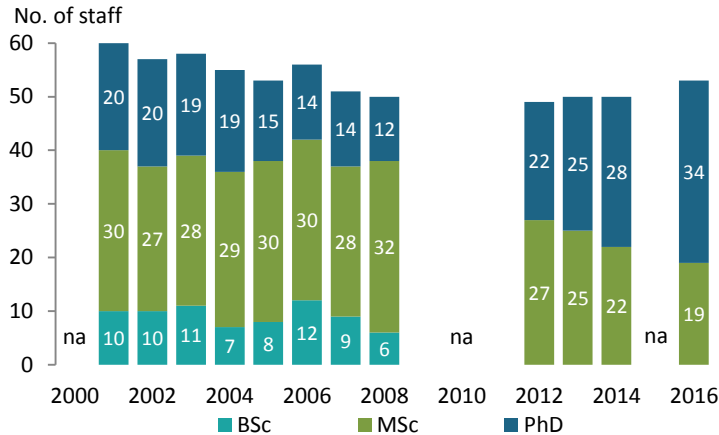


FACTSHEET ON CAPACITIES IN AGRICULTURAL HIGHER EDUCATION

Total number of teaching staff by degree, 2000–2016



Note: Data for 2000, 2009–2011, and 2015 were not available.

Share of teaching staff by gender, 2016



Share of female teaching staff in each qualification level

BSc Not applicable MSc 47% PhD 29%

Share of female teaching staff by age bracket

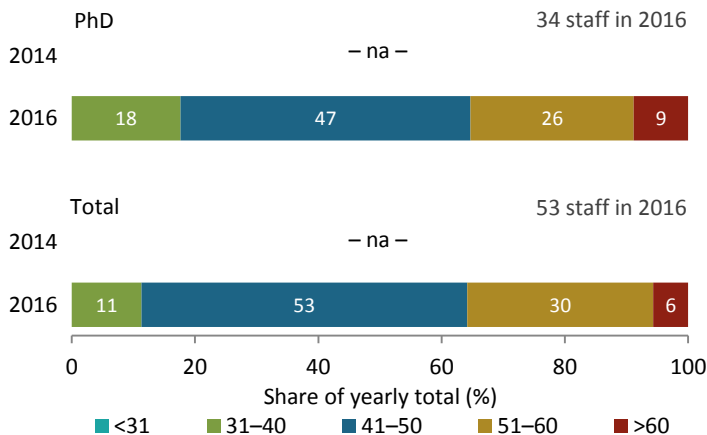
<41 years 150% 41–50 years 36% >50 years 0%

Share of female teaching staff by position

Deans/professors 0% Associate professors 38% Other 37%

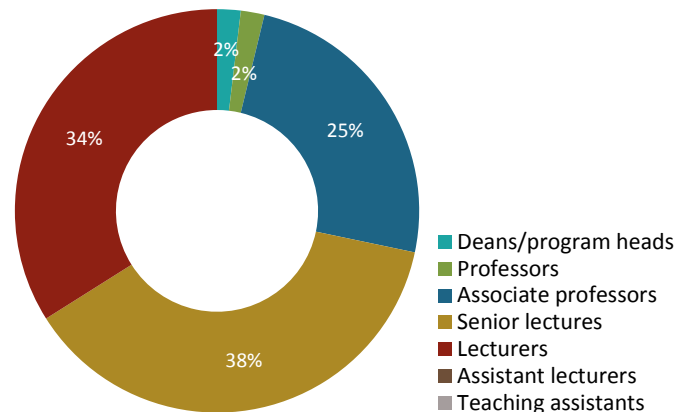
Note: "Other" includes senior lecturers, lecturers, and assistant lecturers.

Share of teaching staff by age bracket, 2016

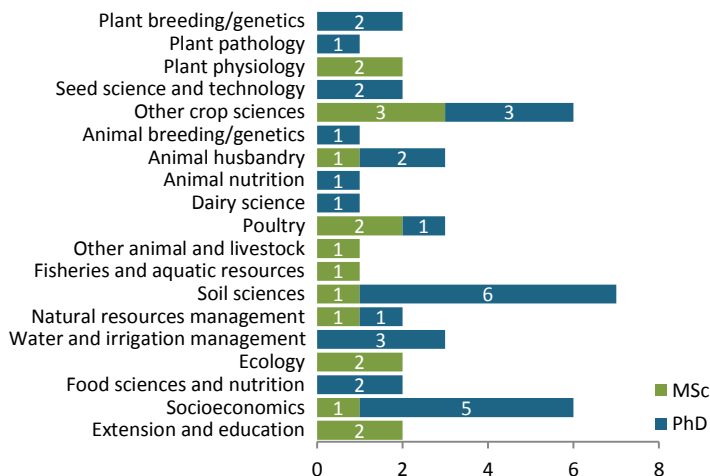


Note: Comparative data for 2014 were not available.

Share of teaching staff by position, 2016



MSc- and PhD-qualified teaching staff by discipline, 2016

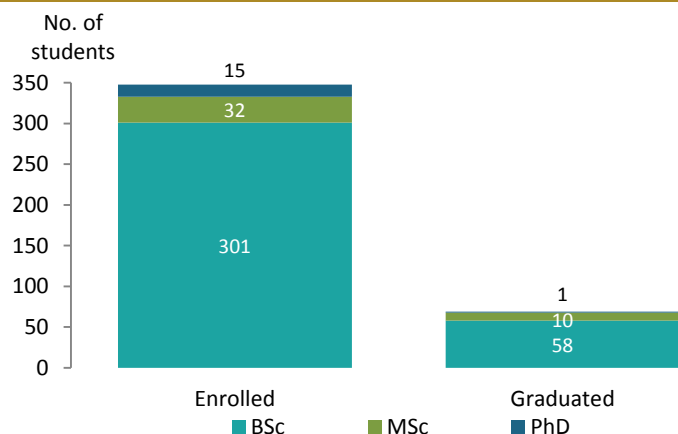


Total number of peer-reviewed publications by type, 2015/2016

NO DATA

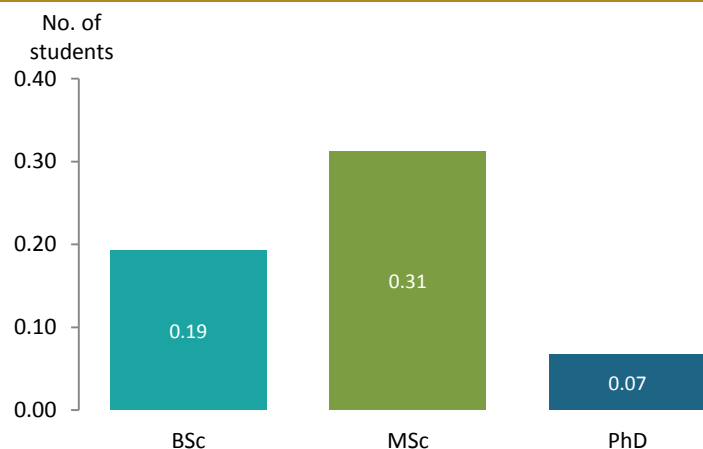
Note: Data on peer-reviewed publications were not available.

Total number of enrolled and graduated students by degree, 2016



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



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

Share of enrolled and graduated students by gender, 2016

Enrolled students



Share of female students enrolled within each degree level



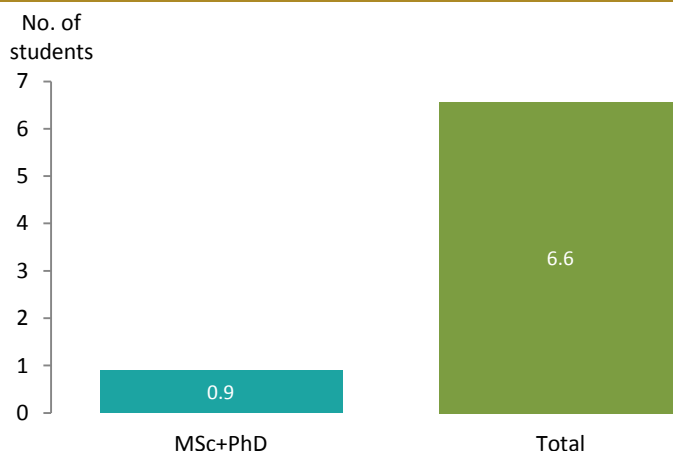
Graduated students



Share of female students graduated within each degree level



Ratio of enrolled students to teaching staff by degree, 2016



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

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 for the University of Zimbabwe, 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.

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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