FACTSHEET ON CAPACITIES IN AGRICULTURAL HIGHER EDUCATION

Egerton University, Kenya
Faculty of Agriculture

Anish Tailor, Joshua Ogendo, Lawrence Mose, Virginia Wangari, and Nienke Beintema

Total number of teaching staff by degree, 2000–2016

<table>
<thead>
<tr>
<th>Year</th>
<th>BSc</th>
<th>MSc</th>
<th>PhD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>39</td>
<td>35</td>
<td>na</td>
<td>74</td>
</tr>
<tr>
<td>2002</td>
<td>74</td>
<td>68</td>
<td>na</td>
<td>142</td>
</tr>
<tr>
<td>2004</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>2006</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>2008</td>
<td>46</td>
<td>45</td>
<td>46</td>
<td>137</td>
</tr>
<tr>
<td>2010</td>
<td>57</td>
<td>57</td>
<td>56</td>
<td>170</td>
</tr>
<tr>
<td>2012</td>
<td>60</td>
<td>64</td>
<td>68</td>
<td>192</td>
</tr>
<tr>
<td>2014</td>
<td>68</td>
<td>68</td>
<td>71</td>
<td>217</td>
</tr>
<tr>
<td>2016</td>
<td>71</td>
<td>68</td>
<td>68</td>
<td>207</td>
</tr>
</tbody>
</table>

Note: Data for 2002–2008 were not available.

Share of teaching staff by gender, 2016

- **79%** MALE
- **21%** FEMALE

Share of female teaching staff in each qualification level

- **BSc** 26%
- **MSc** 29%
- **PhD** 15%

Share of female teaching staff by age bracket

- <41 years: 0%
- 41–50 years: 27%
- >50 years: 18%

Share of female teaching staff by position

- Deans/professors: 16%
- Associate professors: 24%
- Other: 21%

Note: "Other" includes senior lecturers, lecturers, and assistant lecturers.

Share of teaching staff by discipline, 2016

- Plant breeding/genetics: 6
- Plant pathology: 2
- Plant physiology: 5
- Seed science and technology: 1
- Other crop sciences: 1
- Animal husbandry: 2
- Animal nutrition: 3
- Dairy science: 6
- Poultry: 2
- Zoology/entomology: 1
- Other animal and livestock: 2
- Soil sciences: 2
- Food sciences and nutrition: 2
- Socioeconomics: 1

Note: Data on peer-reviewed publications were not available.

Total number of peer-reviewed publications by type, 2015/2016

**NO DATA**
**Total number of enrolled and graduated students by degree, 2016**

![Graph showing the number of enrolled and graduated students by degree in 2016.](image)

Note: Data on enrolled students are for all class levels in 2016; data on graduating students are for 2015/16.

**Ratio of graduated to enrolled students by degree, 2016**

![Graph showing the ratio of graduated to enrolled students by degree.](image)

Note: Data indicate the ratio of graduated to enrolled students at each degree level.

**Share of enrolled and graduated students by gender, 2016**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Enrolled MALE (%)</th>
<th>Enrolled FEMALE (%)</th>
<th>Graduated MALE (%)</th>
<th>Graduated FEMALE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc</td>
<td>64</td>
<td>36</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>MSc</td>
<td>47</td>
<td>53</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>PhD</td>
<td>33</td>
<td>67</td>
<td>27</td>
<td>73</td>
</tr>
</tbody>
</table>

**Share of female students enrolled within each degree level**

- BSc 35%
- MSc 47%
- PhD 33%

**Share of female students graduated within each degree level**

- BSc 34%
- MSc 40%
- PhD 27%

**Ratio of enrolled students to teaching staff by degree, 2016**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Enrolled MALE (%)</th>
<th>Enrolled FEMALE (%)</th>
<th>Graduated MALE (%)</th>
<th>Graduated FEMALE (%)</th>
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<td>33</td>
<td>67</td>
<td>27</td>
<td>73</td>
</tr>
</tbody>
</table>

**Note:** Data indicate the ratio of MSc and PhD students to MSc- and PhD-qualified teaching staff, and total students to total teaching staff.

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**BACKGROUND**

Credible quantitative and qualitative information on existing capacities in agricultural higher education agencies in Africa are crucial for strategic planning, policy formulation, setting priorities and benchmarks, measuring progress toward benchmarks, and identifying capacity gaps. Decisionmakers require a solid understanding of existing staffing and student capacities in the higher education sector, as well as in the wider agricultural innovation systems in Africa south of the Sahara. Access to such information supports effective policymaking to address capacity issues in higher education, agricultural research, extension, and other areas. Such information remains extremely limited, however.

To fill this need, the International Food Policy Research Institute’s Agricultural Science and Technology Indicators (ASTI/IFPRI) and the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) initiated a partnership to pilot the collection of this type of data for RUFORUM’s member universities. This factsheet presents the available data results Egerton University, Faculty of Agriculture. An online version of the data is available via the Portal on Agricultural Capacity in RUFORUM Universities: [www.asti.cgiar.org/RUFORUM](http://www.asti.cgiar.org/RUFORUM).

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**ABOUT RUFORUM, ASTI, AND IFPRI**

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a network of 85 universities in 36 African countries whose mandate is to strengthen the quality and relevance of postgraduate training and research in African universities—especially in agriculture, science, technology, and innovation—through activities designed to improve the capacity of African universities and research centers to generate knowledge relevant to Africa’s development challenges. Agricultural Science and Technology Indicators (ASTI) is a comprehensive and trusted source of information on agricultural R&D systems across the developing world. ASTI works through collaborative alliances with numerous national and regional R&D agencies and international institutions, and is led by the International Food Policy Research Institute (IFPRI), which—as a CGIAR member—provides evidence-based policy solutions to sustainably end hunger.

RUFORUM and ASTI/IFPRI gratefully acknowledge participating RUFORUM member universities for their contributions to the data collection and preparation of this factsheet series. ASTI also acknowledges the Mastercard Foundation for its financial support of the development of the series. This factsheet has been prepared as an ASTI–RUFORUM output and has not been peer reviewed.

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