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WILSON POPENOE PRIVATE FOUNDATION EVALUATION ECUADOR

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* * * *

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EXECUTIVE SUMMARY

USAID/Ecuador has funded the Wilson Popenoe Private Foundation scholarship activities since 1985 for Ecuadoran students to the PanAmerican Agricultural School (EAP) in Zamorano, Honduras. The Mission also provided a special fund for four students to complete their BS at Kansas State University. Too, it worked with the Ministry of Agriculture to make some PL 480 Title I monies available to relieve the extreme burden on the students' parents because of the devaluation of the sucre. The Foundation has solicited funds and scholarships for others not included in the AID-Foundation project.

The Foundation, with a great deal of assistance from the Quito and Guayaquil Zamorano Associations, recruits candidates who take the College Boards as the admission examination each year. The tests are graded by a private firm in Puerto Rico and the scores are sent to EAP Admissions Committee. That body makes its decisions and sends a list of eligibles to the Foundation, where the Board awards the scholarships. These are given based on the scores, high school grades, conduct, and in some cases on financial need.

The AID-Foundation project has provided financial assistance to 193 of the 293 Ecuadorans enrolled from 1985 to the entering class of 1989. The aid has varied from $1,000 to $6,000, but most toward the higher figure. Ecuadoran students generally, and the scholarships recipients particularly, have higher grade point averages and graduate at slightly higher rates than the EAP students as a whole.

The low income scholarship students have the same dropout rates as those from families with higher incomes despite some that voluntarily leave because their parents cannot pay the additional tuition costs. Too, some low income candidates eligible for awards do not enter for the same reason. Minorities have had low representation among the scholarship recipients. Two Chinese plus four each with Arabic and Indian surnames (all judged mestizos by those who know them) were identified. The number of women has increased but is still too low.

Forty of the 42 interviewed graduated (2 are taking the fourth year program in EAP) have good to excellent positions in agriculture and related fields. All but one are in the private sector (foreign degree holders are not eligible for government

civil service positions). The one present public employee is the credit manager of the government Development Bank. One interviewee was Minister of Agriculture earlier this decade. The newly named Minister is also a Zamorano graduate. Two Subsecretaries of Agriculture studied at EAP; neither could be reached for an interview.

The interviewees declared a substantial impact on Ecuadoran agriculture, especially on productivity. They particularly cited the effects of the management of general farms and haciendas but also noted graduates' effects on non-traditional enterprises: flowers, vegetable crops, palm oil, and shrimp. Banking presently employs 22 of the interviewees, although all of them have held positions in agricultural production. Agricultural supply houses hire a large number.

Many of the scholarship recipients have, of course, only recently graduated. Almost all of them are currently employed in production activities. Some from the 1985 and 1986 groups have moved to banking and business positions. A few of the 1988 graduates have not yet found positions but they expect to shortly, with the assistance of the two Zamorano Associations.

The political impact is easy to discern from the two ministers and the two subsecretaries of agriculture since they hold policy positions. Two other graduates are advisors to that ministry, contributing to the overall design and execution of policy. Two others are advisors to universities and another is a faculty member. They, too, have an influence, albeit indirect. It must also be noted that many Zamoranos are members of associations (livestock, coffee, shrimp, flowers) that provide information to the government and make their needs known.

The study team concluded that the AID-Foundation project has been operated in congruence with the terms of the agreement (excepting some problems of accounting) and that the enrollment/scholarship agreement goals have been surpassed. Consideration of a second project is strongly recommended. The team, however, urges that the new agreement be written in much more specific terms to meet the general AID goal of "spreading the benefits of development."

(1) Scholarships should be targeted primarily for low and middle income students, minorities (black and Indian), and women. Full scholarships are recommended for low income students; partial for middle income.

(2) Funds remaining when scholarship students abandon their studies must not be reallocated to others.

(3) To enhance the academic success of those recipients from a deficient educational background, a three month remedial

program is recommended.

(4) Most of the work in the Foundation has been done on a voluntary basis; the team recommends a full time development director to be paid by the project the first year, then on a sliding participation scale by the Foundation thereafter.

(5) The team found insufficient participation of the Zamorano Associations on the Foundation Board and urged much stronger ties, including placing their presidents on the Board.

(6) So far, the Foundation endowment fund is insignificant; a strong campaign must be inaugurated. The team suggested that AID seek monies for that fund if and when the Foundation demonstrated its capacity to acquire monies through its own efforts.

(7) The team found strong interest by the University of Cuenca to provide an Ingeniero Agrónomo degree in a year for Zamoranos; the team urges an agreement between it, EAP, and the Foundation, and that some of the recommended fourth year funds be allowed for students who choose to go there to complete the degree.

These recommendations do not suggest that the Foundation has neglected the terms of the agreement, it has generally met or exceeded them. The recommendations are offered, instead, to strengthen the new project.

I. THE FOUNDATION AND THE EVALUATION

The Wilson Popenoe Private Foundation was formed in 1985 to help Ecuadorans attend PanAmerican Agricultural School (EAP) in Zamorano, Honduras, and to provide job placement assistance when they graduate. Previously, prospective students had received help from the two Zamorano associations in Ecuador, one located in the Quito area and the other in Guayaquil. The Foundation furnished more concentrated possibilities of help through its office located in Guayaquil.

A. The Organization

The Wilson Popence Private Foundation is a legally constituted non-profit Ecuadoran organization. Its governance structure consists of a general assembly, a board of directors, and three officers as stipulated in the Foundation constitution. There are only two employees, a secretary and a part time accountant.

1. Governance

The General Assembly is made up of all founding and contributing members of the Foundation. Currently, these number 45. Honorary members may be named but they have no vote in the annual or special meetings of the assembly. A quorum of 51% of the members is necessary to conduct business at assembly meetings.

The General Assembly, in its regular March 31 annual meeting, elects seven Directors for a two year term (five must be present for a quorum of the board meetings); reelections are allowed. The present directors all reside in the coastal area although some were originally from the highlands. Several have served more than one term in office. Meetings of the board of directors are frequent, especially during the period of recruitment for the school examinations, receipt of applications for scholarships, and the subsequent meetings to award them. The latter are held at least once each trimester since although general awards are announced for each class, the actual awards are determined by trimester as the grade point averages from the previous trimester and information regarding financial need are received.

The seven directors elect three officers: President, Vice President, and Secretary. These officers conduct the routine business of the Foundation, as specified by the constitution. The board and its president represent the Foundation in negotiations with other organization.

2. The Zamorano Associations

The Quito (about 100 members) and the Guayaquil (about 150 members) Zamorano "alumni" associations are organizations that are independent of each other and of the Foundation. Both groups strive to build a feeling of solidarity among the graduates and conduct social and assistance activities toward that end. Additionally, they are of major help in finding candidates for the EAP examinations; this includes advertisements and meetings at schools to attract potential students.

The Quito association has accumulated a small collection of technical journals and other materials available for the use of any member. The Guayaquil organization has started a small factory, purchased a plot of land, and is currently planning a building as its headquarters.

A major function of both associations is that of assisting graduates to locate positions of employment. An unemployed graduate can expect that the members will do all they can to find out where positions are available, and when needed, present candidates and recommend them.

The Guayaquil association, partly because of its physical proximity to the Foundation, participates more actively in the affairs of the Foundation. The Quito group, and those graduates that live and work in smaller cities, towns, and rural areas, have little knowledge about the Foundation; they feel somewhat isolated from the main activities.

A Parents Association has also been very active in Quito for the past few years. With 40-50 members, this group was the prime mover to obtain some AID PL 480 funds, through the Ministry of Agriculture, for the exchange differential project in 1988. It has submitted a new proposal to the Ministry but has so far received no reply. The group also raised funds to charter a plane to Honduras to transport the 1989 entering class.

3. The Foundation and the PanAmerican Agricultural School

In late 1985, the Foundation and EAP signed an "agreement-commitment" for five years. In essence, the Foundation agreed to conduct an adequate recruitment, orientation, and scholarship program for Ecuadoran students to the school. EAP agreed to accept 110 students that met their usual quality requirements and assist with their finance provided that the Foundation, other entities, or the parents could pay the remaining costs. The school also agreed to furnish the information needed by the Foundation in making its award of scholarships. The agreement has been fully honored by both institutions.

4. The Foundation and USAID/Ecuador

The Mission has assisted the Foundation via three projects since its inception: (1) the original grant and its four amendments, totalling $795,000, (2) a one time only grant of $32,000 in 1986 for BS degrees at Kansas State University, and (3) a one time only grant of S/. 30 million (approximately $67,000) in 1988 from PL 480 Title I funds to help parents that had suffered seriously from the devaluation of the sucre. (Other sections of this report specify the terms and utilization of these grants.)

A review of the correspondence and the interviews suggest that there have been few problems with the administration of the grants. Some payment delays were experienced, principally because of waiting for documentation or modifications in it. No formal narrative report was specified from the Foundation to the Mission; meetings on general policy plus reviews of the accounting (which include specifications on procedures and the scholarships) apparently have produced satisfactory communications.

B. Summary of the Project Agreement and Amendments

The Wilson Popenoe Private Foundation and USAID/Ecuador began negotiations on a possible agreement and grant in early 1985 to provide scholarship funding for Ecuadorans to the PanAmerican Agricultural School in Zamorano, Honduras. The basic principle of this accord was to improve the productivity of agriculture and agricultural services in Ecuador by providing high quality, practical agriculture technicians to the country.

1. The Original Agreement

On July 18, 1985, the Foundation and the Mission signed Agreement and Donation No. 518-0062-G-00-5072-00 for a total of $265,000. Additionally the Foundation and EAP agreed to furnish funds in support of the program. The five year project (1986-1990) contemplated partial to full funding for some 225 students (25 to enter each year) during the life of the project. It was expected that the AID portion of the funding would amount to 35%, that of the Foundation and EAP 50%, and the students 15%.

The selection procedures were outlined (described in a later section) that were to emphasize equal access to the scholarships by all students qualified to enter EAP. Needy students were specifically noted as a target population. The necessary stipulations on administration, accounting, purchases, flights, liaison with AID, reporting, and evaluation were included.

2. Amendment No. 1

The first amendment was signed on August 30, 1985, and added $10,000 to the AID portion of the project funding. It provided further specification on the procedures and stipulated the exact relationships among AID, the Foundation, and the school.

The technical assistance program was described in a new section consisting of inservice activities in Ecuador. These could be conferences, workshops, and short courses on the problems of agriculture in the country. The allowable costs were for guest speakers and were not to include participant related expenses. All other costs were to be borne by the Foundation and the participant.

3. Amendment No. 2

On July 31, 1986, a further amendment was completed by the two institutions. The grant funds were increased by $175,000 to a new total of $450,000. All other portions of the original document remained in force.

4. Amendment No. 3

The third amendment was signed on July 24, 1987. AID and the Foundation had earlier discussed the possibility, subject to the availability of funds, of increasing the Mission contributions to the project to $680,000. That increase was achieved. Additionally, the contributions of the Foundation and EAP were separated, rather than combined as in previous documents.

5. Amendment No. 4

This amendment, finalized on September 30, 1988, added $115,000 to the grant, bringing the current total to $795,000. The allocations to the separate items were also modified, with $725,000 for scholarships, $60,000 for administration. It reduced the prior amount for technical assistance from $60,000 to $30,000. It also extended the project through August 14, 1991. Most of the other provisions remained as in the original but the term "low income" was substituted for "need" in the description of the students to be selected for the scholarships.

A conflict in working was found between the original agreement and the fourth amendment. The first states that "the Foundation will provide the administration." However, a line item for administration, at one point set at 15%, has existed since the original. The Mission and the Foundation are exploring whether or not another amendment will be needed in order to correct this situation; the Foundation has billed and been paid for actual expenses of the administration of the scholarship program.

C. Summary of Project Activities

The Wilson Popenoe Private Foundation has assisted Ecuadoran students since its inception in 1985. One hundred eleven of the 124 graduates from the classes of 1985 through 88 received assistance from the Foundation.

The current classes (89, 90, 91) have 169 students from Ecuador with 82 (48.5%) receiving assistance from the project. The class of 1991, which started this January, enrolled 67 students from Ecuador with 34 contracted for assistance.

Students from Ecuador have traditionally performed well at EAP. The most recent graduating class (Dec. 1988) included 47 students from Ecuador who performed well academically as the following summary shows:

EAP Class of 1988

Group	No. of students	Grade point average (gpa)
All graduates	120	2.52
Wilson Popenoe scholars	42	2.70
Other students from Ecuador	5	2.51
All students from Ecuador	47	2.68

Appendix C contains a summary of Ecuadoran student performance.

1. Admission/Application Process

The number of qualified students from Ecuador has provided EAP a good pool from which to make its selection. The class of 1989 was selected from 251 examined candidates and of the 61 who enrolled, 80% started the third year of studies.

The admission process and scholarship selection are appropriately separated. Potential candidates are examined by EAP appointed examiners in mid-year and the examinations are sent to an international testing center in Puerto Rico for grading. The results are forwarded to EAP for screening and pre-selection. EAP sends a list of pre-selected candidates to the Foundation, which contacts them and their families, informs them of the school policies and financial requirements. Students who wish may then apply to the Foundation for financial assistance. The Foundation awards scholarships based on examination scores, high school academic performance, conduct, and need. Of the 67 new students entering in the class of 1991, 45 applied to the Foundation for assistance and 34 were awarded a grant.

Students approved for assistance enter into a contract with the Foundation which delineates responsibilities of both parties.

Four students from the class of 1991 received grants of $9,000 (3,000 per year) while the other 30 received grants of $6,000 (2,000 per year). Scholarship recipients were white/mestizo and included two women. Four students have grants for fourth year study.

2. Implementation of Selection Criteria

Criteria for selection have included a combination of need and academic achievement. The graduating classes of 1985 through 1988 largely consisted of WPPF scholarship recipients (nearly 90%). Initial selection was made on the criteria and as students dropped out of school or their grade point average fell below 2.2, the funds were shifted to students with greater academic success. Thus about 90% of the students received some assistance; only those whose grade average was below 2.2 received no award.

The dropouts from the class of 1988 were summarized according to income level and are presented in Table 1.

Table I.1. Summary of Dropouts from Class of 1988 by Income Level (US$)

	TOTAL ENROLLED		DROPOUTS			GRADUATES		
Income Level	No.	% class	No.	% class	% income group	No.	%class	% income group
0 -3000	13	21.0	2	3.3	15.4	11	17.7	84.6
3001 -6000	13	21.0	6	9.7	46.2	7	11.3	53.8
6001 -9000	8	12.9	1	1.6	12.5	7	11.3	87.5
9001 -12000	6	9.7				6	9.7	100.0
12001-15000	2	3.2	1	1.6	50.0	1	1.6	50.0
15001-20000	5	8.1	1	1.6	20.0	4	6.5	80.0
20001+	6	9.7	3	4.8	50.0	3	4.8	50.0
Bank Certif.	8	12.9	3	4.6	37.5	5	8.3	62.5
FAD	1	1.6	0	0.0	0.0	1	1.6	100.0
Total	62		17			45		

Students in the middle income groups tended to have the lowest dropout rate ($6-15,000) and those with incomes less than $6,000 and over $15,000 were similar.

Economic changes in Ecuador have created financial problems for parents of students at EAP. Since payment at EAP is required in US dollars beginning in 1989, the real cost of enrollment has escalated greatly.

The Foundation maintained good records of applicant incomes and for classes entering in 1986, 87, 88, and 89, over 50% of all parents in each class had incomes below 2,000,000 sucres. Using exchange rates (dollars for sucres) for January of each year, the real income in US dollars for a family with an income of 2,000,000 sucres decreased as follows (exchange rates obtained from Banco del Pacifico, Guayaquil):

Year	Class	Exchange	Real income ($US)
1986	88	126	$15,873
1987	89	145	13,793
1988	90	250	8,000
1989	91	525	3,809

The drop in real income of families was accompanied by escalating cost of attending EAP. The cost per year was $4,500 in 1985 and increased to $6,025 for the class entering in 1989. Based on the dollar values for an income of 2,000,000 sucres and the increase in cost of the school, the family would need the following resources, just for EAP, for each year.

School year	U.S. Dollars to EAP	Sucres required
1987 (year entered)	$ 5,275	664,650
1988 (2nd year)	$ 5,525	1,381,250
1989 (3rd year)	$ 6,025	3,163,125

The families have had a difficult time supporting their children in school and future trends could make the problem worse. (The past and announced costs for EAP are in Appendix C.)

The class of 91 had many low income students and the availability of help from the Foundation made attendance possible for most of these. The Foundation received either partial or full applications from 60 of the 93 candidates who were pre-approved by EAP. Of these, at least 10 either did not complete their applications or chose not to attend. In examining the applications, finances appeared to be a major factor in choosing not to proceed as all but one of those were from families with incomes of less than $4,000 per year. Of the folders examined, possible minority surnames included 4 Indian, 3 Arabic and 1 Chinese, although the general opinion was that all but the Chinese were mestizo.

The geographic distribution of the class of 1991 consisted of 27 from Quito, 17 from Guayaquil, 5 from Cuenca. Twenty-three were from the coast and 37 from the sierra. Other years showed a similar geographic distribution.

One requirement of the Foundation is that students must receive at least a 2.2 grade point each trimester to retain their scholarship. Initial scholarship payment is ordinarily not made until the second trimester of the first year. A student with a first trimester average sufficient to stay in school but less than 2.2 would be ineligible for the scholarship. This was discriminatory against students who came from poor schools if the funding were vital for continuation.

The Foundation obtained applications from 49 students for the class of 1989. At the end of the second year, 11 of these had dropped out. Four of these were eligible for retention in school but because their grades were less than 2.2, they were ineligible for the Foundation scholarship. In all four cases, family incomes were low and lack of scholarship no doubt contributed to their leaving.

The Ecuadoran students currently attending EAP and interviewed by a team member felt instruction received was very good although the amount of work required was considered very demanding. First year students felt the physical rigors of the program were more difficult than the academic studies whereas second and third year students felt the opposite. All students were glad they were in Zamorano. They felt they gained maturity and ability to accept responsibility combined with good teaching. The main reason they applied to EAP was because of the influence of a friend, relative or parent who knew about the school. All the students interviewed recommended a better orientation for future students so they would have a better idea of what to expect.

The EAP graduates interviewed in Ecuador generally agreed with those now enrolled. Many, however, criticized the school for continually adding courses and credits without reducing those already in force. Three were also dissatisfied with the fourth year program contending that it is "just a repeat of the third year." They still feel very favorable toward the school

Interviews were conducted with the EAP director, dean, and members of the Admissions Committee. All responded positively concerning the performance of Ecuadoran students, and with the interaction with the Foundation. EAP officials appreciated the work of the Foundation and the Quito and Guayaquil associations for providing the largest applicant pool of any country. During the last 4 years, 28% of EAP graduates has been from Ecuador. Dropout rates of Ecuadoran students are slightly less than the school average.

3. Workshops and Seminars

The only activities of an inservice education nature (other than activities related to prospective students) were one international and one national conference of "Zamoranos" held to provide information on a disease of bananas. Workshops and seminars appeared to be difficult for and somewhat unrelated to the major role of the Foundation.

D. The Evaluation

The Wilson Popenoe Private Foundation has operated for about four years with USAID/Ecuador funding and has submitted a preliminary proposal for a second project. USAID/Ecuador therefore decided to contract an external evaluation of the Foundation and its program as part of the reviews for such a project. The present document is the result of that study, conducted from February 27 to March 28, 1989.

1. Study Tasks

The scope of work for the evaluation stated the following study tasks to be completed:

- Review the organizational and financial status of the Foundation.
- Review the project progress and achievements toward its stated objectives.
- Evaluate the academic performance of the Ecuadoran students receiving scholarships at "El Zamorano" school.
- Evaluate the impact of "El Zamorano" graduates on the agricultural sector of Ecuador, with a specials section on scholarship recipient graduates.
- Assess the sustainability of the project after AID funding has terminated; capacity of the Foundation in fund raising activities.
- Provide recommendations to improve the overall performance of the project or to introduce modifications if required.

Each of these tasks was addressed in a work plan for Quito and Guayaquil to assure that each factor was covered adequately for these two principal areas, although few differences were found between them.

2. Study Methods

Three main methods were chosen to complete the evaluation. Their components were as follows:

Document examinatiion: AID provided the project agreement and its amendments in full. It also furnished a copy of the proposal submitted by the Foundation for a new project. These were analyzed before beginning the field work. The Foundation provided copies of its agreements with the PanAmerican Agricultural School, the Ecuadoran Institute for Educational Credit, and that between the Foundation and the Mission for a special project utilizing PL 480 Title I funds. EAP furnished a great deal of student documentation. These, too, were studied for their content that related to the general conduct of the Foundation and the AID project.

Records examination: The Foundation made all of its files available to the evaluation team, with completely independent access while furnishing assistance from the secretary and the accountant in locating the items required. The Foundation officers answered any questions on the files that needed further explanation.

The study of the files was carried out in several ways. The number of students examined each year, admitted to EAP, those that were awarded scholarships, those that actually enrolled, and the subsequent records of those (grade point averages, behavior, dropouts, and graduations).

EAP records: One team member had first visited Zamorano and acquired data on these same students. This allowed direct comparison and checking for additional details not available in the Foundation files.

The financial records were also examined since the beginning of the Foundation and the project. Cursory checking was done on the accounts, sufficient to understand them and to feel confident that they were properly done.

Interviews: Four separate types of interviews were conducted:

Graduates of EAP: These were done with a formal questionnaire (Appendix F) and conducted person to person, either via an in person session or on the telephone. The areas discussed included graduation, types and places of employment, perceptions of EAP, and recommendations for improving the school, the Foundation, and fund raising.

A total of 42 interviews was completed by a former Zamorano graduate who was trained for the task. No one refused to be

interviewed and all answered every question as best he could from his knowledge. The replies were recorded in full and then later tabulated manually for presentation in the report. The sampling necessarily consisted of those who could be found in the short time available. The distribution across the years was unequal with only a few found from the earliest years and from the 1988 graduating class; the latter are still searching for jobs or are on farms, thus telephone contact was difficult. The majority, 54.8% was from the decade of the 80s. (The distribution by years is presented in Table 1 in Appendix E.)

Foundation officers: An orientation session was held with the president of the Foundation upon arrival in Guayaquil. It generally laid out the parameters of the evaluation, plus the general aspects, from the president's point of view, of the functioning of the Foundation. A later session was held with two other founders on the same topics. When the study was nearly completed, a similar meeting was held with the president, vice president, and the secretary. Explanatory sessions on the records were conducted with the accountant and the records secretary.

An important part of the sessions with the officers of the Foundation was to probe their thoughts on the new proposal and on some possible recommendations the team expected to make. Similar discussions were held at EAP with the director, dean, and the admissions committee.

Zamorano graduates: Meetings were held with available members of both the Quito and the Guayaquil Zamorano Associations; in each case, the president was present. These sessions primarily requested information on the associations, on their relationships with the Foundation, and on potential plans of action for them. The associations also provided more up to date lists of members with current telephone numbers.

Parents Association: A meeting was held with two mothers in this group. The discussions centered primarily on their financial problems and support activities.

These interviews were particularly helpful in assessing the overall strategies of the Foundation and in obtaining suggestions taken during the meetings but only the interviews from the general group of graduates were analyzed in tabular form. The notes from the others were examined for content.

Additionally, interviews were held with the evaluation project manager, with the Foundation project manager, a representative from the project office, and with the accountants in AID responsible for the Foundation accounts.

3. The Study Team

The contract called for two persons experienced in agricultural education. The two chosen also had performed two or more contracts in recent years on projects related to the PanAmerican Agricultural School, thus much of the background information was already possessed by them. The two consultants have had substantial experience in agriculture and agricultural education in Latin America and elsewhere. In consultation with the project manager, a third member was added to the team: an Ecuadoran EAP graduate who had completed a BS in the US and a post graduate diploma in New Zealand. These experiences, plus his work in Ecuadoran agriculture, lent an additional dimension to the study.

II. ECONOMIC, POLITICAL, AND SOCIAL CONTEXT

Many graduates of EAP hold or have held key positions in government and private business. Since there is a recognized shortage of well trained "hands on" agricultural technicians this project is providing a long term solution to the manpower shortage. Crop yields in Ecuador are low and the availability of competent agriculturalists will, over the long term, improve the well-being of the Ecuadoran people.

A. Impact on Agriculture

Since 1946, EAP has graduated 305 students from Ecuador. Contacts were made with 42 of these graduates regarding their professional career achievements, their ideas about the graduates' impact on agriculture, their recommendations for the Foundation, and their suggestions for operation of the Foundation. (See appendix E.)

The large majority of the graduates is self-employed or employed by private firms. Several had held significant government positions (minister of agriculture, subsecretary of agriculture, credit manager of the government development bank). Many held positions in banks and some had helped develop new businesses. During their careers most were initially employed in technical positions in agricultural production and after 3 or 4 years, moved to positions of greater responsibility and authority. Employment titles included many directors, managers, presidents and other titles of responsibility. Fifteen of those interviewed had obtained advanced degrees or diplomas following graduation at EAP.

Table II.1. Positions Held by Interviewed Graduates of EAP throughout their Careers

Position	No. of Zamoranos
Ministry of Agriculture	4
Banking	26
Agribusiness	71
Academic	1
Salesman	3

All of those contacted had very positive responses about EAP and felt that graduates had contributed significantly to the agricultural economy of Ecuador, especially in the private

sector. New graduates continue to find employment and advance rapidly. The majority of the graduates contacted worked in the agricultural sector and were making important contributions in their work. Students receive "hands on" experience in agriculture at EAP and the implementation of this experience and knowledge to Ecuador has had a positive impact on agriculture.

1. Private Sector

EAP graduates have played a significant role in the private sector. They have always been innovators such as in the development of banana plantations and lately in the shrimp industry. Of the 42 graduates interviewed, nine were self-employed and 28 worked for private business or industry. The banking field has attracted a large number of graduates.

Zamoranos are in demand by private employers. Newspaper ads reportedly will describe a position and state "Zamorano preferred." There has been ample opportunity for employment of graduates in the private sector.

2. Public Sector

EAP graduates have made some major contributions in Ecuador's public sector. Two Ministers of Agriculture and two sub-secretaries were Zamoranos. Many private sector graduates also provide considerable influence on public policy and direction (consultants to ministries and universities).

Most EAP graduates obtain initial employment in the private sector and as the survey indicated, remain in the private sector. The "Agrónomo" is not a recognized degree in Ecuador, thus they cannot be hired into the civil service. Therefore, Zamoranos opt for the private sector. The recently added EAP "Ingeniero Agrónomo" program likewise is not recognized. This will reduce their direct influence in the public sector, unless they revalidate their education in an Ecuadoran institution, which some have done. The University of Cuenca is interested in a revalidation agreement with EAP and that should be pursued since there is some difficulty in placing the large graduating classes.

B. Socio-Political Impact

Improved agricultural production plays an important role in the socio-political sectors of Ecuador. Agricultural production and an expanded private sector are enhanced by trained agriculturalists.

The role of EAP graduates in the economy is quite apparent and will grow in the next few years as over half of the 305 Ecuadoran Zamoranos have graduated since 1982. Their knowledge in production agriculture will increase production of both basic and non-traditional crops and thus improve the socio-economic climate of the nation.

Direct political influence has already been noted in the cases of two ministers of agriculture and two subsecretaries. Three interviewees currently serve as consultants to that ministry. Two others are advisers to public universities. Many others are called on for advice and counsel, especially those in banks and large businesses.

C. Scholarship Recipient Graduates

The Foundation scholarship grantees have not only performed well academically, but most have been placed in positions directly related to agricultural production. Nine recipients were contacted and of these, 3 have been employed as hacienda managers, 3 are crop managers for private firms, 1 is employed as a technician by the Universidad Pontificia de Cuenca, and two are returning to EAP for fourth year study. Graduates from the classes of 85-87 appear to be employed in positions which contribute to agriculture and the members of the class of 88 are finding positions.

Many scholarship graduates are taking advanced schooling. At least 4 are now in the EAP fourth year program and 2 more plan to enter this April. Seven additional students are known to be studying abroad (4 in the US) and one is doing advanced study in Ecuador. Still others will study for advanced degrees later.

Scholarship graduates have performed well at EAP, have been placed in productive positions on their return, and are receiving advanced degrees at reputable universities. The private sector will continue to employ these graduates because of their good technical background, work ethic, and past reputation.

III. FOUNDATION FUNDING

The Wilson Popenoe Private Foundation began operations in 1985. The Foundation manages funds from USAID/Ecuador, but searches for other sources to supplement the AID-Foundation project. Most of the supplementary funds are not accounted for within the regular accounting but are instead handled through the donating business or organization. This analysis will concentrate on the AID funds and will only list the others that have been facilitated through Foundation actions.

A. AID-Foundation Project Financial Analysis

The arrangement for the handling of the project funds provides for two principal means. USAID/Ecuador pays the scholarship funds directly to EAP (and on the special fund directly to Kansas State University). The money for administration and for the conferences is sent to the Foundation through advances and subsequent quarterly accounting. Similarly, the special exchange differential funds were managed through the Foundation but as a separate account.

1. Project Funding to Date

The Foundation conducts its accounting on a calendar year basis. The most recent balance statement (Dec., 31, 1988) showed annual expenditures for the Foundation, not for the project alone:

1985	S/	658,352.94
1986		577,062.15
1987		949,848.02
1988		5,239,544.74

The sum for these years is S/ 7,424,807.85. The higher amount for 1988 includes the administration for the year plus two conferences. A PL 480 exchange differential allowance was a separate grant. (See Appendix D for the unaudited Dec. 31, 1988, statement.)

The Mission accounts are kept on a cumulative basis, using a simple cash flow system: amount received and expenses allowed. The March 17, 1989, Commitment Liquidation Record showed the following for the Foundation accounts, including both the funds for scholarships paid directly to EAP and those expenses allowed for the Foundation. The accounting office has had problems with the accounts of the Foundation. These have been of two types: failure to report the expenditures according to the line items in the budget, and mixing charges among the several line items. A part of the small expenditure amount of 1988 is due to AID insistence on rectification of these problems. Meetings have

been held with the president and the accountant of the Foundation but some of the problems persist, delaying payments.

	Committed	Expended	Balance
1985	275,000.00	275,000.00	0
1986	175,000.00	175,000.00	0
1987	230,000.00	87,550.00	142,450.00
1988	115,000.00	13,488.91	101,511.09*
Total	795,000.00	551,038.91	243,961.09

* The difference is due to vouchers presented but not yet approved for payment.

It must be noted that some improvement in the situation has been registered - but not enough. The Foundation must regularize its accounting, utilizing the proper formats according to the budget, for reporting to AID. It must also adhere to the agreements on the format for the advance requests and for reporting its counterpart contributions. Neither of the latter have ever yet been done.

One item is of special interest to this discussion: the low administrative costs of the AID-Foundation project. A part of of this is due to the large amount of voluntary work that is contributed to the Foundation. Some, however, is due to the inadequate accounting procedures, resulting in greatly delayed or rejected payments for charges submitted.

2. Foundation Funded Activities

The Foundation has generated some funds apart from the AID projects. The cumulated amounts, which cannot be easily converted to dollars because they were obtained and often spent at varying exchange rates, include the following (the accounting numbers refer to the statement in Appendix D):

310.01	Membership dues	S/ 755,608
320.02	Application fees	568,830
330.02	Various	2,000
410.02	Various donations	412,128
420.01	Returned scholarships	280,000

These monies have been utilized to make some special help possible and to pay for costs not allowable under AID regulations. Further, the endowment fund (110.06) contains S/2,062,500 (approximately $4,125 at the present exchange rate). These amounts are modest but they have enabled a few activities that would otherwise have been impossible. The Foundation

expects that with the graduation of the larger 1988 class, the membership dues, at least, will increase.

3. Accounting Procedures

The part time accountant at the Foundation carries typical double entry accounts with receipts for each item. In his quarterly reports, he presents both current and cumulative figures to allow for rapid appraisal of the financial status of the Foundation. A cursory review of the balance statements showed no errors. Some problems have resulted when these were reviewed by AID, mostly because of unallowed charges and insufficient documentation. In 1988, AID requested that the Foundation utilize a separate bank account for all AID monies; that was arranged by the Foundation. The previously noted difficulties, from the AID accounting point of view, are serious and must be remedied.

The manual accounting system was found by the team to be adequate for the small number of entries required for the early period of this project. Now the accumulated system has become more complicated and the Foundation should shift from manual to computerized accounts since it already has a computer and software suitable for the tasks.

B. Assistance with other Funding

In addition to the AID-Foundation project, the Foundation has made contacts that have facilitated the funding of students to Zamorano and to Kansas State University. The help has resulted in obtaining general scholarship funds and assisting students to qualify for funds from other sources. The combined funding across the years has been substantial. Except for the PL 480 exchange differential assistance, the funds are not included in the regular AID-Foundation accounting records.

Banco del Pacifico began to offer scholarships to Ecuadoran students to EAP prior to the existence of the Foundation; in 1985, the first Foundation year, the bank formalized its assistance, with help from the Foundation, for a half scholarship per year. The present annual amount is $3,500.

Ingenio San Carlos, a private sugar mill, began to grant a half scholarship to one student in 1987. Its contribution is $3,500.

AgroRico a large, private farm, provides $4,000 per year as a half s[illegible]arship for one student. This award began in 1986.

FU[illegible] allowed an award of $3,500 to a student beginning in the class that [illegible]tered EAP in January of 1989.

Ecuadoran Institute for Educational Credit, a government sponsored institution to promote advanced education, had earlier loaned money to some Ecuadorans so they could study at EAP. In 1985, it signed an agreement with the Foundation to assist Zamorano students. Its yearly loans vary from S/ 750,000 to one million and is offered in differing amounts to almost every Ecuadoran student in EAP. The funds can also be used for the new fourth year program.

The German Foundation for Development gave two scholarships a year to Ecuadorans for EAP. With the advent of the Foundation, an agreement was reached to raise that number: 3-5 are given each year, depending on the availability of funds and the cost of tuition. These are full scholarships and they also provide a per diem for the students.

The PanAmerican Agricultural School also provides $6,000 per year for degree students to continue for an MS degree. These are available only for Kansas State University.

AID PL 480 provided S/30 million in 1988 as a one time only help to parents and students that had suffered serious economic consequences from the recent devaluations. Those who had to exchange sucres for dollars in the unofficial market had paid high prices for their dollars. Seventy-seven had benefitted as of the Dec. 31, 1988, accounting statement. Other parents are in the process of completing their documentation and the fund will be depleted shortly. The Parents Association of Quito initiated this assistance with the Ministry of Agriculture and AID. The Foundation administered the fund.

USAID/Ecuador also, in 1986, provided a one time only grant of $32,000 to finance four students that had completed the Zamorano program to obtain the BS degree from Kansas State University.

These funds have made it possible for many Ecuadorans to attend EAP and Kansas State University who otherwise could no afford to do so. Too, in cases of very low income families, the Foundation grants would not have been sufficient, thus combinations with other scholarships made the education within reach.

IV. PROPOSAL FOR A NEW PROJECT

The work of the Foundation has progressed well in the initial phases of operation. Its proposal for a new project addresses, in a general manner, the needs of students. It also provides for a more aggressive, permanent financial base to perpetuate scholarships.

The evaluation team, in this chapter, proposes some modifications to the Foundation proposal, based on its study of the results of the first four years and the suggestions of many of the former students. The plan particularly emphasizes scholarships for low income, minority, and women students. It also proposes some strengthening measures for administration and the endowment.

A. Project Purpose and Objectives

The Foundation clearly stated its basic purpose: to improve the management and productivity of Ecuadoran agriculture. It elaborated further by specifying the need to infuse practical application and discipline to that task.

The objectives, with some specification of means, included:

(1) Make it possible for qualified Ecuadorans to attend EAP.

(2) Further these possibilities by offering scholarships to those that need them.

(3) Assist students and parents through orientation to the school.

(4) Help the returning graduates find suitable employment.

(5) Build an endowment to perpetuate the scholarships.

The evaluation team proposes to strengthen the project through additional objectives:

(6) Spread the benefits of the project to:

(a) More low income students;
(b) More women students;
(c) More minority students, especially blacks and Indians.

Strengthen the Foundation management through increased personnel;

(8) Incorporate the Zamorano Association more fully so they are informed, active participants in the Foundation.

The remaining sections of this chapter further specify the targets and some means for achieving the objectives.

B. Students to be Served

The funding of scholarships needs to be restricted in outreach so as to assist the low and medium income students. Minority (including Indian and black), and women are to be specified. According to 1986 data, ethnic groups consist of Indian 25%, mestizo (mixed Indian and Spanish) 55%, Spanish 10%, and African 10%. Since over one-third of the population consists of minorities, they should be represented.

Three categories of scholarships are recommended for the three year program. They include one group of scholarsnip (total tuition, per diem, and transportation) beginning at $7,000; and levels of $3,000 and $2,000 per year based on income groups. For the fourth year program, one complete scholarship ($10,000) and one $2,000 grant are recommended for each year of the project. The Table IV.1 shows the number of awards proposed.

Table IV.1. Number of Scholarship Allocations FY 90-94*

	90	91	92	93	94
Full scholarship	10	10	10	0	0
Partial - $3,000/yr	10	10	10	0	0
Partial - $2,000/yr	10	10	10	0	0
4th yr - full	1	1	1	1	1
4th yr - partial	1	1	1	1	1

* Applicants will be funded for 3 years.

Using the pattern in Table IV. 1, 10 students in each category would receive an award for the 3 year period. Two deserving students (one low and one medium income) would be selected for fourth year program each year.

The team also strongly suggests that some of the money for the fourth year be allowed for use in Ecuador. The University of Cuenca has proposed a one year study following EAP for the Ingeniero Agronomo. The Foundation and EAP should vigorously pursue this proposal as it would allow entry into government service.

Deserving scholarship students may have difficulty, especially early in their career, in obtaining a 2.2 grade point average. Maintenance of the scholarship should be allowed as long as the student remains academically eligible to remain at EAP.

Funding should be allocated for students based on need prior to enrolling in school and attrition money should not be reallocated to other students who are doing well. Using the school's own attrition level (20% end of first year and 40% by graduation) and the school projected tuition cost for the years 90 through 94, the cost for low income scholarships is projected in Table IV.2. In addition to tuition, $800 per year is added for travel and incidental expenses.

Table IV.2. Cost Projection for Full Scholarships (US$)

Class	90	91	92	93	94
1st year	70,800	74,500	78,500	0	0
2nd year	00	59,600	62,800	66,240	0
3th year	00	00	47,100	49,680	52,800
4th year	7,080	7,450	7,850	8,280	8,800
Total	77,880	141,550	196,250	124,200	61,600

The total cost for the 5 years is $ 601,480.

In order to offer assistance to medium income students, scholarship levels of $3,000 per year (income $4,000 - 6,000) and 2,000 per year (income $6,000 - 9,000) are recommended. Ten grants at each level plus a $2,000 award for fourth year study, are proposed. Table IV.3 summarizes the budget requirement for these awards.

Table IV.3. Cost Projection for Partial Grants (US$)

Class	90	91	92	93	94
1st year	50,000	50,000	50,000	00	00
2nd year	00	40,000	40,000	40,000	00
3th year	00	00	30,000	30,000	30,000
4th year	2,000	2,000	2,000	2,000	2,000
Total	52,000	92,000	122,000	72,000	32,000

The total cost is $ 370,000.

The purpose of the scholarships should be to identify low and medium income (all categories to include minorities and women) students who would either not be able to attend or would have hardships in attending the school. By not redistributing the attrition funds to other students, more students can be served from the target categories.

The Foundation should develop programs to recognize students for "academic excellence" but this recognition should not be a part of the AID project. They should use funds from their own or other sources to fund these.

C. Project Implementation Plan

In order to be a self sustaining entity by 1995, the Foundation must take aggressive steps toward fund raising. The current organization needs the services of a full time development specialist to provide endowment direction (including investment counseling) for the Foundation.

The Foundation should be more aligned with the Quito and Guayaquil associations in order to sustain direction in fund raising and student recruitment. Association members appeared eager to work with the Foundation in fund raising efforts and they should be involved.

1. Development Specialist

The project should fund a development specialist to oversee the operation. The specialist should be an Ecuadoran, preferably a graduate of EAP who has the ability to establish direction for the Foundation effort, maintain rapport with the Zamorano associations and with EAP. The person must successfully direct the development of the endowment and coordinate the general administration and other scholarships. The project should fund the specialist in full for the first year and then gradually phase down funding. Proposed funding for the specialist and expenses follow:

Table IV.4. Proposed Project Funding for the Development Specialist by Year and Source (US$)

YEAR	AID	FOUNDATION	TOTAL
90	30,000	00	30,000
91	30,000	3,000	33,000
92	25,000	11,000	36,000
93	20,000	18,000	38,000
94	10,000	30,000	40,000
TOTAL	115,000	62,000	177,000

The specialist should be selected following a thorough search and the Zamorano associations, the Foundation, and AID should be involved. Initial salary of the individual should be guaranteed but increases in salary should only accompany success in fund raising. The goals should be established and regular evaluation of the individual should be related to the established goals.

In addition to fund raising, the specialist should work with the associations and the Parents Association to identify candidates in areas other than Quito, Guayaquil, and Cuenca. Identification of potential applicants in Esmeraldas and Loja for example should be sources of minority and low income prospects.

Some candidates eligible for admission may have deficiencies. A remedial course, such as a three month preparatory program would upgrade their skills. Some of these could go to EAP. The others should be recognized for their achievement and be encouraged to attend universities in Ecuador.

2. Interaction of Associations and the Foundation

Both the Quito and Guayaquil associations are interested in helping the Foundation. The leadership of the Foundation should make immediate contact with the associations and establish effective communication to ensure collaborative efforts. They should identify and meet the goals and objectives for both organizations. The foundation statutes should be revised to place the president of each association or their designees as members of the Foundation board. This would insure involvement of the associations in the Foundation work and also obligate the associations to support the work of the Foundation.

A less formal but equally strong relationship should be worked out with the Parents Association.

3. Remedial Academic Preparation

The reasons for the small number of low income and minority Ecuadorans representatives at EAP were often stated as "income and academic preparation problems." Even when eligible, some candidates do not apply. The Foundation should identify potential students who would benefit from schooling at EAP and provide preparatory training. Contacts should be made in areas where blacks and Indians live first with school officials to identify candidates who want to study agriculture. A pretest should be given to determine deficiencies (if any) and promising persons would be offered the opportunity to compete for scholarships at EAP based on their performance in a preparatory

course and satisfactory scores on the College Boards. A simplified sequence of events as follows might be utilized.

(1) Identify 50 candidates from low income areas who want to study agriculture.

(2) Pretest these and enter the most motivated and academically prepared among them in a 90 day preparatory course.

(3) Evaluate progress at end of course, administer the admissions examination, and select from qualified applicants.

Those who are not selected would benefit by the course and in addition to receiving recognition for completion, would be better prepared to compete in Ecuador's universities.

An inclusion of $90,000 ($30,000 each year for 90, 91 and 92) is recommended to enable this task to be carried out.

A possible site for the preparatory course could be one or more of the vocational agriculture schools assisted by FUNDAGRO. That organization indicated an interest in such a program if proper arrangements can be made. The problem of differing school termination dates between the highlands and the coast suggest that one site in each area should be selected with perhaps 25 trained in each.

The study team visited the Instituto Agropecuario "Genoveva German" to assess its possibilities a s site for the remedial course for the highlands. Its classrooms, laboratories, and field practice areas are very good. It is currently completing dormitories and a dining hall for resident students. Talks with the director, a math instructor, and the agricultural instructor gave strong support to the conduct of such a program during the vacation moths. They encouraged instruction in math, science, and writing (including grammar). The school, which receives AID-FUNDAGRO assistance, noted that either the students would have to be identified between year 11 and 12 for the course, or, if after grade 12, they would have to wait nearly a year for entry to EAP.

Because of academic year variances, a separate school may be needed for the coast. Those students could take the College Boards and enter EAP without delay.

In order to avoid discrimination, the preparatory course should be offered to any EAP applicant. This voluntary participation is not likely to raise the number beyond reasonable bounds.

An alternative, until other selection and for preparation procedures can be put into practice could be the selection of qualified students from the vocational schools. Indeed, this

probably could be continued even after other means have been instituted.

4. Administrative Costs

The Foundation with growth will need greater attention directed towards an office, secretarial and accounting staff. To cover the initial costs and to support staff, AID should provide support on a decreasing level with the differential being picked up by the Foundation.

Table IV.5. Projected Administration Costs in the Project (US$)

Year	Administrative support
90	15,000
91	15,000
92	12,000
93	9,000
94	5,000
Total	56,000

5. Scholarships for Remaining Students from First Project

The current contracts with students at EAP commit funds throughout the three years in school. Provision should be made to honor the original contracts (but not other awards made from attrition). Using EAP attrition rates, the funding required to continue scholarships for the classes of 90 and 91 would be $108,000 and $43,000, respectively.

D. Overall Proposed New Project Costs.

The differentiated budget recommended for consideration provides full funding for scholarships and preparatory for some candidates and partial funding (initially full) for administrative and development costs. The breakdown by year is summarized in Table IV.6.

Table IV.6. Projected Total Costs for Project Period (US$ 000)

Function	90	91	92	93	94	Total
Scholarships-full	78	142	196	124	62	602
Scholarships-partial	52	92	122	72	32	370
Prep school	30	30	30	0	0	90
Develop. specialist	30	30	25	20	10	115
Administrative	15	15	12	9	5	56
Residual scholarships*	11	43	0	0	0	54
Total 216	352	385	225	109	1,287	

* Residual students in classes of 90 and 91.

This proposed budget places much of the early fiscal responsibility on AID with the fund raising activities of the Foundation picking up the difference beginning in the second and third years. The Foundation must immediately address the task of building the endowment. If early progress is made, AID should consider contributing to the endowment and should expect it on a matching basis. In order to perpetuate a meaningful scholarship program after 1994, the Foundation will need assets of at least 4 million dollars. By the end of the second year of the project, the Foundation should raise $200,000.

The evaluation team, based on its knowledge of the Foundation's past performance, fully expects it to meet the new project goals and obligations. The team therefore recommends that AID proceed with an arrangement with the Ministry of Agriculture to obtain an endowment contribution equivalent to $1,000,000. This fund must be invested through a trust that specifies that <u>only the interest</u> may be expended, and that only at the end of the project period. The possibilities of a dollar denominated trust endowment should also be explored.

E. Monitoring and Evaluation

Monitoring of the Foundation should include yearly identification of low income, minority, and women students in the applicant and scholarship groups. Near the end of the second year of the project, an evaluation should be conducted to determine if AID should further assist the funding of the endowment. If at that time adequate fund raising has (a portion of the administrative costs and some endowment) been accomplished ($200,000) and appropriate annual representation of low income (10), minority (2 black, 3 Indians), and women (6) students receive entry scholarships. AID should consider an additional help to the endowment on an appropriate matching (perhaps [illegible] for each one raised and placed in the endowment) grant basis.

V. CONCLUSIONS AND RECOMMENDATIONS

The evaluation team, with the assistance and suggestions of many persons in the associations, the Foundation, and USAID/Ecuador, studied the Wilson Popenoe Private Foundation and its operations in considerable detail. The major tasks were to determine if it had met the terms of the first project agreement and its amendments. In light of the positive findings, the proposal for a new project was examined. The team found some areas that could be strengthened. The team's conclusions and the recommendations required to implement them are as follow.

Conclusion: The team applauds the work of the Foundation during its first four years. It has recruited, for the most part, qualified students for entry into the PanAmerican Agricultural School in Zamorano, Honduras. The scholarships were awarded according to the terms of agreement. Those students have succeeded academically and graduated at a slightly higher rate than the overall student record at the school. Generally, the administration and accounting have been adequately conducted.

Recommendation:

The evaluation team recommends that USAID/Ecuador and the Wilson Popenoe Private Foundation reach an agreement for a second project grant to follow immediately at the termination of the present grant.

This recommendation, however, is made with the understanding that the other recommendations be incorporated into the new agreement.

Conclusion. The evaluation team, after discussions with many Ecuadorans, concluded that successful placement in gainful employment for very large numbers of Zamorano graduates may be approaching its limit. Some 1988 graduates are experiencing slow placement. Continuing large graduations may exacerbate this problem.

Recommendations:

The team recommends that the new AID project limit the scholarships to 30 three year and two fourth year scholarship grants per year.

The Foundation and EAP should follow up on the interest at the Pontifical University of Cuenca in making an agreement for revalidation of the EAP degree, thus allowing entry of the graduates into public service. Some funds allocated as fourth year should be allowed for use in that university.

These, together with other scholarships arranged or facilitated by the Foundation, would reduce the total graduating.

Conclusion: The Foundation has awarded scholarships to some low income students and many of these have succeeded well. However, the pressures for resources have kept some candidates from entering Zamorano and some students have abandoned their studies even though their academic achievement was satisfactory.

Recommendations:

Ten low income students be awarded full three year scholarships in 1990, 1991, and 1992, including the transportation and living expenses (of incomes up to $4,000).

Ten scholarships of $3,000 to the $4,001-6,000 group.

Ten scholarships of $2,000 to the $6,001-9,000 group.

These scholarships must be maintained for the three years so long as the student is eligible to remain in the school (not the present 2.2 gpa).

Funds remaining from these scholarships may not be reallocated to other students.

Scholarship funds freed because of attrition are absorbed into the rest of the project budget.

The team recognizes the wisdom of stimulating academic excellence via scholarships. It recommends, however, that AID monies not be used for that purpose but instead, that the Foundation seek funds for them.

The fourth year program is valuable for many Ecuadorans and its addition is lauded. The team therefore recommends that one full and one partial scholarship be awarded in each of the five project years. However, it suggests that some of that money be allowed for Zamoranos who wish to do their fourth year in Ecuador, particularly in the University of Cuenca.

Conclusion: The study of the project scholarship holders shows few minority students. Two Chinese were awarded funds although only one attended. There were also some Arabic and Indian surnames but the general consensus was that they were mestizo. Apparently no black from Ecuador has ever gone to the school.

Recommendation:

At least two blacks and three Indians must be included in each year of the new project and the Foundation should

strive for numbers of minorities equal to their proportions in the population.

Conclusion: The first project contained some scholarships for women, especially among the group that just entered. The team compliments the Foundation for this successful effort.

Recommendation:

At least six women each year should be included in each of the five project years; special efforts should be made to recruit minority and low income women.

Those women now attending Zamorano are succeeding and will stimulate more applicants in the future.

Conclusion: The team recognizes that many interested low income, minority, and women candidates have had inadequate secondary education. To make it possible for otherwise desirable candidates to have an opportunity to enter the PanAmerican Agricultural School, some special efforts will be required.

Recommendations:

A remedial course of three months is recommended to help candidates strengthen areas in which they are weak; one will be needed for the coast and another for the highlands because of the differing school vacation periods.

The FUNDAGRO assisted vocational agricultural schools may offer a fertile ground for improving secondary preparation and for the recruitment of potential scholarship recipients.

The team inspected the Agricultural Institute in Machachi and found it appropriate for such a course.

Conclusion: The tremendous amount of voluntary effort that has gone into the conduct of the first project is acknowledged and applauded. The Foundation, if it is to continue its growth, cannot rely only on voluntary assistance.

Recommendations:

The Foundation should acquire the services of a full time development specialist; the AID project should fund that position fully at first and then gradually reduce its contribution.

The project should upgrade the salaries of the records secretary and the accountant, and provide the additional training needed to fully carry out the project activities.

The Foundation should acquire its own office quarters; the acquisition of its own building should be an early investment.

The Foundation, if it is to become a fully recognized and valuable institution to the Zamoranos and the public in general, should provide some services that maintain contact (newsletter), publicize its own activities and those of the graduates (news articles), and assist in the continued improvement of its members (technical reports). Activities such as these examples will increase public awareness of the Foundation and facilitate its fund raising.

Conclusion: The Quito and Guayaquil Zamorano associations, and the Parents Association of Quito, have helped the Foundation in many ways during the past years. However, many members feel that the associations are somewhat isolated from the workings of the Foundation. They are also eager to help assure that funding for scholarships continues beyond the AID project.

Recommendations:

The constitution of the Foundation should be modified to incorporate the presidents of the two associations, or their designates, as members of the board of the Foundation.

The Foundation board of directors must include representatives from both the coastal and the highland areas.

The team also recommends that the Foundation work closely with the Parents Association because of their common goals.

Conclusion: The present Foundation endowment fund is insignificant in comparison to the need. The new project, if funded, will terminate in 1994. The Foundation must, therefore, concentrate a great deal of effort into building an adequate endowment base before the project terminates.

Recommendation:

The Foundation must develop a viable plan for and implement an aggressive fund raising campaign that will enable full fiscal responsibility within five years.

If at the end of the first two years of this effort, the Foundation has demonstrated an ability to become self sustaining, other assistance should be considered.

Recommendations:

AID should pursue the possibilities of an early endowment fund for the Foundation.

When the Foundation has demonstrated capacity to build its own endowment, ways to provide matching funds should be investigated.

The endowment fund must be maintained intact, and added to; only a reasonable proportion of the interest may be expended on scholarships.

These proposals anticipate that the Foundation will raise funds annually to cover some scholarships and eventually all administrative costs.

Conclusion: The team and the AID accountants find some deficiencies in the accounting procedures; these must be rectified soon and certainly before a new project is agreed upon.

Recommendation:

The Foundation accountant must be placed in charge of the accounting procedures and carry them out according to the AID regulations; these are simple and present no unusual difficulties.

The accounts of the Foundation must be regularized. Both that organization and USAID/Ecuador must have accurate and complete records of the financial records of this project. Further, the Foundation must prepare a report on its counterpart contributions; they have been substantial and merit reporting.

APPENDICES

APPENDIX A
LIST OF CONTACTS

Alumni Questionnaires

AGUIRRE, Santiago. 82. El Espinar SA, General Manager
ALBAN, Jorge. 63. Empresa privada, Manager/Owner
ARAMBULO, Rodolfo. 61. Camaro SA, Executive President
ARELLANO, Antonio. 83. Morisaenz, Agricultural Administrator
BUITRON, Pablo. 81. J. Espinoza. Technical Advisor
BUSTAMANTE, Santiago. 85. El Rosedal SA, Crop Manager
CANELOS, Francisco. 69. Banco Nacional de Fomento, Credit Supervisor
CARDENAS, Leonardo. 88. Fourth Year Student, Zamorano
CASTELLANOS, Carlos. 85. Hacienda Donoso, Administrator
CEDEÑO, Sergio. 73. Banco del Pacifico, Credit Manager
CHANG, Jorge. 71. FUNDAGRO, Executive Director
CHIRIBOGA, Roger. 59. Flores del Ecuador, General Manager
CHONG QUI, Fernando. 88. Hacienda Patricia, Administrator
DEL HIERRO, Augusto. 80. Planta Bal, Assistant Manager
EGAS, William. 66. Hacienda Ganadera, Administrator
GALLARDO, Emilio. 77. Banco del Pacifico, Credit Manager
GARCIA, Enrique. 82. Banco Continental, Credit SubManager
GOETCHEL, Leopoldo. 83. Hacienda Ganadera, Administrator
GRANDA, Ramiro. 80. FUNDAGRO, Coordinator for Production, Instituto Agropecuario "Genoveva German"
GUERRERO, Tomás. 80. Development Associates, Research Assistant
HIDALGO, Miguel Angel. 75. Oleica, Financial Manager
JALIL, Jorge. 72. Plastigama, Division Manager
LANIADO, Marcel. 49. Banco del Pacifico, Executive President
LITUMA, Ivan. 72. PROCAESA, General Manager
MERINO, Roberto. 81. Banco del Pacifico, Credit Manager
MOLESTINA, Ricardo. 72. Lesoya SA, Plant Chief
MONCAYO, Roberto. 70. Auquicuy, Manager/Owner
MONTALVO, Alfredo. 80. CRIPESCA, Manager
MONTALVO, Paúl. 87. Flores Equinocciales, Area Chief
MUÑOZ, Jorge. 78. Citibank, Resident Vice President
ORTIZ, Galo. 87. Hacienda Chumbán, Manager
PULIDO, Luis. 88. Fourth Year Student, Zamorano
ROMERO, Fausto. 84. Inversiones Floricolas, Production Chief
SANCHEZ, Carlos. 80. Caserta Cia., General Manager
TORRE, Oscar. 80. Banco del Pacifico, Credit Officer
TORRES, Guillermo. 88. Universidad Pontificie de Cuenca, Agricultural Technician
TRUJILLO, Alvaro. 78. Agricultural Commodities Trade Market, Executive Director
SAAVEDRA, Ulpiano. 54. Hacienda San Fernando, Administrator/Owner
VERGARA, José. 37. PRODECO, General Manager
VILLANUEVA, Juan. 71. Hacienda Bananera, Administrator
VINUEZA, Constantino. Banco del Pacifico, Credit Assistant

Other Interviews and Meetings

USAID/Ecuador

FLORES, Jaime. Project Manager for the Foundation
JACOME, Inés. Accounting Office
PETERS, Richard. Evaluation Manager and Agricultural Officer
THOMAS, Dawn. Program Office
VELASQUEZ, Lilian. Accounting Office

Wilson Popenoe Private Foundation

ARAMBULO, Rodolfo. Foundation President
CEDEÑO, Sergio. Foundation Vice President and Guayaquil Zamorano Association President
LANIADO, Marcel. Foundation Founder and former Minister of Agriculture
MOREIRA, Marjorie. Records Secretary
SANCHEZ. Carlos. President, Quito Zamorano Association
SOTO, Marco. Foundation Secretary
VELASCO, Antonio. Accountant

PanAmerican Agricultural School

MALO, Simón. Director
ROMAN, Jorge. Dean
RINER, Ned. Assistant to the Director
CACERES, Sandy. Executive Secretary
BENAVIDES, Olga. Executive Secretary
ZELAYA, Raúl. Assistant Professor and Records
DE LA PUENTE, José. Fourth Year EAP Student from Ecuador

Others

CHANG, Jorge. FUNDAGRO Executive Director
DE JARRIN, Anita. Representative, Quito Parents Association
JARAMILLO, Galo. Alumnus and Businessman, San Rafael
SALVADOR, Mario. Director, Instituto Agropecuario "Genoveva German," Machachi

APPENDIX B
REFERENCE DOCUMENTS

ESCUELA AGRICOLA PANAMERICANA. Annual Report 1986. Zamorano, Honduras, 1986.

_____. Reporte Anual 1987. Zamorano, Honduras, 1987.

INSTITUTO AGROPECUARIO "GENOVEVA GERMAN". Folleto de Presentación. Hacienda Puichig, n.d.

RAMIREZ CHAVEZ, Homero. Análisis de carpetas de estudiantes seleccionados por la Escuela Agrícola PanAmericana clase 91. Guayaquil, Fundación Wilson Popenoe, diciembre de 1988.

USAID/ECUADOR & WILSON POPENOE FOUNDATION. Agricultural Education for Development Grant Agreement (518-0062-G-00-5072-00). Quito, Ecuador, August 14, 1985.

_____. _____, Amendment 01. Quito, Ecuador, August 30, 1985.

_____. _____. Amendment 2. Quito, Ecuador, July 31, 1986.

_____. _____. Amendment 3. Quito, Ecuador, July 24, 1987.

_____. _____. Amendment 4. September 30, 1988.

USAID/ECUADOR. Commitment Liquidation Record (Wilson Popenoe Private Foundation). Quito, Accounting, 3/17/89.

US DEPARTMENT OF STATE. Background Notes: Ecuador. Washington, DC, October 1986.

WILSON POPENOE FOUNDATION. Proposal for an operational program grant to Wilson Popenoe Foundation to support a scholarship program for Ecuadoran students at the Escuela Agrícola PanAmericana - El Zamorano. Guayaquil, n.d. (1989).

_____. Estado de Balance, 31 de diciembre de 1988.

APPENDIX C
SUMMARY OF FINDINGS AT EAP

Admissions Process

All applications for admissions to EAP are processed at the school without regards to scholarship consideration. After students are approved for admission, scholarship selection is handled independently by the Wilson Popenoe Private Foundation (WPPF). Most funds are not awarded until after students have completed at least one trimester of work. Of the 82 WPF scholars now at EAP, only 4 are in their first trimester of study. To retain eligibility for a scholarship, the student must maintain a 2.2 gpa (on a 4.0 scale).

Of the 169 students from Ecuador now attending Zamorano, 82 are approved for Wilson Popenoe Private Foundation scholarships. For the class beginning in 1989, the total cost per student is $12.764. EAP has provided a scholarship to Ecuador students of $6,739 leaving each student responsible for $6,025 per year. EAP would like to see additional help from WPPF or other sources to help defray the basic grant program of the school. The EAP basic grant ($6,739 in 1989) is normally provided to 220 entering first year students and should remain a part of the basic package.

Finding qualified students from Ecuador has not been difficult as 300 to 400 good applications are received each year. Students selected generally perform well at EAP as the following summary of the 1988 graduating class shows:

Group	No. of students	Grade Point Average
Total grad. class	120	2.52
WPPF Scholars	42	2.70
Other Ecuad.students	5	2.51
All Ecuad. students	47	2.68

Of all second and third year Ecuadoran students (98 students) only 7 had a gpa below 2.0 and 25 were 3.0 or above.

Wilson Popenoe Private Foundation scholarships have paid up to $6,000 per year although most scholarships provide payment of $2,000 to $3,000 per year. EAP provides a basic grant for 220 beginning students each year (although they normally accept 30% additional students to cover those who at the last minute do not come).

By the time students enter the third year (based on 88 graduating class) most Ecuadoran students are on WPPF scholarships (42 of 47 for 89). Most students who have good scholastic standing receive some financial assistance from the WPPF. Students with greater

need receive larger amounts of assistance. If students do well at EAP in their early trimesters, they have been able for the most part, to look forward to receiving financial assistance from the WPPF. Applicants enrolled in the class of 91 are largely from families with incomes of less than $15,000 per year (62 of 66).

Students were interviewed regarding their perceptions of EAP. First year students (in second month here) found the experience to be much more rigorous than they had expected. Their common reaction was "to much work and to little time". All courses were difficult but success appeared achievable. The amount of discipline was overwhelming to them as was the full daily schedule. First year students interviewed said that some of their class members were contemplating dropping out because of the rigors of the program and not because of academic failure.

The main reason they applied here was because of the reputation of the school. Friends, parents and relatives were prime motivators for these students. They felt a need for better orientation of "what to expect" before arriving here. Video/oral presentations were recommended for new incoming classes.

The observations of upper class students were similar to first year students with some exceptions. Second and third year students felt the major reason for leaving school was lack of academic success rather than the physical rigors. The academic rigors were too much for many students, thus they failed or dropped out. The major area of deficiency mentioned was mathematics.

Many of the students interviewed had never worked on a farm so the work experience for them was a totally new experience. Upper class students were more critical of the quality of work experience than were first year students although both groups considered the experience to be good.

Instructional quality of classroom teachers was considered good. Teachers were well qualified and cared about their students. Upper class students were glad to have the opportunity to study here. Their plans after graduation were divided among more education, working in a family business or farm, and obtaining employment with the government, private business or industry.

Second year students agreed that a thorough orientation should be provided in Ecuador for all students contemplating attendance at EAP.

Scholarship selection

EAP officials felt the selection process was working well. Since all students are approved for admission before being considered for a scholarship, the academic capability is predetermined. School officials suggested, where possible, the selection should determine if the students were motivated to study agriculture, especially in a rigorous work/study environment.

Currently only 4 students are supported in the fourth year program. Most first year students will receive their grants after achieving at least a 2.2 gpa in the first trimester.

Indicators of Success at Zamorano

College Board examination have been used to assist in admission of students to EAP. The scores have closely correlated with the success of students in the program (see Table 1). Graduates of the classes of 87 and 88 and those who have finished the second year of the class of 1989 show they are more likely to be retained if they do well on their test scores. Students scoring over 700 on the verbal and mathematics components were retained at a 92% and 82% rate. Students below 400 in verbal scores and under 450 (math) were retained at less than 21 and 28% respectively.

Students from Ecuador in general do well as compared to other student groups (see Table 2). The number of students tested and acceptable from Ecuador is very high and good students are denied admission each year.

The student pool from Ecuador is the largest of any country supplying students and thus the selection process enables a favorable retention rate (see Table 3). More students are currently enrolled from Ecuador than from any other country and the retention rate was third only to El Salvador and Guatemala.

The retention rate of students from Ecuador as compared to the entire campus population is summarized for the class of 1989 in Table 3. The Ecuadoran students in each of the classes of 86, 87, 88, and 89 had a higher completion rate than the school average (see Table 4). First trimester dropout rates of current students are lower than the class average (Table 5).

TABLE 1. SUMMARY OF VERBAL AND MATH SCORES OF STUDENTS WHO HAVE OR WILL GRADUATE FROM EAP (Classes of 1987, 1988, and 1989)

Verbal						Mathematics					
Score	1987	1988	1989	Total	with class %	Score	1987	1988	1989	Total	with clas %
800						800					
750–799						750–799	3/3	1/2	1/1	5/6	83
700–749	4/4	5/5	2/3	11/12	92	700–749	15/19	19/23	17/20	51/62	82
650–699	12/13	2/2	7/9	21/24	88	650–699	33/46	15/22	26/35	74/103	72
600–649	27/32	10/19	19/27	56/78	72	600–649	26/38	24/39	31/46	81/123	66
550–599	23/34	18/29	28/42	69/105	66	550–599	16/26	14/24	13/30	43/80	54
500–549	20/39	23/38	23/35	66/112	59	500–549	11/27	10/21	14/24	35/72	49
450–499	10/19	16/26	15/27	41/72	57	450–499	3/15	3/16	4/10	10/41	24
400–449	9/25	10/23	13/22	32/79	46	400–449	0/7	3/7	2/4	5/18	28
350–399	2/11	3/13	1/5	6/29	21	350–399	00	0/4	0/1	0/5	00
300–349	0/4	2/4	0/1	2/9	22	300–349	00	0/1		0/1	00
Total	107/181	89/159	108/171	304/511	59		107/181	89/159	108/171	304/511	59
% with Class	59	56	63				59	56	63		
Mean	536	515	539				608	595	607		

For classes of 1987 and 1988-those who graduated with their class
For class of 1989-those who finished second year with their class

TABLE 2. COLLEGE BOARD EXAM SCORES OF COUNTRIES WITH STUDENTS AT EAP

CLASS OF 1989

COLLEGE BOARD EXAM AVERAGES

	All			Enrolled		
Country	No. students	Verbal	Math	No. students	Verbal	Math
Panama (21%)	100	432	507	21/21	533	578
Belize (17%)	30	437	609	5/5	509	673
Costa Rica (44%)	18	461	542	8/100	537	602
El Salvador (12%)	69	469	552	8/8	534	592
Guatemala (40%)	45	521	591	18/20	555	622
Ecuador (24%)	251	496	570	60/61	575	641
Honduras (28%)	176	447	511	49/60	497	567
Nicaragua	00	00	00	2/2	539	610
Colombia	00	00	00	0/11	00	00
Bolivia	00	00	00	0/10	00	00
Mexico	00	00	00	0/1	00	00
Average		479	559	171/209*	539	607

* Number of students in class/numbers who took exam

TABLE 3. THE RETENTION OF STUDENTS FROM THE CLASS OF 1989 AT THE END OF THE FIRST TRIMESTER AND YEAR

	No. Examined	No. Enrolled	Finished 1st trim.	Finished 1st year	%Finishing 1st year
Panama	100	21	20	16	80
Belize	30	5	5	3	60
Costa Rica	18	10	10	7	70
El Salvador	69	8	8	8	100
Guatemala	45	20	20	17	85
Ecuador	251	61	58	49	80
Honduras	176	60	54	40	67
Nicaragua	0	2	1	1	50
Colombia	0	11	8	8	73
Bolivia	0	10	7	6	60
Mexico	0	1	0	0	00
Total	689	209	191	155	74

TABLE 4. COMPLETION RATE FOR STUDENTS INITIALLY ENROLLED AT EAP
(Classes of 86, 87, 88, 89)

	Number started	Number completed	% completed
Class of 86*			
Total Ecuador	20	21	105%
Total school	164	101	62%
Class of 87			
Total Ecuador	50	31	62%
Total school	186	111	60%
Class of 88			
Total Ecuador	72	47	65%
Total school	205	120	59%*
Class of 89**			
Total Ecuador	30	25	83%
Total school	174	109	62%

* includes rollover from earlier class
** number refers to those now in third year

TABLE 5. FIRST TRIMESTER RETENTION RATES OF CLASSES OF 89 &90

	Initial No. enrolled	Dropped in first trimester	Still enrolled 89	% retained
1991*				
Total students	208	3	205	99%
Ecuadoran students	67	1	66	99%
1990				
Total students	209	47	162	78%
Ecuadoran students	68	9	59	87%
1989				
Total students	216	74	142	66%
Ecuadoran students	61	2	46	75%

* Trimester just underway (6 weeks)

TABLE 7. INCOME OF PARENTS FOR CLASSES OF 88 - 91
AND SUCRES/USS EXCHANGE RATE FOR ENTRY YEARS

SUCRES	YEARS 1988	1989	1990	1991
0 - 500,000	3	20	7	3
500,001 - 1,000,000	10	21	10	10
1,000,001 - 1,500,000	12	10	4	12
1,500,001 - 2,000,000	6	6	5	6
2,000,001 - 2,500,000	7	5	2	7
2,500,001 - 3,000,000	5	1	9	5
3,000,001 - 3,500,000	0	0	1	0
3,500,001 - 4,000,000	3	0	0	3
4,000,001 - 4,500,000	2	0	1	2
4,500,001 - 5,000,000	2	0	1	2
5,000,001 - 5,500,000	0	0	0	0
5,500,001 - 6,000,000	4	0	0	4
6,000,001 - 6,500,000	0	0	0	0
6,500,001 - 7,000,000	1	0	0	1
7,000,001 -	3	0	2	3
No data	2	0	2	2
TOTAL				

Exchange rates from Banco del Pacifico - Guayaquil

Date	Sucres/dollar
Jan. 6.86	126-128
Jan. 5.87	145-147
Jan. 3.88	250-254
Jan. 4.89	525-528

APPENDIX D

Wilson Popenoe Private Foundation

General Balance for December 31, 1988

Active

110 Cash on hand and bank accounts	12,879,191.21
120 Accounts collectable	650,000.00
130 Anticipated payments and expenses	60,000.00
140 Movable and unmovable goods	2,265,209.40
150 Deferred charges	48,810.00
Accumulated costs	2,185,263.11
Present year costs	5,239,544.74
	23,328,018.46

Passive

220 Documents to be paid	48,810.00
230 Accounts payable	650,000.00
310 Membership dues	755,608.00
320 Other contributions	568,830.00
330 Other income	1,502,000.00
410 Donations	412,128.46
420 Recovered scholarship funds	280,000.00
430 Projects	19,310,642.00
	23,328,018.46

Details

110 Cash on hand and bank accounts		
01 Petty cash	45,000.00	
02 Pacific Bank, sucres	2,859,077.11	
03 Pacific Bank, dollars	374,105.10	
04 Development Bank, sucres	2,440,000.00	
05 Pacific Bank, sucres	98,509.00	
06 Pacific Bank, time deposits	2.062,500.00	
		12,879,191.21

120 Collectable accounts		
01 Member accounts	150,000.00	
02 PL 480 Project	500,000.00	
		650,000.00
130 Anticipated payments and expenses		
08 Anticipated purchases	60,000.00	
		60,000.00
140 Movable and unmovable goods		
03 Equipment	2,219,905.00	
04 Furniture and small equipment	45,304.40	
		2.265,209.40
150 Deferred costs		
01 Insurance policies	48,810.00	
		48,810.00
220 Documents to be paid		
01 Sul America	48,810.00	
		(48,810.00)
230 Bills to be paid		
01 Accountant	450,000.00	
		(450,000.00)
310 Membership dues		
01 Various	755,608.00	
		(755,608.000)

320 Other contributions		
02 Scholarship application fees	568,830.00	
		(568,830.00)
330 Other income		
01 PL 480 Project	1,500,000.00	
02 Various	2,000.00	
		(1,502,000.00)
410 Donations		
02 Various	12,128.46	
		(412,128.46)
420 Returned scholarship funds		
01 Students	280,000.00	
		(280,000.00)
430 Projects		
01 No. 518	11,870,642.00	
02 PL 480	7,440,000.00	
		19,310,642.00
530 Personnel costs		
05 Attention costs	37,913.55	
06 Accountant and secretary	392,570.00	
		430,483.55

540	General expenses		
01	Postage, cable, telex	19,860.00	
02	Telephone	391,352.99	
03	Honoraria	690,000.00	
04	Paper and office supplies	144,488.00	
05	Maintenance	15,130.00	
06	Insurance	90,391.00	
07	Taxes	259.20	
09	Various	1,629,279.00	
10	Publications	339,390.00	
12	Transportation, local	17,694.00	
14	Transportation, air	618,217.00	
15	Per diem	590,500.00	
16	Rent	262,500.00	
			4,809,061.19

Notes: 03 Honoraria: 1, 5 wks, computer; 1, socioeconomic study; 1, PL 480

09 Payment Editorial El Sol, print 500 copies of the convention results; AID plaque; 32 photographs of the Ambassador's review; and "other small items."

Details of Costs by Year

1985	658,352.94	
1986	577,062.15	
1987	949,848.02	
1988	5,239,544.74	
		7,424,807.85

PL 480 Project

Payments from August through December, 1988:

August	67	S/280,000 @	S/ 18,760,000.00
October	3		840,000.00
November	7		1,960,000.00
Totals	77		21,560,000.00

Administrative costs	1,000,000.00
Balance in account	7,440,000.00
Total value of project	30,000,000.00

APPENDIX E

SUMMARY TABLES OF THE INTERVIEW RESPONSES

Table E.1. Graduation Year of the interviewed Zamoranos and Percentage by Decades

GRADUATION YEAR	NUMBER OF INTERVIEWS	GRADUATION YEAR	NUMBER OF INTERVIEWS
49	1	75	1
54	1	77	1
59	1	78	2
61	1	80	6
63	2	81	2
66	1	82	2
69	1	83	2
70	1	84	2
71	2	85	3
72	3	87	2
73	1	88	4
		Total	42

Decade	No.	%	Decade	No.	%
1946-49	1	2.4	1970-79	11	26.2
1950-59	2	4.8	1980-83	23	54.8
1960-69	5	11.9			
			Total	42	100.1

2. Please indicate your type of employment

1.	Retired	0
2.	Self-employed	9
3.	Private business or industry	28
4.	Public employment	3
5.	Unemployed	0
6.	Further schooling	2

3. Type of positions held since graduation.

A wide variety of private employment was held by most graduate. Most graduates initially held technicians positions for 3 or 4 years after which they were promoted to administrative positions. Organizations employing graduates included banks, (i.e., Banco del Pacifico, Banco Continental, Banco Caja de Credito, Banco Nacional de Fomento), Ministry of Agriculture, Agri-business (i.e. Dow Chemical Co., Morisaenz, Oleica, Flores of Ecuador, Cripesca (shrimp exporter), Plastigama, Procaesa), Fundagro and many others.

TABLE 1. Positions Held by Graduates of EAP

Positions		
1.	Ministry of Agriculture	1
2.	Chief Executive Officer	2
3.	Executive Vice-president/Director	1
4.	General Manager	9
5.	Division Manager	14
6.	Bank Officers	6
7.	Assistant Manager	8
8.	Program Director	1
9.	Executive Director	2
10.	Supervising Manager	1
11.	Credit Manager	1
12.	Technical Manager	5
13.	Superintendent	2
14.	Financial Analyst	2
15.	Department Head	5
16.	Plant Manager	3
17.	Advisor for Minister of Agriculture	2
18.	Bank Loan Officer	10
19.	Economic Advisor	1
20.	Assistant Loan Officer	2
21.	Professor of Agriculture	1
22.	Manager	2
23.	Assistant Farm Manager	5
24.	Agriculture Specialist	12
25.	Salesman	3
26.	Farm Manager	24

4. What are the attitudes of graduates towards the school.

1.	Unfavorable	0
2.	Indifferent	0
3.	Favorable	42

5. Have you completed a university degree after graduating from EAP?

1. Yes 15
   No 27

2. If yes, what was the degree?

a.	B.S.	13
b.	M.S.	8
c.	PhD	1
d.	Post-graduate diploma	1
Total		23

6. In your opinion what has been the impact of Zamorano graduates on agriculture in Ecuador?

Very positive responses from Zamoranos indicated strong contributions of Zamoranos especially in the private sector.

In places where Zamoranos have worked, they have made a very positive influence both on farm and as good business managers.

The impact is obvious as they have a good reputation throughout the country. They are preferred over graduates of national universities for the simple reason they are a zamorano. Position openings in newspapers often state that a Zamorano is preferred. They are leaders in the field of agriculture and are known as innovators, good technical specialists, and have contributed substantially to agricultural production.

Because of the thoroughness of the program at EAP, it is easy for graduates to find a position and succeed. Initial job placement is generally in production agriculture and after 3 or 4 years, they move into managerial positions of greater responsibility and authority. The training at EAP places great responsibility on the student and as a result the graduates are able to delegate responsibility in order to achieve good results.

The majority of graduates work in the agriculture sector. Even though prior to 1984 the number of graduates was small, the good name they have earned is indicative of their abilities, knowledge and work ethic. The current graduates are hopeful and confident that new Zamoranos will continue to contribute to agriculture and to the economy of Ecuador.

Zamoranos have made contributions both in the private and public sectors but this success is most apparent in the private sector. Private enterprise has and continues to seek graduates and generally pays higher salaries than public employment.

7. What recommendations do you have to improve the program of studies at EAP?

1. Expand social/economic training for all students.

2. Greater awareness of cultural/general education aspects of world.

3. Expand business and agribusiness components such as accounting, general and personal management, marketing, agricultural economics, agricultural extension, non-traditional and export crops.
4. Do not sacrifice components of the agronomo (3 yrs) program at the expense of the Ingeniero Program

5. The fourth year should be compulsorary so that all graduates would have the same title and same background. Title of agronomo is at a disadvantage to an ingeniero agronomo in job search.

6. Maintain strong discipline and work ethic in program. Motivate students so that they know by "hands on" (learn by doing) experience, they will be better prepared for jobs.

7. The students should be more involved in daily events and decisions of the school. A student council would give students participatory experience needed in the business world of today.

8. What recommendations do you have for obtaining scholarship funds for EAP by the Wilson Popenoe Private Foundation. (Please indicate sources of permanent funds and other possibilities).

1. Private businesses might give scholarship if recipient agrees to return to the business for employment after graduation.

2. Government of Ecuador through IECE can not provide funds but can supply sources of funding.

3. The following organizations and private enterprises have given support and are probably future donors:

a. German Foundation for Development
b. InterAmerican Development Bank
c. Banco del Pacifico
d. Morisaenz
e. Ingenio San Carlos
g. Others

4. Recipients of scholarships now pay a one-time membership fee of 25,000 sucres to the Foundation. In addition, consideration should be given to have them pay a percent of their grant (say 20%-30%) back to the Foundation in a period of years following graduation.

5. By placing a tax on exports of some commodities (e.i. bananas or shrimp), funds could be designated for WPPF.

6. Encourage government of Ecuador to allow tax exemption for contributions to WPPF.

7. Solicit funding from all Zamoranos. Consider having association monthly fee increased to include a contribution to WPPF.

9. What recommendations do you have for strengthening the WPF?

1. The Presidents of the Zamorano Associations (Quito and Guayaquil) should participate actively in the Foundation.

2. The members of the Foundation should provide better communication throughout the national level and communicate more effectively with the associations.

3. Every graduate should be a member of the Foundation in order to increase the "fraternity of Zamorano" and provide better group rapport. After membership is established, the group should meet frequently.

4. WPPF should establish good communications with all Zamoranos and solicit funds from them and their employer's (especially private sector).

5. International organizations (i.e., AID, FAD) should continue to help because of the financial climate of Ecuador.

6. WPPF should request endowment fund of $1,000,000 from AID in order to perpetuate the Foundation towards self-sufficiency.

7. Board members should participate more actively with the associations.

8. Associations should be more involved with the Foundation.

9. WPPF should communicate on a regular basis (at least every 6 months) with the associations in order to maintain awareness of happenings.

10. The Foundation should obtain funds to establish an office to house employees and provide better services such as brochures, database access and a periodical publication.

10. What other comments or suggestions do you have in relation to EAP or the Foundation?

1. Reduce the number of scholarships awarded and select recipients on the basis of their academic performance and need. We hope the Foundation can continue because it has enabled many Ecuadorans to study at EAP.

2. Students should be screened more carefully so fewer would drop out. If fewer students were selected, perhaps most could receive scholarships.

3. The Foundation should continue to fund all students with gpa above 2.2. Also, insist that EAP take payments in lempira rather than US$ dollars.

4. All sectors of the country should know about Zamorano and participate in the entrance examination.

5. It is important that Zamorano maintain its mystique in teaching and focus should not be on Zamorano as an economic entity.

6. Do not lose communications between EAP and the associations. Insist that new secretary of the AGEAPLE continue with the work of Amado Pelen.

7. Relations between graduates and EAP should not be totally social. They should bring about technical exchange, especially introduction of new information so as to benefit both parties.

8. The association should function as a professional organization.

9. It is important to continue with the fourth year, giving emphasis to horticulture and management sectors.

10. The school should initiate the introduction of fraternities as a step towards reducing hazing by upper class students.

11. The Foundation and the associations should form a strong entity, thus working together, there will be greater benefit for the Zamoranos.

Questions for graduates since 1985 (potential scholarship recipients).

11. How much assistance did you receive from the Wilson Popenoe Foundation?

Assistance	No.	Year
1. Received no help	2	85, 85
2. Does not know	1	87
3. Received help, amount unknown	1	85
4. U.S. 2,500	1	87
5. U.S. 3,000	3	88, 88, 88
6. U.S. 3,500	1	88

12. Why were you selected to receive a scholarship from the Foundation?

a) Economic reasons	3
b) Grade point average	6*
c) Don't know	3

* 3 of these also received help for economic reasons.

In the class of 1985 they only received help in their last year. They were awarded assistance on the basis of grade point average only.

13. Could you have continued your studies at Zamorano without the help of the Foundation?

YES	3
NO	3

APPENDIX F

CUESTIONARIO PARA LOS GRADUADOS DE LA EAP
(Space reduced for presentation herein.)

No.___ Ent____

1. Año de graduación en la EAP? _____

2. Indicar el tipo de empleo actual: (1) Jubilado_____, (2) Negocio propio___, (3) Otro privado____, (4) Público___, (5) Sin empleo____.

3. Indicar el tipo de empleos que ha tenido desde su graduación en la EAP, comenzando con el actual, y detallando la institución, posición y responsabilidades.

Organización	Posición	Responsabilidades

4. Cuál de los siguientes parámetros describe mejor su actitud hacia la EAP? (1) Desfavorable___(2) Indiferente__ (3) Favorable___ Favor agregar otro comentario o explicación necesaria:_____

5. Ha completado Ud. un grado universitario luego de graduarse en la EAP? (1)Si___No___. (Si es asi:) Favor indicar cuál: (2) Ing. Agr. o BS___ (3) Magister/Master___ (4) Doctorado___ (5) Otro título universitario (ej. leyes, medicina, administración___. (Favor especificar)_____

6. En su opinión, cuál ha sido el impacto de los graduados del Zamorano sobre la agricultura en el Ecuador?_____

7. Qué recomendación tiene para mejorar el programa de estudios en El Zamorano?_____

8. Qué recomendaciones tiene como medio de obtención de fondos para otorgar becas para El Zamorano (favor indicar posibles fuentes de financiamiento permanente o de otros que Ud. considere posibles). _____

9. Qué recomendaciones tiene para fortalecer la Fundación Wilson Popenoe?_____

10. Indique otro comentario o sugerencia relacionada con la EAP o la Fundación:_____

Agradecemos su participación en esta encuesta.