelle Obama**

powerful and is making significant change in creating a more equal world, ensuring all girls can go to school.

The United Nations Sustainable Development Goals include the following target:

'By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations'

In order to understand why education is not fully available to all, requires investigation into government policies and practices. However, it is critical that girls receive continued help and support to overcome the arduous barriers to staying in school, improvements in the quality of their education and allowance of equal participation in an enriching learning experience. It is imperative that the world makes education accessible for every child in an environment where all can learn effectively, regardless of location and economic or social status; provides education where the form and content are acceptable for girls, as well as boys; and structures education in order for it to be adaptable and responsive to the diverse needs of both girls and boys.

**All females should fight for their right to an education and become the best they can be.**

### Useful links for online talks:

**TEDx** 'A girl who demanded school' - by Kakenya Ntaiya - TEDxMidAtlantic - [https://www.ted.com/talks/kakenya\\_ntaiya\\_a\\_girl\\_who\\_demanded\\_school?referrer=playlist-the-importance-of-educating-gi](https://www.ted.com/talks/kakenya_ntaiya_a_girl_who_demanded_school?referrer=playlist-the-importance-of-educating-gi)

**TED** 'My daughter, Malala' - by Ziauddin Yousafzai - TED2014 - [https://www.ted.com/talks/ziauddin\\_yousafzai\\_my\\_daughter\\_malala](https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala)



Bournemouth University graduate, former holder of the World Thai Boxing Title, Former World Champ in Power Lifting and Former European Weightlifting Champ, Janine Davis, wrote 'An ethnographic study exploring the experiences of women who participate in power sports', as part of her Masters by Research. A few brief excerpts from her extensive thesis highlight the immense hurdles women have overcome to equally compete in sport and close the gender gap in sport, in particular, power sports.



# We've got the POWER!

## Profile: The Janine Davis story

"My background was quite troubled. My Dad left when I was six years old and I realise now that my mother suffered with a personality disorder, coupled with depression and the fact that she did not like children. She did her best, but my brother and I suffered mental and physical abuse for a sustained amount of years.



School was difficult. When you are in a place of survival as a child, anger is the place you go to, because you trust no one. I hated all the teachers and did not apply myself at school academically. I did, however, attend P.E., which I was good at and loved doing. Unfortunately, when I was at school there was no GCSE qualification for P.E. and we were lucky to have a session at all. I would turn up for after school club and there would be no teacher to coach. I would spend my time out in the field practicing alone. However, when I turned 15 years old, I began hanging out with a group of girls, smoking and drinking and ultimately it started to affect my physical output.

I knew I wanted to be involved in sports, so I sat down with a careers advisor and told her I wanted to be a P.E. teacher, but I was told I was not clever enough! I have carried that with me my whole life. Drink and drugs became a big part of my life, until I moved to the USA when I was 22, which changed my life. I returned a qualified personal trainer. I had come to peace with my parents and had also

- Personal trainer ● Thai boxing coach
- Power lifting coach ● Weightlifting coach
- Sports massage therapist

discovered kick boxing, which was my therapy, my focus and a safe place to release my aggression. My first fight was against the current British Champion in 2001. She had the experience of 12 fights to my zero, which was unheard of. When you are a novice, you generally fight a novice. Despite her Champion status, I was determined to go into the fight and do my best. I had to prove to myself I could do it, I am somebody. I did it and I beat her, which propelled me to where I am now. My fighting career gave me the confidence to believe I could do anything!

Since my first fight, I have won an array of Titles across three disciplines, the first being Thai boxing, where in my 3-year career as a fighter I achieved a Southern Area Thai Boxing Title, British Kick Boxing Champion (2001) and World Muay Thai Boxing Champion (2003). I started power lifting in 2003 and in 2005 was British Power Lifting Silver Medallist, 2007 British unequipped Power Lifting Champion, BPC British Power Lifting Champion (2008 and 2009), WPC World Power Lifting Champion (2009). I started Olympic Weightlifting in 2010 and have since gone on to become 75kg Bronze Medallist British Seniors weightlifting 2013, 75kg British Masters Weightlifting Champion, 2013, 2014 & 2015, English Weightlifting Champion 2013 and 75kg European Weightlifting Champion 2015.

**Since 1999, I have pursued ongoing education every two years. At the age of 36, I embarked on a Foundation Degree at Bournemouth University, which was scary, but I had the greatest tutors that never gave up on me. I finished the Foundation Degree and went on to achieve a BSc in Sports Psychology. I was then asked to start my own research for an MRes. I graduated last year 2017. Of all my achievements it is the biggest yet. I am clever enough and I am worth everything I dream of being. I am in the process of looking at a PhD for 2019. I am 46 years old. It is never too late to keeping pushing for your dreams."**



## Excerpts from Janine Davis' thesis

### 'An Ethnographic study exploring the experiences of women who participate in power sports' Janine Davis (2017)

'There is an increasing awareness of the need to understand the experiences of women who are involved in sports that, by perceptions underpinned by traditional gender ideology, are 'masculine' in nature.

'Women's participation in sport over the last 120 years has seen dramatic change.

'Sport in the 19th century was identified as a male activity and success in this arena was based on strength, aggression and power.

'Another popular argument for women's exclusion from sport was potential damage to the reproductive organs, an argument advanced by the medical profession in the 19th century...

'The Victorian assumptions that saw women as fragile and unable to participate in anything associated with physical strength meant that women were, for example, excluded from the very first Olympic Games in 1886 (Messner, 1988), events for women, once they were included, being limited to archery, figure skating and lawn tennis.

'Such growth was demonstrated by the inclusion of the very first athletics programme for women, which was introduced to the Olympic movement in 1928 (O'Reilly and Cahn, 2007). Athletics for women in this time laid the groundwork for fundamental challenges against the idea of sport as a male dominated arena and provided the means to show women's physicality for sport.

'Since the 1920's there has been a rapid increase in women's inclusion in the Olympic movement (Williams *et al*, 1985). Women were now allowed to participate in more and more events, but this inclusion was not without resistance.

'In 1949 Brundage again expressed disgust at the sight of muscular women participating in the new shot put event that had been included in the Olympic programme, and along with opposition from other women who objected to seeing women in this event, tried to remove shot put and discus in 1966 (Hargreaves, 1996).

'Following this, sport for women through the 1960's and 1970's was radically transformed and as second wave feminism swept across western society, old attitudes were eroded and washed away (Guttmann, 1991).

'By the 1980's, women's inclusion in more sporting activities that challenged the out dated Victorian ideologies that saw women as weak and submissive, meant that more women were training longer and harder than they had ever done before, and they were less inhibited by the fears of masculinization and of the whispered references of lesbianism (Guttmann, 1991).

'Moving forwards to the 21st century, women are now able to compete in every sporting activity within the Olympic movement. Despite this, engrained ideologies continue to dictate that sport is a masculine domain.

'Ashley and myself have shown from the data collected that not only are we capable of being strong, but that



being involved in power sports enables us to embrace a perception of empowerment that rejects traditional notions that women cannot be successful and more independent in their social life.

'This study draws on data from a small group of participants. It shows the importance of how being involved in power sports and developing physical strength works towards individually empowering women so that they can challenge societies outdated ideologies that are associated to femininity. The women in this study are still having to justify they belong in power sports because of a preconceived idea that still exists in society that associates power and strength to men. Current literature (Paul 2015; Howe 2003; Krane 2001; George 2005) shows more and more women are actively engaging in sports that are still perceived 'too masculine' for them to participate in. This can also be seen in the current study where the women are still having to negotiate their way around traditional ideologies of what is expected of them and how they define their femininity.

'Through the involvement in power sports the women are able to challenge the traditional ideologies of women being weak and passive.

The studies associated to women being involved in sports that are physically demanding all refer to the fact that physical strength and force enables women to reject the idea that they are weak (Chu *et al* 2003; Paul 2015; McNaughton 2012). The strength and empowerment women gain from being involved in power sports means women have the confidence to deal with the prejudice they experience in wider society and go on and achieve outside of the sport in their everyday life. The women in the study continue to deal with prejudice outside of the culture because of their choices in sport but choose to embrace the power and strength that comes with being involved with power sports and dismiss the idea that it makes them less feminine. It is important for all the women in the study to not be seen as weak and passive but strong and independent and able to lead a life without the need to live up to the traditional ideals that see them as the submissive gender.'

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George, M. 2005. Making sense of muscle: the body experiences of collegiate women athletes. 75 (3): 317-345.

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McNaughton, M, J. 2012. Insurrectionary Womanliness: Gender and the (Boxing) Ring. *The qualitative report*. 17 (33): 1 – 13.

To read Janine's ethnographic study in full, please visit:

[http://eprints.bournemouth.ac.uk/29544/1/DAVIS%2C%20Janine%20Clare\\_M.Res.\\_2017.pdf](http://eprints.bournemouth.ac.uk/29544/1/DAVIS%2C%20Janine%20Clare_M.Res._2017.pdf)



# Females in tech - bridging the gender gap in STEM fields



Female and male learners perform equally well when it comes to studying STEM subjects, but the balance doesn't continue into the professional working world where there is a significant gender gap in the science and technology workforces. According to UNESCO Institute for Statistics data, less than 30% of the world's researchers are women.



Women are largely under represented in the STEM fields, however, there are many women who have long contributed to and transformed scientific knowledge through their brilliant hard work.

● **Professor Tu Youyou, China:** a pharmaceutical chemist and educator whose drugs have been used to treat malaria patients, saving millions of lives in developing countries in South Asia, Africa and South America. Tu Youyou won the Nobel prize in Physiology or Medicine in 2015.

● **Adwoba Kua-Manza Edjah, Ghana:** Research Scientist at Ghana Atomic Energy Commission and doctoral candidate in hydrogeology at the University of Ghana in Legon.

● **Dorothy Crowfoot Hodgkin, UK:** was one of the first to use X-ray crystallography to reveal structures in antibiotics, vitamins and proteins including, cholesterol, penicillin, Vitamin B12 and insulin. Dorothy was granted the Nobel prize in Chemistry in 1964.

● **Dr Patricia Bath, USA:** developed a medical device called the Laserphaco Probe to remove cataracts, one of the main causes of vision loss and blindness. Patricia is the first African-American woman to receive a medical patent.

● **Mae Jemison, USA:** With a background in engineering and medical research, Mae joined NASA in 1987 and became the first African-American woman to travel into space when she flew on the Endeavor as a science mission specialist.

In a National Geographic article titled, 'Why It's Crucial to Get More Women Into Science', it references Londa Schiebinger, science historian and leader in the Gendered Innovations movement. Schiebinger says, 'including gender in research could attract more women to science... because careers and avenues of research can become relevant to women'. She says that 'as more women get involved in the sciences, or any field historically dominated by men, the general knowledge in that field tends to expand'. 'There are lots of places where you can show the direct link between increase in number of women

and outcome in knowledge,' she says. 'History, primatology, biology, medicine.'

Marguerite Del Giudice (2014)

In science, there has been a change in the way in which research is conducted. The stereotypical idea of research geniuses making discoveries whilst working independently has become a more collaborative method, whereby research is done in teams, increasingly made up of scientists from different fields. A good example of this is the Human Genome Project, which drew on researchers from the fields of biology, chemistry, genetics, physics, mathematics and computer science. Involving more qualified women, as well as a diverse mix of identities, including various ethnicities and people with physical disabilities 'can enrich the creativity and insight of research projects and increase the chances for true innovation', says Scott Page, professor at the University of Michigan.

It is important to close the gender gap and promote the advancement of women in STEM fields. This can only be achieved by actively encouraging young women to pursue education and future careers in these fields. With educators and industry leaders turning STEM into a more inclusive field, can ultimately help to build a more gender-balanced workforce that will hopefully result in greater scientific and technological advancements.

'Why It's Crucial to Get More Women Into Science' - Marguerite Del Giudice - National Geographic Society, Nov 8 2014 - <https://news.nationalgeographic.com/news/2014/11/141107-gender-studies-women-scientific-research-feminist/>



## Coming Soon...

ICM's Smart Product Design and Manufacture Level 2 Certificate is a vocational qualification in the UK. The purpose of the course is to provide learners with practical technical knowledge, understanding and skills in designing and manufacturing products using contemporary technologies. These include 3D printing, laser cutting, coding, electronics, CAD and computer modelling.

## Admirable achievements in Myanmar

ICM Country Coordinator for Myanmar, Miss Myat Lay Tint, interviewed two successful ICM Financial Management students from Myanmar who completed their ICM exams in March 2018, one with distinction and the other with credit.



ML: Many thanks to both of you for coming. Can you please tell me a little bit about yourselves?

Interviewee 1: My name is Miss Tin Tin Oo. I work at a local private bank called Citizen Bank as an Assistant Accountant. I started working two and a half years ago.

Interviewee 2: My name is Miss Thazin Aung. I work at the same local private bank as Miss Tin Tin Oo, as an Accountant and have been working for four years. We began the ICM Financial Management course last year in August at Myanmar International Business Academy and sat for the exam this year in March 2018.

ML: Prior to ICM, did you study any other courses?

Interviewees: We both attended LCCI Level 1 & 2. I, Tin Tin Oo, also attended and sat for LCCI Level 3, Computerised Accounting, prior to starting work.

ML: How did you discover the ICM course and what made you decide to study with ICM?

Interviewees: For those who would like to enter the job market as an accountant, the qualifications that Myanmar employers recognise are LCCI and ICM. After completing LCCI qualifications, we wanted to learn more, so we decided to take the ICM qualification, which has a good reputation with Myanmar companies. We also heard that the curriculum covered in the ICM Financial Management course can be applied in a working environment. Almost all of the students in our class are already working, so the short course duration and affordable fees are an appealing factor to learning with ICM.

ML: As working accountants, is it easy for you to follow the course compared to those from a



different sector? Can you relate to what you learn from the course in your work place?

Interviewees: Yes. As working accountants, it is easy for us to understand and follow the lectures, especially the accounting topics. There were times in the workplace where we would simply follow instructions to complete a task. After receiving lectures from the course, we now understand why our superiors asked us to carry out a procedure.

ML: Do you think an ICM Financial Management Diploma will help you climb the career ladder?

Interviewees: We will not be automatically promoted, however, because we have this type of Diploma, we are confident when an opportunity of a job promotion arises, it will definitely help us shine!

ML: What other courses would you like to study?

Interviewees: Definitely a course in Business English to help us improve our communication skills in an English speaking working environment!

ML: Do you have exam tips to share with your fellow students sitting the exam?

Due to work, we don't have a lot of time to study and we have limited English language proficiency. The majority of us are very good at Maths, and so, answering questions that have calculation doesn't impose too much of a challenge. The key challenge is composing answers in English to give justification and opinion on the impact of the figures at an organisational, departmental or individual level. For that we encourage our fellow students to practice old exam questions. Take notes in your lectures in Burmese, about the explanation and meaning of the mathematical answer and translate the notes later to English and study them. This will help students to write justifications in their exam answers, for example, what a particular ratio figure means.

ML: To whom would you recommend an ICM Financial Management course?

We believe all personnel working in the finance sector, those who would like to have a basic understanding of finance and accounting, those who have ambition to run their own start-up, those who are working in the auditing sector, could all benefit from studying the course.





## Put an end to 'period poverty'

Menstruation is a very normal and natural body process that is a part of almost every girl's life. Across the world, limited access to toilets and sanitary products means girls' lives are put on hold during their period, resulting in staying at home and missing school, college and work.

It is crucial that girls and women are supplied with the necessary products to use during their period and to maintain their hygiene and dignity during these days. But it is also essential that girls receive puberty education. A study by menstrual health charity Femme International found that 75% of girls in Nairobi's Mathare slum did not know about, or understand what a period was until it arrived for the first time. These girls were not only unprepared, but also ill-equipped for the start of their menstruation. From the UNESCO Good Policy and Practice in Health Education, Booklet 9, (2014), Puberty Education & Menstrual Hygiene Management, page 15, 'Effect of menstruation on girls and their education':

'In a study in Ghana, 120 girls between the ages of 12 and 18 were enrolled in a non-randomized trial of sanitary pad provision with education. Girls either received puberty education alone, puberty education and sanitary pads, or nothing (the control group). After three months, providing pads with education significantly improved attendance among participants, and after five months, puberty education alone improved attendance to a similar level. The total improvement through pads with education intervention after five months was a 9% increase in attendance.'

Montgomery P., Ryus C.R., Dolan C.S., Dopson S., Scott L.M. (2012) Sanitary Pad Interventions for Girls' Education in Ghana: A Pilot Study, PLoS One, Vol. 7(10), pp. 1-10. Available from: <http://unesdoc.unesco.org/images/0022/002267/226792e.pdf>

The various challenges, and their far-reaching consequences, highlight the importance and need for a comprehensive policy framework, to action not only the availability of the products, but the education and sanitation infrastructure that compound the issue.

#### Charities supporting period poverty:

- <https://www.actionaid.org.uk/about-us/what-we-do/womens-economic-empowerment/periods-and-girls-education>
- <https://wearerestless.org/2018/08/09/fighting-period-poverty-in-the-uk-and-abroad/>
- <http://binti.co.uk/>
- <https://www.daysforgirls.org/>

In the UNESCO Good Policy and Practice in Health Education<sup>1</sup> booklet 9, documenting Puberty Education and Menstrual Hygiene Management, it states UNICEF estimates that 1 in 10 young African girls do not attend school during menstruation<sup>2</sup>. This same number is also applicable in the UK, according to a report by the Independent in November 2017, which explains why girls are not attending school while on their period, or are using unsuitable substitutes, such as socks, because they cannot afford to buy basic sanitary protection. In Africa, the problem of missing multiple days of school can cause many females to drop out of education altogether, which could put them at a much greater risk of early marriage and pregnancy. The UNICEF Advancing WASH in Schools Monitoring 2015 working paper<sup>3</sup>, explains that in about 50% of the least developed countries, safe facilities for girls to change their pad while at school are non-existent. There are often no sanitation facilities, unreliable, or no water supply. The disposal of throw-away sanitary products is also another challenge due to taboos surrounding menstruation and the belief held by many communities that menstrual blood cannot be burned or casually handled. Charities, such as ActionAid are working hard with communities to equip girls with more information about periods and provide sex education, as well as improving access to toilets, showers and sanitary products for personal hygiene.



In Rwanda, ActionAid has built safe space separate buildings away from the main school, where girls can have access to toilets, showers, sanitary products, a change of clothes and a private space to change and rest. The safe spaces are helping girls avoid the embarrassment of stained clothing, which is often the cause of their school absence.



## Empowering females with netball



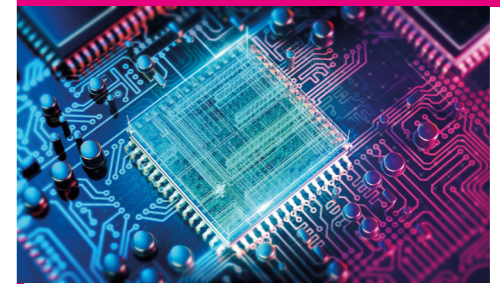
The International Netball Federation has developed projects in India and Africa designed to address the needs of specific communities, which have won international awards. Working closely with a variety of international, regional and local partners, the INF are providing netball-specific knowledge and expertise for development programmes.

**The GOAL programme;** a unique multi-stakeholder partnership, which aims to empower young women in disadvantaged areas in India to become leaders in their communities, using netball as a tool for positive individual development and social inclusion.

**Netball Safaris** brings women's sport to communities in Africa and has addressed a clear need for a basic introduction to the sport, for both leaders and participants. It began in 2009 and has evolved to include training of volunteers, mainly teachers, who lead netball sessions for children and young people, with a competition at the end. The leaders then return to deliver netball in their schools and local communities.

**Peace and Sport:** The INF's partnership with Peace and Sport has introduced and delivered netball to the next generation within youth centres in Burundi and beyond, utilising the sport to inspire peace. Offering an alternative to women of all ages from the daily routine of caring for siblings, netball gives females a chance for an active and social interaction, and at the same time, an environment for education and empowerment. Additionally, the INF's Africa Regional Development Manager established good working relations with key stakeholders, with a future goal of creating a national netball association for Burundi. This will create valuable propitious affiliation with the University of Burundi and the army.

## And the ICM winners are...



Thank you for being a part of ICM's research on a brand new Computing, Information and Communication Technologies qualification. Here are some of the winners who have won an ICM branded cap, bag and water bottle. **Congratulations to all!**



Syed Ishtiaq Haider  
Pakistan



Fernando Gualter Armindo  
Zimbabwe



Bernard Vasco Renso  
Malawi



Luke Manyamba  
Zimbabwe

Please see page 15 for a questionnaire for a new Business English qualification



## Have your say!

Do you have something important to say or something you would like to share? Perhaps you have an interesting topic you would like to write about?

We would like to invite our registered ICM learners to contribute and participate with a 'student voice' in our magazine. Would you like to reach fellow learners and alumni by writing an article about a topic that interests you?

To have your say, please email: [social.media@icm.education](mailto:social.media@icm.education) with your news, article or story and include your full name, student ID and any photographs you would like to include. **You may even feature in the next issue!**

1. UNESCO Good Policy and Practice in Health Education booklet documenting Puberty Education and Menstrual Hygiene Management. <http://unesdoc.unesco.org/images/0022/002267/226792e.pdf>

2. WHO and UNICEF 2013. Progress on sanitation and drinking water - 2013 update Geneva, WHO.

3. UNICEF Advancing WASH in Schools Monitoring, 2015 - working paper [https://www.unicef.org/wash/schools/files/Advancing\\_WASH\\_in\\_Schools\\_Monitoring\(1\).pdf](https://www.unicef.org/wash/schools/files/Advancing_WASH_in_Schools_Monitoring(1).pdf)



## Dreams can come true...

By ICM learner  
Sandra Kissi



Dr. James Emman Kwegyir Aggrey, a popular Ghanaian educationist once said, "The surest way to keep people down is to educate the men and neglect the women. If you educate a man you simply educate an individual, but if you educate a woman, you educate a whole nation". This powerful message was said in his fight to educate women, as well as men, and in the early 1920s he persuaded co-founder Sir Frederick Gordon Guggisberg, that my alma mater, Achimota School, Ghana, West Africa, should be co-educational. It was the first mixed-gender school to be established on the Gold Coast.



I am Sandra Ofosua Kissi, born in 1995 as the first child to my parents. Naturally as the first born of the family, a lot is expected from you, so I endeavoured to excel in every area of my life. I attended Star of the East School in Accra and furthered my senior secondary

education in Achimota School. After Achimota, and inspired by my mother, who owns a small scale business that retails tiles in the capital city of Accra, I had a strong passion to study business. I decided to pursue a business-related course and since I had a general arts background from high school, a learned friend who was already studying at Central University told me about a new course introduced at the Business Development Centre of Central University with ICM.

When I started the course with ICM, I chose Human Resource Management because, honestly, I disliked mathematics. However, advancing from a Diploma and Advanced Diploma in Human Resource Development made me fall in love with the course models of ICM. I loved how practical learning was and it was very easy to relate whatever I was learning to issues I faced in my mother's workplace. As for the mathematics, I could not run away from it for long as I encountered Financial Management, which was mathematics related. I could say my biggest achievement with ICM and something I

could be most proud of was how the course structure gave me a flexible understanding, comprehending with the help from my lecturer, Mr Forte, who identified my strengths and weaknesses in the course and helped me to overcome my fear for mathematics. At the end, I achieved a Grade B, which I am most proud of, because it took me dedication, time and effort to achieve.

**It is this hard work that has gained me an admission to read a Master of Management Innovation and Entrepreneurship at Queen's University in Canada. The admission offers me the opportunity to advance my knowledge and help build a good career. Such opportunities also mean a win for young girls in education in Ghana, as younger girls have other women to look up to.**

**It is so important to educate girls and women alike, as it is a sure way to improve the wellbeing of women. I hope to be successful at graduate school to reinforce the idea that young girls can achieve their dreams, once given the opportunity.**



## Never give up on your goals

By ICM learner  
Zainab Odey Oluwateniola



My name is Zainab Odey Oluwateniola and I am 23 years old. I graduated from high school in 2009 and in 2010 received my first admission into Radford University, Accra, Ghana to study graphic design. I failed to complete the course because I didn't have the drive and interest in the subject. I found it difficult to understand because it wasn't my career path.

I dropped out of school in 2011 and spent four years looking for where I fit, and also trying to be a successful entrepreneur, but I failed many times. Finally in 2015, I decided to go back to studying as the business life wasn't working for me. At this point, I had to make the best decision for myself, I couldn't afford to fail again and then came my breakthrough. Whilst looking for the best institution where I thought I might fit in, my cousin told me about ICM. I decided to do some research and visited my learning centre (Central University) where they provided all the ICM information I needed. I didn't hesitate and enrolled to study Accounting and Finance.

I sat for my first examination series in March 2016 to acquire a Certificate in Accounting and Finance. I had registered for the 4 subjects and when the results came I had passed only Book Keeping and failed the rest. Yes, I passed 1 out of 4, but guess what? Instead of giving up again, I challenged myself never to fail again until the end of my course to acquire a Graduate Diploma in Accounting and Finance. And by the grace of God, every other exam I sat for was a success! I put my mind and strength into studying and realised the positive impacts in studying for examinations. I used the study aids, annual timetable and course outlines provided on the ICM website, which really helped me to set timelines for myself and to get a clearer understanding of my course. For every level completed, ICM issues a certificate and this was also one of the

things that encouraged me to do better, because I could see the results from all my hard work and my time spent learning wasn't wasted. Studying with ICM has been one of my greatest achievements.

I got the opportunity to work as an intern with Hay Dynamics Solutions, an agribusiness company in Accra, Ghana and I am currently doing my national service, working in the finance department at Alltime Finance, a prestigious company in Accra, Ghana. **I attribute these opportunities to my ICM qualifications.**

As a now successful entrepreneur, I am the CEO of Taylored by Zika, a fashion brand and art studio. We design dresses and offer extra services such as professional make up and wall gallery interior designing. I would love to encourage anyone reading my story never to give up on their dreams and education.

**Studying with ICM has enabled me to go places I have always dreamed to be and work with some top people in the corporate world.**



## Reach for the stars



My name is Glenda Chary Mabuza and I was born in Mbabane, Eswatini. My motto is: **'thou shalt decree a purpose it shalt manifest according to thy faith'**.

I attended St Marks Boarding School in Mbabane, obtaining an A Level certificate and later graduated from Damelin Computer Business School.

I received the ICM Portfolio of Awards brochure in 2014 from the College of

Management. Principal Lawrence Kudawo advised me to search online to discover more about ICM. For three years I had searched for an institution that would fill my conscience with vitality at all times. I was intrigued and my expectations were met, so I registered for Strategic Management, Marketing Management

and Customer Service, for which I obtained passes. However, the examiner for Strategic Management later compiled a report outlining the structure of tackling questions to achieve the best results, which entailed a high standard of understanding and accuracy of knowledge. Every cloud has a silver lining, I began to pull up my socks, repositioned myself for excellence, which was somewhat a challenge.

An ICM examinations officer wrote a letter to encourage me to enroll for a Professional Award, which I had previously considered, but I was reluctant since I had perceived that it requires a lot of discipline. However, I stretched my conscience for a Diploma in Marketing and achieved three distinctions in Advertising, Public Relations and International Business Communications. The journey was tougher than I anticipated and I struggled with Quantitative Methods for Managers. I felt agitated, depressed and exhausted for a while. ICM awarded me with further

opportunities to rewrite and rectify this module, which required a positive thought pattern to succeed. The Advanced Diploma was rather more complex and I was experiencing a tough time in my life, since the school in my home town had closed and I had to further my studies in a new town, far away. This meant continual early mornings and late nights. ICM's study guides assisted towards achieving my desired goal and I achieved distinctions and credits for Buyer Behaviour & Consumerism, Management Theory & Practice and IT for Marketing Management, respectively.

My success with two Diplomas signalled a bright magnificent rainbow in my life and helped me make the decision in 2016 to enroll for the Graduate Diploma in Marketing. I encouraged myself and embraced the toughest decisions, as it is stated that more analytic perspective and flexible diverse knowledge is required. The Lord Almighty revealed his face and I achieved three distinctions and credits for Financial

Management, Strategic Marketing Management, Marketing Research and Marketing Policy and Strategy. This transcended my endeavours to discover that I now qualified and am eligible to enter for PGDM, which in my wildest dreams I never thought possible! I now have to travel to another town to a university offering this programme. My family gave me a Nissan Buntam car, which had been parked under a tree for years, but sadly I had three punctures each day and an overheating engine, so I travelled each day by public transport. I have learnt to be determined and decisive.

**When I finally complete the PGDM, my dream is to achieve a Masters and MSC Intergrated Marketing. I believe God supplies all needs according to his riches. For every girl who has a dream... Persistence, perseverance and perspicacity are attributes of success. Always get up and try again. The sky is the limit. No matter what it takes.**



# Heritage Christian College



Marketing Manager, Michael Rubbaman, based at the ICM Ghana Office, interviewed Conrad Kakraba, the ICM Coordinator at Heritage Christian College, Accra, Ghana. The Centre was approved in April 2018 to run ICM Programmes.



ICM: Can you tell me how you initially heard about ICM?

CK: I heard about ICM when I was a newscaster with Ghana Television. Some of my

journalist colleagues had an ICM Journalism and Media Studies qualification. Later, when I started working at Heritage Christian College (HCC) as the Executive Assistant to the President, the team from the ICM Ghana Office visited our campus to introduce ICM programmes to us. They were impressed with our facilities and wanted to have a centre on our campus. We were excited about the opportunity and we went through the process to be approved as a centre to offer the programmes.

ICM: How do you hope to grow and develop with ICM as a new centre?

CK: Heritage Christian College was accredited 3 years ago by the National Accreditation Board to offer Bachelor's Degree programmes in Business Administration, IT and Theology. We needed more courses to increase our offerings and expand our scope. With ICM courses, we have expanded course offerings to include; Journalism and Media Studies, Project Management, Marketing, Advertising and Public Relations, Professional Computing, Accounting and Finance, Human Resource Development and Business Studies. These courses are drawing more learners to us and also making us well known in our catchment area.

ICM: Do you consider that marketing and delivering ICM qualifications will help grow your reputation as a study centre?

CK: Certainly! ICM qualifications are globally recognised and we stand the chance of adding value to our learners. HCC has core values of Entrepreneurship, Philanthropy, Ethics and Global Exposure. With ICM qualifications, we are

exposing our learners to global benchmarks of excellence in various fields and helping them to have skills and qualifications that will help them be entrepreneurs. Also, one of the hallmarks of our excellence is that we seek to encourage our Bachelor's Degree learners to add professional qualifications to their degrees before they graduate, in order to be competitive in the global market. ICM is surely a way to achieve this. Many of our learners are latching on to this opportunity.

ICM: What do you consider to be the benefits of ICM qualifications for your learners?

CK: ICM qualifications give our learners the professional grooming they require to get a job or advance in their careers. Many of them testify to the flexibility of the programmes and the fact that they are getting practical skills that will help them in their work.

ICM: How would you describe your relationship with ICM?

CK: Very cordial, professional and mutually beneficial. The Country Coordinator, Getrude Nyarko, Marketing Manager, Michael Rubbaman and Administrative Assistant, Ephraim Denteh are very wonderful representatives of ICM. They have been of immense help since day one and have promptly responded to our calls for assistance every step of the way. They have also supported us with resources and their presence in whatever



programmes we call them to be part of. The team from the UK has also been extremely helpful. ICM workers are simply responsive and proactive!

ICM: Do you feel that the relationship between us will result in better prospects for your centre?

CK: This deep relationship with ICM will surely help us develop as a centre that delivers value to its learners and prepares them to face the world and excel in their chosen fields.

ICM: What are the challenges that you are currently facing as a new Centre?

CK: So far, so good; we don't have any challenges at the moment. We had to adjust to the increase in fees from ICM, because many of our prospective learners have always known ICM qualifications to be offered at cheap cost compared with others. But on the whole, all is well at our Centre and we hope to continue to have the support from ICM.

ICM: Do you feel HCC is preparing your new learners well for the examinations?

CK: HCC has lecturers who have at least a Master's Degree and are professionals in their field to teach ICM learners. We therefore provide the learners with the best teaching. We have also given them solid foundational skills, including verbal/written skills and the ability to think critically. We have practiced them in answering ICM questions, and conducted quizzes to help them prepare well. We believe our first batch of learners who sat the September exam series will do well.

ICM: What does the future hold for HCC as far as ICM is concerned?

CK: ICM has come to stay in our university. In just 2 months, we had 75 learners registering to do ICM programmes at our Centre and we hope this enthusiasm will be sustained. We also hope the immense support from ICM will continue and we certainly will develop ICM programmes to be the preferred professional qualifications for many people seeking professional development.

## Learner's view - a new Business English qualification



Please be a part of ICM's research on a brand new Business English qualification.

Help us to develop our new qualification by filling in the questionnaire.

The first ten responses will win a prize!

<https://www.surveymonkey.co.uk/r/S3DXYYD>



## Upcoming Events

### Kenya:



Amboseli Institute of Hospitality & Technology Ltd graduation ceremony - 29th October 2018

Unity College of Professional Studies graduation ceremony - November 2018

Air Travel & Related Studies Centre graduation ceremony - December 2018





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