Impact Report
Zamorano 2025



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Institutional Messages

Message from the Board of Trustees

This report reflects a year of institutional work focused on strengthening Zamorano University's mission and generating academic, social, and territorial impact within an increasingly complex and demanding global context. We did so amid cost pressures, heightened competition for enrollment, and a volatile regional environment. Throughout its chapters, this report highlights progress in academic formation, applied research, community engagement, international outreach, and institutional sustainability—articulated through a shared vision: to educate professionals capable of transforming realities through knowledge, ethics, and commitment.

From the Board of Trustees, we recognize the collective efforts of students, faculty, staff, partners, and donors who make this impact possible.

At the heart of this institutional endeavor is Learning-by-Doing, a modern and comprehensive educational methodology that intentionally integrates theory and practice. At Zamorano University, this means building knowledge through experience, critical analysis, and decision-making in real-world contexts, with rigor and responsibility.

This approach is reflected in experiences that integrate production fields, laboratories, agro-industrial plants, and territorial projects, where practice does not replace academic rigor but rather strengthens it. Zamorano University encompasses 4,093 hectares and provides a platform that enables students to learn and produce under real conditions. These experiences develop advanced technical skills as well as cross-cutting competencies such as leadership, teamwork, communication, and adaptability.

In 2025, Zamorano University graduated 302 professionals from 17 countries. Additionally, 276 students completed 15-week internships in 17 countries. In the same year, QS Stars awarded Zamorano University with an overall 4-star rating and 5 stars in employability.

Learning-by-Doing is also a cornerstone of applied research: students and faculty participate in projects addressing real challenges in the productive, environmental, and social sectors, culminating in high-level graduation projects and meaningful contributions to sustainable development. This work is supported by 119 faculty members with advanced academic training.



Engagement with communities and territories is a natural expression of the educational model. Through strategic partnerships and field projects, students apply their knowledge in diverse contexts and contribute to collective well-being. The result is a community of graduates with the ability to execute and lead. To date, Zamorano University has graduated 10,631 professionals from 35 countries.

As a Board of Trustees, we assume the responsibility of safeguarding and projecting this model into the future. We evaluate results, manage risks, and demand execution. Our immediate priorities are clear: sustain enrollment and quality, expand access through scholarships and fundraising, and strengthen governance, internal controls, digitalization, and financial discipline. Zamorano University will continue to be a distinctive and relevant institution because its education does more than transmit knowledge—it shapes individuals capable of learning by doing and transforming the world.

Sincerely,,
Alison Stone and Richard Voswinckel

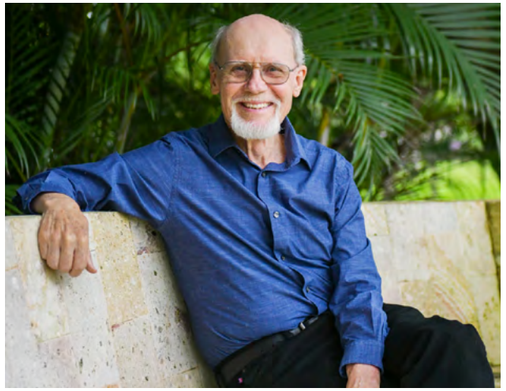
Message from the President

Any first-time visitor to Zamorano will recognize the institution as a residential university focused on undergraduate education in the agricultural sciences and related areas including natural resources and the environment. It is obvious that Zamorano University has a diverse student body with participants from 20 plus countries all with their own accents, cultures, and traditions.

Other things may not seem so commonplace to first-time visitors. The daily rhythm seems accelerated with students up and about by 5:00 AM; that doesn't happen on many college campuses. All the students, regardless of social origin, dress the same way in simple work clothes; again, this is not common in the contemporary world. Another uncommon feature of Zamorano University is how happy students seem to be, how they move around in groups rather than as isolated individuals, and how relatively infrequently they consult their mobile devices because they are conversing face-to-face with others. What is less visible at first is how profoundly the institutional culture is built on active learning, responsibility, and purpose.

One of the most disorienting things that visitors will experience is how incessantly and diligently students engage in Learning-by-Doing activities. Undergraduates spend half days six days per week eleven months per year in Learning-by-Doing modules that change every three weeks. During their four years in Zamorano University, students will "hold down jobs" in over 40 different career areas. In addition, first year students produce their own vegetables. Fourth year students all engage in learning by doing through a graduation project (senior thesis). All students undertake an internship - a real-world experiential learning activity, usually in a foreign country. Students as well as faculty understand that theory is important when it can be applied, and that theoretical understanding is enriched and changed through real world experiences.

In this setting, responsibility is learned early, accountability is a must, and the value of honoring one's word becomes part of everyday practice. Perhaps the most important consideration regarding Learning-by-Doing in this special university is how it is essential in the development of habits and attitudes that empower graduates to be individually successful and to make significant social contributions. Graduates leave Zamorano University, not only with knowledge and skills, but with a discipline, a work ethic, and a clear understanding of how their actions can affect others.



But Learning-by-Doing does not occur only at the level of students. The institution also learns through experience. In 2025, Zamorano University made major efforts to learn how to make administrative processes more agile, to create more effective community-based teams, to create processes that synergize the capacities of professionals who come from diverse academic backgrounds, and how to effectively engage with off-campus stakeholders through research, short-term training and post graduate programs. These efforts required reflection and adjustments, reminding all of us that institutions, like people, improve only when they are willing to learn from experience.

Learning-by-Doing is at the front and center of Zamorano University and is the common denominator that underlies all institutional practices. This subject unites all the messages that are included in this Annual Report.

Keith L. Andrews
Interim President
July 2025-March 2026

P. S. It has been a real privilege to return as Interim President of Zamorano University, an institution that formed me and was home to my family for more than two decades. During this brief period, I learned so much through daily practice.

Educating to nurture fife.



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What distinguishes Zamorano University

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Institutional Context

Zamorano University is a higher education institution in applied sciences with more than 83 years of history, recognized for its educational model in which Learning-by-Doing is the cornerstone. It is a philosophy that integrates academic training with hands-on experience and has shaped the University's institutional identity since its founding. At Zamorano University, active learning means doing, reflecting, and doing again—always in direct contact with productive and socioeconomic realities.



The student community brings together young people from twenty countries across Latin America and around the world, who live, work, and learn in an environment where cultural diversity becomes a formative strength. Campus life, daily work, and discipline embraced as responsibility create an educational experience that goes beyond the classroom, shaping character, community spirit, and purpose-driven leadership.

The institution carries out its mission within a regional context marked by major challenges: food security, environmental sustainability, climate change, and rural development. In response to these challenges, Zamorano University is committed to an education that combines knowledge, practice, and values—preparing professionals capable of understanding complex systems and proposing real solutions for their communities.

During 2025, Zamorano University continued strengthening its mission and its capacity to generate academic, social, and territorial impact—consolidating its educational model, expanding engagement with external stakeholders, and innovating its academic processes. This path of continuous improvement reflects a deep conviction: just as its students learn by doing, the institution itself also learns through experience.



Zamorano in numbers

Infrastructure, biodiversity and productive capacity

4,093 hectares:

- Main campus: 122 hectares
- Forest-designated areas: 2,928 hectares
- Agricultural-designated areas: 1,043 hectares

19 processing plants and production areas for research and teaching:

1. Research and Teaching Center for Biological Control and Natural Enemies
2. Research and Teaching Center for Swine Production
3. Research and Teaching Center for Aquaculture
4. Research and Teaching Center for Plant Propagation
5. Research and Teaching Center for Ornamental Plants
6. Research and Teaching Center for Fruit Crops
7. Crop Research and Development Center
8. Research and Teaching Center for Poultry Production
9. Center for Integrated Crop Management and Climate Change
10. Beekeeping and Honey Processing Plant
11. Food Innovation Plant
12. Grain Processing Plant for Human Consumption
13. Fruit and Vegetable Plant – Postharvest
14. Fruit and Vegetable Plant – Processing
15. Dairy Processing Plant
16. Meat Processing Plant
17. Seed Processing Plant
18. Feed Processing Plant
19. Water Treatment Plant

17 laboratories for research, education and production:

1. Soils
2. Plant Tissue Culture
3. Animal Reproductive Biotechnology
4. Plant Pathology
5. Molecular Diagnostics and Plant Breeding
6. Entomology
7. Livestock and Climate Change
8. Food Science
9. Sensory Analysis
10. Human Nutrition
11. Food Analysis
12. Grains and Seeds
13. Water Quality
14. Bioenergy
15. Environmental Microbiology
16. Neuromarketing and Consumer Behavior
17. Data Collection and Analysis

4 centers to document and catalog regional biodiversity and support scientific research of preserved specimens

1. Paul C. Stanley Herbarium
2. Germplasm Bank
3. Entomological collection
4. Collection of vertebrates and others

8 interdisciplinary research centers

1. Zamorano Center for Agroecology Education
2. Zamorano Coffee Center
3. Zamorano Center for Innovation and Entrepreneurship
4. Research and Teaching Center for Poultry Production
5. Zamorano Regional Innovation Center for Vegetables and Fruits
6. Improved Stove Evaluation Center
7. Zamorano Center for Renewable Energy
8. Zamorano Center for Biodiversity

Faculty (practical and academic instructors)

119 Total number of teachers

Indicator	Professors teaching courses	Faculty (professors and instructors)
Students per faculty member	18:1	11:1
Professors with doctorates	42%	24%
Professors with master´s	53%	42%

Alumni

10,631 Total graduates to date from **35** countries

- Graduates in 2025: 302 from 17 countries (undergraduate: 17 countries, graduate: 9 countries)

Women	104	34%
Men	198	66%
Total	302	100%

- 58% of graduates work in the private sector
- 29% of graduates are business owners
- 17% of graduates work in research, education, and development
- 10% of graduates work in the public sector



The educational model that sets Zamorano University apart:
Learning- by-Doing at the core

Zamorano University stands out for its unique and comprehensive educational model, centered on Learning-by-Doing, a philosophy followed since its founding. Guided by the motto *Labor Omnia Vincit* (work conquers all), the university has developed a methodology that rigorously balances theory and practice. This approach emphasizes action and the application of learning, marking a substantive difference from the highly theoretical models typical of traditional higher education.

The model is grounded in a constructivist approach, which holds that knowledge is built from experience. At Zamorano University, this translates into active, experiential, and continuous learning, where practice is not merely a complement but an essential component of the educational process and the professional development of the student community.

Learning-by-Doing goes far beyond a series of work modules. It integrates all formative experiences a student encounters throughout their university journey: productive modules, special graduation projects (thesis), fourth-year international internships, campus life, daily interactions, discipline, participation in extracurricular activities, and character development. It is a holistic education model that connects the academic, practical, human, and social dimensions of learning.

Learning-by-doing

Education at Zamorano University is based on five pillars:

- Pan-Americanism
- Learning by Doing
- Academic Excellence
- Character Development
- Innovation

It includes:

- Work modules, carried out in real-world work contexts as well as academic settings
- Practical activities within theoretical courses
- Internships, generally international
- Productive plots in the first year
- Special Graduation Projects (theses)
- Academic field trips
- Engagement with the rural community
- Various extracurricular activities
- Living together in a residential environment

It is complex and diverse:

- Active and experiential learning
- Integration of theory and practice
- Hard, repetitive, and creative work
- Work in the laboratory, in the field, and in production plants
- Combines disciplinary learning with transdisciplinary work
- Focused on acquiring both specific skills and general concepts
- Meaningful feedback from expert instructors
- Learning and reflection
- Daily performance assessments
- Strengthening of self-discipline
- Formative supervision

It fosters:

- Specific technical skills
- Understanding of concepts through examples
- The importance of integrating theory and practice
- Self-confidence and a “can-do” mindset
- Time management
- Teamwork
- Innovation
- Creativity
- Leadership
- Empathy
- Flexibility
- Effective communication
- Attitudes that enhance employability

In its academic and productive dimension, Learning-by-Doing works as a formative program parallel to the theoretical component, with one of its manifestations being the work modules linked to real value chains such as grains and seeds, horticulture, dairy, forestry, and meat production, among others. During the first three years, each student rotates through the different modules to acquire broad and comprehensive training; in the fourth year, they specialize according to their chosen career. Throughout the program, students work four hours daily, six days a week, in real production or support environments—agricultural fields, agro-industrial plants, marketing centers, and laboratories—under the supervision of practical faculty.

This approach fosters the progressive development of key competencies, including technical skills, hygiene and safety, technological adaptability, problem-solving, technical and communication abilities, teamwork, a positive work attitude, and efficient resource management. The complexity of assigned responsibilities increases gradually, ensuring a solid, coherent learning trajectory aligned with the demands of the productive sector.

The work modules by year are detailed below:

First year

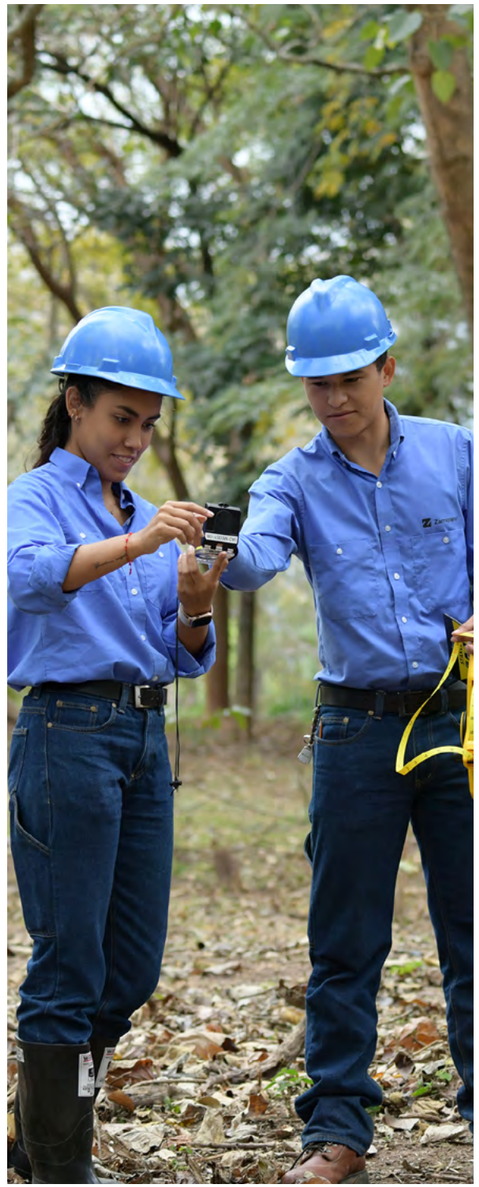
No.	Module
1	Plant Propagation
2	Seed Plant
3	Concentrate and Feed Plant
4	Grain and Seed Production
5	Irrigation and Drainage
6	Farm Equipment
7	Added Value for Wood Products
8	Forest Plantations
9	Soil Conservation and Management
10	Processing of Grains for Human Consumption
11	Regenerative Agriculture
12	Forest Management

Second year

No.	Module
1	Agroecology
2	Topography and Geographic Information Systems
3	Plant Protection
4	Extensive Olericulture
5	Intensive Olericulture
6	Apiculture and Honey Plant
7	Horticultural Plant/Postharvest
8	Horticultural/Processing Plant
9	Biotechnology – Biological Control
10	Biotechnology – Tissue Culture and Molecular Diagnostics
11	Fruit Crops
12	Environmental Technologies

Third year

No.	Module
1	Poultry Unit
2	Swine Unit
3	Beef Cattle Unit
4	Replacement Management (calves and heifers)
5	Agricultural Administration
6	Dairy Cattle Unit
7	Commercialization and Digital Marketing
8	Aquaculture
9	Dairy Plant
10	Meat Plant
11	Precision Agriculture
12	Biotechnology – Animal Reproduction and Health



Graduation project:
Complementing their practical training, each fourth-year student develops a Special Graduation Project, a thesis with sufficient academic rigor that, in many cases, it meets standards allowing its publication as a scientific article in specialized journals.

Student life:
The Learning-by-Doing is also experienced fully in the daily life of the campus. As a residential university, student life is an integral and inseparable part of the educational process. Learning extends beyond the classroom and organized activities, taking place continuously through shared living and everyday interactions. Residence hall life, multicultural engagement, and participation in social spaces strengthen values such as responsibility, solidarity, respect, empathy, cooperation, and a strong sense of community. In this context, formation occurs in a constant and transversal manner, shaped by lived experience.

Institutional disciplinary system:
This plays a fundamental formative role within this model. Beyond regulating coexistence, it promotes character building, a love of work, self-discipline, resilience, and the ability to take on responsibilities. In a structured and demanding environment, each student develops the ability to postpone immediate gratification in favor of long-term goals, a key skill for professional and personal life.



Extracurricular activities:
Represent structured opportunities that expand and enrich learning beyond the academic curriculum. Unlike the informal learning that occurs through daily campus life, these initiatives are organized around defined thematic pillars and specific developmental objectives. Through programs focused on personal, social, cultural, and athletic development, students are able to explore their interests, enhance their overall well-being, and actively engage in university life. These activities are organized around areas such as spirituality and values, social outreach and volunteerism, environment and sustainability, science and innovation, entrepreneurship and production, critical thinking and inclusion, as well as arts and culture—promoting healthy habits and a strong commitment to the community.

LIDER Program:
As a complementary and more specialized component, the LIDER Program focuses specifically on the development of life skills, leadership, and employability. While student life fosters growth through daily community living and extracurricular activities broaden experiences and interests, the LIDER Program intentionally and systematically strengthens key competencies for students' professional futures. Through structured activities, elective opportunities, student clubs, and institutional representation experiences, the program promotes autonomy, a sense of belonging, and comprehensive professional preparation—further reinforcing the institution's holistic educational model.

Learning-by-Doing leads Zamorano University to 5 Stars in employability
Zamorano University's educational approach translates into strong employability performance within the Latin American context. In 2025, the institution was evaluated by the international QS Stars system, receiving an overall 4-star rating, reflecting high international performance.

Notably, Zamorano University earned 5 stars in employability, one of the evaluation's key indicators. This recognition confirms that the Learning-by-Doing model strengthens graduates' professional competencies and enhances their integration and advancement in the labor market.



Zamorano University´s Academic Impact

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Learning-by-Doing in action

Below are some examples illustrating Learning-by-Doing in action, showing how this model is applied concretely across different settings and formative experiences.

Applied Research

At Zamorano University, Special Graduation Projects or theses are much more than an academic requirement. For each student, this represents the most challenging and significant academic task of their entire education. It is the moment when each person demonstrates their capabilities, analytical skills, dedication to work, discipline, and, in many cases, discovers their future professional path.

In 2025, the 203 theses developed by Zamorano University students covered a diverse applied research agenda based on the real challenges of the region's agri-food and environmental systems. The projects addressed topics such as crop and livestock production, environmental management, nutrition, rural development, project evaluation, technological innovation, and socio-economic analysis. Research was conducted across several countries in Latin America and the United States.

Unlike traditional university assessments, theses at Zamorano University place students in front of real-world challenges. There are no shortcuts. The process requires taking decisions, making mistakes, correcting them, persevering, and providing a technical defense of the work accomplished. Throughout this process, each student transitions from being a student to acting as a professional.

Each student learns by conducting laboratory or field experiments, collecting and analyzing samples, designing and implementing surveys, managing databases, performing statistical analyses, interpreting results, and producing technical reports and communications. For many, the thesis also represents facing and overcoming the fear of public speaking and learning to defend their work under pressure.

The thesis process is designed to address real needs in the agricultural, environmental, and agro-industrial sectors, either through diagnostics that support decision-making or through proposals for concrete and innovative solutions. External stakeholders such as producers, companies, communities, public institutions, and NGOs participate as partners, benefiting from high-quality technical research while providing logistical, financial, and contextual support. For them, working with Zamorano University thesis students represents a high-value, low-cost opportunity backed by solid academic guidance, and in many cases, opens professional opportunities for the student community.



The residential model enhances the depth and rigor of research by allowing intensive dedication, while the thesis advisor plays a key role as an academic, professional, and personal mentor. This guidance contributes to the development of discipline, ethics, and confidence, producing a visible transformation in each student, who progresses from initial uncertainty to becoming a knowledgeable and well-rounded professional.

To learn more about the theses presented in 2025, click on the following link:
https://bdigital.zamorano.edu/home

Below, we detail the **five theses awarded in 2025:**

Department of Agribusiness

Innovating Honduran coffee to compete in urban markets

María Celeste Ortez Amador, Nicaragua, scholarship recipient from Zamorano University

In today's society, many high-value agricultural products face challenges in standing out within increasingly competitive urban markets. This study examined the optimal strategy for positioning a cold brew beverage in a Central American city by combining market analysis with neuromarketing techniques. It identified the key factors that drive consumer purchasing decisions—including flavor, design, and convenience—and estimated viable demand levels to support a phased market introduction and ensure profitability. The results offer a practical roadmap for producers to add value to local coffee and align their products with emerging consumption trends.



Department of Agroindustry

Early detection of aflatoxins to protect human health

Miguel Alejandro Flores Cárcamo, Honduras, scholarship recipient from SEDESOL

Corn is a staple food in many Latin American countries, but contamination by aflatoxins poses a serious public health risk, particularly in Central America and Mexico. This research addressed the challenge of detecting these toxins in a timely and accessible manner, aiming to contribute to human health. By using near-infrared spectroscopy combined with computational models, contaminated and uncontaminated corn was classified with high accuracy without destroying the samples. This work demonstrated that it is possible to protect health and strengthen food security through the combination of appropriate technologies that create faster and more reliable quality control systems.



Department of Environmental Sciences and Development

More beans, less pollution: smart fertilization for Latin American agriculture

Camila Andrea Arias Renderos, El Salvador, beneficiary of the Roque Dalton and INCAF scholarship program

Nitrogen loss through leaching increases agricultural production costs, reduces efficiency, and contaminates soil and water sources worldwide. This thesis explored alternatives to improve plant nutrition by evaluating slow-release fertilizers made from biodegradable polymeric matrices of cellulose and carrageenan in common bean cultivation.

The results showed yields comparable to or higher than conventional fertilization, along with a significant reduction in nitrate loss. This research provides further technical evidence demonstrating how staple food crops can be produced more efficiently and with a lower environmental impact.



Department of Agricultural Sciences and Production: Animal Science Area

Greater reproductive efficiency for more profitable livestock production in tropical regions

Gonzalo Andrés Blandón Bobadilla, Honduras, scholarship recipient from SEDESOL
Marco Muñoz Yorimoto, Bolivia

In the tropical regions of Latin America, low reproductive efficiency limits the profitability of dairy farming. This study compared two artificial insemination protocols—estrus detection–based insemination and fixed-time insemination—in dairy cows under tropical conditions. The results showed that the estrus detection–based protocol achieved higher pregnancy rates, fewer services per conception, and a significantly lower cost per pregnant cow. The study generated practical evidence to support decision-making on dairy farms in the region, demonstrating that low-cost, well-adjusted technical improvements can translate into greater effectiveness and productive efficiency, positively impacting the profitability of livestock operations.



Department of Agricultural Sciences and Production: Crop Science Area

Protecting pollinators to sustain Central American agricultural productivity



José Mauricio Castro Monterroza, El Salvador, scholarship recipient from INCAF
Rosario Andrea Mamani Escobar, Bolivia

In Central America, the accelerated loss of native pollinators poses a direct threat to agricultural productivity and overall food security, with particularly strong impacts on smallholder farmers. This research documented the diversity and abundance of native bees in the Yegüare Valley, Honduras, identifying 69 species, 18 of which are new national records.

The study confirmed the high relevance of key species in the pollination of crops such as coffee, melon, and cucurbits, and generated evidence on the value of agricultural landscapes that maintain a healthy balance with nature. The findings contribute to strengthening the case for pollinator conservation and provide evidence to support more resilient agriculture in the region.



The theses presented in 2025 addressed strategic issues for priority productive sectors in Latin America, offering innovative and practical solutions. Notable research included work in poultry and shrimp farming aimed at improving sustainability through the use of *Hermetia illucens* larvae; developments in the food and beverage industry such as functional fermented products, beers with tropical fruits, and hybrid proteins; and contributions to agriculture and forestry focused on soil restoration, coffee rust control, and teak establishment. Additionally, in the dairy industry, research explored A2 milk differentiation and whey valorization.

Taken together, these projects reflect a high academic standard and a strong regional commitment to sustainability, competitiveness, and productive innovation.

Examples of transformative laboratories

Zamorano University's laboratories are spaces where Learning-by-Doing becomes tangible through experimentation, applied research, and direct engagement with cutting-edge technologies. Within these settings, students integrate theoretical knowledge with scientific and technical practice, developing competencies that prepare them to address real-world challenges in productive systems, innovation, and technological development.

Each laboratory serves as a specialized learning environment that strengthens analytical capacity, scientific rigor, creativity, and problem-solving skills, while fostering knowledge generation and the preparation of highly qualified professionals.

Animal Reproductive Biotechnology Laboratory in the Department of Agricultural Sciences and Production

This department includes laboratories that provide hands-on training in key areas such as soil management and fertility, plant and animal biotechnology, disease diagnostics, molecular biology, applied entomology, and livestock production in the context of climate change. These facilities allow students to connect theory with direct experience in productive and scientific processes within the agricultural sector.

A notable example of the Learning-by-Doing approach is the Animal Production Biotechnology Laboratory, where theoretical and practical knowledge in assisted animal reproduction is integrated through direct participation in processes such as artificial insemination, in vitro fertilization, embryo production and transfer, and gamete management. Supported by advanced infrastructure and high-technology equipment, the laboratory also strengthens applied research and graduation projects, preparing students with technical, scientific, and professional competencies recognized nationally and internationally.



Food Analysis Laboratory in the Department of Agroindustry

In this department, students receive professional training in areas such as food microbiology, sensory analysis, human nutrition, physicochemical food analysis, and grain and seed quality. The program responds to the demands of the food industry by integrating analytical practices, quality control, and applied research in real-world contexts. A key space in this process is the Food Analysis Laboratory, where the Learning-by-Doing approach is closely integrated with research and industry collaboration.

In this laboratory, students conduct physical and chemical analyses of food products following the scientific method and good laboratory practices, strengthening their technical competencies within a Quality Management System accredited under ISO 17025:2017 by A2LA. This accreditation—unique in Honduras and recognized in the United States—ensures the highest standards of technical reliability and professional preparation.



Environmental Analysis Laboratory in the Department of Environmental Sciences and Development

This laboratory focuses on water quality, bioenergy, and environmental microbiology, providing a space where students learn while contributing real solutions to their surroundings. Through the analysis of different types of water, each student gains an understanding of the relationship between water conservation, human health, and ecosystem balance, while proposing preventive and improvement measures.

The laboratory also promotes innovation and sustainability by evaluating the use of agro-industrial residues to generate energy or enhance soils and by developing technologies for water treatment and purification. Additionally, it provides training for regional technicians and professionals, strengthening water resource management and the responsible use of natural resources.



Neuromarketing and Consumer Behavior Laboratory in the Department of Agribusiness

This laboratory prepares students to understand markets and make informed decisions by combining consumer behavior analysis with data utilization. Through the Learning by Doing model, students work on real projects where they learn to analyze how people perceive products and make purchasing decisions.

This approach allows them to develop practical skills in data analysis, information interpretation, and decision-making — fundamental competencies for agribusiness management.



Productive experience with educational impact

The Learning-by-Doing program, through the Seed Module of the Agroindustry Department, is directly integrated into the operations of the seed processing plant, becoming a high-impact formative practice that strengthens both the holistic and academic training of students.

During first- and fourth-year rotations, students engage with the dynamics of a processing plant operating under standards comparable to those of the regional seed industry. In this context, they actively participate in key processes such as equipment calibration, efficiency calculations, seed conditioning, treatment, bagging, and storage, acquiring essential technical skills for their professional development.

Across all activities, adherence to hygiene and safety standards as well as the use of best practices to maintain seed quality are emphasized, ensuring products that meet the highest market requirements. This approach fosters responsibility, operational discipline, and a comprehensive understanding of productive processes.

The program is further enhanced by access to a seed laboratory, which allows students to assess product quality at different stages of the value chain, promoting technical analysis, informed decision-making, and quality control as central components of learning.

It is worth noting that this experience takes place in a plant that operates continuously, 24 hours a day, 7 days a week, the only facility on campus with such operations. This setup significantly expands learning opportunities, ensures continuity in formative processes, and positions the plant as an institutional model for integrating teaching, practice, and production. It contributes sustainably to the development of competent professionals with strong ethics, skills, and knowledge necessary to face the challenges of the agro-industrial sector.

Fourth Year Internships

Internships are an essential academic component of the educational process, designed to strengthen the integration between academic theory with professional practice. Through this experience, senior-year students are immersed in real-world environments within the productive, institutional, and academic sectors, either nationally or internationally, where they apply their knowledge, develop technical and transversal skills, and consolidate competencies such as leadership, responsibility, and professional management.

During 2025, the professional internship program allowed 276 students to participate in 15-week placements across 17 countries.

This experience reflects Zamorano University's institutional commitment to providing a comprehensive education that is relevant and aligned with the demands of the international context.



Israel Urcuyo, University of Florida

International internships





Engagement and Social Commitment

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The student community engaging with the world

During 2025, Zamorano University steadily strengthened the engagement of its students with external environments — academic, professional, community, and territorial — as a core component of its educational model. Through multiple initiatives, students interacted with universities, companies, organizations, and communities, applying their knowledge in real-world contexts, developing key competencies, and expanding their global perspective. The experiences described below are a few examples of the wide range of engagement opportunities offered by the institution.

International competitions: In the international academic sphere, a group of students participated in renowned case study competitions, sharing spaces with universities from all continents. In 2025, Zamorano University participated in the in-person IFAMA competition in Ribeirão Preto, Brazil; the Food Distribution Research Society (FDRS) Student Food Marketing Challenge in San Diego, where the team earned third place; and the online IFAMA – Venture Building Challenge, where Zamoranos achieved first place. Judges highlighted the practical, realistic, and applicable nature of the proposals, as well as the teams' comprehensive analytical abilities — attributes directly associated with the Learning-by-Doing model.

Community engagement: Zamorano University promoted community engagement and social responsibility through extracurricular initiatives aligned with Learning-by-Doing, such as the Líder Verde Program. This program integrated first-, second-, and third-year students into applied technical practices aimed at strengthening environmental leadership and the institutional pillar of sustainability. Activities included producing agricultural bio-inputs from organic waste, monitoring the impact of improved cookstoves in rural communities, basic water quality analysis in community supply systems, and applying soil regeneration principles on organic farms. These experiences allowed students to understand, through practice, concepts such as circular economy, energy efficiency, water resource management, and agroecosystem resilience.

Together, these and other academic, professional, and community engagement initiatives demonstrate the capacity of Zamorano University students to operate effectively in diverse contexts, provide concrete solutions to real-world problems, and exercise leadership committed to sustainable development. At the same time, these initiatives strengthen the institution's positioning and contribute to the formation of professionals with a global vision, social awareness, and a solid technical and ethical foundation.





Partnerships that educate and transform communities

Community and territorial engagement are core components of Zamorano University's educational model, as they allow students to apply their knowledge in real-world contexts, strengthen technical competencies, and reinforce their social and environmental commitment.

In the Lake Yojoa watershed of Honduras, students from the Department of Environmental Sciences and Development Department worked alongside local stakeholders on environmental management processes. Their involvement in water quality analysis, evaluation of productive practices, and support for local management boards generated key technical information for decision-making in the region. At the same time, this experience enhanced their analytical skills, understanding of complex environmental challenges, and expertise in interdisciplinary and community-based work.

The projects produced proposals to improve environmental efficiency in the restaurant sector, technical evidence on lake water quality, and tools to protect community water sources, directly benefiting local populations.

Similarly, in the Lake Coatepeque watershed in El Salvador, students participated in an applied research project aimed at identifying pollution sources and generating technical information to support sustainable lake management. Through fieldwork, data analysis, and modeling, they strengthened their professional training while providing scientific input that informs environmental decision-making for the benefit of local communities.

Together, these experiences demonstrate how academically grounded, applied research not only enhances practical learning but also produces tangible impacts on sustainable water resource management and community well-being.











Stories of impact

www.zamorano.edu

Institutional pride: Zamorano graduates,

Cristian Moreno, Honduran, Class 2011, with an M.Sc. in Business Analytics from The University of Iowa

From Zamorano University to the world: Below are just a few examples of the transformative impact of a Learning by Doing education, which shapes both skills and character.

Cristian Moreno, a Honduran graduate from the Class of 2011 with an M.Sc. in Business Analytics from The University of Iowa, currently works as a biotechnology professional at IDT DNA Technologies. His journey exemplifies the transformative power of an education that combines academic excellence, practical training, and character development. Although Cristian now builds his career in the United States, he maintains a strong connection with his home community and with the institution that shaped his personal and professional life.

Raised in El Jicarito, the community near the campus, Cristian initially viewed Zamorano University as valuable but distant, due to his family's financial limitations. A chance encounter with an academic director motivated him to apply, beginning a journey defined by effort, discipline, and commitment. Thanks to a scholarship, he embraced his education not only as a personal responsibility but also as a commitment to his family and community.

The Learning-by-Doing model was pivotal in his development. Through hands-on work, Cristian acquired not only technical knowledge but also essential skills such as leadership, teamwork, communication, resilience, and a sense of shared responsibility. These experiences, particularly in challenging contexts, strengthened his character and prepared him to navigate complex, dynamic professional environments successfully.

Ethical training at Zamorano University also left a lasting impression on him. Upholding one's word, even when it meant forgoing more attractive opportunities, became a guiding principle in his professional life. This ethical consistency opened doors and fostered enduring professional relationships.

After graduation, Cristian built an international career that bridges science and the marketplace, contributing to solutions with global impact in health, sustainability, and productivity. Despite his international trajectory, he acknowledges that his professional foundation was built at Zamorano University, where he learned to compete at the highest level without losing sight of his roots.

In gratitude, he now mentors and supports young people in his community, believing that true success lies not only in reaching great heights but also in remembering those who made the journey possible. His story reflects the lasting impact of Zamorano University and the Learning-by-Doing model in developing leaders committed to transforming their societies.



Karen Aguirre, Class 2010, Food, Science and Technology Engineering, Ecuador

From Learning-by-Doing to a socially impactful agribusiness

After graduating in 2010, Karen assumed leadership of her family business, Hacienda La Jesús, in Ecuador. Since then, applying the knowledge and practical training acquired at Zamorano University, she has consolidated a highly productive company with a diverse portfolio of premium-quality products. Today, her products are distributed in supermarkets and renowned hotels, and in 2012 one of her cheeses was recognized as the best fresh cheese in Ecuador.

Her company also stands out for its social impact. Most of its products are crafted by women from rural communities, including survivors of gender-based violence, who have found in the company an opportunity to improve their quality of life and strengthen their autonomy.

For Karen, Zamorano University's Learning-by-Doing approach shaped her professional development by providing real-world experience that prepared her to lead with confidence, actively engage in production processes, and promote a culture of continuous improvement. "Having the opportunity to work in food processing plants made all the difference. When you truly understand the processes, you can lead teams more effectively and transfer knowledge by actively participating in the work itself."

Karen has faced and overcome social barriers, demonstrating through results that young women can lead, innovate, and build strong agribusiness enterprises. She is committed to making female leadership visible, inspiring other women to believe in their capabilities, and showing that excellence in work is a powerful way to transform realities.



Francisco de Arco, Environment and Development Engineering, 2013, Panama

Bringing water where no one else has gone before

Since graduating in 2013, Francisco de Arco has built a career defined by his commitment to placing technical knowledge at the service of people. As Founder and General Manager of Panama Rainwater S.A., he has played a central role in consolidating a company that was born with the purpose of helping others and that, after more than ten years of work, now delivers potable water solutions to remote communities in Panama where viable alternatives previously did not exist.

The impact of Panama Rainwater extends far beyond infrastructure. Its water harvesting and management systems have significantly improved the quality of life for thousands of people.

Zamorano University's Learning-by-Doing model made a defining difference in his education. At the university, he developed discipline, practical leadership skills, and resilience to confront adversity through hard work. These principles have been fundamental to his projects, ranging from rural water systems to international partnerships. As he reflects, "Learning-by-Doing taught me that even the most complex ideas can become reality through effort and commitment."

Looking ahead, his aspiration is for Panama Rainwater to continue serving as a benchmark of excellence and service, while ensuring that the spirit of Learning-by-Doing reaches households across Panama and Central America. Beyond building a company, Francisco seeks to leave a legacy of responsibility toward one of the most essential resources for development: water.



Educated to transform

“Since my arrival last year, extracurricular activities have had a very positive impact on my experience. The warm welcome from the zone coordinators and fellow students was essential in helping me feel part of the community from the very beginning.

I have witnessed improvements in infrastructure, such as the kiosks and study areas, which make daily life more enjoyable when sharing and studying with peers. I especially value the activities promoted by the LÍDER Program, as they truly contribute to what we call our ‘invisible curriculum.’

On a personal level, coordinating the Reading Club, co-founding ZIDE with other students, and participating in debates have strengthened my communication skills, teamwork, and leadership abilities. Additionally, sports and recreational activities bring balance, discipline, and well-being to our lives as Zamorano University students.”



Mariana Olivia Castillo Chavarria, Class of 2028, Panama



Yasli Thatiana Martínez Alonzo, Class of 2027, Honduras

“During my two years at Zamorano University, I have discovered many dimensions of my life as a student. The activities organized within each residential zone—such as game nights, hot chocolate gatherings, movie nights, karaoke events, Christmas decorations, and commemorative artistic initiatives like painting the South Zone pathway in recognition of Breast Cancer Awareness—along with outings to movie theaters and museums, have allowed me to feel fully integrated into the community and to learn about the diverse cultures of my peers.

At the same time, the LIDER Program has given me access to activities aligned with my professional interests and personal growth. A defining aspect of my second year was the opportunity to engage with topics, professors, and learning dynamics that helped me confidently decide on my academic major. Other initiatives, such as ‘Let’s Talk Among Us’ and workshops on self-care and mental health, have also fostered meaningful self-discovery. In addition, participation in sports and other extracurricular activities has enriched my university experience in multiple ways.”



Innovation and infrastructure

Technology transforming the future

In 2025, Zamorano University continued to strengthen its educational technology ecosystem as a key driver of academic excellence and innovation in teaching and learning, both in Learning-by-Doing and theoretical instruction. These efforts underscore the University's commitment to delivering relevant, efficient, and forward-looking education.

Significant enhancements were made to the Learning-by-Doing modules, including updated furniture, modernized tools, and improved facilities such as restrooms and water fountains, all aimed at enhancing student safety, functionality, and overall well-being.

Educational technology was strategically integrated to support teaching and assessment. Notably, the implementation of Gradescope streamlined evaluation processes through AI-assisted digital grading, ensuring consistent feedback and allowing faculty to focus more on high-value pedagogical activities.

Over 92 educational videos were produced as supplementary materials across multiple courses, facilitating comprehension, self-directed review, and learning both inside and outside the classroom.

A biometric attendance system was introduced in classrooms, improving the accuracy, efficiency, and security of attendance records, while fostering a culture of responsibility and transparency.

The university also modernized its academic infrastructure, including the 2025 renovation of auditoriums in the Departments of Agroindustry and Agribusiness. These spaces were redesigned to support contemporary teaching methodologies, integrate current technological requirements, and meet international standards for comfort, accessibility, and instructional flexibility.

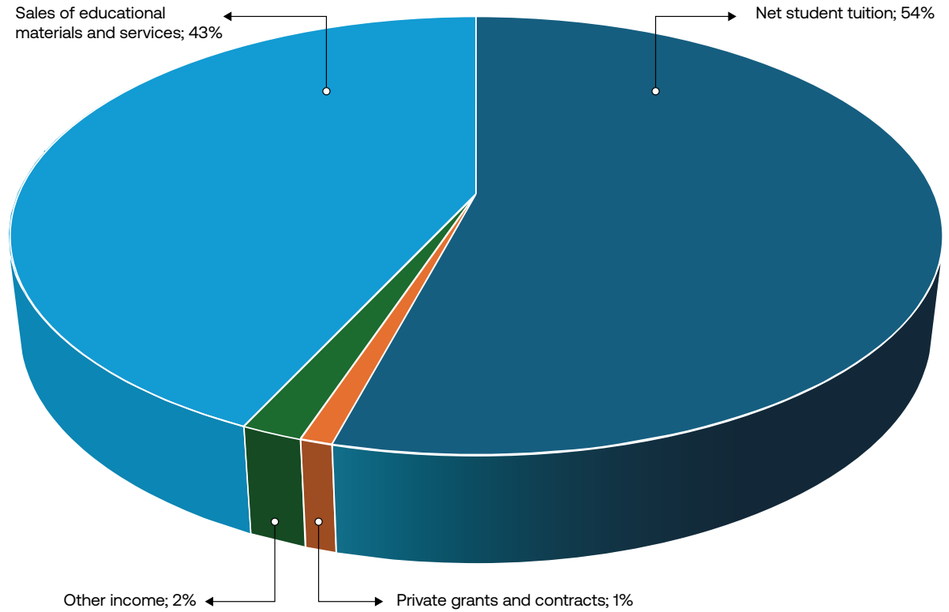




Institutional sustainability

Financial Summary

Revenues	USD
Tuition paid by students	31,301,797
(Financial aid and allowances on tuition)	-5,299,760
Net student tuition	26,002,037
Private grants and contracts	459,000
Other income	867,000
Sales of educational materials and services	20,710,963
Total revenues	**48,039,000**



Expenses	USD
Salaries and benefits for personnel	18,312,050
Raw materials & COGS	13,275,100
Operation & maintenance	12,793,110
Non-operating expenses	3,040,112
Total expenses	**47,420,372**

Assets	USD
Endowment net assets	57,442,398
Receivables, net	3,982,146
Other investments	11,373,629
Property and equipment, net	45,553,779
Other assets	5,809,800
Total assets	**124,161,753**

Liabilities and net assets	USD
Liabilities (current and non-current)	21,199,379
Net assets	102,962,374
Total liabilities and net assets	**124,161,753**

Strategic Partnerships

The impact and reach of Zamorano University are made possible by a strong network of strategic partners who share our vision of holistic education, strengthening agri-food systems, and promoting sustainable development in the region and worldwide.

Companies, universities, institutions, organizations, and other key stakeholders trust Zamorano University and actively collaborate in initiatives related to academics, research, innovation, talent development, and engagement with the productive sector.

ACCESO - El Salvador
ACDI VOCA
ACOES
Acufast
ADAPTA-Earth
Aditivos y Químicos SAS (Grupo Illuma)
AEPAS-H
AGARISMAL S.A.
Agencia de Regulación Sanitaria de Honduras
Agencia Española de Cooperación Internacional para el Desarrollo
Agencia Japonesa para la Cooperación Internacional
Agenda Forestal Hondureña
AGEXPORT
Agrícola Interandina
Agrícola María del Carmen
Agro SI Consulting
Agrobeca
Agroindustrias Del Corral
AGROSAVIA
Agroveterinaria El Corral
Agua para el Pueblo
Agzulaza
Alicrorp S. A.
Alternativas Sostenibles
Altman Plants
Alltech
American Brahman Breeders Association (ABBA)
APREH
APROABAH - Asociación de Proveedores de Alimentos Balanceados de Honduras
ASHDA - Asociación Hondureña de Agroindustriales
ASILECHE
ASOCEBU
Asociación Banco de Alimentos de Honduras
Asociación Compartir con los Niños y Niñas de Honduras
Asociación de Graduados de Escuela Agrícola Panamericana (AGEAP)
Asociación de Municipios para la Protección del Lago de Yojoa
Asociación de Productores de Azúcar de Honduras
Asociación de Restaurantes del Lago de Yojoa
Auburn University
Autoridad Salvadoreña del Agua
Avícola Villalobos S.A.
AVITALSA (Ecuador)
Bachoco
Banco Central de Honduras
Banco de Fomento Agropecuario
Banco FICOHSA
Banco Interamericano de Desarrollo
Banco Mundial
BEMISAL
Biabrands
BID Lab
Biofarma
Biometrics C.A.
BM Coffee,
BMA COFFEE
Bonate S.A.
ByC Productos Agrícolas
C&M Ltd.
Café Orgánico Marcala S.A. de C.V. (COMSA)
Cafetalera Amazónica
Cafico
CAMOSA / John Deere
Carbocalidad
Cargill de Honduras S. de R.L.
Caritas de Honduras
Catholic Relief Services
Catholic Relief Services
CATIE
CEICKOR
CENPROMYPE
Central America Poultry Export Quota, Inc.
Centro de Circularidad para el Café
Centro de Investigación en Alimentación y Desarrollo A.C.
Centro de Investigación y Capacitación Koppert Rapel
Centro de Investigaciones Biológicas del Noroeste
Centro de Negocios y Emprendimiento Global Impact Hub
Centro Internacional de la Papa
Centro Internacional de Mejoramiento de Maiz y Trigo
Centro Mundial de Vegetales
Cia de Melhoramento
CMI
Colorado State University
Comisión Nacional de Banca y Seguros de Honduras
Comité Permanente de Contingencias

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Compañía Azucarera Tres Valles, S.A. de C.V.
CONSAN
Consejo de Cuencas de Santa Inés
Consejo Nacional de Investigación de Italia
Consejo Superior de Investigaciones Científicas
COOLECHE
Cooperativa Cafetalera Capucas Limitada
Cooperativa Ganadera de Sonsonate de R.L. de C.V.
Cooperativa Mixta de Lempira Sur
Cornell University
Corporación Excelsior
Corporación Parque Tecnológico de Innovacion del Café y su Caficultura (Tecnicafe)
Corporación Universitaria Remington
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Counterpart International
Cruz Roja Hondureña
Champinter, SC.
Chapman University
Chula Brand México
Department of Interior USA
Development Alternatives Incorporated (DAI)
DIACONIA Nacional de Honduras
Disagro
Dole
DSM
Duke University
DUWEST
Earth University
EDULINK
Efi-Solutions
El Sembrador
Elsinger Farms
Embajada de Belice en Honduras
Embajada de Colombia en Honduras
Embajada de Costa Rica en Honduras
Embajada de Ecuador en Honduras
Embajada de El Salvador en Honduras
Embajada de Estados Unidos de América en Honduras
Embajada de Francia en Honduras
Embajada de Guatemala en Honduras
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Feed the Children
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Fundación Islas de la Bahía (FIB)
Fundación para la Investigación Participativa de Agricultores de Honduras
Fundación Patiño
FUNDAHRSE
Ganadera Uberaba
Genesis Enterprises
GIZ
Global Communities
Global Communities Honduras
Gobierno de Estados Unidos de América
Gobierno Provincial de Manabí
Grupo CIXSA
Grupo Granjas Marinas S.A
Grupo Industrial El Granjero (Nicaragua)
Guanavida S.A.
Guelph University
Hacienda D´Ernesto, Sociedad Anónima (Oliva Cigars)
Hacienda La Esmeralda
Hagamos Composta A.C.
Harper Adams University
Heifer International
HERVA CONSULTORES
HM Clause
Huastecas Ranch
IDE
INCAE
Industrias de la Riva
INFOTEP
Ingemann Data A/S
Ingenio Monterroso
Ingenio Santa Ana
Instituto de Agroquímica y Tecnología de Alimentos (IATA)
Instituto de Conservación Forestal
Instituto de Nutrición de Centroamérica y Panamá (INCAP)
Instituto Hondureño de Mercadeo Agrícola
Instituto Hondureño de Seguridad Social
Instituto Hondureño del Café (IHCAFE)
Instituto Interamericano de Cooperación para la Agricultura (IICA)
Instituto Nacional de Salud Pública
Instituto Panameño Autónomo Cooperativo
International Business Initiatives (IBI)
International Food Policy Research Institute (IFPRI)
International Maize and Wheat Improvement Center (CIMMYT)
Interoc

Inversiones Comerciales Flores S. de R.L. de C.V.
Inversiones HyN
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ISAM
Italian Government
ITHC
J. Frank Schmidt & Son Co.
Janson Hydroponics, Inc.
Joyería Encantos
Kansas State University
Kasetsart University
Kirchner Impact Foundation
Kiwa
Kotowa Farms
KSI
La Accademia del Caffe Espresso (La Morzocco S.R.L.)
La Querencia
La Universidad Católica Boliviana “San Pablo”
La Verde Oveja
Lacthosa S.A. de C.V.
Lousiana State University (LSU)
MAMNO
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Metrolina Greenhouses Inc.
Michigan State University
Ministerio de Agricultura y Ganadería de la República de Ecuador
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Olam Agro México
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Palpailon S.A.
Panama Rainwater S.A.
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Potuga Fruit Company
Pricesmart Foundation
Pro Producao Profissional Ltda
Procesadora Nacional de Alimentos C.A. (PRONACA)
Producer Roaster Forum
Productores Ganaderos Gusi S.P.R. de R.L. de C.V.
Productos Lácteos Pillaro
Programa Mundial de Alimentos
PROMECAFE
Purdue University
Ranch V8
Rancho Siguacán
Rancho Tierra Fértil
Reahgro
RED PASH - Red de Productores Artesanales de Semilla de Honduras
Root Origins
San Luis
Secretaría de Agricultura y Ganadería de Honduras
Secretaría de Coordinación General
Semilla Nueva
Servicio Nacional de Aprendizaje
Servicios Agropecuarios El Llano
Smithfield Foods
Smithsonian Institute
Sociedad ASER Internacional
Solgroup Marketing
Standard Fruit de Honduras, S.A (DOLE)
Starbucks Corporation
Sunrise Dairy
Swisscontact
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Tecnológico de Monterrey
Texas Tech University
The Ohio State University
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Unidad Técnica de Seguridad Alimentaria (UTSAN)
Unión Centro Veterinario
Union Europea
Universidad Autónoma Agraria Antonio Narro
Universidad Católica de Oriente
Universidad Científica del Sur
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Universidad de Georgia
Universidad de la Amazonia
Universidad de La Salle
Universidad de La Salle
Universidad de Londrina
Universidad de Lleida
Universidad de Zaragoza
Universidad del Tolima
Universidad EAFIT
Universidad Estatal Amazónica
Universidad Federal Do Ceará

Universidad ISA
Universidad Jorge Tadeo Lozano
Universidad Jose Cecilio del Valle
Universidad Landivar
Universidad Loyola
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Universidad Tecnológica Privada de Santa Cruz
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University of Florida
University of Georgia
University of Illinois
University of Illinois at Urbana-Champaign
University of Minnesota
University of Nebraska
University of Nebraska-Lincoln
University of New Hampshire
University of Tennessee-Knoxville
University of Udine
University Texas A&M
US Livestock Genetics Export
USSEC - US Soybean Executive Council
Verde Oveja
Vientos de Electrotecnia S.A. de C.V
Vientos de San Marcos S.A. de C.V.
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Visión Mundial
VISUALITI
Vitapro Honduras
Vitrolab
Wageningen University and Research
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Those who make it possible

The impact and reach of Zamorano University are made possible thanks to the commitment and generosity of individuals and donor entities (companies, organizations, and institutions) who believe in education as a driver of transformation. Their support strengthens academic programs, scholarships, research, and innovation, contributing to the training of leaders with academic excellence, ethics, and a commitment to sustainable development in Latin America and the world.

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Inst. para la Formación y Aprovechamiento de RRHH (IFARHU)
PriceSmart Foundation
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Bruno Leone
Honduras American Tabaco, S.A.
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Duwest Guatemala
Energisa, S.A. de C.V.
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Negocios La Victoria, S.A.
Chiaki Kinjo Tomori
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Premex
Lumni Colombia S.A.S. / Bancolombia
GRAIMAN CIA LTDA
Always Green Synthetic Turf Inc.
BEMISAL S.A. de C.V.
Ricardo Koyner
PROFREMAR S.A.
THAR S.A.
Blue Oak Foundation
Agroindustrias del Corral
Gobierno de Honduras/Secretaría de Turismo
Distribuidora Agropecuaria DISATYR S.A.

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Inversiones La Libertad S.A.
AGEAP subcapítulo Zamorano
Carlos E. Mesa Mesa
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Asociación Hondureña de Alimentos Balanceados AHPROABA
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Richard Voswinckel
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Constructora Eterna S.A. de C.V.
Subasta Ganadera de Veraguas
Asociación de Mujeres Emprendedoras de Honduras (AMEH)
Gases CoboSur S.de R.L.
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Arturo Tona Giolitti
Espresso Americano
Clase 2000 (Theta)
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Subasta Ganadera de Darien
Subasta Ganadera de Coclé
Clase 2010
Palo Alto Agroindustrial S.A.
José F. Vila Girón

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Alejandro José Osorio Mejía, Director of Institutional Development, Honduras
Ricardo Antonio Montes Belot, Legal Advisor, Honduras
Javier Ernesto Erazo Nieto, Chief of Internal Audit, Honduras

Vision

To be leaders in training agents of change with values who inspire, imagine, and transform agri-food systems, making them more sustainable, resilient, and inclusive.

Mission

Transforming lives and positively impacting society through access to a comprehensive and innovative education system that provides solutions to agri-food systems in a socially, environmentally, and financially sustainable environment.

Values

- Commitment
- Excellence
- Honesty
- Innovation
- Integrity
- Respect
- Responsibility
- Sincerity
- Solidarity

Pillars

- Pan-Americanism
- Learning-by-Doing
- Academic excellence
- Character building
- Innovation

Educating to nurture life.

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