



GEOFIDEL  
INSTITUTE FOR  
LEADERSHIP &  
MANAGEMENT  
London - United Kingdom



HARVARD  
BUSINESS  
SCHOOL

## EXECUTIVE PROGRAM FOR HEADS OF POLYTECHNICS AND COLLEGES OF TECHNOLOGY

***Theme:***

# EMERGING GLOBAL CHALLENGES IN TRAINING FOR SKILLS AND MICRO-CREDENTIALS

### VENUE

**SINGAPORE:**  
Novotel Hotel, Orchard District,  
28 Stevens Road, Singapore.

### COURSE FEE

\$2500 USD  
per delegate

### DATE

Mon. 13th – Fri. 17th  
May, 2024

**Our  
Strong  
Partners**



# COURSE OVERVIEW



**E**ducation systems globally have made great strides in educational attainment over the past decades. In OECD countries, 39 per cent of adults reached tertiary attainment in 2020 (OECD, 2021). But important inequalities remain in access to higher learning by dis-advantaged groups: according to UNESCO data, in 2017, across 76 countries, 20 per cent of the richest 25-to-29-year-old had completed at least four years of higher education, compared with less than 1 per cent of the poorest.

Progress in participation in adult learning and education (ALE) is also generally insufficient and uneven. Data from the GRALE-4 monitoring survey show persistent and deep inequalities. Key target groups, such as adults with disabilities, older adults, minority groups, adults living in conflict-affected countries, and females, are not being reached sufficiently. Out of 103 countries with actual data, 25 percent of countries reported participation in ALE at 5 to 10 percent; 20 percent at 20 to 50 percent; and 15 percent at more than 50 percent. Almost a third (29 percent) reported participation rates below 5 percent (UNESCO Institute for Lifelong Learning, 2019: 76)

It is clear that the offer and demand for life-long learning needs to be better managed, as the need for good education steadily increases, technological developments are making labour markets more volatile, and new occupations emerge while others disappear.

In this 5-day intensive program, our eminent faculty shall expose participants to the rudiments and fundamentals of emerging global challenges of training for skills, short courses and micro-credentials. The existing skills gaps at all levels shall be discussed, while the rationale for increased online working and migration preferences which have changed the composition of the workforce shall be examined. This is because, the classic degree monopoly held by traditional education providers hinders the uptake of new types of learning that would be closer to practice and to learners' capacities and interests. This program shall reveal what has actually made the tide turn during this decade, and more so, in favour of 'advanced education for all'. During this program, explanations shall be made on why short courses of all sorts are springing up in tertiary institutions, often bypassing traditional education providers. Our highly revered faculty shall give explanations on what may have acted as an accelerator on this, given the growing focus on continuous re-skilling and up-skilling that traditional education provision cannot meet. Our 20% Androgogy (Resource Persons Centered) and 80% Pedagogy (Participants centered) methodology shall prevail in this program. This implies that, rather than showing our participants those emerging global challenges and opportunities; we shall lead them through the process of finding those answers themselves.



## LEARNING OBJECTIVES:

Personality Assessment Test: We conduct Harvard Personality Assessment Test on all our Course participants to help them understand their personality traits and dispositions.

**At the end of the workshop, participants in addition, will be able to:**

- Understand what micro-credentials is and its importance in today's Labour Market.
- Understand whether micro-credentials worth it or not
- Discover what one can achieve with micro-credentials.
- Identify the place of micro-credentials in HR.
- Know if micro-credentials are globally recognized.
- Identify the place of micro-credentials in the future of learning.
- Identify if employers really want micro-credentials.
- Understand what is the structure of micro-credentials.
- Know if micro-credentials will replace degrees
- Know how many credit hours a micro-credentials should have.
- Know how big the micro-credentials market is
- Know if micro-credentials are valuable or not
- Know the importance of having credentials for a job seeker
- Know the differences between a badge and a micro-credential.
- Understand how technological progress offers access to new forms of learning i.e UX Design, Cyber-Security, Data Analysis etc.
- Call upon competent authorities to promote regional and sectoral progression agreements to facilitate and automate recognition and progression decisions
- Encourage dialogue and peer learning about online pedagogy between teachers and course developers
- Rethink the role of external quality assurance agencies to include proactive coaching of providers.



## COURSE CONTENTS

- Changing the Current Paradigm in Education
- The degree or the skill?
- The market-driven and self-reliance skills
- Entrepreneurship, technical and vocational skills for success
- Small and medium scale businesses
- Content creation skills
- Engineering, Science and Technology
- Health, Food and Hospitality Management
- Business initiatives, sales and communication skills
- The current value of micro-credentials on the labour market
- The learners, the presenters, the controllers and the enablers
- Diversification in learning offers
- Global qualification framework
- Experiences from developing and emerging countries

### Who Should Attend?

- Commissioner for Education
- Chairman House Committee on Education
- Council Chairman
- Rectors
- Other Principal Officers
- Management Staff
- Deans
- Directors
- Heads of IGR Centres
- Chairmen of Committees
- Deputy Registrars
- Chief Accountants etc.

## SPECIAL BENEFITS FOR ATTENDING THIS PROGRAM

1. Upon completion of the program, participants shall earn award of Executive MBA Certificate.
2. Nomination to become fellows of Geofidel Executive Education London-Uk & Harvard Business School, USA.
3. Alumni benefits, joining a network of more than 6,000 alumni with the following benefits: A 10 percent tuition benefit for yourself and up to four colleagues each year for programs lasting up to 6 days
4. Global Geofidel Executive Education & Harvard Business School alumni networking opportunities, Access to Geofidel/Harvard Alumni Career Services resources, including unique career content, a job board, an online networking platform, the alumni directory, and more, A lifetime Geofidel/Harvard forwarding email address, Subscriptions to Geofidel/Harvard alumni publications and Eligibility to join a Geofidel/Harvard alumni club
5. Gift of a Book on Management Exceptions.

Whereas, a selected list of outstanding leaders, managers and captains of industries shall receive Leadership Awards encompassing all categories.

### LEARNING OUTCOME AND IMPACT

Our focus is the same as yours: growth and an immediate and long-lasting return on investment.

At the Executive Program for Heads of Polytechnics and Colleges of Technology, you can expect the following

INDIVIDUAL ROI	ORGANIZATIONAL ROI
<ul style="list-style-type: none"> <li>• Return to your organization with an action plan on how to ensure that micro-credentials operate successfully in your school</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire a tool kit to operationalize micro-credentials immediately upon return to your school.</li> </ul>
<ul style="list-style-type: none"> <li>• Learn how to lead authentically, examine leadership talents, and address areas for development on this program</li> </ul>	<ul style="list-style-type: none"> <li>• Apply bulletproof method to build culture and develop high performing team in your school.</li> </ul>
<ul style="list-style-type: none"> <li>• Deliver critical leadership messages with the help of our strategic decision-making sessions for effective running of the programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Drive organizational performance while effectively managing internal and external stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>• Execute dynamically by learning how to create support around short courses and other micro-credentials.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategic thinking to liberate your school.</li> </ul>
<ul style="list-style-type: none"> <li>• Become a creative problem solver in your school.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring innovation to your school by developing a growth mindset and problem solving competencies.</li> </ul>
<ul style="list-style-type: none"> <li>• Overcome adversity and complexity by learning how to be agile and adapt to uncertainties.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate and address micro-credentials questions by converting data into insights</li> </ul>



## A SEGMENT OF OUR COURSE FACULTY



**Drew Mosley, BA, Oklahoma State University, Stillwater; JD, Georgetown University Law Center, Washington, DC, USA:** Drew Mosley is the President of Atlanta Graduate School. He practices law in the Atlanta Metropolitan Area of Georgia, United States of America. He has been licensed in Georgia since 2003 and in Arkansas since 2008. Drew is a trial and appellate attorney who handles business and family cases ranging from criminal defense to personal injury. At Georgetown Law Center, Drew was editor of one of the law journals and news editor of the law school newspaper. He has been reporting cases from the Georgia Court of Appeals and the Georgia Supreme Court. He is a member of the Bars of all

Georgia courts, as well as most Georgia Federal District Courts, the Eleventh Circuit Court of Appeals, and the United States Supreme Court. Drew represents a diverse clientele in his practice, including many native Georgians and clients from Nigeria, Ghana, the Gambia, South Sudan, Cote d'Ivoire and other African and world nations. He feels blessed to work as an attorney, and to avail his forensic skill in whichever way he can in order to seek justice for deserving persons. Drew enjoys travel and learning about the legal systems in other countries and jurisdictions.



**Professor Benjamin Berkman, BA, Harvard University; JD, M.PH, University of Michigan.** Professor Berkman is a faculty member in the United States National Institute of Health (NIH), Department of Bioethics where he is the Head of the Section on the Ethics of Genetics and Emerging Technologies. He has a joint appointment in the National Human Genome Research Institute (NHGRI), where he serves as the Deputy Director of the NHGRI

Bioethics Core. He was formerly the Deputy Director of the O'Neill Institute for National and Global Health Law at Georgetown University Law Center, Washington, District of Columbia (DC), United States of America. Professor Berkman's research interests span a wide range of topics, including legal and ethical issues associated with genomic research, genetic information privacy, and clinical adoption of new genetic and reproductive technologies.



**DR. UGOCHUKWU ONYEKA, CEO, GEOFIDEL EXECUTIVE EDUCATION** Mr. Ugochukwu Onyeka is the Chief Executive Officer, Geofidel Executive Education. He has over 10 years experience in the HR System, seasoned technical insights of Public Sector Work system and a strong portfolio of bottom-line learning and development designs for public and private sector organizational development and human performance improvements. He held senior position as the Business Manager and chaired several Boards at the Leading Edge Group Abuja. He has designed and delivered trainings in Organizational Development, Human Resource, Leadership, Change Management, Strategic Planning, Local Government, Community Development, Gender

Mainstreaming and women Development and a host of over 50 top-tier foreign / local programmes including Summits. Dr. Onyeka is passionate about human capital infrastructure revolution for emerging economies and holds that only a turn-around in HR capabilities can change performance outcomes of governments and organizations even in a downturn economy. He is a Certified Consultant and an expert in Leadership training, Capacity Development, Data Management & Analysis, Event Management and business solution for both Public and Private Sector workforce.



**Prof. Mustafa Kemal Topcu** is associate professor in management and strategy. His Ph.D. degree is in defense management. His B.Sc. is in system engineering and he completed his MBA (Major-Financial Management) with a thesis related to project life cycle cost management. He studied moderating role of psychological contract in human capital productivity in his doctoral dissertation. He is currently strategic and technologic product development mentor for SMEs. He is also certified government audit professional (class A) and mentor accredited by European Mentoring & Coaching Council. He mentored Afghan Army and experienced joint and common operations, working with NATO, UN, ISAF, South Eastern Brigade, and US Army in addition to national positions in defense planning

units of Turkish Armed Forces. He writes, trains, and consults on corporate governance, internal control, internal audit, defense management, corporate social responsibility, organizational development, project management, management and organizational studies, industrial psychology, strategic planning, human resources management, leadership, and change management. He lectures management and organization, defense management, and human resources management courses at undergraduate and graduate levels.



**Margaret Ann Neale.** The Adams Distinguished Professor of Management, Emerita  
**Academic Area:** M&E and Performance Management  
**Additional Administrative Titles:** Co-Director, Geofidel Executive Education-London, UK, Atlanta Georgia, USA, Director, GIGS Executive Leadership Program, Director, Managing Teams for Innovation and Success, Research Statement.

Margaret Neale's research focuses primarily on negotiation and team performance. Her work has extended judgment and decision-making research from cognitive psychology to the field of negotiation. In particular, she studies cognitive and social processes that produce departures from effective negotiating behavior. Within the context of teams, her work explores aspects of team composition and group process that enhance the ability of teams to share the information necessary for learning and problem solving in both face-to-face and virtual team environments.



**CrystalHeart Kazmi, GPHR USA.** Experienced Strategy formulator and Performance Management Systems implementer, Motivational and Soft Skills Trainer, flirted with branding, marketing, ICT, M&E

Expert, women's rights, poverty alleviation and peace and anti terrorism. Worked in different industries including oil & gas, pharmaceuticals, fast moving consumer goods, telcos, banking, electronics, governments, public sector and energy segments.

**REGISTRATION FEE:** A moderate course fee of **\$2500 USD** only per participant shall be paid and this covers: **Tuition, Comprehensive Course Materials, Buffet Breakfast & Lunch, Tour, Certificate, and Group Photograph, Nomination into Harvard & Geofidel Fellows Forum, Interactivity with world-rate experts, & lots more.** All intended participants are expected to pay and register appropriately on or before **ONE MONTH** to the date of the programs.

### ACCOUNT DETAILS:

**ACC. NAME:** **GEOFIDEL EXECUTIVE EDUCATION**  
**ACC. No.:** **(DOLLAR) 5250174502**  
**(NAIRA) 4011316290**  
**BANK:** **FIDELITY BANK**  
**SORT CODE:** **070081949**

### PLEASE TAKE ACTION TODAY

This Workshop promises to be a game changing event. If this invitation to the Workshop, and the nomination for the Award of **Executive Program for Heads of Polytechnics and Colleges of Technology** are both acceptable to you, please send us an email on [ukoffice@geofidlexecedu.co.uk](mailto:ukoffice@geofidlexecedu.co.uk) to indicate your acceptance or call any of our Nigerian Director of Programmes;

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**+2348033861793**

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**+44 7586 670764**

**Director of programs, Singapore**  
**+65 9665-0300**

so that we shall commence arrangements to ensure your smooth participation. Also only those who will accept to attend the **Executive Program for Heads of Polytechnics and Colleges of Technology** shall be eligible for nomination to become fellows of Geofidel Executive Education and Harvard Business School. We wish to request you to send your profile highlighting your contributions and achievements to assist the Planning and Awards Committees.

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