



## **GCHERA Action Plan 2016 - 2020**

**Higher Education in Agricultural and Life Sciences -  
Addressing Future Challenges Together**

**Producing Graduates who are Transformative Leaders  
in Society.**

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### Higher Education in Agricultural and Life Sciences - Addressing Future Challenges Together

### Producing Graduates who are Transformative Leaders in Society.

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## SUMMARY

The GCHERA Action Plan 2016 -2020 primarily focuses on the education remit of agricultural and life science universities in delivering leaders to address the global challenges adopted as the UN's Sustainable Development Goals (SDGs) ratified in September 2015, and identified in the COP21 Paris Agreement, November 2015. This focus in no way negates the importance of the remit of agricultural and life science universities and faculties for research and innovation in addressing these global challenges. Our universities have the responsibility to conduct science driven research and to be innovative in applying the outcomes of that research - through effective knowledge transfer and capacity building.

The GCHERA Action Plan 2016 -2020 represents GCHERA's value proposition. It focuses on the need for our members' universities to provide graduates with the knowledge, skills, ethical foundation, and creativity to be successful leaders in industry, government, NGOs and civil society. Industry, government, NGOs and civil society require staff who not only have the knowledge, skills and competencies to act in specialist fields, but who are also leaders in their field.

The GCHERA Action Plan 2016 – 2020 focuses on GCHERA and its Higher Education Association members achieving the following outcomes:

- Outcome 1 Contributing to global fora representing the higher education sector
- Outcome 2 Engaging in professional development and networking
- Outcome 3 Reforming curricula and pedagogies
- Outcome 4 Managing change in university and faculty administrations
- Outcome 5 Regulating and promoting international exchanges
- Outcome 6 Providing international accreditation for degree programmes
- Outcome 7 Awarding the annual GCHERA World Agriculture Prize
- Outcome 8 Creating the GCHERA World Agriculture University Innovation Prize.

## 1. BACKGROUND

### 1.1 The global challenges facing humanity in the 21<sup>st</sup> Century

The UN's Sustainable Development Goals (SDGs), ratified in September 2015, and the COP21 Paris Agreement, November 2015, provide the global agenda to address the challenges facing humanity in the 21<sup>st</sup> century.

The COP21 Paris 2015 Agreement opens the door for greater adaptation and mitigation strategies in the agriculture and forestry sectors to address the challenge of climate change.

The UN General Assembly decided upon 17 comprehensive and transformative goals for full implementation by 2030. This agenda recognises that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. The agenda aims to achieve sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner. The agenda builds upon the achievements of the Millennium Development Goals and seeks to address their unfinished business. The UN resolved, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. The UN resolved also to create conditions for sustainable, inclusive and sustained economic growth, shared

prosperity and decent work for all, taking into account different levels of national development and capacities.

The global agricultural and forestry industries, with the food and non-food value chain sectors, will contribute to the fulfilment of the COP21 and the SDGs agendas in collaboration with the global higher education community.

## 1.2 The role of the global higher education community

Our agricultural and life science<sup>1</sup> universities and faculties have the mission to support the development of the bioeconomy: the production of biomass and its utilisation in the food and non-food value chains, with due regard to the maintenance of a sustainable environment and an integrated rural economy.

Thus our agricultural and life science universities and faculties will be key players in addressing the global agenda enumerated by COP21 and SDGs. Whilst our universities and faculties can contribute to many of the 17 SDGs, they must play a critical and central role in:

Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 4 Ensure inclusive and equitable education and promote lifelong learning opportunities for all

Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 13 Take urgent action to combat climate change and its impacts

Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss, and

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

The focus of our agricultural and life science universities in addressing COP21 and the SDGs can be summarised as securing:

1. food and nutritional security and safety
2. sustainable management of the natural resources
3. development and utilisation of bio renewable resources
4. enhancement of the economic viability of the food and non-food value chains, and
5. reduction of poverty.

Our agricultural and life science universities will make this contribution through education, research, innovation and outreach.

Our universities aim to provide graduates with the knowledge, skills, ethical foundation, and creativity to be successful leaders in industry, government, NGOs and civil society. Industry, government, NGOs and civil society require leaders who have not only the knowledge, skills, and competencies to act in specialist fields but also leaders who have interdisciplinary competencies to be effective leaders in the wider bioeconomy.

GCHERA has identified the following attributes of 21<sup>st</sup> century leaders:

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<sup>1</sup> Agricultural and Life Sciences: in this context refers to the natural and social sciences relating to agriculture, forestry, food and non-food value chains, environmental sustainability and natural resource management, and the rural economy.

1. be guided by positive values and high ethical standards, and seek justice, peace and dignity for all
2. possess strong leadership, interpersonal and team building skills
3. possess a strong social consciousness
4. be committed to a vision of agricultural and forestry production compatible with the sustainability of the natural environment and the conservation of biodiversity
5. possess strong entrepreneurial skills and spirit, capable of identifying new business opportunities
6. be professionals with a holistic vision of the bioeconomy, though an interdisciplinary education and work experience, and the ability to build bridges between specialists to solve the global challenges
7. have a solid grounding in the relevant natural and social sciences, and the technical and business principles that underlie practice, as well as the practical experience critical to developing confidence and capability in delivering solutions
8. possess high-level cognitive skills in analysis, evaluation and synthesis of new solutions, and
9. be life-long learners capable of taking advantage of relevant information as it is generated and who are able to take advantage of existing and new information technologies in support of innovation.

Our universities also have the responsibility to conduct science driven research, and to be innovative in applying the outcomes of that research which will underpin the resolution of the challenges set out by COP21 and the SDGs through effective knowledge transfer and capacity building. In this regard our universities and faculties will be effective players in collaboration with industry, NGOs, government and civil society.

## 2. THE GCHERA APPROACH

### 2.1 GCHERA

GCHERA was reconstituted in 2011 as the Global Confederation of Higher Education Associations for Agricultural and Life Sciences. **Each Higher Education Association represents its member universities either on a regional or national basis.** Prior to 2011 membership had been on a single university basis.

Currently there are 14 members of GCHERA who represent over 900 universities across six continents. Thus the coverage of GCHERA is worldwide (members are listed in Annex 1). GCHERA is the only body that has the remit for the global representation of agricultural and life science universities and faculties through its member Higher Education Associations.

GCHERA brings together its Associations in support of a mission to

- encourage **mutual understanding** and **global co-operation** among higher education associations and their constituent member universities
- provide **leadership in education, research, innovation and outreach** in agricultural and life sciences
- be a catalyst for the **sharing** and **adoption** of **best practices** across its membership.

### 2.2 The role of GCHERA

GCHERA aims to act first at the global level by representing the higher education sector in contributing to the development of initiatives and actions by global fora. Secondly, through involvement and contributions in international fora, and through the synergies developed by acting together in joint initiatives, GCHERA aims to support the initiatives of its members acting at their

national or regional level in addressing the global challenges enumerated under COP21 and the SDGs. In this way, GCHERA adds value to the individual actions of its members.

**In this Action Plan 2016 -2020, GCHERA primarily focuses on addressing the education remit of our member universities** in delivering leaders to address the global challenges articulated by COP21 and the SDGs. This focus in no way negates the importance of the remit of agricultural and life science universities and faculties for research and innovation to address the global challenges. University education should be delivered by research active staff who deliver blue sky research outcomes or innovative solutions for the direct benefit of society. Delivering graduates who will serve as the future leaders in addressing food and nutritional security, natural resource management, and social and economic issues will ensure that this critical research work is renewed and applied.

**GCHERA also provides a global meeting place** to discuss the grand challenges of the 21st century as enumerated by the COP21 and the SDGs, particularly, resource scarcity (soil, water, energy and biomass), economic and environmental crises, and social problems and disasters which have a global perspective. Such discussions support university leaders in framing the research, innovation and outreach strategies of their institutions to address the 21st C challenges

At the global level **GCHERA is an active member of various global fora** including the Global Forum on Agricultural Research (GFAR) Partner Assembly, the GFAR Steering Committee and the Global Task Force of the Tropical Agriculture Platform (TAP). GCHERA also seeks to develop collaborative partnerships with GFRAS, the Global Forum for Rural Advisory Services, and YPARD, the Young Professionals for Agricultural Development. GCHERA's aims in its involvement with these organisations is to support capacity building and collective learning in addressing the global challenges. GCHERA also seeks partnership with other global organisations such as OECD, UNESCO and the World Bank in areas of mutual interest.

When GCHERA member associations identify issues at a regional or national level, GCHERA will bring these to the attention of global organisations, to support the actions of these global organisations as a partner in their agendas, and to bring back the outcomes to support our members building capacity at the national or regional level. This flow and counter flow are demonstrated in the figure below:



As an example of this mode of action, GCHERA contributes to the GFAR's Mid Term Plan under Outcome 4.2: Transformative changes facilitated in function, relevance and curricula quality of formal agricultural education and informal learning to meet the roles expected of the workforce by industry, civil society and governments to meet the challenges of the 21st C.

At the regional or national level, GCHERA, through collaborative ventures with its Higher Education Association members, will contribute to the agenda enumerated by COP21 and the SDGs by:

1. organising world and regional /joint conferences to foster networking and the sharing of best practices to enhance the success of higher education institutions in delivering graduates who have the knowledge, skills, ethical values, entrepreneurship and creativity to succeed in the global, regional and national contexts;
2. encouraging and supporting higher education associations to play an enhanced role at the regional or national level through an understanding of global contexts and the use of innovative approaches in addressing the challenges facing the bioeconomy;
3. facilitating the internationalisation of higher education in life science through organising interaction between its regional members and by contributing to building an international framework for academic exchanges between its members and between continents;
4. incubating collaborations and joint activities among GCHERA's higher education association members.

### 3. PROGRAMME FRAMEWORK

#### 3.1 At the Global and Regional Level

GCHERA's unique selling point is to provide a global platform to support the professional engagement and exchange by GCHERA's member higher education associations at the global level, and so to encourage each GCHERA member working at a national or regional level to take appropriate innovative and capacity building actions with its university members— ***learning globally for acting locally***.

Thus GCHERA's key strategy is to be a catalyst for sharing best practices across agricultural and life science universities and faculties. To do this effectively, rather than the delegates at GCHERA conferences being present in an individual capacity, the delegates will be representing GCHERA member associations. Consequently, GCHERA member delegates will have a real impact by tailoring conference outcomes into appropriate actions for their individual university and faculty members.

GCHERA will act at three levels to support capacity development in the delivery of university education:

1. discipline oriented and scientific level
2. pedagogy and training level
3. university or faculty administration level (change management)

GCHERA will identify and act on leverage points for change. GCHERA acting in global fora will also be a force for supporting change at the political level which will then impact at the management - administration level of our universities.

The key issues that must be addressed to support innovation in higher education at these three levels are identified below. Many of these issues are already being addressed by our members' universities and faculties. However, by harnessing shared experiences and the discovery of new approaches at the global level of GCHERA, further advancement can be made by GCHERA's members at a regional or national level.

## 3.2 At the Discipline Oriented and Scientific Level

### **Curriculum innovation:**

Curriculum needs to be continually reviewed to address the advancement of science (both natural and social sciences), and the changes in society's imperatives. For example, recent years have seen the rising importance of the non-food value chain, and the need to mitigate and adapt to the impacts of climate change. New disciplines have also developed, for example those related to big data.

Another issue of concern is the linkage between the academic world and the professional environment, whose needs for skills and competencies is rapidly changing - sometimes faster than the academic world follows. GCHERA wants to be a link between its academic members and the social and economic actors of the professional world, and to promote productive alliances that work across traditional boundaries.

It is also necessary to consider the balance between the need for breadth and depth of knowledge and understanding within curricula, and the need to develop students' high-level cognition (analysis, evaluation, and synthesis).

### **Holistic and Interdisciplinary degree programmes:**

The development of science leads to ever more specialized graduates while professional stakeholders increasingly require horizontal and organizational capacities. While the reductionist disciplinary approach has resulted in tremendous technological advances, solving the global challenges of COP21 and the SDGs will require highly integrated approaches.

Agricultural and life science degree programmes must therefore have a strong holistic and interdisciplinary focus, particularly at the Bachelor level, whilst at the same time providing a specialist concentration. Graduates of our degree programmes must understand the bigger picture and be comfortable dealing with ambiguity and "messy" situations where the problem and the consequent solutions are not well understood.

Whilst it is fully recognized that one size does not fit all, degree programme coordinators need to be stimulated to consider the range of possibilities in the design of curricula for the disciplines within the bioeconomy in order to provide a skilled and holistically thinking workforce. This is particularly challenging when addressing the wide disciplinary areas which relate to the bioeconomy.

### **Ethics and values:**

If the graduates of agricultural and life science degree programmes are to be agents of change capable of effectively contributing to the achievement of the SDGs and the COP21 Agreement, their education must be grounded in ethics and positive values. As scientists, agricultural producers, entrepreneurs, policy makers or simply as citizens, our graduates must be able to make difficult decisions understanding the ethical implications of such decisions. Issues related to agricultural production, land and water use, the structure of food systems, waste, and the distribution of food around the world are just some of the "messy" themes that our graduates will need to confront in their careers. Currently ethics is not a well-developed area of study in agricultural and life science degree programmes.

A key component of this emphasis on ethics in degree programmes is a focus on developing social and environmental awareness in our graduates. Change agents must be committed to building more just and prosperous societies and protecting the natural environment. This commitment is developed through the inclusion of social and environmental considerations in all phases of the

curriculum, and especially through direct involvement in community development and environmental conservation activities.

**Entrepreneurship:**

Agricultural and life science degree programmes should include a focus on developing entrepreneurial skills and competencies. In some areas of the world agricultural and life science degree programmes have focused on education for employment in the public sector. However, in an age of shrinking public sector expenditures, privatization, and growing interest in the role of the private sector in revitalizing rural economies, this emphasis is increasingly being questioned. A new approach would place greater emphasis on entrepreneurial skills than has traditionally been the case. This can be achieved by internships and actual experience in planning and operating an enterprise, as a means of preparing graduates for careers in the private sector, especially as independent entrepreneurs.

**Global perspective:**

We live in an increasingly global world and there is a need for graduates to have developed a global perspective from their degree programme. This perspective can come from having global examples, as well as national and regional examples, in the curricula. The study of global issues such as trade or climate change impact, through to global experience from international study at a foreign university, work, internships and educational travel all contribute to providing a well-rounded education.

### **3.3 At the Pedagogy and Training Level**

The bioeconomy requires professionals with the skills and attitudes to “hit the ground running” upon finishing their formal training. They need the theoretical background and knowledge required to inform practice, but also require the practical skills and experience in management that will allow them to make decisions and to lead. Furthermore, they need the self-confidence that is developed through actual work experience and the accomplishment of shared goals with fellow students and lecturers.

**Needs oriented:**

Education and training needs cannot be defined solely by scientific knowledge. Defining education and training needs requires the engagement of the stakeholders in the labour market. Translating these needs into defined competencies, skills and learning outcomes is essential before defining curricula. This requires an integrated approach that is not commonly adopted. GCHERA is in a strong position to help its member organizations exchange experience and knowhow around creating well-integrated curricula, and similar broad undertakings.

**Student-centered:**

The centre of attention in our programmes must be our students. The delivery of education in many universities still continues to focus on the lecturer as the bearer of knowledge. However, as a result of the ever increasing sophistication of digital technologies students are offered many new opportunities for accessing knowledge and engagement outside of the lecture room. Lecturers must recognise this as an opportunity and become facilitators and partners in a participatory learning environment. This approach sees the creation of a learning community of students facilitated by their lecturers in a blended learning environment exploiting novel approaches, e.g. the flip classroom, and the availability of open-source materials.

In this new learning paradigm students should also be trained to become reflective learners.

**Experiential (praxis) learning:**

Future bioeconomy professionals need to experience first-hand and in a meaningful way the complexity of the work environment. Experiential learning methodologies are the best way to prepare young people to enter the work force. Classrooms in which students are active participants in the learning process, internships, applied research projects, direct involvement in agricultural production and processing, and experience in community development activities should all be prominent features of degree programmes seeking to graduate the leaders needed in the bioeconomy.

It would be a mistake to equate experiential learning solely with field work or “learning by doing.” Experiential learning is a process of developing understanding in which the learner transforms experience into knowledge for future action. It can occur anywhere: in the classroom, field or community, and at its core involves students (and teachers) trying to make sense out of complex situations and problems to provide innovative solutions.

**Leadership:**

Agricultural and life science degree programmes must also focus on leadership development. This focus should include far more than simple workshops or leadership courses. Students should be provided with multiple opportunities to experience leadership. While this may occur in the classroom or laboratory, it is generally more effectively practiced in the student life programme, in community outreach activities, and in team projects. One result of the widespread corruption and poor political leadership encountered in many countries is that young people often lack models of constructive and ethical leadership. Our universities have a responsibility to provide students with models of ethical leadership and effective teamwork.

**3.4 At the University or Faculty Administration Level**

The quality of university administration directly impacts the quality of education, research and outreach by universities. We have much to learn from institutions that have transformed their universities into world-class institutions. An administrative system that encourages and supports excellence helps to attract the best staff and allows professors to achieve their full potential.

Change can be led from the top or can be a bottom-up process. Both are essential for the change management process to be successful. Universities do not act alone: there needs to be the active interaction, involvement and support of non-university partners in the change management process, including a dialog with government who are usually the lead funders of universities, and with industry, NGOs and civil society.

**Enhancement of the skills of the educators and the provision of the educational facilities:**

21<sup>st</sup> century agricultural and life science education requires new competencies for degree programme coordinators and learning facilitators. Administrators need to understand the resource requirements of the changed learning environment – human resource training, new facilities and financial models.

**Student recruitment:**

In many countries, agriculture is viewed as a second-class pursuit not worthy of the best and most motivated students. In far too many cases, agriculture represents a student’s second, third or even fourth choice of study. For this to change, the image of agriculture must undergo a metamorphosis, to be seen as being one component of the wider bioeconomy. This change in image has to be

initiated in the secondary schools. Universities have a role to play in engaging with secondary school education programmes.

If higher education programmes in agriculture and the wider bioeconomy are to become attractive to prospective students, the image of the “agricultural” professional must evolve and embrace new realities of the bioeconomy. For example, food systems professionals are involved in production, processing, marketing, and research. When “agricultural” graduates are perceived as leaders and individuals capable of not only producing but also of creating successful enterprises, “agricultural” careers will become much more attractive to potential candidates.

#### **A sustainable university:**

Much focus above has been placed on developing sustainable understanding, sustainable action, and ethical values in degree programmes to support a vision of agricultural and forestry production compatible with the sustainability of the natural environment and the conservation of biodiversity. Universities also need to be seen to act in environmentally sustainable and ethical ways in all their actions.

#### **Opportunities for collaboration between universities:**

There are new opportunities for collaboration between universities in the sharing of resources and capacity, for example through joint degree programmes and branch campuses. Such developments aid the development of the global perspective in agricultural and life science graduates. Such collaboration also enhances the capacity of a university. However, such collaboration raises many issues for university administration such as agreement on costs, mobility windows, recognition of courses abroad, and accreditation.

Quality assurance systems are generally developed on the basis of regional qualifications frameworks that are common between universities in the same region. This represents a valuable step forward, but exchanges between regions remain hampered by systems of recognition and validation that cannot be easily translated. As a trans-regional body, GCHERA could contribute to setting up a framework that can allow each regional qualifications framework to be easily recognised and aligned with others.

## **4. DELIVERY OF THE OUTCOMES OF THE ACTION PLAN**

### **4.1 The Planned Outcomes**

#### **Outcome 1 GCHERA plays an active role in global fora representing the higher education sector**

GCHERA will continue to act at the global level by representing the higher education sector in contributing to the development of initiatives and actions by global fora. Examples include GCHERA’s membership in the Steering Committee of GFAR (Global Forum on Agricultural Research, <http://www.gfar.net>) and the Global Task Force of TAP (Tropical Agriculture Platform, <http://www.tropagplatform.org/>).

#### **Outcome 2 Professional development and networking of the GCHERA Higher Education Association members**

Each year from 2016 to 2020 there will be an annual GCHERA World Dialogue – **Education and Innovation in Agricultural and Life Sciences**. These conferences provide a global forum for GCHERA’s member associations to address the grand challenges of the 21st century as enumerated by the COP21 and the SDGs. In particular, GCHERA members will consider resource scarcity (soil,

water, energy and biomass), economic and environmental crises, social problems and disasters which are of global concern.

These conferences also provide a global meeting place to support networking between rectors, deans and other senior managers with GCHERA's stakeholders. Participants share innovative practices in the strategic management of their institutions, and discuss the implications of the challenges of the 21<sup>st</sup> century as defined by COP21 and the SDGs for education, research and innovation for their institutions.

### **Outcome 3 Curricular and pedagogic reform**

Curricular and pedagogical reforms are central to GCHERA's mission as enumerated in sections 3.2 and 3.3 above. The sharing of best practices through our ongoing World Dialogue series of conferences (outcome 2) and the development of workshops is central to the achievement of that goal.

Workshops will be held on single topics where a particular focus for enhancement has been identified. GCHERA members will be asked to prioritise the topics to be addressed. It is anticipated that different blocs and regions of GCHERA members will have different priorities so that, where appropriate, workshops will be held on a regional basis. The workshops will be delivered in part by face-to-face discussions and opened up by webinars to a wider global audience, or may be delivered by webinars alone.

Examples of Workshop themes which would be prioritised by GCHERA members:

#### **Discipline level – curricular design and revision for**

Addressing the impact of changing circumstances and priorities; such current topics could include, for example, adaption and mitigation for climate change, nutritional security, soil remediation, and waste management

Change from low level cognitive learning to higher level cognitive learning

Interdisciplinary and holistic thinking in the bioeconomy

Ethical decision making

Sustainability

Entrepreneurship

Developing students with a global perspective

#### **Pedagogy and training level**

Student centred learning

Learning in open-source environments

Collaborative learning

Developing the reflective learner

Theory dominated learning to experiential (praxis) learning

Leadership training

### **Outcome 4 Change management by the university/faculty administration**

GCHERA will be a catalyst for positive change in university strategic and operational management across our GCHERA members' universities. GCHERA will arrange conferences and staff development workshops to share experience between universities and learn from universities which have undergone significant enhancement in their strategic and operational management. For example, potential topics could include:

Strategic and operational management

Organizational structure of the university

Role of non-university partners, dialog with government, industry, NGOs and civil society  
Widening access to agricultural life science higher education - lifelong learning, nano programmes, distance learning models  
Student recruitment to the agricultural and life science university and faculty– interaction with the secondary school system  
The sustainable university environment  
Supporting the mobility of staff and students  
Opportunities and models for collaboration between universities in education – sharing of expertise; joint degree programmes management, including issues of mobility windows, recognition of courses abroad;  
Transnational education - various models, complete branch campus with permanent staff, to a model which involves flying in staff in block teaching (internationalization at home)

#### **Outcome 5 Regulation and promotion of international exchanges**

The implementation of international agreements like COP21 and the SDGs will necessitate the engagement of international bodies with a worldwide remit. As a global body, GCHERA is in a unique position to promote and share best practices across our membership. This global exchange will be broadly based to include exchange of curricula, and staff and student exchange.

#### **Outcome 6 International accreditation of degree programmes**

There is a need for an independent body to evaluate university degree programs. GCHERA is in a position to draw on the expertise of its members to set up panels of experts who would travel to institutions to evaluate programs and provide guidance across the spectrum of curricular reform, pedagogy, and university administration.

#### **Outcome 7 Annual GCHERA World Agriculture Prize**

The purpose of the GCHERA World Agriculture Prize is to encourage the global development of the mission of higher education institutions in education, research and innovation in the agricultural and life sciences by recognizing the distinguished contribution of an individual to this mission. The World Agriculture Prize is awarded in recognition of the academic/faculty member's lifetime achievements and comes with an award of US\$ 50,000 and a specially commissioned trophy. Currently the prize is sponsored by the Education Development Foundation of Nanjing Agricultural University.

#### **Outcome 8 GCHERA World Agricultural University Innovation Prize**

GCHERA is seeking a sponsor for an award that would recognise innovation at the university level in the management, design and delivery of the curricula. The prize would be awarded annually as for the existing GCHERA World Agriculture Prize.

### **4.2 Funding sources**

The implementation of the Action Plan will depend upon GCHERA attracting resources from external sources. Consequently, the Action Plan will need to be shaped to meet the programme objectives of its potential funders. GCHERA does not charge a membership fee from its member associations but a membership fee is under consideration as a potential revenue source.

### **4.3 Communication and visibility**

Communication of developments and outcomes will be through the GCHERA website, newsletters, and the use of social media to reach a wider audience.

## 5. ACKNOWLEDGEMENT

The GCHERA Action Plan was developed with the financial support from GFAR (the Global Forum on Agricultural Research) and contributes to the implementation of the GFAR Mid Term Plan 2013-16 Outcome 4 – Collective initiatives fostered to improve capacities in agricultural research for development. The GFAR funding is gained from the European Commission.

John J. Kennelly  
President GCHERA

c/o  
Faculty of Agricultural, Life and Environmental Sciences  
University of Alberta  
Edmonton, AB  
Canada T6G 2P5

[www.gchera.com](http://www.gchera.com)  
email [president@gchera.com](mailto:president@gchera.com)

31 March 2016

## 6. ANNEX 1 GCHERA's Higher Education Association Members

APLU	Association of Public and Land-Grant Universities
AAACU	Asian Association of Agricultural Colleges and Universities
ABEAS	Brazilian Association for Higher Agricultural Education
ACDA	Australian Council of Deans of Agriculture
ACFAVM	Association of Canadian Faculties of Agriculture and Veterinary Medicine
AMEAS	Asociación Mexicana de Educación Agrícola Superior
ANAFE	African Network for Agriculture, Agroforestry and Natural Resources Education
CASCADE	Central Asia and Caucuses Agricultural University Consortium
EPC of CAASS	Education Professional Committee (EPC), of the Chinese Association of Agricultural Science Societies (CAASS)
IAUA	Indian Agricultural Universities Association
ICA	Association for European Life Science Universities
RUFORUM	Regional Universities Forum for Capacity Building in Agriculture
SAALSDA	South African Agriculture and Life Sciences Deans Association
SACA	Society Arab Colleges of Agriculture

## **7. ANNEX 2 EXECUTION OF THE GCHERA ACTION PLAN**

### **Management**

The execution of the Action Plan will be driven by the GCHERA Steering Committee which reports to the GCHERA General Assembly.

### **Staffing**

The execution of the Action Plan depends upon securing funding for the GCHERA Secretariat to execute the action plan in collaboration with GCHERA Member Associations.

### **Logical Framework**

For each outcome the GCHERA Steering Committee will consider and approve

- Outputs to be delivered
- Indicators
- Baseline – issues raised by GCHERA members in reports of “current trends in curriculum reform and innovation among your member Associations”
- Target deliverables by 2020
- Means of verification
- Assumptions

### **Monitoring and evaluation**

The GCHERA General Assembly will agree upon the individual operational objectives to be executed by the GCHERA Steering Committee. The headings for monitoring and evaluation will be:

- Operational Objectives
- Expected Outcomes
- Steps in Implementation
- Milestones
- Completion Statement