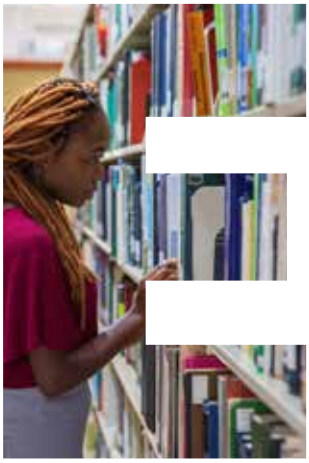
EARTH
UNIVERSITY

EDUCATIONAL



Institutional **mission**

To prepare leaders with ethical values who will contribute to sustainable development and building a prosperous and just society.

EDUCATIONAL MODEL

EARTH University is a non-profit, private, international institution, essentially aimed at preparing tomorrow's leaders.

The formation of our students is guided by EARTH's Educational Model, comprised of five components: the institutional mission, the graduate profile, the educational principles, the teaching and learning processes, and the curricular structure.

As per its mission, the most important task at EARTH is to prepare youngsters capable of leading positive change in their communities, countries, or regions to generate greater prosperity and equality among its inhabitants. At EARTH, leadership is conceived as the ability to influence other people, where leaders can share with others the same objectives and strategies for the common good, and build integrated teams to take action. The ability to influence is based on motivation and belief, instead of imposition or mere obligation. The ends and means are firmly supported by ethical values aimed at the integral development of society. This concept must contain the capacity for inclusion to fully incorporate all action stakeholders for change. Thus, leadership, aside from being an individual ability, could emerge as the outcome of integrating a team's abilities and know-how.

The mission also establishes that EARTH graduates aim their efforts towards the development of those regions of the world riddled with poverty, particularly vulnerable to climate change-induced threats, with populations typically lacking the levels of training and education required for their development.

In order to attain our mission at EARTH, we developed an educational model based on the generalist, holistic, humanistic, and social learning of the student body. For four years, students work to develop technical competences applicable to agricultural and natural resources management, leadership, entrepreneurship, social and environmental responsibility, and the strengthening of their values. After four years, EARTH grants the Agricultural Engineering title with a Bachelor in Agricultural Science degree.

Profile of the **EARTH** Graduate

The profile of the EARTH graduate describes the knowledge, abilities, capacities, and attitudes that define the graduate's competencies, determining the direction of the teaching-learning process. These competencies are developed during four years at the University and shall continue throughout their lives.

Exercises **leadership**

Capable of decision-making, promoting change, and encouraging others to do the same at local and global levels, with constructive and engaging influence.

Acts according to EARTH University's **values and principles**

Respects the principles of the Universal Declaration of Human Rights. Driven by EARTH University's values to contribute to sustainable development and build a prosperous and just society.

Is sensitive to social and environmental needs with a commitment to **generate change**

Identifies the proper needs and engages with opportunities to promote human and global well-being.

Communicates **effectively**

Communicates effectively, assertively, and in a multimodal way.

Interacts and works with an **inclusive attitude** within the team

Interacts in a collaborative way with emotional intelligence in diverse, intercultural, and interdisciplinary contexts, encouraging and leading the team towards common goals.

Practices **autonomous learning**

Has an attitude of continuous learning and creating solutions.

Critical, creative, and structured **problem-solving**

Identifies, lays out, and solves problems in a critical, creative, and structured manner.

Has a solid **technical formation**

Solves agricultural, community-development, and environmental management problems.

Has **managerial** and business **capacity**

Designs and manages projects through detecting opportunities for rural community development and environmental management as an entrepreneur with global perspective.

Seeks sustainable development and management of **agriculture** and **natural resources**

Creates and manages agricultural businesses and processes, as well as natural resources, with an attitude committed to sustainable development.

Applies **Science** and **Technology**

Creates, encourages, and manages technological changes, producing new scientific knowledge and applying technology to sustainable rural development.

Formative areas

Every competency in the EARTH graduate's profile may be grouped into four educational areas: technical and scientific know-how, development of social and environmental conscience and commitment, personal development of attitudes and values, and entrepreneurship. These areas are closely interrelated and are the structural backbone of the curriculum. It is important to emphasize that the profile of the EARTH graduate is designed to answer to the needs of society. For highly trained professionals in agricultural management, the future demands of the sector and their role as promoters in the creation of a better world.

Technical and scientific know-how

This area comprises all the knowledge, abilities, and skills that will make the EARTH graduate a competent professional in the technical areas required to work in sustainable agriculture and adequately manage natural resources. This area materializes in the curriculum mainly through the courses included in the syllabus.

Development of social and environmental conscience and commitment

This area is aimed at focusing education on social and environmental responsibility towards their community and their surroundings. Thus, leadership abilities for positive change are strengthened. This aspect materializes both in the classroom and in the field, such as in student participation and engagement in experience-building activities; conducting social development projects in their communities; with different co-curricular and other institutional activities, programs, and projects, such as volunteering in local and regional projects.

Development of personal attitudes and values

These are the development of intra- and interpersonal skills guiding students to become effective leaders. Among these competencies are self-awareness, empathy, respect towards others and towards different ideas, teamwork, effective communication, and becoming an autonomous learner for the rest of their lives. This area also includes the understanding and practice of institutional values and attitudes driving and supporting human actions to promote dialogue, peace, and understanding among people.

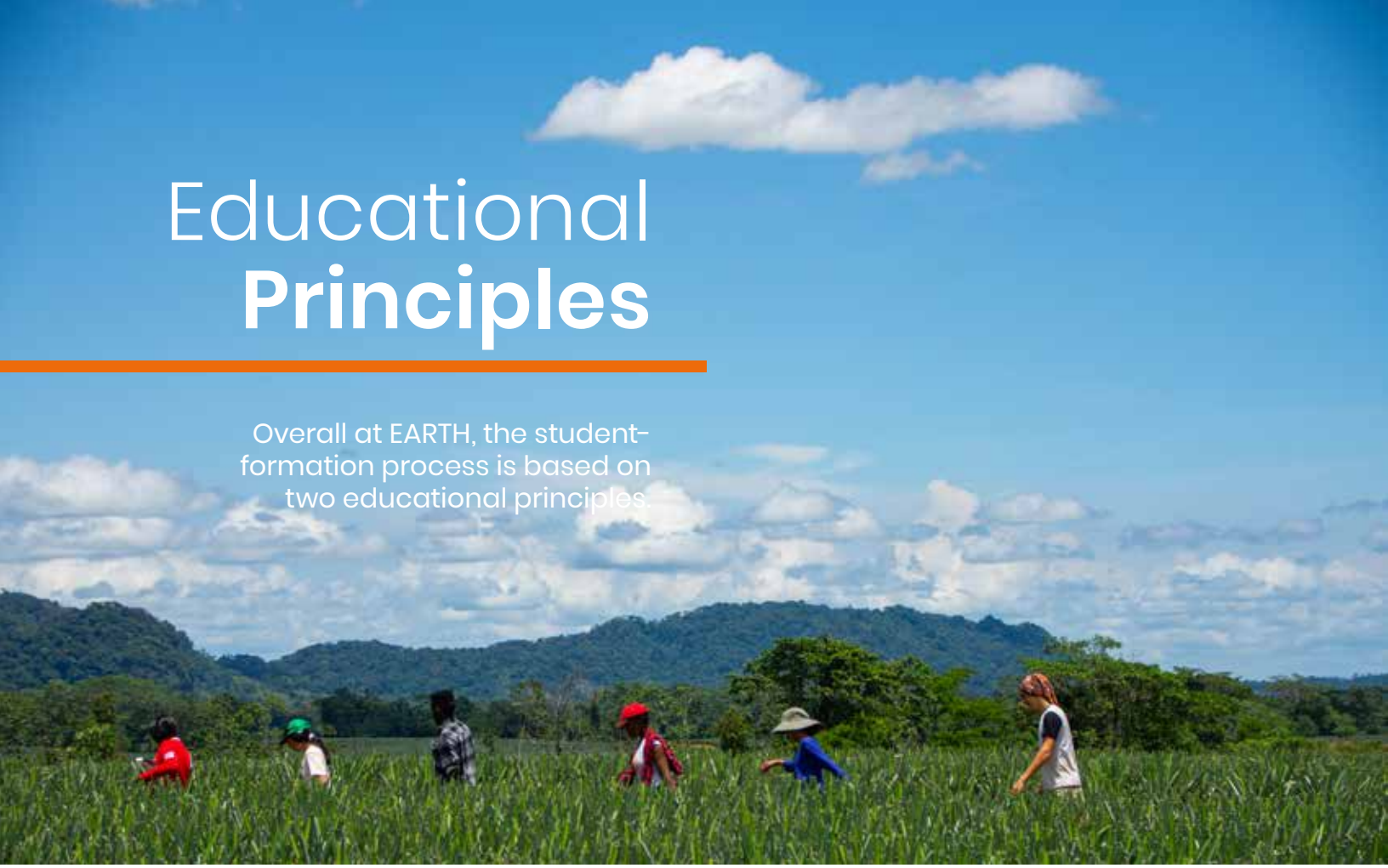
This is all materialized mainly by taking advantage of dialogue opportunities and through participative activities, designed to induce reflection, based on the experience of spending four years in a multicultural and diverse environment. This is also materialized in the syllabus, through those courses where students deliberately learn ways to develop their intra- and interpersonal competencies.

Entrepreneurship

In this area the student shall develop competencies as an entrepreneur able to proactively generate development opportunities while seeking solutions to actual problems. Therefore, the student develops the ability to assess, plan, organize, manage, and execute a business project. During the first three years of their career, students set the required know-how in motion to create and manage a business. They will have the attitude and ability to make decisions and take risks to obtain products and provide services based on social and environmental responsibility.

Educational **Principles**

Overall at EARTH, the student-formation process is based on two educational principles.



Student-centered learning

At EARTH, the student, as an individual or in a group, explores problems and becomes an active participant of knowledge instead of a passive receiver. They learn to solve problems originated by their study area and to reach conclusions through reflection and structured value judgements, all while building their critical reasoning skills. On the other hand, in student-centered learning, the teacher focuses on the design and application of the processes that enables the student to play an active role in their own learning, taking into consideration the student's learning style. This way, the professor leaves behind the traditional role of information carrier and conveyor.

Experience-based learning

Experience-based learning provides students many opportunities to build their knowledge base and develop skills that will allow for an immediate and relevant meaning to what they have learned, in a predesigned environment.

Thus, at EARTH, teachers enable the learning-induction process through the student's lived experiences and reflection on such experiences. They encourage critical analysis to teach individual criteria, judging, assessing, and relying solely on one's own definition to have a more reflective way of thinking towards others and themselves. This guarantees the understanding of phenomena that may occur during the student's personal growth, thereby inducing the student's quest and understanding of ingenious solutions.

The **teaching and learning** process

At EARTH, we believe that teaching and learning shall take place in a dynamic and engaged way between the student and the teacher. Based on these processes, at EARTH we also believe that knowledge is built, and is therefore not a state but a continuously changing process waiting to be shared by the faculty. We also acknowledge that, despite the fact that social reality presents students with richness and complexity, they can only build knowledge gradually and by approaching it themselves.

We understand that, as a social process, learning must happen among social groups and in the most natural surroundings possible. We envision learning as an active process in which students are constantly creating thought models and theoretical visions from their interactions with the world that surrounds them. Through experience and a build-and-rebuild process, each student's contributions play a decisive role and give sense to what they learn within their own reality. In summary, learning is the result of a dynamic, where knowledge is built and values, attitudes, skills, and abilities are developed.

Teaching is an intentional and deliberate process mediated by a teacher who enables and promotes the construction of knowledge. Several strategies are used to drive, didactically and methodologically, the construction and reconstruction of knowledge in a dialogic, tolerant, and respectful environment.

In recent years, EARTH has promoted a teaching approach based on Competencies to strengthen the professional development of their students. Based on the definition of the competencies of the Outcome Profile, each of the Academic Program's educational projects were designed to include the competencies required to prepare the leaders of change that we seek.

Curricular **Structure**

EARTH's curriculum is the implementation of its educational model. Thus, EARTH's mission and the graduate's profile blend with the educational principles, resulting in a unique teaching-learning process.

The structure comprises the syllabus and all the activities, both formal and informal, linked to the formation of our students. One of EARTH's strengths is having an inverse curriculum where students begin their studies with a systemic approach on agricultural production and natural resources management. As it progresses, they focus on the details of production systems and how to manage natural resources.

With the inverse curriculum approach, students live and experience the reality of agricultural production from the technical, social, environmental, and business perspectives right from the start of their studies, thus facilitating the construction of their learning process.

The syllabus has different competency-linked intentions every year:

1. Holistic vision

Holistic, global, and systemic vision of agriculture and natural resources, entrepreneurial thinking, base agricultural communication, and formation.

2. Sustainable management

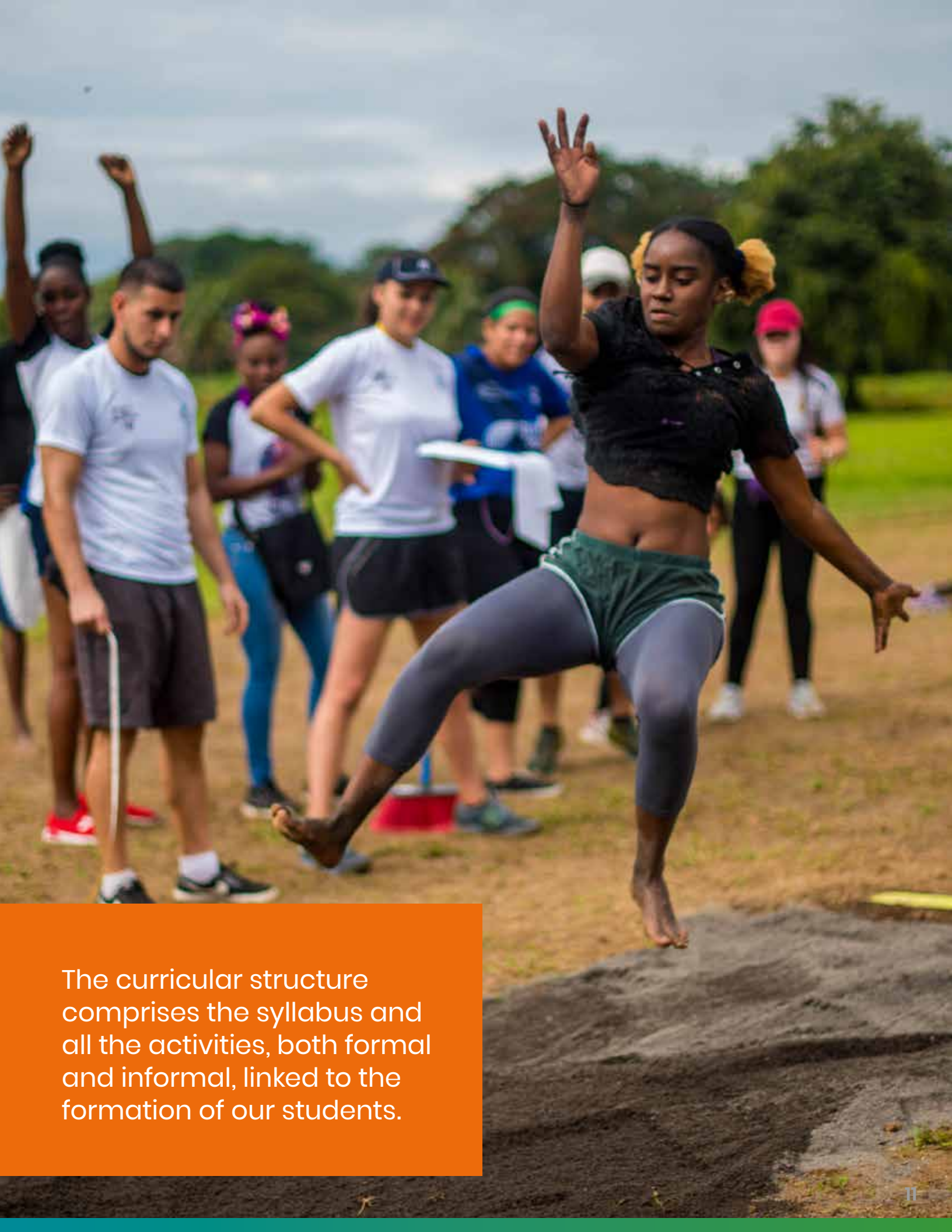
Sustainable production management, entrepreneurship, and interactions with the community.

3. Social commitment

Competency integration and application, sharing knowledge with the community, and social awareness and commitment development.

4. Project leadership

Leadership in projects, application of technology, and production of knowledge with a global vision of agriculture and natural resources, as well as professional independence.



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