



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) CENSUS 2017

ACCESS AND USE BY EDUCATION INSTITUTIONS REPORT: 2017











For further information contact:

Zimbabwe National Statistics Agency P.O. Box CY 342 Causeway, Harare Zimbabwe Telephone: 263-4-706681/8 or 263-4-703971/7 Fax: 263 4 762494 Email: transinfrastructure@zimstat.co.zw Website: www. zimstat.co.zw Postal and Telecommunications Regulatory Authority of Zimbabwe (POTRAZ) P.O. Box MP 843 Harare, Zimbabwe Telephone: 263-4-333032 Fax: 263 4 333041 Email: the.regulator@potraz.org.zw Website: www. potraz.org.zw

LIST OF ACRONYMS

ASDL	Asymmetric Digital Subscriber Line
COFOG	Classification of Functions of Government
COICOP	Classification of Individual Consumption According to Purpose
DSL	Digital Subscriber Line
DSTV	Digital Satellite Television
DTT	Digital Terrestrial Television
GPRS	General Packet Radio Service (GPRS
GSM	Global System for Mobile Communications.
ICT	Information and Communication Technology
IP	Internet Protocol
ISCO	International Standard Classification of Occupations
ISP	Internet Service Provider
PDA	Personal Digital Assistant
POTRAZ	Postal and Telecommunications Regulatory Authority of Zimbabwe
SDA	School Development Association
SDC	School Development Committee
SNA	System of National Accounts
UNESCO	United Nations Educational Scientific and Cultural Organisation
VOIP	Voice Over Internet Protocol,
WIFI	Wireless Fidelity
WIMAX	Wireless interoperability for microwave access
ZIMSTAT	Zimbabwe National Statistics Agency

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FOREWORD

The Report presents census findings on Information and Communication Technology (ICT) access and use by education institutions that fall under the purview of the Ministries of Primary and Secondary Education, Higher and Tertiary Education, Science and Technology Development in Zimbabwe. It is the first time for the Country to conduct such a census. The Census was conducted from October to December 2017.

The objectives of the census were to:

- Establish the access and use of ICTs in all education institutions;
- Identify areas (provinces and districts) with low penetration, impediments and strategies for improving penetration of ICTs in all education institutions;

The Census was conducted following internationally agreed methodologies to allow for international comparison. It covered the Country's ten provinces across all the land use sectors.

The results of the Census are critical in informing policy makers to develop national ICT policies and strategies as well as the monitoring and evaluation of on-going ICT programmes. Some of the strategic programmes which may require the use of the Census results are the rural electrification programme, the computerization of education institutions and crafting of the National Broadband Plan by the Postal and Telecommunications Regulatory Authority of Zimbabwe (POTRAZ)'s to ensure that ICTs are used innovatively across the social and economic environment for sustainable growth.

The Census results will also inform on the equity status of ICT access and use by education institutions across the provinces, rural and urban areas, and the land use sectors. The results may also be used to monitor Sustainable Development Goals (SDGs) on ICTs and their reporting to the international community, particularly the International Telecommunication Union (ITU), which is the United Nations specialized agency for ICTs.

ZIMSTAT is grateful to the Ministries of Primary and Secondary Education and Higher and Tertiary Education, Science & Technology Development and all education institutions that contributed to the successful conducting of the Census through supply of information. Profound gratitude is extended to POTRAZ for availing financial resources and technical support.

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M. Dzinotizei

INTRODUCTION

Geographical Background

Zimbabwe is in the southern part of Africa. It is a landlocked country and is bordered by Mozambique on the east, South Africa on the south, Botswana on the west and Zambia on the north and north-west. It has ten administrative provinces which are Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Matabeleland North, Matabeleland South, Midlands, Masvingo, Bulawayo and Harare. Its total land area is approximately 390 757 square kilometres.

The major physical feature is the great-plateau which stretches from the west to the east of the Country. The Country is bordered by two major rivers, the Zambezi and the Limpopo on the North and South, respectively. Almost the entire surface area of the country is more than 300 metres above sea level, with nearly 80 percent of the land area lying more than 900 metres above sea level and about 5 percent lying more than 1 500 metres above sea level.

Education Delivery System in Zimbabwe

The Country's education system provides for 4 years of infant education that is comprised of 2 years of Early Childhood Development (ECD) and the first 2 years of formal primary education Grades 1 and 2. The infant education is subsequently followed by 5 years of junior education, after which pupils sit for the national Grade 7 examinations. The infant and junior education stages constitute the primary education level.

The primary education is followed by secondary education. There is a four-year lower secondary education programme that concludes with Ordinary level ("O" Level) examinations followed by two years of upper secondary for which students sit for Advanced level ("A" level) examinations. After 'O' level the graduates opt for further studies by proceeding to "A" Level, joining training institutions such as polytechnics, technical colleges, teacher's colleges, agricultural colleges and others or enter the labour market. Likewise 'A' level graduates may proceed to universities and other training institutions or enter the labour market. The Zimbabwe School Examinations Council (ZIMSEC) is the examining board for both primary and secondary levels.

The majority of education institutions in Zimbabwe are run by the public sector (ministries of Primary and Secondary Education and Higher and Tertiary Education, Science and Technology) and to a lesser extent through ministries responsible for defence, home affairs and prison and correctional services, among others, in both rural and urban areas. Public sector education system is complemented by the private sector, which includes both private for profit, that include private schools and colleges and notfor-profit private sector such as mission schools and universities. Mission schools are predominantly in rural areas while most private schools and colleges are in urban areas.

Information and Communication Technologies access and use are at the top of the international agenda. The ITU has developed ten core indicators on ICTs in education which seek to measure access and use of ICTs in the education delivery system.

EXECUTIVE SUMMARY

A total of 7 955 Education Institutions were successfully interviewed. Education institutions that responded to the census constituted 5 569 Primary Schools, 2 341 Secondary Schools, 16 Universities and 8 Polytechnics, 12 Teacher Training Colleges, 4 Industrial Training Colleges and 5 Special Schools.

Manicaland Province had the highest number of 1 252 education institutions, followed by Midlands and Masvingo Provinces with 1 142 and 1 057, respectively.

The Local Government institutional sector owned the highest number (6 350) of education institutions, followed by Non-Profit Making Institutions with 741.

Manicaland Province had the highest number of 678 487 pupils/students/learners enrolled, followed by Midlands Province with 589 796.

Manicaland Province had the highest number of 24 602 employees followed by Midlands Province with 21 571.

A total of 4 469 education institutions had access to electricity.

Of the 5 569 primary schools, 2 108 used postal services to send and/or receive mail. A total of 439 primary schools used courier services to send and/or receive mail.

Six Hundred and Two (602) Primary Schools and 156 Secondary Schools had access to a radio for pedagogical purposes.

Four hundred and sixty (460) Primary Schools and 370 Secondary Schools had access to a Television for pedagogical purposes.

Primary Schools with access to Direct-To-Home (DTH) Multichannel Television services were 181 and 208 Secondary Schools had access to Direct-To-Home (DTH) Multichannel Television services.

There were 666 Primary schools with access to a fixed telephone and 384 Secondary Schools with access to a fixed telephone. Of the 7 955 education institutions, 3 494 had access to a mobile cellular telephone.

Out of 5 569 Primary Schools, 4 721 had access to a mobile network signal. All the 16 Universities had access to a mobile network signal.

Of the 7 955 education institutions interviewed, 5 722 had access to a computer of which 3 762 were Primary Schools, 1 915 Secondary Schools, 16 Universities, 8 Polytechnics, 12 Teacher Training Colleges, 4 Industrial Training Colleges and 5 Special Schools.

Of the 886 Primary Schools with access to the Internet, 472 were in Urban Areas while 414 were in Rural Areas. One hundred and thirty one (131) Primary Schools had a website while 5 438 did not have a website. A total number of 3 729 Primary Schools without access to the Internet cited high cost of equipment as the major reason for not having the Internet.

Computers used in computer laboratories were 49 587 and 3 945 were used in other locations that are accessible to pupils/students/learners.

Sending and/or receiving e-mail was the most practised Internet related activity across all types of education institutions.

A total of US\$19,500,540 was spent on ICT equipment with expenditure on desktop computers, laptops, tablets, E-Book readers accounting for USD\$6,189,937. Expenditure on ICT services was about US\$19.3 million of which US\$10,769,840 was spent on Internet charges and connection services.

CHAPTER 2: METHODOLOGY

Introduction

This chapter describes the 2017 ICT census methodology. It outlines detailed information on the scope and coverage of the Census, designing of census instruments, training of trainers, pre-test of census instruments, interviewer training process, updating of census frame, data collection, data processing (editing and coding, data entry and cleaning).

Scope and Coverage

The census covered all the 10 provinces and was meant to provide information at all administrative levels which are national, provincial, district and ward. It also provided information by land use sectors, including urban and rural areas.

Table 2.1 shows number of education institutions classified by province and type of institution. Education institutions that responded to the census were 5 569 primary schools, 2 341 secondary schools, 16 universities and 8 polytechnics, among other institutions.

Table 2.1: Numb	per of Education Institutions classified by Province and Type of Institution: IC	Т
	Census 2017	
		_

Province			T	ype of Institution	l			Total
	Primary Schools	Secondary Schools	Universities	Polytechnics	Teacher Training Colleges	Industrial Training Colleges	Special Schools	
Bulawayo	107	52	1	1	2	2	3	168
Manicaland	852	395	2	1	2	0	0	1 252
Mashonaland Central	434	192	1	0	1	0	0	628
Mashonaland East	665	325	0	1	1	0	0	992
Mashonaland West	701	343	1	0	0	0	0	1 045
Matabeleland North	538	155	1	0	0	0	0	694
Matabeleland South	513	159	2	1	0	0	0	675
Midlands	799	339	1	2	1	0	0	1 142
Masvingo	756	294	2	1	3	0	1	1 057
Harare	204	87	5	1	2	2	1	302
National	5 569	2 341	16	8	12	4	5	7 955

Census Questionnaire

An institutional questionnaire was used to collect data on ICT access and use by education institutions. The questionnaire was responded to by a chief respondent who in most cases is the head of the education institution/teacher in charge or an ICT teacher/officer or accounts department.

Section A of the questionnaire was on Identification, which solicited information about the chief respondent, registration, contact details and ownership status of the institution. The enrolment and employment section (Section B) of the questionnaire was used to collect data on enrolment of pupils/students/learners and staff engaged at the institution. Sections C, D and E were on electricity access, access to ICTs and use of ICTs by education institutions, respectively. Section F covered questions on expenditure on ICT equipment and services by education institutions classified according to Classification of Individual Consumption According to Purpose (COICOP). The reference date for the Census was 31 August 2017. A copy of the 2017 ICT Census questionnaire is Appendix 2.

Training of Trainers

Training of Trainers (ToT) workshop was conducted from 3 to 6 September 2017. The objectives of the training of trainers were to internalise objectives and train in concepts, definitions and procedures of the census, pre-test and refine the questionnaire and manual.

Training of Enumerators

Training of Enumerators (ToE) workshop was held from 15 to 20 September 2017. The objectives of the workshop were to train enumerators on how to administer the questionnaire, ensure census objectives and concepts are mastered and further refine the census instrument. The interviewers were trained at one central training venue to standardize understanding of the census objectives, instruments, expected output and ethical considerations.

Publicity

Publicity of the ICT census exercise was done through the Ministries of Primary and Secondary Education and Higher and Tertiary Education, Science & Technology Development, ZIMSTAT field

staff and local leadership. The ministries responsible for education authorised all education institutions to participate in the census.

Census Frame

The Census Frame was constructed from administrative records of the ministries responsible for education. The frame was shared with ZIMSTAT provincial offices for updating. Further consultations and clarifications with the parent ministries were done during and after the Census.

Data Collection

The data collection exercise was done over 21 days with 31 August 2017 as the Census reference date. The Census was conducted by 134 enumerators, of which 33 were female. Each enumerator was provided with a ZIMSTAT identification letter and approval letters from parent ministries to obtain information from education institutions. Data collection supervision was done by team leaders and provincial supervisors, supported by national supervisors.

Data Processing

Manual coding and editing of questionnaires was done by 44 persons in 10 days. Data entry was done by the same number of persons for 15 days. Census and Survey Processing (CSPro 7.0) software was used to develop data entry template. Double entry was done to verify entries. Data processing was done using Statistical Analysis System (SAS) software. Data cleaning was done by 15 persons for 7 days.

CHAPTER 3: CENSUS RESULTS

The Census results are classified by type of education institution, province, rural/urban area and land use sectors. The results are disaggregated by sex of head of education institution, employees and pupils/students/learners.

Distribution of Education Institutions

Table 3.1 shows number of education institutions classified by province, type of institution and sex of head. A total of 7 955 education institutions were successfully interviewed, of which 1 853 were female headed. Manicaland Province had the highest number of 1 252 education institutions, followed by Midlands and Masvingo Provinces with 1 142 and 1 057, respectively. Manicaland Province had the highest number of 1 011 male headed education institutions, followed by Midlands Province with 903. Bulawayo Province had the least number of education institutions of 168 of which 98 were female headed. Primary schools accounted for the highest number of education institutions across all provinces.

		Type of Education Institution and Sex of Head												
Province	Primary Schools			Secondary Schools			Universities				Polytechnics			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Bulawayo	37	70	107	27	25	52	1	0	1	1	0	1		
Manicaland	678	174	852	330	65	395	2	0	2	0	1	1		
Mashonaland Central	370	64	434	158	34	192	1	0	1	0	0	0		
Mashonaland East	525	140	665	257	68	325	0	0	0	1	0	1		
Mashonaland West	551	150	701	270	73	343	1	0	1	0	0	0		
Matabeleland North	349	189	538	114	41	155	1	0	1	0	0	0		
Matabeleland South	327	186	513	131	28	159	2	0	2	0	1	1		
Midlands	624	175	799	276	63	339	1	0	1	2	0	2		
Masvingo	616	140	756	262	32	294	2	0	2	1	0	1		
Harare	108	96	204	61	26	87	4	1	5	1	0	1		
Total	4 185	1 384	5 569	1 886	455	2 341	15	1	16	6	2	8		

Table 3.1: Number of Education Institution Classified by Province, Type of Institution and Sex of Head: ICT Census 2017, Zimbabwe

	Type of Education Institution and Sex of Head											
Province	Teacher Training Colleges			Industrial Training Colleges			Special Schools			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	2	0	2	2	0	2	0	3	3	70	98	168
Manicaland	1	1	2	0	0	0	0	0	0	1 011	241	1 252
Mashonaland Central	0	1	1	0	0	0	0	0	0	529	99	628
Mashonaland East	0	1	1	0	0	0	0	0	0	783	209	992
Mashonaland West	0	0	0	0	0	0	0	0	0	822	223	1 045
Matabeleland North	0	0	0	0	0	0	0	0	0	464	230	694
Matabeleland South	0	0	0	0	0	0	0	0	0	460	215	675
Midlands	0	1	1	0	0	0	0	0	0	903	239	1 142
Masvingo	2	1	3	0	0	0	1	0	1	884	173	1 057
Harare	1	1	2	0	1	1	0	1	1	176	126	302
Total	6	6	12	2	1	3	1	4	5	6 102	1 853	7 955

 Table 3.1: Number of Education Institution Classified by Province, Type of Institution and Sex of Head: ICT Census 2017, Zimbabwe (Continued)

Table 3.2 shows number of education institutions classified by land use sector, type of institution and sex of head. Communal Areas had the highest number of education institutions of 5 042 of which 995 were female headed, followed by Urban Council Areas with 842 institutions. Sectors with the least number of education institutions were Special Category Areas and State Land with 15 and 9, respectively. Primary Schools were dominant across all land use sectors.

					Ziiiibab	we								
	Type of institution and Sex of Head													
Land Use Sector	Primary Schools			Seco	Secondary Schools			Universities			Polytechnics			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Special Category Area	6	4	10	4	1	5	0	0	0	0	0	0		
Communal Areas	2 794	753	3 547	1 250	241	1 491	2	0	2	0	0	0		
Small Scale Commercial Farming Area	124	30	154	47	17	64	0	0	0	0	0	0		
Large Scale Commercial Farming Area	92	48	140	39	6	45	3	0	3	1	0	1		
Urban Council Area	274	273	547	181	80	261	10	1	10	5	2	7		
Administrative Centres	10	9	19	11	2	13	0	0	0	0	0	0		
Growth Points	21	12	33	22	5	27	0	0	0	0	0	0		
Other Urban Areas	47	20	67	36	5	41	0	0	0	0	0	0		
State Land	7	2	9	0	0	0	0	0	0	0	0	0		
Old Resettlement Area	260	65	325	120	37	157	0	0	0	0	0	0		
A1 Farms	456	131	587	150	57	207	0	0	0	0	0	0		
A2 Farms	94	37	131	26	4	30	0	0	0	0	0	0		
National	4 185	1 384	5 569	1 886	455	2 341	15	1	15	6	2	8		

Table 3.2: Number of Education Institutions Classified by Land Use Sector, Type of Education Institution and Sex of Head: ICT Census 2017, Zimbabwe

	Type of Institution and Sex of Head													
Land Use Sector	Teacher Training Colleges			Industria	Industrial Training Colleges			pecial Schoo	ls	Total				
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Special Category Area	0	0	0	0	0	0	0	0	0	10	5	15		
Communal Areas	1	1	2	0	0	0	0	0	0	4 047	995	5 042		
Small Scale Commercial Farming Area	0	0	0	0	0	0	0	0	0	171	47	218		
Large Scale Commercial Farming Area	0	0	0	0	0	0	0	0	0	135	54	189		
Urban Council Area	5	3	8	1	1	2	1	4	5	478	364	842		
Administrative Centres	0	0	0	0	0	0	0	0	0	21	11	32		
Growth Points	0	0	0	0	0	0	0	0	0	43	17	60		
Other Urban Areas	0	1	1	1	0	1	0	0	0	84	26	110		
State Land	0	0	0	0	0	0	0	0	0	7	2	9		
Old Resettlement Area	0	1	1	0	0	0	0	0	0	380	103	483		
A1 Farms	0	0	0	0	0	0	0	0	0	606	188	794		
A2 Farms	0	0	0	0	0	0	0	0	0	120	41	161		
National	6	6	12	2	1	3	1	4	5	6 102	1 853	7 955		

Table 3.2: Number of Education Institutions Classified by Land Use Sector, Type of Education Institution and Sex of Head: ICT Census 2017, Zimbabwe (Continued)

Table 3.3 shows the number of education institutions classified by urban and rural areas, type of institution and sex of head. Of the 6 102 male headed education institutions 5 628 were in rural areas. Of the 5 569 Primary Schools interviewed, 5 025 were in rural areas while 544 were in urban areas. Of the 16 Universities only one was headed by a female.

Table 3.3: Number of Education Institutions Classified by Urban and Rural Areas, Type of Institution and Sex of Head: ICT Census 2017, Zimbabwe

	Type of institution and sex of field												
Area	Pri	mary Schoo	ols	Secondary Schools				Universitie	S	Polytechnics			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Urban	272	272	544	178	81	259	10	1	10	5	2	7	
Rural	3 913	1 1 1 2	5 025	1 708	374	2 082	5	0	5	1	0	1	
National	4 185	1 384	5 569	1 886	455	2 341	14	1	15	6	2	8	

Table 3.3: Number of Education Institutions Classified by Urban and Rural Areas, Type of Institution and Sex of Head: ICT Census 2017, Zimbabwe (Continued)

					Type	or moute							
Area	Tea	icher Trair College	ning	Ind	ustrial Tra Colleges	ining	Sp	ecial Scho	ols	Total			
	Male	Female	Total	Male	Female	Total	Male Female		Total	Male	Female	Total	
Urban	5	3	8	2	1	3	1	4	5	474	364	838	
Rural	1	3	4	0	0	0	0	0	0	5 628	1 489	7 117	
National	6	6	12	2	1	3	1	4	5	6 102	1 853	7 955	

Table 3.4 shows number of education institutions classified by province and type of ownership. The Local Government institutional sector owned the highest number of education institutions (6 350), followed by the Non-Profit Making Institution sector (741). Manicaland Province had the highest number of 970 education institutions under local government followed by Midlands Province and Mashonaland West Province with 934 and 898, respectively.

					Type of Own	nership				
Province	Sole Proprietorship	Private Limited Company	Partnership	Cooper ative	Public Limited Company	Central Govern ment	Local Government	Parastatal	Non-Profit Making Institution	Total
Bulawayo	1	15	0	0	0	103	29	0	20	168
Manicaland	1	54	0	1	0	45	970	1	180	1 252
Mashonaland										
Central	1	13	0	0	1	23	561	0	29	628
Mashonaland East	11	21	1	0	0	26	860	0	73	992
Mashonaland West	4	21	0	0	0	61	898	0	61	1045
Matabeleland North	1	9	0	0	0	24	587	0	73	694
Matabeleland										
South	2	12	0	0	0	26	569	0	66	675
Midlands	11	25	0	1	0	73	934	1	97	1 142
Masvingo	2	33	0	2	0	28	886	0	106	1 057
Harare	2	15	0	0	0	193	56	0	36	302
National	36	218	1	4	1	602	6 350	2	741	7 955

 Table 3.4: Number of Education Institution by Type Classified by Province and Type of Ownership: ICT Census 2017, Zimbabwe

Table 3.5 shows number of education institutions classified by land use sector and type of ownership. Local Government owned the highest number of education institutions of 6 350. It owned 4 499 institutions in Communal Areas and 709 in A1 Farms.

 Table 3.5: Number of Education Institutions Classified by Land Use Sector and Type of Ownership: ICT Census 2017, Zimbabwe

					Type of Owne	ership				
Land Use Sector	Sole Proprietor ship	Private Limited Company	Partnership	Cooper ative	Public Limited Company	Central Govern ment	Local Govern ment	Parastatal	Non- Profit Making Institution	Total
Special Category Area	0	0	0	0	0	15	0	0	0	15
Communal Areas	3	21	0	0	0	75	4 499	0	444	5 042
Small Scale Commercial Farming Area	0	4	0	0	0	3	189	0	22	218
Large Scale Commercial Farming Area	3	68	0	1	0	11	64	2	40	189
Urban Council Area	16	70	1	1	0	443	198	0	113	842
Administrative Centres	1	1	0	0	0	8	21	0	1	32
Growth Points	2	5	0	0	0	8	32	0	13	60
Other Urban Areas	1	23	0	0	0	11	64	0	11	110
State Land	0	1	0	0	0	5	3	0	0	9
Old Resettlement Area	1	2	0	1	0	1	441	0	37	483
A1 Farms	6	12	0	0	1	16	709	0	50	794
A2 Farms	3	11	0	1	0	6	130	0	10	161
National	36	218	1	4	1	602	6 350	2	741	7 955

Table 3.6 shows the number of education institutions classified by urban and rural areas and type of ownership. The highest number of 6 151 education institutions in Rural Areas were owned by Local Government compared to 199 institutions in Urban Areas. Out of 7 955 education institutions, 7 117 were in Rural Areas.

Table 3.6: Number of Education Institutions Classified by Urban and Rural Area and Type	of
Ownership: ICT Census 2017, Zimbabwe	

					Type of C	wnership				
	Sole	Private	Partner	Coopera	Public	Central	Local	Parastatal	Non-	Total
Area	Propriet	Limited	ship	tive	Limited	Govern	Govern		Profit	
	orship	Company			Company	ment	ment		Making	
									Institution	
Urban	16	69	1	1	0	440	199	0	112	838
Rural	20	149	0	3	1	162	6 151	2	629	7 117
National	36	218	1	4	1	602	6 350	2	741	7 955

Table 3.7 shows number of education institutions classified by province and responsible authority. Manicaland Province had the highest number of 1 252 education institutions of which 952 were under Rural District Councils. Bulawayo Province had the least number of 168 education institutions of which 102 were under Central Government.

	Responsible Authority													
Province	Church	Urban	Rural	Central	Mine	Private	Town	Sole	Other	Total				
	/Mission	Council	District	Govern		Company	Board	Proprietor	Responsible					
			Council	ment					Authority					
Bulawayo	19	29	1	102	0	15	0	1	1	168				
Manicaland	180	18	952	45	0	54	0	1	2	1 252				
Mashonaland														
Central	30	7	554	22	4	9	1	1	0	628				
Mashonaland														
East	73	12	847	26	2	22	0	10	0	992				
Mashonaland														
West	59	32	865	62	5	16	1	4	1	1 045				
Matabeleland														
North	73	3	578	28	4	5	2	1	0	694				
Matabeleland														
South	66	7	562	26	1	11	0	2	0	675				
Midlands	97	21	912	74	5	20	0	11	2	1 142				
Masvingo	107	6	878	28	4	30	1	2	1	1 057				
Harare	36	45	5	193	0	15	6	2	0	302				
National	740	180	6 154	606	25	197	11	35	7	7 955				

 Table 3.7: Number of Education Institutions Classified by Province and Responsible Authority:

 ICT Census 2017, Zimbabwe

Table 3.8 shows the number of education institutions classified by land use sector and responsible authority. The highest number of 4 490 education institutions owned by Rural District Councils were in Communal Areas were.

Land Use Sector]	Respons	ible Authority										
		hurch Urban Rural Central Min Private Town Sole Other Total														
	Church	Urban	Rural	Central	Min	Private	Town	Sole	Other	Total						
	/Mission	Council	District	Governmen	e	Company	Board	Proprietor	Responsible							
			Council	t					Authority							
~																
Special Category Area	0	0	0	15	0	0	0	0	0	15						
Communal Areas	446	6	4 490	76	1	20	0	3	0	5 042						
Small Scale Commercial																
Farming Area	22	0	189	3	0	4	0	0	0	218						
Large Scale Commercial																
Farming Area	40	0	64	12	0	70	0	2	1	189						
Urban Council Areas	110	167	18	446	7	64	10	16	4	842						
Administrative Centres	1	1	20	8	0	1	0	1	0	32						
Growth Points	13	1	30	8	0	5	0	3	0	60						
Other Urban Areas	11	1	62	11	15	9	1	0	0	110						
State Land	0	0	3	5	0	1	0	0	0	9						
Old Resettlement Area	36	2	440	1	0	2	0	1	1	483						
A1 Farms	51	1	710	14	2	10	0	6	0	794						
A2 Farms	10	1	128	7	0	11	0	3	1	161						
National	740	180	6 1 5 4	606	25	197	11	35	7	7 955						

 Table 3.8: Number of Education Institutions Classified by Land Use Sector and Responsible

 Authority: ICT Census 2017, Zimbabwe

Table 3.9 shows the number of education institutions classified by urban and rural areas and responsible authority. Rural District Council accounted for the highest number of 6 154 education institutions of which 6 136 were in Rural Areas.

 Table 3.9: Number of Education Institutions Classified by Area, Urban/Rural and Responsible

 Authority: ICT Census 2017, Zimbabwe

		Responsible Authority													
Area	Church	Urban	Rural	Central	Mine	Private	Town	Sole	Other	Total					
	/Mission	Council	District Council	Government		Company	Board	Proprietor	Responsible Authority						
	100	1.0	10	1.12	7		10								
Urban	109	168	18	443	/	63	10	16	4	838					
Rural	631	12	6 136	163	18	134	1	19	3	7 117					
National	740	180	6 154	606	25	197	11	35	7	7 955					

Table 3.10 shows number of pupils/students/learners enrolled by education institutions classified by province, type of institution and sex as at 31 August 2017. Manicaland Province had the highest number of 678 487 pupils/students/learners enrolled by education institutions, followed by Midlands Province with 589 796. Out of 3 133 951 pupils/students/learners enrolled in Primary Schools, 1 579 276 were male.

						Type of Ins	titution					
Province	Pı	rimary Schools		Se	condary Scl	nools		Universities			Polytechnics	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	56 030	57 208	113 238	24 481	27 238	51 719	4 890	3 905	8 795	3 471	1 970	5 441
Manicaland	258 248	253 629	511 877	82 651	75 414	158 065	1 009	1 241	2 250	1 724	788	2 512
Mashonaland Central	150358	137 867	288 405	37 093	34 391	71 484	2 826	2 809	5 635	0	0	0
Mashonaland East	172 061	167 945	340 006	62 656	58 550	121 206	0	0	0	494	448	942
Mashonaland West	185 076	182 772	367 848	61 829	55 984	117 813	4 397	3 711	8 108	0	0	0
Matabeleland North	101 577	100 801	202 378	23 750	28 458	52 208	1 225	1 783	3 008	0	0	0
Matabeleland South	93 872	93 226	187 098	25 082	29 277	54 359	903	1 261	2 164	916	1 920	2 836
Midlands	214 402	213 721	424 531	67 682	68 776	136 458	9 900	8 100	18000	3 820	1 777	5 597
Masvingo	204 943	203 518	428 123	63 102	60 178	123 280	5 442	8 823	14 265	1 176	553	1 729
Harare	142 529	143 988	286 517	46 890	49 114	96 004	14 107	17 382	31 489	4 105	2 790	6 895
National	1 579 276	1 554 675	3 133 951	495 216	487 308	982 596	44 699	49 015	93714	15 706	10 246	25 952

 Table 3.10: Number of Pupils/Students/Learners Enrolled by Education Institutions Classified by Province, Type of Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe

	Type of Education Institution												
Province	Teacher	Training Co	lleges	Industria	l Training Col	leges	Spe	cial School	s		Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	1 222	2 444	3 666	1 341	279	1 620	132	82	214	91 567	93 126	184 693	
Manicaland	1 122	2 661	3 783	0	0	0	0	0	0	344 754	333 733	678 487	
Mashonaland Central	263	562	825	0	0	0	0	0	0	190 720	175 269	366 349	
Mashonaland East	474	1 219	1 693	0	0	0	0	0	0	235 685	228 162	463 847	
Mashonaland West	0	0	0	0	0	0	0	0	0	251 302	242 467	493 769	
Matabeleland North	0	0	0	0	0	0	0	0	0	126 552	131 042	257 594	
Matabeleland South	0	0	0	0	0	0	0	0	0	120 773	125 684	246 457	
Midlands	655	963	1 618	0	0	0	0	0	0	296 459	293 337	589 796	
Masvingo	1 902	4 499	6 401	0	0	0	43	31	74	276 608	277 602	554 210	
Harare	1 766	3 350	5 116	400	46	446	56	24	80	209 853	216 694	426 547	
National	7 404	15 698	23 102	1 741	325	2 066	231	137	368	2 144 273	2 117 476	4 261 749	

Table 3.10: Number of Pupils/Students/Learners Enrolled by Education Institutions Classified by Province, Type of Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe (Continued)

Table 3.11 shows number of pupils/students/learners enrolled by education institutions classified by land use sector, type of institution and sex as at 31 August 2017. The highest number of pupils/students/learners enrolled by education institutions of 2 391 844 were in Communal Areas, followed by Urban Council Areas with 1 038 461. Of the 982 596 pupils/students/learners enrolled by Secondary Schools, 495 216 were male.

				0	Type of E	ducation Ins	titution					
Land Use Sector	P	rimary Schools	;	Sec	ondary Schoo	ols		Universities			Polytechnics	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Special Category Area	2 899	2 809	5 708	549	568	1 117	0	0	0	0	0	0
Communal Areas	922 023	909 540	1 831 563	281 121	273 948	555 069	283	516	799	0	0	0
Small Scale Commercial Farming												
Area	17 622	17 125	34 747	7 549	6 914	14 463	0	0	0	0	0	0
Large Scale Commercial Farming												
Area	35 120	34 689	69 809	10 686	9 708	20 394	2 787	4 113	6 900	494	448	942
Urban Council Area	326 108	330 116	656 224	123 427	130 030	253 457	41 629	36 286	86 015	15 212	9 798	25 010
Administrative Centres	8 804	8 735	17 539	6 043	5 098	11 141	0	0	0	0	0	0
Growth Points	12 203	12 262	24 465	7011	7384	14 395	0	0	0	0	0	0
Other Urban Areas	23 570	24 443	48 013	9 578	8 712	18 290	0	0	0	0	0	0
State Land	1 050	1 059	2 109	0	0	0	0	0	0	0	0	0
Old Resettlement Area	71 272	70 115	141 387	19 193	17 243	36 436	0	0	0	0	0	0
A1 Farms	132 262	117 834	250 096	25 451	23 163	48 614	0	0	0	0	0	0
A2 Farms	26 343	25 948	52 291	4 608	4 612	9 220	0	0	0	0	0	0
National	1 579 276	1 554 675	3 133 951	495 216	487 380	982 596	44 699	40 915	93 714	15 706	10 246	25 952

 Table 3.11: Number of Pupils/Students/Learners Enrolled by Education Institutions Classified by Land Use Sector, Type of Education Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe

	Type of Education Institution													
Land Use Sector	Teach	ner Training C	olleges	Industr	ial Training Co	olleges	S	Special Schools			Total			
	Male	Male Female Total Male Female Total Male Female												
Special Category Area	0	0	0	0	0	0	0	0	0	3 448	3 377	6 825		
Communal Areas	1 271	3142	4413	0	0	0	0	0	0	1 204698	1 187 146	2 391 844		
Small Scale Commercial Farming Area	0	0	0	0	0	0	0	0	0	25 171	24 039	49 210		
Large Scale Commercial Farming														
Area	0	0	0	0	0	0	0	0	0	49 087	48 958	98 045		
Urban Council Area	5 396	10 775	16 171	1133	83	1 216	231	137	368	513 136	525 325	1 038 461		
Administrative Centres	0	0	0	0	0	0	0	0	0	14 847	13 833	28 680		
Growth Points	0	0	0	0	0	0	0	0	0	19 214	19 646	38 860		
Other Urban Areas	263	562	825	608	242	850	0	0	0	34 019	33 959	67 978		
State Land	0	0	0	0	0	0	0	0	0	1 050	1 059	2 109		
Old Resettlement Area	474	1 219	1 693	0	0	0	0	0	0	90 939	88 577	179 519		
A1 Farms	0	0	0	0	0	0	0	0	0	157 713	140 997	298 710		
A2 Farms	0 0 0 0 0 0 0 0 0 0 0 0 0 0 30 951 30 560 61 511													
National	7 404	15 698	23 102	1 741	325	2066	231	137	368	2 144 273	2 117 476	4 261 749		

Table 3.11: Number of Pupils/Students/Learners Enrolled by Education Institutions Classified by Land Use Sector, Type of Education Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe (Continued)

Table 3.12 shows number of pupils/students/learners enrolled at education institutions classified by urban and rural areas, type of education institution and sex as at 31 August 2017. Education institutions in Rural Areas had 3 231 209 pupils/students/learners enrolled compared to 1 030 540 in Urban Areas. Primary Schools in Rural Areas had 2 485 300 pupils/students/learners enrolled compared to 648 651 enrolled at institutions in Urban Areas.

Of the 4 261 749 pupils/students/learners enrolled at education institutions, 2 117 476 were female. Universities enrolled 49 015 female students and 44 699 male students.

	Institution and Sex as at 51 Magast 2017, 101 Census 2017, 2011babwe													
Area		Type of Institution												
		Primary Schools		Secondary Schools				Universities		Polytechnics				
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Urban	322 408	326 243	648 651	122 817	129 442	252 259	41 629	44 386	86 015	15 212	9 798	25 010		
Rural	1256 868	1 228 432	2 485 300	372 399	357 938	730 337	3 070	4 629	7 699	494	448	942		
National	1 579 276	1 554 675	3 133 951	495 216	487 380	982 596	44 699	49 015	93 714	15 706	10 246	25 952		

Table 3.12: Number of Pupils/Students/Learners Enrolled at Education Institutions Classified by Urban and Rural Areas, Type of Education Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe

Table 3.12: Number of Pupils/Students/Learners Enrolled at Education Institutions Classified by Urban and Rural Areas, Type of Education Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe (Continued)

Area		Type of Institution											
	Teach	ner Training C	Colleges	Industrial Training Colleges			Special Schools			Total			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Urban	5 396	10 775	16 171	1 741	325	2 066	231	137	368	509 434	521 106	1 030 540	
Rural	2 008 4 923 6 931			0	0	0	0	0	0	1 634 839	1 596 370	3 231 209	
National	7 404	15 698	23 102	1 741	325	2 066	231	137	368	2 144 273	2 117 476	4 261 749	

Table 3.13 shows number of employees at education institutions classified by province, type of institution and sex as at 31 August 2017. Education institutions in Manicaland Province had the highest number of 24 602 employees, followed by institutions in Midlands Province with 21 571. Out of 52 252 employees in Secondary Schools, 27 847 were male.

	Type of Institution												
Province	Primary Schools			Secondary Schools			Universities			Polytechnics			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	732	3436	4 168	1 238	1 847	3 085	716	356	1 072	177	141	318	
Manicaland	6 554	8 483	15 037	4 818	3 752	8 570	237	167	404	161	145	306	
Mashonaland Central	3 255	4 206	7 461	2 0 3 1	1 493	3 524	454	227	681	0	0	0	
Mashonaland East	4 201	5 877	10 078	3 404	2 817	6 221	0	0	0	68	44	112	
Mashonaland West	4 527	5 866	10 393	3 217	2 502	5 719	584	320	904	0	0	0	
Matabeleland North	2 366	3 760	6 126	1 600	1 493	3 093	176	131	307	0	0	0	
Matabeleland South	1 793	3 052	4 845	1 595	1 534	3 129	213	179	392	91	128	219	
Midlands	5 140	7 619	12 759	3 751	3 107	6 858	844	568	1 412	245	157	402	
Masvingo	5 092	6 731	11 823	3 763	2 454	6 217	762	408	1 170	103	66	169	
Harare	2 454	6 916	9 370	2 4 3 0	3 406	5 836	2 443	1 607	4 050	251	284	535	
National	36 114	55 946	92 060	27 847	24 405	52 252	6 429	3 963	10 392	1 096	965	2 061	

Table 3.13: Number of Employees at Education Institutions Classified by Province, Type of Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe

Table 3.13: Number of Employees at Education Institutions Classified by Province, Type of Institution and Sex as at 31 August 2017: ICT Census2017, Zimbabwe (Continued)

	Type of Institution												
Province	Teach	er Training	College	Indust	Industrial Training Colleges			Special Scho	ols	Total			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	151	136	287	86	40	126	12	31	43	3 112	5 987	9 099	
Manicaland	166	119	285	0	0	0	0	0	0	11 936	12 666	24 602	
Mashonaland Central	30	15	45	0	0	0	0	0	0	5 770	5 941	11 711	
Mashonaland East	70	38	108	0	0	0	0	0	0	7 743	8 776	16 519	
Mashonaland West	0	0	0	0	0	0	0	0	0	8 328	8 688	17 016	
Matabeleland North	0	0	0	0	0	0	0	0	0	4 142	5 384	9 526	
Matabeleland South	0	0	0	0	0	0	0	0	0	3 692	4 893	8 585	
Midlands	82	58	140	0	0	0	0	0	0	10 062	11 509	21 571	
Masvingo	206	183	389	0	0	0	10	19	29	9 936	9 861	19 797	
Harare	209	188	397	73	31	104	3	14	17	7 863	12 446	20 309	
National	914	737	1 651	159	71	230	25	64	89	72 584	86 151	158 735	

Table 3.14 shows number of employees at education institutions classified by land use sector, type of institution and sex as at 31 August 2017. Education institutions in Communal Areas had the highest number of 79 905 employees, followed by institutions in Urban Council Areas with 49 840. Primary Schools had the highest number of employees of 92 060 followed by Secondary Schools with 52 252. Of the 1 651 employees in Teacher Training Colleges, 914 were male.

	Type of Institution												
Land Use Sector	P	Primary School			Secondary School			University		Polytechnic			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Special Category Area	77	151	228	40	37	77	0	0	0	0	0	0	
Communal Areas	22 813	28 438	51 251	16 286	11 920	28 206	150	62	212	0	0	0	
Small Scale Commercial Farming Area	532	686	1 218	528	346	874	0	0	0	0	0	0	
Large Scale Commercial Farming Area	823	1 529	2 352	704	592	1 296	529	438	967	68	44	112	
Urban Council Area	5 724	16 527	22 251	6 548	8 366	14 914	5 750	3 463	9 213	1 028	921	1 949	
Administrative Centres	172	316	488	285	237	522	0	0	0	0	0	0	
Growth Points	258	507	765	452	352	804	0	0	0	0	0	0	
Other Urban Areas	485	955	1 440	463	452	915	0	0	0	0	0	0	
State Land	20	66	86	0	0	0	0	0	0	0	0	0	
Old Resettlement Area	1 811	2 135	3 946	1 018	735	1 753	0	0	0	0	0	0	
A1 Farms	2 724	3 713	6 437	1 234	1 133	2 367	0	0	0	0	0	0	
A2 Farms	675	913	1 598	289	235	524	0	0	0	0	0	0	
National	36 114	55 946	92 060	27 847	24 405	52 252	6 429	3 963	10 392	1 096	965	2 061	

Table 3.14: Number of Employees at Education Institutions Classified by Land Use Sector, Type of Institution and Sex as at 31 August 2017: ICT
Census 2017, Zimbabwe

	Type of Institution												
Land Use Sector	Teach	ner Training (College	Industri	al Training C	Colleges	S	pecial Schools		Total			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Special Category Area	0	0	0	0	0	0	0	0	0	117	188	305	
Communal Areas	135	101	236	0	0	0	0	0	0	39 384	40 521	79 905	
Small Scale Commercial Farming													
Area	0	0	0	0	0	0	0	0	0	1 060	1 032	2 092	
Large Scale Commercial Farming													
Area	0	0	0	0	0	0	0	0	0	2 124	2 603	4 727	
Urban Council Area	679	583	1 262	110	52	162	25	64	89	19 864	29 976	49 840	
Administrative Centres	0	0	0	0	0	0	0	0	0	457	553	1 010	
Growth Points	0	0	0	0	0	0	0	0	0	710	859	1 569	
Other Urban Areas	30	15	45	49	19	68	0	0	0	1 027	1 441	2 468	
State Land	0	0	0	0	0	0	0	0	0	20	66	86	
Old Resettlement Area	70	38	108	0	0	0	0	0	0	2 899	2 908	5 807	
A1 Farms	0	0	0	0	0	0	0	0	0	3 958	4 846	8 804	
A2 Farms	0	0	0	0	0	0	0	0	0	964	1 158	2 1 2 2	
National	914	737	1 651	159	71	230	25	64	89	72 584	86 151	158 735	

Table 3.14: Number of Employees at Education Institutions Classified by Land Use Sector, Type of Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe (Continued)

Table 3.15 shows number of employees at education institutions classified by urban and rural areas, type of institution and sex as at 31 August 2017. Education institutions in Rural Areas had 109 123 employees compared to 49 612 employees in Urban Areas. Special Schools had 64 female and 25 male employees.

Table 3.15: Number of Employees at Education Institutions Classified by Urban and Rural Areas, Type of Institution and Sex as at 31 August 20	2017:
ICT Census 2017, Zimbabwe	

		Type of Institution												
Area	Primary School			Secondary School				University		Polytechnic				
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Urban	5 633	16 424	22 057	6 488	8 324	14 812	4 750	3 463	9 213	1 028	921	1 949		
Rural	30 481	39 522	70 003	21 359	16 081	37 440	679	500	1 179	68	44	112		
National	36 114	55 946	92 060	27 847	24 405	52 252	6 429	3 963	10 392	1 096	965	2 061		

Area		Type of Institution														
	Teacher Training College			Industrial Training Colleges			Special Schools			Total						
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total				
Urban	679	583	1 262	159	71	230	25	64	89	19 762	29 850	49 612				
Rural	235	154	389	0	0	0	0	0	0	52 822	56 301	109 123				
National	914	737	1 651	159	71	230	25	64	89	72 584	85 151	158 735				

Table 3.15: Number of Employees at Education Institutions Classified by Urban and Rural Areas, Type of Institution and Sex as at 31 August 2017: ICT Census 2017, Zimbabwe (Continued)
Access to Electricity

During the census, education institutions were asked whether they had access to electricity or not. An institution is considered to have access to electricity if the electricity supply service is available for use by that institution at any time, regardless of whether it was used.

Table 3.16 shows the distribution of education institutions with and without access to electricity classified by province in the last 4 months ending 31 August 2017. Out of the 7 955 institutions interviewed, 4 469 had access to electricity. Among the institutions with access to electricity, education institutions in Manicaland Province had the highest number of 755 followed by institutions in Mashonaland East with 572. All universities, polytechnics, teacher training colleges, industrial training centres and special schools had access to electricity.

Out of the 3 486 institutions without access to electricity, 605 were in Midlands Province. A total of 2 755 primary schools and 731 secondary schools had no access to electricity.

					T	e E J	4° T4°4	4					
					Тур	e of Educa	tion Institu	tion					
Province	Р	rimary School	ls	Se	condary Schoo	ols	Universities			Polytechnics			
	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total	
Bulawayo	106	1	107	50	2	52	1	0	1	1	0	1	
Manicaland	480	372	852	270	125	395	2	0	2	1	0	1	
Mashonaland Central	249	185	434	126	66	192	1	0	1	0	0	1	
Mashonaland East	348	317	665	222	103	325	0	0	0	1	0	1	
Mashonaland West	360	341	701	196	147	343	1	0	1	0	0	1	
Matabeleland North	187	351	538	103	52	155	1	0	1	0	0	1	
Matabeleland South	257	256	513	115	44	159	2	0	2	1	0	1	
Midlands	305	494	799	228	111	339	1	0	1	2	0	2	
Masvingo	320	436	756	214	80	294	2	0	2	1	0	1	
Harare	202	2	204	86	1	87	5	0	5	1	0	1	
National	2 814	2 755	5 569	1 610	731	2 341	16	0	16	8	0	8	

Table 3.16: Number of Education Institutions With and Without Access to Electricity Classified by Province and Type of Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe

Table 3.16: Number of Education Institutions With and Without Access to Electricity Classified by Province and Type of Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe (Continued)

	Type of Education Institution											
Province	Tea	cher Training	Colleges	Industrial Tra	ining College	s	Spec	Total				
	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total
Bulawayo	2	0	2	2	0	2	3	0	3	165	3	168
Manicaland	2	0	2	0	0	0	0	0		755	497	1 252
Mashonaland Central	1	0	1	0	0	0	0	0	0	377	251	628
Mashonaland East	1	0	1	0	0	0	0	0	0	572	420	992
Mashonaland West	0	0	0	0	0	0	0	0	0	557	488	1 045
Matabeleland North	0	0	0	0	0	0	0	0	0	291	403	694
Matabeleland South	0	0	0	0	0	0	0	0	0	375	300	675
Midlands	1	0	1	0	0	0	0	0	0	537	605	1 142
Masvingo	3	0	3	0	0	0	1	0	1	541	516	1 057
Harare	2	0	2	2	0	0	1	0	1	299	3	302
National	12	0	12	4	0	4	5	0	5	4 469	3 486	7 955

Table 3.17 shows number of education institutions with and without access to electricity classified by land use sector and type of education institution in the last 4 months ending 31 August 2017. Communal Areas had the highest number of education institutions of 2 620 with access to electricity while State Land had the least number of 4.

Of the 3 486 education institutions without access to electricity, 2 422 were in Communal Areas followed by 471 in A1 Farms.

	Type of Education Institution												
Land Use Sector	Primary Schools			Sec	Secondary Schools			Universities		Polytechnics			
	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total	
Special Category Area	10	0	10	4	1	5	0	0	0	0	0	0	
Communal Areas	1 591	1 956	3 547	1 025	466	1 491	2	0	2	0	0	0	
Small Scale Commercial Farming Area	50	104	154	37	27	64	0	0	0	0	0	0	
Large Scale Commercial Farming Area	100	40	140	36	9	45	3	0	3	1	0	1	
Urban Council Area	529	18	547	253	8	261	11	0	11	7	0	11	
Administrative Centres	19	0	19	13	0	13	0	0	0	0	0	0	
Growth Points	29	4	33	25	2	26	0	0	0	0	0	0	
Other Urban Areas	58	9	67	37	4	41	0	0	0	0	0	0	
State Land	4	5	9	0	0	0	0	0	0	0	0	0	
Old Resettlement Area	127	198	325	69	88	157	0	0	0	0	0	0	
A1 Farms	229	358	587	94	113	207	0	0	0	0	0	0	
A2 Farms	68	63	131	17	13	30	0	0	0	0	0	0	
National	2 814	2 755	5 569	1 610	731	2 341	16	0	16	8	0	8	

Table 3.17: Number of Education Institutions With and Without Access to Electricity Classified by Land Use Sector and Type of Education Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe

	Type of Education Institution												
Land Use Sector	Teacher Training Colleges			Industr	Industrial Training College			pecial Schoo	ls	Total			
	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total	
Special Category Area	0	0	0	0	0	0	0	0	0	14	1	15	
Communal Areas	2	0	2	0	0	0	0	0	0	2 620	2 422	5 042	
Small Scale Commercial Farming Area	0	0	0	0	0	0	0	0	0	87	131	218	
Large Scale Commercial Farming Area	0	0	0	0	0	0	0	0	0	140	49	189	
Urban Council Area	8	0	8	3	0	3	5	0	5	816	26	842	
Administrative Centres	0	0	0	0	0	0	0	0	0	32	0	32	
Growth Points	0	0	0	0	0	0	0	0	0	54	6	60	
Other Urban Areas	1	0	1	1	0	1	0	0	0	97	13	110	
State Land	0	0	0	0	0	0	0	0	0	4	5	9	
Old Resettlement Area	1	0	0	0	0	0	0	0	0	197	286	483	
A1 Farms	0	0	0	0	0	0	0	0	0	323	471	794	
A2 Farms	0	0	0	0	0	0	0	0	0	85	76	161	
National	12	0	12	4	0	4	5	0	5	4 469	3 486	7 955	

Table 3.17: Number of Education Institutions With and Without Access to Electricity Classified by Land Use Sector and Type of Education Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe (Continued)

Table 3.18 shows the number of education institutions with access to electricity classified by urban and rural areas in the last months 4 months ending 31 August 2017. Of the 4 469 education institutions with access to electricity, 3 656 were in Rural Areas. Of the 838 education institutions in Urban Areas, 813 had access to electricity.

Table 3.18: Number of Education Institutions With and Without Access to Electricity Classified By Urban and Rural Areas and Type of Education
Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe

					Ту	pe of Educa	cation Institution							
Area	I	Primary School	S	Se	econdary Schoo	ols	Universities			Polytechnics				
	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total		
Urban	527	17	544	251	8	259	11	0	11	7	0	7		
Rural	2 287	2 738	5 025	1 359	723	2 082	5	0	5	1	0	1		
National	2 814	2 755	5 569	1 610	731	2 341	16	0	16	8	0	8		

 Table 3.18: Number of Education Institutions With and Without Access to Electricity Classified By Urban and Rural Areas and Type of Education

 Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe (Continued)

	Type of Education Institution												
Area	Teacher Training Colleges			Indust	rial Training C	olleges		Special School	s	Total			
	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total	
Urban	8	0	8	4	0	4	5	0	5	813	25	838	
Rural	4	0	4	0	0	0	0	0	0	3 656	3 461	7 117	
National	12	0	12	4	0	4	5	0	5	4 469	3 486	7 955	

Table 3.19 shows number of education institutions with access to electricity classified by main source of electricity, type of institution and province in the last 4 months ending 31 August 2017. Of the 4 469 education institutions with access to electricity, 3 825 were connected to the main grid followed by 319 that used solar as their main source. Manicaland Province had the highest number of 616 education institutions with national grid as their main source of electricity.

Table 3.19: Number of Education Institutions With Access to Electricity Classified by Main Source of Electricity, Type of Institution and Province in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe

	Province										
Main Source and Type of Institution	Bulawayo	Manicaland	Mashonaland Central	Mashonaland East	Mashonaland West	Matabeleland North	Matabeleland South	Midlands	Masvingo	Harare	National
Fuel Powered Generator											
Primary Schools	0	44	0	25	13	7	10	20	36	1	156
Secondary Schools	0	26	5	6	13	12	10	10	26	2	110
Total	0	70	5	31	26	19	20	30	62	3	266
Local Mini Grid		1	1								
Primary Schools	0	5	1	0	5	13	1	2	7	0	34
Secondary Schools	0	5	0	1	3	8	4	0	2	0	23
Universities	0	0	0	0	0	0	1	0	0	0	1
Polytechnics	0	0	0	0	0	0	0	0	1	0	1
Total	0	10	1	1	8	21	6	2	10	0	59
National Grid	107			202							
Primary Schools	105	391	236	303	317	156	224	257	246	200	2 435
Secondary Schools	49	220	112	197	166	68	94	190	166	84	1 347
Universities	1	2	1	0	1	1	1	1	2	5	15
Polytechnics	1	1	0	1	0	0	1	2	0	1	7
Teacher Training Colleges	2	2	1	1	0	0	0	1	3	2	12
Industrial Training Colleges	2	0	0	0	0	0	0	0	0	2	4
Special Schools	3	0	0	0	0	0	0	0	1	1	5
Total	163	616	351	502	484	225	320	451	418	295	3 825

Solar											
Primary Schools	1	40	12	20	25	11	22	26	31	1	189
Secondary Schools	1	19	8	18	14	15	7	28	20	0	130
Total	2	59	20	38	39	26	29	54	51	1	319
Total											
Primary Schools	106	480	249	348	360	187	257	305	320	202	2 814
Secondary Schools	50	270	126	222	196	103	115	228	214	86	1 610
Universities	1	2	1	0	1	1	2	1	2	5	16
Polytechnics	1	1	0	1	0	0	1	2	1	1	8
Total	165	755	377	572	557	291	375	537	541	299	4 469

Table 3.20 shows number of education institutions with access to electricity classified by main source of electricity, type of institution and land use sector in the last 4 months ending 31 August 2017. Of the 2 620 Education Institution in Communal Areas with access to electricity, 2 127 were connected to the main grid. Of the 59 education institutions connected to the local mini grid, 39 were in Communal Areas followed by 9 in Large Scale Commercial Farming Areas. The 4 education institutions in State Land were connected to the main grid.

		Land Use Sector											
	Special		Small Scale Commercial	Large Scale Commercial	Urban			Other		Old			
Main Source of Electricity	Category	Communal	Farming	Farming	Council	Administrative	Growth	Urban	State	Resettlement	A1	A2	
and Type of Institution	Area	Areas	Area	Area	Areas	Centres	Points	Areas	Land	Areas	Farms	Farms	National
Fuel Powered Generator													
Primary Schools	0	114	1	0	8	0	4	1	0	13	13	2	156
Secondary Schools	0	83	2	2	8	0	1	0	0	6	7	1	110
Total	0	197	3	2	16	0	5	1	0	19	20	3	266
Local Mini Grid													
Primary Schools	0	21	0	7	2	0	0	1	0	3	0	0	34
Secondary Schools	0	17	0	2	2	0	0	0	0	1	1	0	23
University	0	1	0	0	0	0	0	0	0	0	0	0	1
Polytechnics	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	0	39	0	9	5	0	0	1	0	4	1	0	59
National Grid													
Primary Schools	10	1 301	45	92	517	19	23	56	4	100	205	62	2 435
Secondary Schools	4	823	29	32	242	13	24	36	0	50	79	15	1 347
Universities	0	1	0	3	11	0	0	0	0	0	0	0	15
Polytechnics	0	0	0	1	6	0	0	0	0	0	0	0	7
Teacher Training Colleges	0	2	0	0	8	0	0	1	0	1	0	0	12
Industrial Training College	0	0	0	0	3	0	0	1	0	0	0	0	4
Special Schools	0	0	0	0	5	0	0	0	0	0	0	0	5
Total	14	2 127	74	128	792	32	47	94	4	151	284	78	3 825
Solar													
Primary Schools	0	155	4	1	2	0	2	0	0	11	11	3	189
Secondary Schools	0	102	6	0	1	0	0	1	0	12	7	1	130
Total	0	257	10	1	3	0	2	1	0	23	18	4	319
Total													
Primary Schools	10	1 591	50	100	529	19	29	58	4	127	229	678	2 814
Secondary Schools	4	1 025	37	36	253	13	25	37	0	69	94	17	1 610
Universities	0	2	0	3	11	0	0	0	0	0	0	0	16
Polytechnics	0	0	0	1	7	0	0	0	0	0	0	0	8
Total	14	2 620	87	140	816	32	54	97	4	197	323	85	4 469

Table 3.20: Number of Education Institutions With Access to Electricity Classified by Land Use Sector, Main Source of Electricity and Type of Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe

Table 3.21 shows number of education institutions with access to electricity classified by land use sector, main source of electricity and type of institution. Of the 4 469 education institutions with access to electricity, 3 656 were in Rural Areas.

Institution in the East + Month's Enumised and a consus 2017, Emission of							
Main Course of Electricity and Turne of Institution	Are	Total					
Main Source of Electricity and Type of Institution	Urban	Rural					
Fuel Powered Generator							
Primary Schools	8	148	156				
Secondary Schools	8	102	110				
Total	16	250	266				
Local Mini Grid							
Primary Schools	2	32	34				
Secondary Schools	2	21	23				
Universities	0	1	1				
Polytechnics	1	0	1				
Total	5	54	59				
National Grid							
Primary Schools	515	1 920	2 435				
Secondary Schools	240	1 107	1 347				
Universities	11	4	15				
Polytechnics	6	1	7				
Teacher Training Colleges	8	4	12				
Industrial Training Colleges	4	0	4				
Special Schools	5	0	5				
Total	789	3 036	3 825				
Solar							
Primary Schools	2	187	189				
Secondary Schools	1	129	130				
Total	3	316	319				
Total							
Primary Schools	527	2 287	2 814				
Secondary Schools	251	1 359	1 610				
Universities	11	5	16				
Polytechnics	7	1	8				
Total	813	3 656	4 469				

 Table 3.21: Number of Education Institutions With Access to Electricity Classified by Land Use Sector, Main Source of Electricity and Type of Institution in the Last 4 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe

Access to Information and Communication Technologies

Access to information and communication technologies covered by the Census include use of postal and courier services, and access to radio, television, fixed and mobile telephone, computer and the internet. For education institution to have access to ICTs, the ICTs should generally be available for use by all members at the education institution at any time, regardless of whether it is being used and in working order.

Postal and Courier Services

Postal services are transmission of letters, packages, periodicals and related services. Postal services ensure that postal items are delivered. A postal item refers to anything dispatched by postal services such as letter post, parcel post, money orders, etc.

Courier services are express delivery services which include time definite delivery. Thus courier services are fast, door-to-door and have pick-up and delivery services of high value goods or urgently needed documents.

Table 3.22 shows number of education institutions that used or did not use postal services to send and/or receive mail/documents in the last 4 months ending 31 August 2017 classified by type of institution. Of the 5 569 primary schools, 2 108 used postal services to send or receive mail/documents. A total of 1 009 secondary schools and 13 universities used postal services to send or receive mail/documents.

Type of Institution	Use of Postal Services	Total
Primary School	Used Postal services	2 108
T Thiary School	Did Net Use Destal Services	2 100
	Did Not Ose Postal Services	5 401
	Total	5 569
Secondary School	Used Postal services	1 009
	Did Not Use Postal Services	1 332
	Total	2 341
University	Used Postal services	13
	Did Not Use Postal Services	3
	Total	16
Polytechnic	Used Postal services	8
	Did Not Use Postal Services	0
	Total	8
Teacher Training College	Used Postal services	9
	Did Not Use Postal Services	3
	Total	12
Industrial Training Centre	Used Postal services	4
	Did Not Use Postal Services	0
	Total	4
Special school	Used Postal services	4
	Did Not Use Postal Services	1
	Total	5

Table 3.22: Number of Education Institutions That Used or Did Not Use Postal Services to Send and/or Receive Mail/Documents in the Last 4 Months Ending 31 August 2017 Classified by Type of Institution: ICT Census 2017, Zimbabwe

Table 3.23 shows number of education institutions that used or did not use postal services to send and/or receive mail/documents in the last 4 months ending 31 August 2017 classified by province and type of institution. A total of 2 108 primary schools used postal services to send and/or receive mail/documents during the last four months ending 31 August 2017. Manicaland Province had the highest number of 314 primary schools that used postal services to send and/or receive mail/documents followed by Midland Province with 304. Bulawayo Province had the least number of 66 primary schools that used postal services to send and/or receive mail/documents.

A total of 3 461 primary schools did not use postal services to send and/or receive mail/documents with Manicaland Province having the highest number of 538. Manicaland Province accounted for the highest number of 248 secondary schools that did not use postal services to send and/or receive mail/documents while Bulawayo Province accounted for 9.

		Type of Institution													
	Pri	imary School		Sec	ondary Schoo	l	Univ	versity		Polyt	technic				
Province	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total			
Bulawayo	66	41	107	43	9	52	1	0	1	1	0	1			
Manicaland	314	538	852	147	248	395	1	1	2	1	0	1			
Mashonaland Central	251	183	434	118	74	192	1	0	1	0	0	0			
Mashonaland East	251	414	665	123	202	325	0	0	0	1	0	1			
Mashonaland West	237	464	701	128	215	343	1	0	1	0	0	0			
Matabeleland North	126	412	538	53	102	155	1	0	1	0	0	0			
Matabeleland South	130	383	513	64	95	159	1	1	2	1	0	1			
Midlands	304	495	799	150	189	339	1	0	1	2	0	2			
Masvingo	283	473	756	118	176	294	2	0	2	1	0	1			
Harare	146	58	204	65	22	87	4	1	5	1	0	1			
National	2 108	3 461	5 569	1 009	1 332	2 341	13	3	16	8	0	8			

 Table 3.23: Number of Education Institutions That Used or Did Not Use Postal Services to Send and/or Receive Mail/Documents in the Last 4

 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe

	Type of Institution											
. .	Teacher T	raining College		Industri	al Training Cen	tre	Special School					
Province	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total			
Bulawayo	2	0	2	2	0	2	2	1	3			
Manicaland	1	1	2	0	0	0	0	0	0			
Mashonaland Central	0	1	1	1	0	1	0	0	0			
Mashonaland East	1	0	1	0	0	0	0	0	0			
Mashonaland West	0	0	0	0	0	0	0	0	0			
Matabeleland North	0	0	0	0	0	0	0	0	0			
Matabeleland South	0	0	0	0	0	0	0	0	0			
Midlands	1	0	1	0	0	0	0	0	0			
Masvingo	2	1	3	0		0	1	0	1			
Harare	2	0	2	1	0	1	1	0	1			
National	9	3	12	4	0	4	4	1	5			

Table 3.23: Number of Education Institutions That Used or Did Not Use Postal Services to Send and/or Receive Mail/Documents in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.24 shows the number of education institutions that used or did not use postal services to send and/or receive mail/documents classified by urban and rural areas and type of institution. Rural Areas had the highest number of 1 765 primary schools and 824 secondary schools that used postal services to send and/or receive mail/documents. Urban areas accounted for the highest number of 10 universities, 6 polytechnics, 7 teacher training colleges and 4 industrial training centres that used postal services to send and/or receive mail/documents.

	Months Ending	g 31 August A	2017 Class	illed by Urba	in and Kura	il Areas an	a Type of In	stitution:	ICI Cens	sus 2017, Z	Impabwe	
		Type of Institution										
Area	Pri	mary School		Sec	ondary Schoo	U	niversity		Polytechnic			
	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total
Urban	343	201	544	185	74	259	10	1	11	6		6
Rural	1 765	3 260	5 025	824	1 258	2 082	3	2	5	2		2
Total	2 108	3 461	5 569	1 009	1 332	2 341	13	3	16	8		8

Table 3.24: Number of Education Institutions That Used or Did Not Use Postal Services to Send and/or Receive Mail/Documents in the Last 4Months Ending 31 August 2017 Classified by Urban and Rural Areas and Type of Institution: ICT Census 2017, Zimbabwe

Table 3.24: Number of Education Institutions That Used or Did Not Use Postal Services to Send and/or Receive Mail/Documents in the Last 4 Months Ending 31 August 2017 Classified by Urban and Rural Areas and Type of Institution: ICT Census 2017, Zimbabwe (Continued)

				Ту	pe of Institution	1					
Area	Teach	er Training Colle	ege	Indu	strial Training Co	entre	Special School				
	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total	Used Postal services	Did Not Use Postal services	Total		
Urban	7	1	8	4		4	4	1	5		
Rural	2	2	4	0		0	0	0	0		
Total	9	3	12	4		4	4	1	5		

Table 3.25 shows the number of education institutions that used or did not use courier services to send and/or receive mail/documents in the last 4 months ending 31 August 2017 classified by province and type of institution. A total of 439 primary schools used courier services to send and/or receive mail/documents of which 109 were in Manicaland Province. Midlands Province had the highest number of 69 secondary schools that used

courier services to send and/or receive mail documents followed by Manicaland Province with 56. Mashonaland Central Province had the least number of 7 secondary schools that used courier services to send or receive mail documents.

Manicaland Province had the highest number of 743 primary schools that did not use courier services to send and/or receive mail documents followed by Masvingo Province with 723. Bulawayo Province had the least number of 16 secondary schools that did not use courier services to send and/or receive mail documents.

 Table 3.25: Number of Education Institutions That Used or Did Not Use Courier Services to Send and/or Receive Mail/Documents in the Last 4

 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe:

Province	Type of Institution											
	Prim	ary School		Sec	ondary Scho	ol	Ur	niversity		H	Polytechnic	
	Used Courier Services	Did Not Use Courier Services	Total	Used Courier Services	Did Not Use Courier Services	Total	Used Courier Services	Did Not Use Courier Services	Total	Used Courier Services	Did Not Use Courier Services	Total
Bulawayo	26	81	107	36	16	52	1	0	1	1	0	1
Manicaland	109	743	852	56	339	395	2	0	2	1	0	1
Mashonaland Central	12	422	434	7	185	192	1	0	1	0	0	0
Mashonaland East	18	647	665	20	305	325	0	0	0	1	0	1
Mashonaland West	36	665	701	33	310	343	1	0	1	0	0	0
Matabeleland North	30	508	538	32	123	155	1	0	1	0	0	0
Matabeleland South	51	462	513	46	113	159	2	0	2	1	0	1
Midlands	98	701	799	69	270	339	1	0	1	2	0	2
Masvingo	33	723	756	37	257	294	2	0	2	1	0	1
Harare	26	178	204	22	65	87	5	0	5	1	0	1
National	439	5 130	5 569	358	1 983	2 341	16	0	16	8	0	8

				Туре о	of Institution						
	Teacher T	raining College		Industrial	Training Centre		Special School				
Province	Used Courier Services	Did Not Use Courier Services	Total	Used Courier Services	Did Not Use Courier Services	Total	Used Courier Services	Did Not Use Courier Services	Total		
Bulawayo	2	0	2	2	0	2	2	1	3		
Manicaland	1	1	2	0	0	0	0	0	0		
Mashonaland Central	0	1	1	1	0	1	0	0	0		
Mashonaland East	1	0	1	0	0	0	0	0	0		
Mashonaland West	0	0	0	0	0	0	0	0	0		
Matabeleland North	0	0	0	0	0	0	0	0	0		
Matabeleland South	0	0	0	0	0	0	0	0	0		
Midlands	1	0	1	0	0	0	0	0	0		
Masvingo	2	1	3	0		0	1	0	1		
Harare	2	0	2	1	0	1	1	0	1		
National	9	3	12	4	0	4	4	1	5		

Table 3.25: Number of Education Institutions That Used or Did Not Use Courier Services to Send and/or Receive Mail/Documents in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe (Continued)

Radio

Table 3.26 shows number of education institutions with and without access to a radio for pedagogical purposes in the last 4 months ending 31 August 2017 classified by province and type of institution. Of the 5 569 primary school, 602 had access to a radio. Manicaland Province had the highest number of 111 primary schools that had access to a radio followed by Mashonaland East Province with 95. Bulawayo Province had the least number of primary schools that had access to a radio of 16.

A total of 4 967 primary schools did not have access to a radio with Manicaland Province having the highest numbers of 741 primary and 369 secondary schools.

Province	Type of Institution									
		Primary School			Secondary School					
	With access to	Without access to a	Total	With access to	Without access to	Total				
	a radio	radio		a radio	a radio					
Bulawayo	16	91	107	11	41	52				
Manicaland	111	741	852	26	369	395				
Mashonaland Central	54	380	434	21	171	192				
Mashonaland East	95	570	665	8	317	325				
Mashonaland West	54	647	701	21	322	343				
Matabeleland North	29	509	538	7	148	155				
Matabeleland South	35	478	513	7	152	159				
Midlands	48	751	799	20	319	339				
Masvingo	84	672	756	13	281	294				
Harare	76	128	204	22	65	87				
National	602	4 967	5569	156	2 185	2 341				

 Table 3.26: Number of Education Institutions With and Without Access to a Radio for Pedagogical Purposes in the Last 4 Ending 31 August 2017

 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe

Province	Type of Institution														
	τ	Jniversity		P	olytechnic		Tea	cher Traini	ng	Industria	l Training (Centre	Sp	ecial Scho	ol
								College							
	With	Without	Total	With	Without	Total	With	Without	Total	Without	Without	Total	With	Without	Total
	access	access		access	access		access	access		access	access		access	access	
	to a	to a		to a	to a		to a	to a		to a	to a		to a	to a	
	radio	radio		radio	radio		radio	radio		radio	radio		radio	radio	
Bulawayo	0	1	1	0	1	1	1	1	2	2	0	2	1	2	3
Manicaland	0	2	2	0	1	1	0	2	2	0	0	0	0	0	0
Mashonaland Central	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0
Mashonaland East	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0
Mashonaland West	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Matabeleland North	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Matabeleland South	0	2	2	0	1	1	0	0	0	0	0	0	0	0	0
Midlands	1	0	1	0	2	2	0	1	1	0	0	0	0	0	0
Masvingo	0	2	2	0	1	1	0	3	3	0	0	0	0	1	1
Harare	1	4	5	1	0	1	0	2	2	2	0	2	1	0	1
National	2	14	16	1	7	8	2	10	12	4	0	4	2	3	5

Table 3.26: Number of Education Institutions With and Without Access to a Radio for Pedagogical Purposes in the Last 4 Ending 31 August 2017 Classified by Province and Type of Institution (Continued)

Table 3.27 shows number of education institutions with and without access to a radio for pedagogical purposes in the last 4 months ending 31 August 2017 classified by land use sector and type of institution. Communal Areas had 329 Primary Schools with access to a radio. Special Category Areas and State Land had the least number of primary schools with access to a radio of 2 and 1, respectively. Communal Areas had the highest number of 77 of secondary schools with access to a radio followed by Urban Council Areas with 46.

Communal Areas had 3 218 Primary and 1 414 Secondary schools without access to a radio for pedagogical purposes.

Land Use Sector		Primary School		Secondary School			
	With access to a	Without access to	Total	With access to a	Without access to	Total	
	radio	a radio		radio	a radio		
Special Category Area	2	8	10	0	5	5	
Communal Areas	329	3 218	3547	77	1 414	1 491	
Small Scale Commercial Farming Area	12	142	154	3	61	64	
Large Scale Commercial Farming Area	19	121	140	5	40	45	
Urban Council Area	136	411	547	46	215	261	
Administrative Centres	7	12	19	1	12	13	
Growth Points	9	24	33	1	26	27	
Other Urban Areas	8	59	67	4	37	41	
State Land	1	8	9	0	0	0	
Old Resettlement Area	27	298	325	8	149	157	
A1 Farms	44	543	587	7	200	207	
A2 Farms	8	123	131	4	26	30	
National	602	4 967	5 569	156	2 185	2 341	

Table 3.27: Number of Education Institutions With and Without Access to a Radio for Pedagogical Purposes in the last 4 Months Ending 31 August 2017 Classified by Land Use Sector and Type of Institution: ICT Census 2017, Zimbabwe

Land Use Sector	University		Polytechnic		Teacher Training College			e Industrial Training			Special School				
											Centre				
	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total
	access	access		access	access		access to	access		access	access		access	access	
	to a	to a		to a	to a		a radio	to a		to a	to a		to a	to a	
	radio	radio		radio	radio			radio		radio	radio		radio	radio	
Special Category Area	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Communal Areas	0	2	2	0	0	0	0	2	2	0	0	0	0	0	0
Small Scale Commercial															
Farming Area	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Large Scale Commercial															
Farming Area	0	3	3	0	1	1	0	0	0	0	0	0	0	0	0
Urban Council Area	2	9	11	1	6	7	1	7	8	0	3	4	2	3	5
Administrative Centres															
(District Centres)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Growth Points	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Urban Areas	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0
State Land	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Old Resettlement Area	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
A1 Farms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A2 Farms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
National	2	14	16	1	7	8	2	10	12	0	4	4	2	3	5

 Table 3.27: Number of Education Institutions With and Without Access to a Radio for Pedagogical Purposes in the Last 4 Months Ending 31 August

 2017 Classified by Land Use Sector and Type of Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.28 shows number of education institutions with and without access to a radio for pedagogical purposes in the last 4 months ending 31 August 2017 classified by type of institution, and rural and urban areas. Of the 7 117 education institutions in rural areas, 578 had access to a radio. Of the 5 025 Primary Schools in Rural Areas, 467 had access to a radio.

Type of Institution	With and Without Access		Area	Area		
Type of institution	with and without Access	Urban	Rural	Total		
Primary School	With access to a radio	135	467	602		
	Without access to a radio	409	4 558	4 967		
	Total	544	5 025	5 569		
Secondary School	With access to a radio	46	110	156		
	Without access to a radio	213	1 972	2 185		
	Total	259	2 082	2 341		
University	With access to a radio	2	0	2		
	Without access to a radio	9	5	14		
	Total	11	5	16		
Polytechnic	With access to a radio	1	0	1		
	Without access to a radio	6	1	7		
	Total	7	1	8		
Teacher Training College	With access to a radio	1	1	2		
	Without access to a radio	7	3	10		
	Total	8	4	12		
Industrial Training Centre	With access to a radio	0	0	0		
	Without access to a radio	4	0	4		
	Total	4	0	4		
Special School	With access to a radio	2	0	2		
	Without access to a radio	3	0	3		
	Total	5	0	5		
Total	With access to a radio	187	578	765		
	Without access to a radio	651	6 539	7 190		
	Total	838	7 117	7 955		

Table 3.28: Number of Education Institutions With and Without Access to a Radio for Pedagogical Purposes in the Last 4 Months Ending 31 August2017 Classified by Type of Institution, and Rural and Urban Areas: ICT Census 2017, Zimbabwe

Table 3.29 shows the number of education institutions with and without access to two-way radio for communication purposes classified by province and type of institution. Midlands Province and Harare Province had the highest number of Primary Schools with access to a two-way radio of each 10 each. Bulawayo and Matabeleland Provinces had the least number of 1 of Primary Schools with access to a two-way radio. Mashonaland West Province had the highest number of Secondary Schools that had access to a two-way radio of 6 followed by Mashonaland Central and Harare Provinces with 4 each.

Manicaland Province had the highest number of both primary and secondary schools without access to a two-way radio of 846 and 392, respectively.

	Type of Institution										
Province	I	Primary School		Secondary School							
	With access to two-way radio	Without access to two-way radio	Total	With access to two-way radio	Without access to two-way radio	Total					
Bulawayo	1	106	107	1	51	52					
Manicaland	6	846	852	3	392	395					
Mashonaland Central	2	432	434	4	188	192					
Mashonaland East	7	658	665	2	323	325					
Mashonaland West	3	698	701	6	337	343					
Matabeleland North	2	536	538	1	154	155					
Matabeleland South	1	512	513	1	158	159					
Midlands	10	789	799	3	336	339					
Masvingo	2	754	756	3	291	294					
Harare	10	194	204	4	83	87					
National	44	5 525	5 569	28	2 313	2 341					

 Table 3.29: Number of Education Institutions With and Without Access to a Two-Way Radio for Communication Purposes in the Last 4 Months

 Ending 31 August 2017 Classified by Province and Type of Institution. ICT Census 2017, Zimbabwe

Province		University			Polytechnic		Teache	r Training	College	Industria	Training	Special	School
										Cer	ntre		
	With	Without	Total	With	Without	Total	With	Without	Total	Without	Total	Without	Total
	access to	access to		access to	access to		access to	access to		access to		access to	
	two-way	two-way		two-way	two-way		two-way	two-way		two-way		two-way	
	radio	radio		radio	radio		radio	radio		radio		radio	
Bulawayo	0	1	1	0	1	1	1	1	2	2	2	3	3
Manicaland	1	1	2	1	0	1	2	0	2	0	0	0	0
Mashonaland													
Central	1	0	1	0	0	0	0	1	1	0	0	0	0
Mashonaland East	0	0	0	0	1	1	0	1	1	0	0	0	0
Mashonaland													
West	1	0	1	0	0	0	0	0	0	0	0	0	0
Matabeleland													
North	1	0	1	0	0	0	0	0	0	0	0	0	0
Matabeleland													
South	0	2	2	0	1	1	0	0	0	0	0	0	0
Midlands	1	0	1	1	1	2	0	1	1	0	0	0	0
Masvingo	0	2	2	0	1	1	0	3	3	0	0	1	1
Harare	2	3	5	1	0	1	1	1	2	2	2	1	1
National	7	9	16	3	5	8	4	8	12	4	4	5	5

 Table 3.29: Number of Education Institutions With and Without Access to a Two-Way Radio for Communication Purposes in the Last 4 Months

 Ending 31 August 2017 Classified by Province and Type of Institution. ICT Census 2017, Zimbabwe (Continued)

Table 3.30 shows the number of education institutions with and without access to a two-way radio for communication purposes in the last 4 months ending 31 August 2017 classified by type of institution and urban and rural areas. Rural areas had the highest number of Primary and Secondary Schools with access to a two-way radio of 28 and 20 respectively. There were no Polytechnics, Teacher Training Colleges with access to a two-way radio in rural areas.

A total of 4 997 primary schools without access to a two-way radio were in rural areas compared to 528 in urban areas.

Type of Institution	With A goog (Without A goog	Area				
Type of institution	with Access/ without Access	Area Urban Rural 16 28 528 4997 528 4997 528 4997 528 4997 251 2062 259 2082 5 2 6 3 11 5 3 0 4 1 7 1 4 0 4 4 8 4 0 0 4 0 4 0 4 0 4 0 4 0 4 0 4 0 5 0	Total			
	With access to two-way radio	16	28	44		
Primary School	Without access to two-way radio	528	4 997	5 525		
	Total	544	5 025	5 569		
	With access to two-way radio	8	20	28		
Secondary School	Without access to two-way radio	251	2 062	2 313		
	Total	259	2 082	2 341		
	With access to two-way radio	5	2	7		
University	Without access to two-way radio	6	3	9		
	Total	11	5	16		
	With access to two-way radio	3	0	3		
Polytechnic	Without access to two-way radio	4	1	5		
	Total	Urban Rural / radio 16 28 way radio 528 4 997 / radio 544 5 025 / radio 8 20 way radio 251 2 062 / radio 559 2082 / radio 6 3 / radio 3 0 way radio 4 1 / radio 4 0 way radio 4 4 / radio 0 0 way radio 4 0 / radio 0 0 way radio 4 0 / radio 0 0 / radio 0 0 / radio 0 0 way radio 50	8			
	With access to two-way radio	4	0	4		
Teacher Training College	Without access to two-way radio	4	4	8		
	Total	8	4	12		
	With access to two-way radio	0	0	0		
Industrial Training Centre	Without access to two-way radio	4	0	4		
	Total	4	0	4		
	With access to two-way radio	0	0	0		
Special School	Without access to two-way radio	5	0	5		
	Total	5	0	5		

 Table 3.30: Number of Education Institutions With and Without Access to a Two-Way Radio for Communication Purposes in the Last 4 Months

 Ending 31 August 2017 Classified by Type of Institution and Urban and Rural Areas: ICT Census 2017, Zimbabwe

Television

Table 3.31 shows number of education institutions with and without access to a television for pedagogical purposes in the last 4 months ending 31 August 2017 classified by type of education institution. Primary schools with access to a television were 460 compared to 5 109 primary schools without access to a television. Secondary schools with access to a television were 370 compared to 1 971 secondary schools without access to a television. Polytechnics had an equal number which had access to a television compared to those without access to a television. Out of 5 special schools, 3 had access to a television.

•		
Type of Education Institution	With Access and Without Access	Total
Primary School	With access to a television	460
	Without access to a television	5 109
	Total	5 569
Secondary School	With access to a television	370
	Without access to a television	1 971
	Total	2 341
University	With access to a television	6
	Without access to a television	10
	Total	16
Polytechnic	With access to a television	4
	Without access to a television	4
	Total	8
Teacher Training College	With access to a television	12
Teacher Training Conege	Without access to a television	0
	Total	12
Industrial Training Centre	With access to a television	1
	Without access to a television	3
	Total	4
Special school	With access to a television	3
•	Without access to a television	2
	Total	5

Table 3.31: Number of Education Institutions With and Without Access to a Television for Pedagogical Purposes in the Last 4 Months Ending31 August 2017 Classified by Type of Education Institution: ICT Census 2017, Zimbabwe

Table 3.32 shows number of education institutions with and without access to a television for pedagogical purposes in the last 4 months ending 31 August 2017 classified by province and type of education institution. Harare Province had the highest number (98) of primary schools with access to television followed by Manicaland Province which had 55. Matabeleland North Province had the lowest number (23) of primary schools with access to a television.

Manicaland Province had the highest number (321) of secondary schools without access to a television followed by Mashonaland West Province which had 309. Bulawayo Province had the lowest number (33) of secondary schools without access to a television.

Type of Education Institution Province **Primary School Secondary School** University Polytechnic With Without Total With access Without Total With access Without Total With access Without Total access access access access access Bulawayo Manicaland Mashonaland Central Mashonaland East Mashonaland West Matabeleland North Matabeleland South Midlands Masvingo Harare 5 109 5 569 1 971 2 3 4 1 National

 Table 3.32: Number of Education Institutions With and Without Access to a Television for Pedagogical Purposes in the Last 4 Months Ending

 31 August 2017 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe.

	Type of Institution										
Province	Teach	er Training C	ollege	Indus	trial Training Cen	tre	S	Special school			
	With	Without	Total	With access	Without access	Total	With access	Without access	Total		
	access	access									
Bulawayo	2	0	2	1	1	2	2	1	3		
Manicaland	2	0	2	0	0	0	0	0	0		
Mashonaland Central	1	0	1	0	0	0	0	0	0		
Mashonaland East	1	0	1	0	0	0	0	0	0		
Mashonaland West	0	0	0	0	0	0	0	0	0		
Matabeleland North	0	0	0	0	0	0	0	0	0		
Matabeleland South	0	0	0	0	0	0	0	0	0		
Midlands	1	0	1	0	0	0	0	0	0		
Masvingo	3	0	3	0	0	0	0	1	1		
Harare	2	0	2	0	2	2	1	0	1		
National	12	0	12	1	3	4	3	2	5		

Table 3.32: Number of Education Institutions With and Without Access to a Television for Pedagogical Purposes in the Last 4 Months Ending31 August 2017 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe. (Continued)

Table 3.33 shows number of education institutions with and without access to a television for pedagogical purposes in the last 4 months ending 31 August 2017 classified by type of education institution and urban and rural areas. Primary schools with access to a television were 460 of which 228 were in Urban Areas compared to 232 in Rural Areas.

Of the 5 109 primary schools without access to a television, 316 were in Urban Areas compared to 4 793 in Rural Areas.

Type of Education Institution		А	rea	All Education
		Urban	Rural	Institutions
Primary School	With access	228	232	460
	Without access	316	4 793	5 109
	Total	544	5 025	5 569
Secondary School	With access	88	282	370
-	Without access	171	1 800	1 971
	Total	259	2 082	2 341
University	With access	5	1	6
	Without access	6	4	10
	Total	11	5	16
Polytechnic	With access	3	1	4
	Without access	4	0	4
	Total	7	1	8
	With access	8	4	12
Teacher Training College	Without access	0	0	0
	Total	8	4	12
Industrial Training Centre	With access	1	0	1
	Without access	3	0	3
	Total	4	0	4
	With access	3	0	3
Special school	Without access	2	0	2
	Total	5	0	5
Total	With access	336	520	856
	Without access	502	6 597	7 099
	Total	838	7 117	7 955

Table 3.33: Number of Education Institutions With and Without Access to Television Services for Pedagogical Purposes in the Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution and Urban and Rural Areas: ICT Census 2017, Zimbabwe

Table 3.34 shows number of education institutions with access to multichannel television services for pedagogical purposes in the last 4 months ending 31 August 2017 classified by type of education institution and type of services. Primary schools with access to Direct-to-Home (DTH) multichannel television services were 181 compared to 208 with access to Digital/Analogue Terrestrial television. Two hundred and thirty eight secondary schools had access to DTH multichannel television services compared to 126 with access to Digital/Analogue Terrestrial television. Two leacher Training Colleges had access to DTH multichannel television.

Table 3.34: Number of Education Institutions With Access to Multichannel Television Services for Pedagogical Purposes in the Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution and type of service: ICT Census 2017, Zimbabwe.

Type of Education Institution	Type Of Service	Number of Education Institutions
Primary School	Direct-to-Home (DTH)	181
	Digital/Analogue Terrestrial	208
Secondary School	Direct-to-Home (DTH)	238
	Digital/Analogue Terrestrial	126
University	Direct-to-Home (DTH)	5
	Digital/Analogue Terrestrial	3
Polytechnic	Direct-to-Home (DTH)	4
	Digital/Analogue Terrestrial	2
Teacher Training College	Direct-to-Home (DTH)	12
6 6	Digital/Analogue Terrestrial	3
Industrial Training Centre	Direct-to-Home (DTH)	1
	Digital/Analogue Terrestrial	0
Special school	Direct-to-Home (DTH)	1
	Digital/Analogue Terrestrial	2

Table 3.35 shows number of education institutions with access to multichannel television services for pedagogical purposes in the last 4 months ending 31 August 2017 classified by province, type of education institution and type of service. Of the 208 Primary Schools with access to Digital/Analogue Terrestrial television services, 55 were in Harare Province.

Harare Province had the highest number of 25 Secondary Schools with access to Digital/Analogue Terrestrial TV followed by 15 in Bulawayo Province. Manicaland Province had the highest number of 54 Secondary Schools with access to DTH.

 Table 3.35: Number of Education Institutions With Access to Multichannel Television Services for Pedagogical Purposes in the Last 4 Months

 Ending 31 August 2017 Classified by Province and Type of Education Institution and Type of Service: ICT Census 2017, Zimbabwe

Province		Type of Educative InstitutionPrimery SchoolSecontry SchoolUmery SchoolDirectorDigital/Analogue Terrestrial TVDirect-tor Home (DTH)Digital/Analogue Terrestrial TVDigital/Analogue Home (DTH)Direct-tor Terrestrial TVDigital/Analogue Terrestrial TVDigital/Analogue Terrestrial TVDigital/Analogue Home (DTH)Digital/Analogue Terrestrial TVDigital/Analogue Terrestrial TVDigital/Analogue <b< th=""></b<>						
	Prim	ary School	Second	ary School	Un	iversity	Poly	vtechnic
	Direct-to-	Digital/Analogue	Direct-to-	Digital/Analogue	Direct-to-	Digital/Analogue	Direct-to-	Digital/Analogue
	Home (DTH)	Terrestrial TV	Home (DTH)	Terrestrial TV	Home (DTH)	Terrestrial TV	Home (DTH)	Terrestrial TV
Bulawayo	6	42	6	15	0	0	0	0
Manicaland	27	15	54	13	0	0	0	0
Mashonaland Central	16	7	14	11	1	0	0	0
Mashonaland East	21	15	19	13	0	0	1	0
Mashonaland West	25	32	26	13	1	1	0	0
Matabeleland North	8	8	17	9	0	0	0	0
Matabeleland South	21	8	18	9	1	0	1	1
Midlands	12	13	24	5	1	1	1	0
Masvingo	14	13	37	13	0	0	0	0
Harare	31	55	23	25	1	1	1	1
National	181	208	238	126	5	3	4	2

Table 3.35: Number of Education Institutions With Access to Multichannel Television Services for Pedagogical Purposes in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Education Institution and Type of Service: ICT Census 2017, Zimbabwe (Continued) Type of Education Institution

	Type of Education Institution										
Province	Teacher	Training College	Industrial Tra	ining Centre	Special school						
	Direct-to-Home	Digital/Analogue	Direct-to-Home (DTH)	Digital/Analogue	Direct-to-Home	Digital/Analogue					
	(DTH)	Terrestrial TV		Terrestrial TV	(DTH)	Terrestrial TV					
Bulawayo	2	1	1		0	2					
Manicaland	2	0	0		0	0					
Mashonaland Central	1	0	0		0	0					
Mashonaland East	1	1	0		0	0					
Mashonaland West	0	0	0		0	0					
Matabeleland North	0	0	0		0	0					
Matabeleland South	0	0	0		0	0					
Midlands	1	0	0		0	0					
Masvingo	3	0	0		0	0					
Harare	2	1	0		1	0					
National	12	3	1		1	2					

Table 3.36 shows number of education institutions with access to multichannel television services for pedagogical purposes in the last 4 months ending 31 August 2017 classified by type of education institution, type of service, and urban and rural areas. Primary Schools which had access to DTH services were 181 of which 75 were in Urban Areas compared to 106 in Rural Areas. Of the 208 Primary Schools which had access to Digital/Analogue Terrestrial television, 135 were in Urban Areas compared to 73 in Rural Areas. Two hundred and thirtyeight Secondary Schools had access to DTH services of which 43 were in Urban Areas compared to 195 in Rural Areas.

Table 3.36: Number of Education Institutions With Access to Multichannel Television Services for Pedagogical Purposes in the Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution, Type of Service, and Urban and Rural Areas: ICT Census 2017, Zimbabwe.

Type of Education Facility	Type Of Service		Area	
		Urban	Rural	Total
Primary School	Direct-to-Home (DTH)	75	106	181
	Digital/Analogue Terrestrial TV	AreaUrbanRuralDTH)75106Terrestrial TV13573DTH)43195DTH)43195DTH)441DTH)441DTH)41DTH)30DTH)31DTH)31DTH)31DTH)31DTH)10DTH)10DTH)10DTH)10DTH)10DTH)10DTH)10	208	
Secondary School	Direct-to-Home (DTH)	43	195	238
ý	Digital/Analogue Terrestrial TV	55	71	126
University	Direct-to-Home (DTH)	4	1	5
	Digital/Analogue Terrestrial TV	3	0	3
Polytechnic	Direct-to-Home (DTH)	3	1	4
	Digital/Analogue Terrestrial TV	2	Area Rural 106 73 195 71 195 71 1 0 1 0 1 0 1 0	2
Teacher Training College	Direct-to-Home (DTH)	8	4	12
	Digital/Analogue Terrestrial TV	2	1	3
Industrial Training Centre	Direct-to-Home (DTH)	1	0	1
	Digital/Analogue Terrestrial TV	Of ServiceImage: Constraint of the serviceUrbanRuralto-Home (DTH)75/Analogue Terrestrial TV135/Analogue Terrestrial TV43/Analogue Terrestrial TV55/Analogue Terrestrial TV55/Analogue Terrestrial TV3/Analogue Terrestrial TV3/Analogue Terrestrial TV3/Analogue Terrestrial TV3/Analogue Terrestrial TV3/Analogue Terrestrial TV2/Analogue Terrestrial TV2/Analogue Terrestrial TV2/Analogue Terrestrial TV1/Analogue Terrestrial TV2/Analogue Terrestrial TV2/Analogue Terrestrial TV1/Analogue Terrestrial TV0/Analogue Terrestrial TV1/Analogue Terrestrial TV2/Analogue Terrestrial TV0/Analogue Terrestrial TV0/Anal	0	
Special school	Direct-to-Home (DTH)	1	0	1
	Digital/Analogue Terrestrial TV	2	0	2

Fixed Telephone

Table 3.37 shows number of education institutions with and without access to a fixed telephone in the last 4 months ending 31 August 2017 classified by type of education institution. Primary Schools with access to a fixed telephone were 666 compared to 4 903 without access. Of the 2 341 Secondary Schools, 384 had access to a fixed telephone compared to 1 957 without access.

Type of Education Institution	With and Without Access	Total
Primary School	With access to a fixed telephone	666
	Without access to a fixed telephone	4 903
	Total	5 569
Secondary School	With access to a fixed telephone	384
	Without access to a fixed telephone	1 957
	Total	2 341
University	With access to a fixed telephone	16
	Without access to a fixed telephone	0
	Total	16
Polytechnic	With access to a fixed telephone	8
	Without access to a fixed telephone	0
	Total	8
Teacher Training College	With access to a fixed telephone	9
	Without access to a fixed telephone	3
	Total	12
Industrial Training Centre	With access to a fixed telephone	4
	Without access to a fixed telephone	0
	Total	4
Special school	With access to a fixed telephone	5
	Without access to a fixed telephone	0
	Total	5
Total	With access to a fixed telephone	1 092
	Without access to a fixed telephone	6 863
	Total	7 955

 Table 3.37: Number of Education Institutions With and Without Access to a Fixed Telephone in

 the Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution: ICT

 Census 2017 Zimbabwe

Table 3.38 shows the number of education institutions with and without access to a fixed telephone in the last 4 months ending 31 August 2017 classified by province and type of education institution. Primary schools in Harare Province had the highest number of education institutions of 184 with access to a fixed telephone followed by 104 primary schools in Bulawayo Province. Secondary schools in Harare Province had the highest number of education institutions with access to a fixed telephone of 81 followed by secondary schools in Bulawayo and Manicaland Provinces which had 51 each.

Primary schools in Manicaland Province had the highest number (777) of education institutions without access to a fixed telephone followed by 722 primary schools in Masvingo Province. Secondary schools in Manicaland Province had the highest number (344) of education institutions without access to a fixed telephone followed by 298 secondary schools in Mashonaland West Province.

]	Type of In	nstitution					
Province	Prin	nary School		Seco	ndary Scho	ol	U	niversity			Polytec	hnic
	With	Without	Total	With	Without	Total	With	Without	Total	With access	Without	Total
	access	access		access	access		access	access			access	
Bulawayo	104	3	107	51	1	52	1	0	1	1	0	1
Manicaland	75	777	852	51	344	395	2	0	2	1	0	1
Mashonaland Central	19	415	434	15	177	192	1	0	1	0	0	0
Mashonaland East	37	628	665	29	296	325	0	0	0	1	0	1
Mashonaland West	77	624	701	45	298	343	1	0	1	0	0	0
Matabeleland North	28	510	538	17	138	155	1	0	1	0	0	0
Matabeleland South	27	486	513	17	142	159	2	0	2	1	0	1
Midlands	81	718	799	49	290	339	1	0	1	2	0	2
Masvingo	34	722	756	29	265	294	2	0	2	1	0	1
Harare	184	20	204	81	6	87	5	0	5	1	0	1
National	666	4 903	5 569	384	1 957	2 341	16	0	16	8	0	8

 Table 3.38: Number of Education Institutions With and Without Access to a Fixed Telephone in the Last 4 Months Ending 31 August 2017

 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe

	Type of Institution										
Province	Teac	her Training Colle	ge	Indu	strial Training Cen	tre	Special school				
	With access	Without access	Total	With access	Without access	Total	With access	Without access	Total		
Bulawayo	2	0	2	2	0	2	3	0	3		
Manicaland	2	0	2	0	0	0	0	0	0		
Mashonaland Central	0	1	1	0	0	0	0	0	0		
Mashonaland East	0	1	1	0	0	0	0	0	0		
Mashonaland West	0	0	0	0	0	0	0	0	0		
Matabeleland North	0	0	0	0	0	0	0	0	0		
Matabeleland South	0	0	0	0	0	0	0	0	0		
Midlands	1	0	1	0	0	0	0	0	0		
Masvingo	2	1	3	0	0	0	1	0	1		
Harare	2	0	2	2	0	2	1	0	1		
National	9	3	12	4	0	4	5	0	5		

Table 3.38: Number of Education Institutions With and Without Access to a Fixed Telephone in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.39 shows number of education institutions with and without access to a fixed telephone in the last 4 months ending 31 August 2017 classified by type of education institution, and urban and rural areas. Primary schools with access to a fixed telephone were 666 of which 479 were in urban areas compared to 187 in Rural Areas.

Of the 4 903 primary schools without access to a fixed telephone, 65 were in Urban Areas compared to 4 838 in Rural Areas.

Table 3.39: Number of Education Institutions With and Without Access to a Fixed Telephone inthe Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution, andUrban and Rural Areas: ICT Census 2017, Zimbabwe

Type of Education Institution	With and Without	Area		
		Urban	Rural	Total
Primary School	With access	479	187	666
	Without access	65	4 838	4 903
	Total	544	5 025	5 569
Secondary School	With access	234	150	384
	Without access	25	1 932	1 957
	Total	259	2 082	2 341
University	With access	11	5	16
	Without access	0	0	0
	Total	11	5	16
Polytechnic	With access	7	1	8
	Without access	0	0	0
	Total	7	1	8
Teacher Training College	With access	8	1	9
	Without access	0	3	3
	Total	8	4	12
Industrial Training Centre	With access	4	0	4
	Without access	0	0	0
	Total	4	0	4
Special school	With access	5	0	5
	Without access	0	0	0
	Total	5	0	5
Total	With access	748	344	1 092
	Without access	90	6 773	6 863
	Total	838	7 117	7 955
Mobile Cellular Telephone

In order for the education institution to have access to a mobile cellular telephone, it should be generally available for use by members of staff at any time.

Table 3.40 shows number of education institutions with and without access to a mobile cellular telephone in the last 4 months ending 31 August 2017 classified by type of education institution. Of the 7 955 education institutions interviewed, 3 494 had access to a mobile cellular telephone. Primary schools with access to a mobile cellular telephone were 2 224 compared to 3 345 without access. Of the 2 341 secondary schools, 1 239 had access to a mobile cellular telephone compared to 1 102 without access.

Type of Education Institution	With/Without	Total
-	With access	2 224
Primary School	Without access	3 345
	Total	5 569
	With access	1 239
Secondary School	Without access	1 102
	Total	2 341
	With access	15
University	Without access	1
	Total	16
	With access	4
Polytechnic	Without access	4
	Total	8
	With access	8
Teacher Training College	Without access	4
	Total	12
	With access	3
Industrial Training Centre	Without access	1
	Total	4
	With access	1
Special school	Without access	4
	Total	5
	With access	3 494
Total	Without access	4 461
	Total	7 955

Table 3.40: Number of Education Institutions With and Without Access to a Mobile Telephonein the Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution:ICT Census 2017, Zimbabwe

Tables 3.41 shows number of education institutions with and without access to a mobile telephone in the last 4 months ending 31 August 2017 classified by province and type of education institution. Masvingo Province had the highest number of 331 Primary Schools with access to a mobile cellular telephone followed by 242 in Manicaland Province. Mashonaland West Province had the highest number of 310 Secondary Schools with access to a mobile cellular telephone followed by 173 in Mashonaland East Province

Midlands Province had the highest number of 654 Primary Schools without access to a mobile cellular telephone followed by 610 in Manicaland Province. Manicaland Province had the highest number of 224 Secondary Schools without access to a mobile cellular telephone followed by 230 in Midlands Province.

Province		Type of Education Institution											
		Primary School			Secondary School			University					
	With access	Without access	Total	With access	Without access	Total	With access	Without access	Total				
Bulawayo	40	67	107	24	28	52	1	0	1				
Manicaland	242	610	852	171	224	395	2	0	2				
Mashonaland Central	149	285	434	104	88	192	1	0	1				
Mashonaland East	333	332	665	173	152	325	0	0	0				
Mashonaland West	633	68	701	310	33	343	1	0	1				
Matabeleland North	160	378	538	71	84	155	1	0	1				
Matabeleland South	84	429	513	63	96	159	1	1	2				
Midlands	145	654	799	109	230	339	1	0	1				
Masvingo	331	425	756	165	129	294	2	0	2				
Harare	107	97	204	49	38	87	5	0	5				
National	2 224	3 345	5 569	1 239	1 102	2 341	15	1	16				

 Table 3.41: Number of Education Institutions With and Without Access to a Mobile Telephone in the Last 4 Months Ending 31 August 2017

 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe

Province		Type of Education Institution											
		Polytechnic		Teacher '	Training C	ollege	Industr	ial Training Cent	re	Special scho	Special school		
	With access	Without access	Total	With access	Without	Total	With access	Without access	Total	With access	Without access	Total	
					access								
Bulawayo	0	1	1	1	1	2	1	1	2	1	2	3	
Manicaland	0	1	1	0	2	2	0	0	0	0	0	0	
Mashonaland Central	0	0	0	1	0	1	0	0	0	0	0	0	
Mashonaland East	0	1	1	1	0	1	0	0	0	0	0	0	
Mashonaland West	0	0	0	0	0	0	0	0	0	0	0	0	
Matabeleland North	0	0	0	0	0	0	0	0	0	0	0	0	
Matabeleland South	1	0	1	0	0	0	0	0	0	0	0	0	
Midlands	1	1	2	1	0	1	0	0	0	0	0	0	
Masvingo	1	0	1	3	0	3	0	0	0	0	1	1	
Harare	1	0	1	1	1	2	2	0	2	0	1	1	
National	4	4	8	8	4	12	3	1	4	1	4	5	

Table 3.41: Number of Education Institutions With and Without Access to a Mobile Telephone in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.42 shows number of education institutions with and without access to a mobile cellular telephone in the last 4 months ending 31 August 2017 classified by type of education institution, and urban and rural areas. Primary schools with access to a mobile cellular telephone were 2 224 of which 268 were in Urban Areas compared to 1 956 in Rural Areas. Secondary Schools with access to a mobile cellular telephone were 1 239 of which 144 were in Urban Areas compared to 1 095 in Rural Areas.

Of the 3 345 Primary Schools without access to a mobile cellular telephone, 276 were in Urban Areas compared to 3 069 in Rural Areas. Of the 1 102 Secondary Schools without access to a mobile cellular telephone, 115 were in Urban Areas compared to 987 in Rural Areas.

Type of Institution	With and Without Access	Aı	rea	Total
		Urban	Rural	
	With access	268	1 956	2 224
Primary School	Without access	276	3 069	3 345
	Total	544	5 025	5 569
	With access	144	1 095	1 239
Secondary School	Without access	115	987	1 102
	Total	259	2 082	2 341
	With access	11	4	16
University	Without access	0	1	1
	Total	11	5	16
	With access	3	1	4
Polytechnic	Without access	3	1	4
	Total	6	2	8
	With access	4	4	8
Teacher Training College	Without access	4	0	4
	Total	8	4	12
	With access	3	0	3
Industrial Training Centre	Without access	1	0	1
	Total	4	0	4
	With access	1	0	1
Special School	Without access	4	0	4
	Total	5	0	5

Table 3.42: Number of Education Institutions With and Without Access to a Mobile CellularTelephone in the Last 4 Months Ending 31 August 2017 Classified by Type of EducationInstitution, and Urban and Rural Areas: ICT Census 2017, Zimbabwe

A mobile phone signal also known as reception and service is the signal strength measured in dBm received by a mobile phone from a cellular network. Depending on various factors, such as proximity to a tower, any obstructions such as buildings or trees, etc. this signal strength will vary. Most mobile telephone devices use a set of bars of increasing height to display the approximate strength of received signal.

Table 3.43 shows number of education institutions with and without access to a mobile network signal1 in the last 4 months ending 31 August 2017 classified by province and type of education institution. Out of 5 569 Primary Schools, 4 721 had access to a mobile network signal. Of the 2 341 Secondary Schools interviewed, 2 096 had access to a mobile network signal. All tertiary institutions reported that they had access to a mobile signal.

	Type of Education Institutions													
	Pri	mary Schools		Sec	condary Schools			Universities						
Province	With access to	Without access	Total	With access to	Without access	Total	With access to	Without access	Total					
	a mobile	to a mobile		a mobile	to a mobile		a mobile	to a mobile						
	network signal	network signal		network signal	network signal		network signal	network signal						
Bulawayo	88	19	107	50	2	52	1	0	1					
Manicaland	808	44	852	379	16	395	2	0	2					
Mashonaland Central	233	201	434	138	54	192	1	0	1					
Mashonaland East	611	54	665	287	38	325	0	0	0					
Mashonaland West	640	61	701	319	24	343	1	0	1					
Matabeleland North	367	171	538	110	45	155	1	0	1					
Matabeleland South	395	118	513	139	20	159	2	0	2					
Midlands	721	78	799	324	15	339	1	0	1					
Masvingo	657	99	756	266	28	294	2	0	2					
Harare	201	3	204	84	3	87	5	0	5					
National	4 721	848	5 569	2 096	245	2 341	16	0	16					

 Table 3.43: Number of Education Institutions With and Without Access to a Mobile Network Signal in the Last 4 Months Ending 31

 August 2017 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe

¹ Access to a mobile network signal was asked all education institutions regardless of whether they owned a mobile cellular telephone or not.

0		v			Type of	Education	Institutions	5		×	,	
]	Polytechnics		Teacher	Training Col	lleges	Industrial	Training Co	lleges	Special Schools		
D ·	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total
Province	access to	access to		access to	access to		access to	access to		access to	access to	
	a mobile	a mobile		a mobile	a mobile		a mobile	a mobile		a mobile	a mobile	
	network	network		network	network		network	network		network	network	
	signal	signal		signal	signal		signal	signal		signal	signal	
Bulawayo	1	0	1	2	0	2	2	0	2	2	1	3
Manicaland	1	0	1	2	0	2	0	0	0	0	0	0
Mashonaland												
Central	0	0	0	1	0	1	0	0	0	0	0	0
Mashonaland East	1	0	1	1	0	1	0	0	0	0	0	0
Mashonaland West	0	0	0	0	0	0	0	0	0	0	0	0
Matabeleland North	0	0	0	0	0	0	0	0	0	0	0	0
Matabeleland South	1	0	1	0	0	0	0	0	0	0	0	0
Midlands	2	0	2	1	0	1	0	0	0	0	0	0
Masvingo	1	0	1	3	0	3	0	0	0	0	1	1
Harare	1	0	1	2	0	2	2	0	2	1	0	1
National	8	0	8	12	0	12	4	0	4	3	2	5

Table 3.43: Number of Education Institutions With and Without Access to a Mobile Network Signal in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.44 shows number of education institutions with and without access to a mobile network signal in the last 4 months ending 31 August 2017 classified by urban and rural areas and type of education institution. Of the 4 721 Primary Schools with access to a network signal, 4 214 were in Rural Areas while 507 were in Urban Areas.

Table 3.44: Number of Education Institutions With and Without Access to a Mobile Network Signal in the Last 4 Months Ending 31 August 2017 Classified by Urban and Rural Areas and Type of Education Institution: ICT Census 2017, Zimbabwe

	Type of Education Institution												
]	Primary Schools		Se	condary School	s	Universities						
Area	With access to a mobile network signal	Without access to a mobile network signal	Total	With access to a mobile network signal	Without access to a mobile network signal	Total	With access to a mobile network signal	Without access to a mobile network signal	Total				
Urban	507	37	544	253	6	259	11	0	11				
Rural	4 214	811	5 025	1 843	239	2 082	5	0	5				
National	4 721	848	5 569	2 096	245	2 341	16	0	16				

Table 3.44: Number of Education Institutions With and Without Access to a Mobile Network Signal in the Last 4 Months Ending 31 August 2017 Classified by Urban and Rural Areas and Type of Education Institution: ICT Census 2017, Zimbabwe

		Type of Education Institution												
	Po	olytechnics		Teacher	Fraining College	8	Industrial	Training Colleges	5	Special Schools				
Area	With access to a mobile network signal	Without access to a mobile network signal	Total	With access to a mobile network signal	Without access to a mobile network signal	Total	With access to a mobile network signal	Without access to a mobile network signal	Total	With access to a mobile network signal	Without access to a mobile network signal	Total		
Urban	7	0	7	8	0	8	4	0	4	3	2	5		
Rural	1	0	1	4	0	4	0	0	0	0	0	0		
National	8	0	8	12	0	12	4	0	4	3	2	5		

Computer

For education institutions to have access to a computer, the computer should generally be available for use at any time, regardless of whether it is actually used

Table 3.45 shows number of education institutions with and without access to a computer in the last 4 months ending 31 August 2017 classified by province and type of education institution. Out of 5 569 Primary Schools, 3 762 had access to a computer while 1 807 did not have access. Of the 2 341 Secondary Schools interviewed, 1 915 had access to a computer while 426 did not have access. All tertiary institutions reported that they had access to a computer.

	Type of Education Institution														
	Prim	ary Schools		Seco	ndary School	s	U	niversities		Po	olytechnics				
Province	With access	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total			
	to a computer	access to a		access to a	access to a		access to a	access to a		access to a	access to a				
		computer		computer	computer		computer	computer		computer	computer				
Bulawayo	107	0	107	51	1	52	1	0	1	1	0	1			
Manicaland	582	270	852	312	83	395	2	0	2	1	0	1			
Mashonaland	249	185	434	147	45	192	1	0	1	0	0	0			
Central															
Mashonaland East	450	215	665	260	65	325	0	0	0	1	0	1			
Mashonaland West	441	260	701	265	78	343	1	0	1	0	0	0			
Matabeleland North	212	326	538	120	35	155	1	0	1	0	0	0			
Matabeleland South	294	219	513	134	25	159	2	0	2	1	0	1			
Midlands	601	198	799	285	54	339	1	0	1	2	0	2			
Masvingo	624	132	756	255	39	294	2	0	2	1	0	1			
Harare	202	2	204	86	1	87	5	0	5	1	0	1			
National	3 762	1 807	5 569	1 915	426	2 341	16	0	16	8	0	8			

 Table 3.45: Number of Education Institutions With and Without Access to a Computer in the Last 4 Months Ending 31 August 2017

 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe

	Type of Education Institution													
	Те	acher Traini	ng Colleges	In	ndustrial Train	ning Colleges	Special Schools							
Province	With access	Without	Total	With	Without	Total	With access	Without	Total					
	to a	access to a		access to a	access to a		to a	access to a						
	computer	computer		computer	computer		computer	computer						
Bulawayo	2	0	2	2	0	2	3	0	3					
Manicaland	2	0	2	0	0	0	0	0	0					
Mashonaland Central	1	0	1	0	0	0	0	0	0					
Mashonaland East	1	0	1	0	0	0	0	0	0					
Mashonaland West	0	0	0	0	0	0	0	0	0					
Matabeleland North	0	0	0	0	0	0	0	0	0					
Matabeleland South	0	0	0	0	0	0	0	0	0					
Midlands	1	0	1	0	0	0	0	0	0					
Masvingo	3	0	3	0	0	0	1	0	1					
Harare	2	0	2	2	0	2	1	0	1					
National	12	0	12	4	0	4	5	0	5					

Table 3.45: Number of Education Institutions With and Without Access to a Computer in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Education Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.46 shows number of education institutions with and without access to a computer in the last 4 months ending 31 August 2017 classified by urban and rural areas and type of education institution. Of the 5 025 Primary Schools in Rural Areas, 3 229 had access to a computer while 1 796 did not have access. Of the 259 Secondary Schools in Urban Areas, 6 did not have access to a computer.

 Table 3.46: Number of Education Institutions With and Without Access to a Computer in the Last 4 Months Ending 31 August 2017

 Classified by Urban and Rural Areas and Type of Education Institution: ICT Census 2017, Zimbabwe

		Type of Education Institution													
	Prin	nary Schools		Seco	ndary School	s	Un	iversities		Polytechnics					
Area	With	Without	Total	With	Without	Total	With access	Without	Total	With access	Without	Total			
	access to	access to		access to	access to		to a	access to		to a computer	access to				
	a	а		а	а		computer	а			а				
	computer	computer		computer	computer			computer			computer				
Urban	533	11	544	253	6	259	11	0	11	7	0	7			
Rural	3 229	1 796	5 0 2 5	1 662	420	2 082	5	0	5	1	0	1			
National	3 762	1 807	5 569	1 915	426	2 341	16	0	16	8	0	8			

	Classificu by Orban and Kurai Areas and Type of Education Institution, ICT Census 2017, Ennbadwe (Continueu)														
		Type of Education Institution													
	Teach	er Training Co	lleges	Indu	ustrial Training C	olleges	Special Schools								
Area	With	Without	Total	With	Without	Total	With access to	Without	Total						
	access to a	access to a		access to a	access to a		a computer	access to a							
	computer	computer		computer	computer			computer							
Urban	8	0	8	4	0	4	5	0	5						
Rural	4	0	4	0	0	0	0	0	0						
National	12	0	12	4	0	4	5	0	5						

Table 3.46: Number of Education Institutions With and Without Access to a Computer in the Last 4 Months Ending 31 August 2017 Classified by Urban and Rural Areas and Type of Education Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.47 shows number of computers in education institutions in the last 4 months ending 31 August 2017 classified by type of institution, type of computer and age. There were 19 500 desktops, 9 361 laptops and 4 120 tablet computers in Primary Schools that were interviewed. Of the 19 500 desktop computers, 8 211 were aged 3 to less than 6 years. Out of the 9 360 laptop computers, 4 161 were aged 1 to less than 3 years. Of the 4 120 tablet computers, 2 281 were aged less than 1 year.

							Type of C	omputer a	and Age						
			Desktop				Laptop (I	Portable) (Computer		Tab	let (or Simi	ilar Handh	eld Compu	ter)
Type of Institution	Less	1 to	3 to	6 years	Total	Less	1 to	3 to	6 years	Total	Less	1 to	3 to	6 years	Total
	than 1	less	less	and		than 1	less	less	and		than 1	less	less	and	
	year	than 3	than 6	above		year	than 3	than 6	above		year	than 3	than 6	above	
		years	years				years	years				years	years		
Primary Schools	1 964	5 283	8 211	4 042	19 500	1 528	4 161	3 261	411	9 361	2 281	1 336	403	100	4 120
Secondary Schools	1 598	5 662	9 786	8 128	25 174	1 529	3 899	3 216	390	9 034	805	458	347	26	1 636
Universities	3 465	5 360	5 270	1 558	15 653	711	543	353	69	1 676	25	37	10	1	73
Polytechnics	224	696	1 074	406	2 400	106	106	123	81	416	12	5	8	0	25
Teacher Training															
Colleges	225	425	904	534	2 088	66	128	137	51	382	2	13	3	0	18
Industrial Training															
Colleges	17	35	32	103	187	0	5	84	0	89	0	0	0	0	0
Special Schools	0	2		5	7	2	5	10	0	17	2	0	0	0	2
Total	7 493	17 463	25 277	14 776	65 009	3 942	8 847	7 184	1 002	20 975	3 127	1 849	771	127	5 874

 Table 3.47: Number of Computers in Education Institutions in the Last 4 Months Ending 31 August 2017 Classified by Type of Institution, Type of Computer and Age: ICT Census 2017, Zimbabwe

Table 3.48 shows number of education institutions with and without a computer laboratory in the last 4 months ending 31 August 2017 classified by province and type of institution. Of the 806 Primary Schools with computer laboratories, 174 were in Harare Province followed by 123 in Manicaland Province. Out of 902 Secondary Schools with computer laboratories, 141 were in Manicaland Province followed by Midlands Province with 118.

		Type of Institution										
	Prir	mary School		Seco	ndary Schoo	ol	Universitie	es		P	olytechnics	
Province	With	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total
Bulawayo	87	20	107	45	7	52	1	0	1	1	0	1
Manicaland	123	729	852	141	254	395	2	0	2	1	0	1
Mashonaland Central	46	388	434	61	131	192	1	0	1	0	0	0
Mashonaland East	84	581	665	112	213	325	0	0	0	1	0	1
Mashonaland West	62	639	701	94	249	343	1	0	1	0	0	0
Matabeleland North	33	505	538	65	90	155	1	0	1	0	0	0
Matabeleland South	43	470	513	73	86	159	2	0	2	1	0	1
Midlands	84	715	799	118	221	339	1	0	1	2	0	2
Masvingo	70	686	756	112	182	294	2	0	2	1	0	1
Harare	174	30	204	81	6	87	5	0	5	1	0	1
National	806	4 763	5 569	902	1 439	2 341	16	0	16	8	0	8

 Table 3.48: Number of Education Institutions With and Without a Computer Laboratory in the Last 4 Months Ending 31 August 2017

 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe

	classified by 110 mile and Type of institution. 101 Census 2017, Zimbabwe (Continued)											
		Type of Education Institution										
	Teacher Train	ing Colleges		Industrial Train	ing Colleges			,1				
	With a computer	Without a computer	Total	With a computer labWithout a computer lab		Total	With a compute	Without a computer	Total			
Province	lab	lab					r lab	lab				
Bulawayo	2	0	2	2	0	2	0	3	3			
Manicaland	2	0	2	0	0	0	0	0	0			
Mashonaland Central	1	0	1	0	0	0	0	0	0			
Mashonaland East	1	0	1	0	0	0	0	0	0			
Mashonaland West	0	0	0	0	0	0	0	0	0			
Matabeleland North	0	0	0	0	0	0	0	0	0			
Matabeleland South	0	0	0	0		0	0	0	0			
Midlands	1	0	1	0	0	0	0	0	0			
Masvingo	3	0	3	0	0	0	0	1	1			
Harare	2	0	2	2	0	2	1	0	1			
National	12	0	12	4	0	4	1	4	5			

Table 3.48: Number of Education Institutions With and Without a Computer Laboratory in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.49 shows number of education institutions with and without a computer laboratory in the last 4 months ending 31 August 2017 classified by province and type of institution. Of the 806 Primary Schools with a Computer Laboratory, 424 were in Urban Areas while 382 were in Rural Areas. Out of 1 439 Secondary Schools without a Computer Laboratory, 1 407 were in Rural Areas while 32 were in urban areas. All the tertiary institutions had a Computer Laboratory.

 Table 3.49: Number of Education Institutions With and Without Computer a Laboratory in the Last 4 Months Ending 31 August 2017

 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe

Area		Type of Education Institution												
	P	rimary Schools	5	Sec	condary Schoo	ls	Universities	5		Polytechnics				
	With	Without	Total	WithWithoutTotalWithWithoutTotalWith		With	Without	Total						
Urban	424	120	544	227	32	259	11	0	11	7	0	11		
Rural	382	4 643	5 025	675	1 407	2 082	5	0	5	1	0	5		
National	806	4 763	5 569	902 1 439 2 341		16	0	16	8	0	16			

Area		Type of Education Institution										
	Polytech	nics		Teacher Training Colleges Industrial Training Colleges			Š	Special Schoo	becial Schools			
	With	Without	Total	With	Without	Total	With Without Total		With	Without	Total	
Urban	7	0	7	8	0	8	4	0	4	1	4	5
Rural	1	0	1	4	0	4	0	0	0	0	0	0
National	8	0	8	12	0	12	4	0	4	1	4	5

 Table 3.49: Number of Education Institutions With and Without Computer a Laboratory in the Last 4 Months Ending 31 August 2017

 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe (Continued)

Table 3.50 shows number of computers in education institutions for the last 4 months ending 31 August 2017 classified by type of institution and purpose of computer use. A total of 45 570 computers were used by education institutions for Education and Training (In computer laboratories as learning tools). A total of 28 406 computers were used by education institutions for Pedagogical (For lessons in Classrooms/ lecture rooms) purposes.

 Table 3.50: Number of Computers in Education Institutions for the Last 4 Months Ending 31 August 2017 Classified by Type of Institution and Purpose of Computer Use: ICT Census 2017, Zimbabwe

		Purpose of Computer Use											
	Pedagogical (For	Institution	Education and	Administration	Research	Accounting	Other						
Type of Institution	lessons in	Management and	Training (In computer										
	Classrooms/ lecture	Related Tasks	laboratories as										
	rooms)		learning tools)										
Primary School	11 332	2 964	17 486	5 274	5 038	1 272	138						
Secondary School	12 489	2 743	19 783	4 228	7 200	1 281	183						
University	3 098	971	5 337	1 209	3 904	388	171						
Polytechnic	717	211	1 460	157	767	69	30						
Teacher Training College	730	220	1 404	158	1 009	96	51						
Industrial Training Centre	30	19	100	39	13	14	23						
Special School	10	5	0	10	1	3	0						
Total	28 406	7 133	45 570	11 075	17 932	3 123	596						

Table 3.51 shows number of pupils/students/learners with access to a computer in the last 4 months ending 31 August 2017 classified by category of pupils/students/learners, sex and province. A total of 204 159 male Infants in (ECD A – Grade 2) had access to a computer compared to 201 991 female. Harare Province had the highest number of 45 275 of male Infants in (ECD A – Grade 2) who had access to a computer followed by Manicaland Province with 31 233.

Category of Pupils/Students/Learners	Province											
	Sex	Bulawayo	Manicaland	Mashonaland Central	Mashonaland East	Mashonaland West	Matabeleland North	Matabeleland South	Midlands	Masvingo	Harare	National
Infants (ECD A – Grade 2)	Males	18 005	31 233	10 387	20 683	18 375	7 686	11 034	16 993	24 488	45 275	204 159
	Females	18 229	30 996	10 571	20 316	17 555	7 650	11 080	17 180	23 801	44 613	201 991
	Total	36 234	62 229	20 958	40 999	35 930	15 336	22 114	34 173	48 289	89 888	406 150
Junior – Grade 3 - Grade 7	Males	29 125	47 111	16 077	29 195	26 439	8 636	13 482	30 687	29 807	76 228	306 787
	Females	29 921	46 524	15 927	28 562	26 549	8 829	13 562	31 024	29 955	78 550	309 403
	Total	59 046	93 635	32 004	57 757	52 988	17 465	27 044	61 711	59 762	154 778	616 190
Lower Secondary (Form 1 – Form 4)	Males	12 235	40 311	14 310	27 677	22 048	12 249	13 961	27 534	29 118	29 412	228 855
	Females	15 048	38 017	13 682	26 860	20 011	14 714	16 034	28 707	28 661	30 497	232 231
	Total	27 283	78 328	27 992	54 537	42 059	26 963	29 995	56 241	57 779	59 909	461 086
Upper Secondary (Form 5- Form 6)	Males	2 413	5 600	1 663	3 412	2 911	1 056	1 765	4 140	4 459	5 074	32 493
	Females	3 015	4 160	1 280	3 164	2 480	1 127	1 931	3 558	3 209	4 931	28 855
	Total	5 428	9 760	2 943	6 576	5 391	2 183	3 696	7 698	7 668	10 005	61 348
University	Males	4 890	1 009	2 826	0	4 397	1 225	898	9 900	5 442	14 107	44 694
	Females	3 903	1 241	2 809	0	3 711	1 783	1 261	8 100	8 823	17 382	49 013
	Total	8 793	2 250	5 635	0	8 108	3 008	2 159	18 000	14 265	31 489	93 707
Polytechnic	Males	3 471	1 724	0	494	0	0	916	3 820	1 176	4 105	15 706
	Females	1 970	788	0	448	0	0	1 920	1 777	553	2 790	10 246
	Total	5 441	2 512	0	942	0	0	2 836	5 597	1 729	6 895	25 952
Teacher Training College	Males	1 222	857	0	474	0	0	0	655	1 602	1 766	6 576
	Females	2 444	1 777	0	1 219	0	0	0	963	3 801	3 350	13 554
	Total	3 666	2 634	0	1 693	0	0	0	1 618	5 403	5 116	20 130
Industrial Training College	Males	1 341	0	0	0	0	0	0	0	0	400	1 741
	Females	279	0	0	0	0	0	0	0	0	46	325
	Total	1 620	0	0	0	0	0	0	0	0	446	2 066
Other Pupils/Students (Learners)	Males	338	43	9	44	57	43	89	11	155	313	1 102
	Females	263	47	5	27	54	38	72	8	120	253	887
	Total	601	90	14	71	111	81	161	19	275	566	1 989

Table 3.51: Number of Pupils/Students/Learners With Access to a Computer in the Last 4 Months Ending 31 August 2017 Classified by Category of Pupils/Students/Learners, Sex and Province: ICT Census 2017, Zimbabwe.

Table 3. 52 shows number of pupils/students/learners with access to a computer in the last 4 months ending 31 August 2017 classified by category of pupils/students/learners, sex and urban and rural areas. Of the 204 159 male Infants in (ECD A – Grade 2) who had access to a computer 108 590 were in Rural Areas while 95 569 were in Urban Areas. Of the 201 991 female. Harare Province had the highest number of 45 275 of male Infants in (ECD A – Grade 2) who had access to a computer followed by Manicaland Province with 31 233.

Category of Pupils/Students/Learners									
Cutegory of ruphs/Students/Eturners	Sou	Lunhan	Dural	Total					
	Sex	UIDall	Kulai						
Infants (ECD A – Grade 2)	Males	95 569	108 590	204 159					
	Females	95 159	106 832	201 991					
	Total	190 728	215 422	406 150					
Junior – Grade 3 - Grade 7	Males	166 110	140 677	306 787					
	Females	170 912	138 491	309 403					
	Total	337 022	279 168	616 190					
Lower Secondary (Form 1 – Form 4)	Males	70 653	158 202	228 855					
	Females	76 764	155 467	232 231					
	Total	147 417	313 669	461 086					
Upper Secondary (Form 5- Form 6)	Males	13 327	19 166	32 493					
	Females	13 755	15 100	28 855					
	Total	27 082	34 266	61 348					
University	Males	41 629	3 065	44 694					
	Females	44 384	4 629	49 013					
	Total	86 013	7 694	93 707					
Polytechnic	Males	15 212	494	15 706					
	Females	9 798	448	10 246					
	Total	25 010	942	25 952					
Teacher Training College	Males	5 131	1 445	6 576					
	Females	9 891	3 663	13 554					
	Total	15 022	5 108	20 130					
Industrial Training College	Males	1 741	0	1 741					
	Females	325	0	325					
	Total	2 066	0	2 066					
Other Pupils/Students (Learners)	Males	783	319	1 102					
· · · · · ·	Females	619	268	887					
	Total	1 402	587	1 989					

Table 3.52: Number of Pupils/Students/Learners With Access to a Computer in the Last 4 Months Ending 31 August 2017 Classified by Category of Pupils/Students/Learners, Sex and Urban and Rural Areas: ICT Census 2017, Zimbabwe.

Table 3.53 shows number of staff who had access to a computer classified by category of staff, sex and province.

Category of Staff	Sex	Bulaway	Manical	Mashonalan	Mashonalan	Mashonalan	Matabelelan	Matabelelan	Midlan	Masvin	Harare	National
		0	and	d Central	d East	d West	d North	d South	ds	go		
Infant Class Teachers	Males	32	197	82	142	190	58	32	184	240	75	1 232
	Females	1 085	2 137	893	1 653	1 370	592	763	1 509	1 997	2 1 1 8	14 117
	Total	1 117	2 334	975	1 795	1 560	650	795	1 693	2 237	2 193	15 349
Junior Class Teachers	Males	271	1 996	834	1 335	1 225	411	562	1 252	1 808	759	10 453
	Females	1 400	1 589	660	1 217	1 150	533	636	1 636	1 591	2 893	13 305
	Total	1 671	3 585	1 494	2 552	2 375	944	1 198	2 888	3 399	3 652	23 758
Secondary School	Males	759	2 452	910	1 728	1 649	889	777	1 948	2 107	1 294	14 513
Teachers excluding	Females	1 414	2 226	858	1 654	1 586	895	901	1 909	1 539	2 506	15 488
School Head and	Total	2 173	4 678	1 768	3 382	3 235	1 784	1 678	3 857	3 646	3 800	30 001
Deputy Head												
	Males	24	496	208	384	386	147	212	427	525	59	2 868
Deputy Head (Classed)	Females	55	184	65	121	136	104	140	160	173	57	1 195
	Total	79	680	273	505	522	251	352	587	698	116	4 063
Deputy Head (Non-	Males	19	65	50	56	50	10	9	87	43	50	439
Classed)	Females	56	31	11	16	34	11	3	31	26	101	320
	Total	75	96	61	72	84	21	12	118	69	151	759
School Head (Classed)	Males	25	476	183	367	385	151	246	443	514	50	2 840
	Females	37	111	37	99	106	90	115	108	105	19	827
	Total	62	587	220	466	491	241	361	551	619	69	3 667
School Head (Non-	Males	87	180	102	112	113	29	19	144	157	108	1 051
Classed)	Females	113	33	14	24	31	16	8	49	36	97	421
	Total	200	213	116	136	144	45	27	193	193	205	1 472
University and Higher	Males	444	284	161	103	202	63	141	492	478	1 319	3 387
Education Teachers	Females	213	224	59	56	67	26	127	254	262	7277	2 015
	Total	657	508	220	159	269	89	268	746	740	2 046	5 702
Post-Secondary	Males	18	0	0	0	0	0	0	24	0	9	51
Teaching and Research	Females	7	0	0	0	0	0	0	8	0	2	17
Assistants	Total	25	0	0	0	0	0	0	32	0	11	68

 Table 3.53: Number of Staff With Access to a Computer in the Last 4 Months Ending 31 August 2017 Classified by Category of Staff, Sex and Province: ICT Census 2017, Zimbabwe.

Other Teaching	Males	90	229	27	90	54	29	34	149	103	192	997
Professionals	Females	212	249	35	80	94	24	42	235	122	292	1 385
	Total	302	478	62	170	148	53	76	384	225	484	2 382
Manpower Training	Males	0	0	0	0	0	0	0	0	0	2	2
Officers	Total	0	0	0	0	0	0	0	0	0	2	2
Technicians	Males	108	17	46	1	16	18	2	60	73	264	605
	Females	24	12	8	0	1	5	1	21	18	90	180
	Total	132	29	54	1	17	23	3	81	91	354	785
Other Non-Teaching	Males	661	618	424	325	646	192	268	884	686	2 647	7 351
Staff	Females	683	702	377	414	500	222	367	881	666	2 378	7 190
	Total	1 344	1 320	801	739	1 146	414	635	1 765	1 352	5 0 2 5	14 541
Total	Males	2 538	7 010	3 027	4 643	4 916	1 997	2 302	6 094	6 734	6 828	46 089
	Females	5 299	7 498	3 017	5 334	5 075	2 518	3 103	6 801	6 535	11 280	56 460
National		7 837	14 508	6 044	9 977	9 991	4 515	5 405	12 895	13 269	18 108	102 549

Table 3.54 shows number of staff who had access to a computer classified by category of staff, sex and province

Category of Staff	Sex	Urban	Rural	National
Infant Class Teachers	Males	189	1 043	1 232
	Females	4 974	9 143	14 117
	Total	5 163	10 186	15 349
Junior Class Teachers	Males	1 959	8 494	10 453
	Females	6 607	6 688	13 305
	Total	8 566	15 192	23 758
Secondary School Teachers excluding School Head and Deputy Head	Males	3 777	10 736	14 513
	Females	6 185	9 303	15 488
	Total	9 962	20 039	30 001
Deputy Head (Classed)	Males	189	2 679	2 868
	Females	187	1 008	1 195
	Total	376	3 687	4 063
Deputy Head (Non-Classed)	Males	132	307	439
	Females	219	101	320
	Total	351	408	759
School Head (Classed)	Males	161	2 679	2 840
	Females	110	717	827
	Total	271	3 396	3 667
School Head (Non-Classed)	Males	309	742	1 051
	Females	271	150	421
	Total	580	892	1 472
University and Higher Education Teachers	Males	3 271	416	3 387
	Females	1 762	253	2 015
	Total	5 033	669	5 702
Post-Secondary Teaching and Research Assistants	Males	49	2	51
	Females	13	4	17
	Total	62	6	68
Other Teaching Professionals	Males	507	490	997
	Females	825	560	1 385
	Total	1 332	1 050	2 382
Manpower Training Officers	Males	2	0	2
	Total	2	0	2

Table 3.54: Number of Staff With Access to a Computer in the Last 4 Months Ending 31 August 2017 Classified by Category of Staff, Sex
and Urban and Rural Areas: ICT Census 2017, Zimbabwe.

Technicians	Males	562	43	605
	Females	166	14	180
	Total	728	57	785
Other Non-Teaching Staff	Males	5 521	1 830	7 351
	Females	5 003	2 187	7 190
	Total	10 524	4 017	14 541
Total	Males	16 628	29 416	46 089
	Females	26 322	30 138	56 460
	Total	42 950	59 599	102 549

The Internet

For an education institution to have access to the Internet it means the Internet is generally available for use by members of the institution at any time, regardless of whether it is actually used.

Table 3.55 shows number of education institutions with and without access to the Internet in the last 4 months ending 31 August 2017 classified by province and type of institution. Of the 886 Primary Schools with access to the Internet, 180 were in Harare Province and 164 in Mashonaland West Province. Of the 842 Secondary Schools with access to the Internet, 127 were in Mashonaland West Province and 119 in Manicaland Province.

Out of 2 341 Secondary Schools without access to the Internet, 395 were in Manicaland Province followed by 343 in Mashonaland West Province.

Province					Type of E	ducation	Institution						
	Prim	ary Schools		Secon	dary School	S	Uı	niversities		Polytechnic	Polytechnics		
	With access	Without	Total	With	Without	Total	With	Without	Total	With	Without	Total	
	to the	access to		access to	access to		access to	access		access to	access to		
	Internet	the		the Internet	the		the	to the		the	the		
		Internet			Internet		Internet	Internet		Internet	Internet		
Bulawayo	101	6	107	50	2	52	1	0	1	1	0	1	
Manicaland	89	763	852	119	276	395	2	0	2	1	0	1	
Mashonaland Central	33	401	434	49	143	192	1	0	1	0	0	0	
Mashonaland East	63	602	665	90	235	325	0	0	0	1	0	1	
Mashonaland West	164	537	701	127	216	343	1	0	1	0	0	0	
Matabeleland North	35	503	538	56	99	155	1	0	1	0	0	0	
Matabeleland South	43	470	513	55	104	159	2	0	2	1	0	1	
Midlands	77	722	799	102	237	339	1	0	1	2	0	2	
Masvingo	101	655	756	111	183	294	2	0	2	1	0	1	
Harare	180	24	204	83	4	87	5	0	5	1	0	1	
National	886	4 683	5 569	842	1 499	2 341	16	0	16	8	0	8	

Table 3.55: Number of Education Institutions With and Without Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe

Table 3.55: Number of Education Institutions With and Without Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe (Continued)

		Type of Education Institution												
Durations	Teache	r Training Coll	ege	Industrial 7	Industrial Training Colleges				Special Schools					
Province	With access	Without	Total	With access to the	Without	Total	With access	Without	Total					
	to the Internet	access to		Internet	access to the		to the	access to						
		the Internet			Internet		Internet	the Internet						
Bulawayo	2	0	2	2	0	2	2	1	3					
Manicaland	2	0	2	0	0	0	0	0	0					
Mashonaland Central	1	0	1	0	0	0	0	0	0					
Mashonaland East	1	0	1	0	0	0	0	0	0					
Mashonaland West	0	0	0	0	0	0	0	0	0					
Matabeleland North	0	0	0	0	0	0	0	0	0					
Matabeleland South	0	0	0	0	0	0	0	0	0					
Midlands	1	0	1	0	0	0	0	0	0					
Masvingo	3	0	3	0	0	0	0	1	1					
Harare	2	0	2	2	0	2	1	0	1					
National	12	0	12	4	0	4	3	2	5					

Table 3.56 shows number of education institutions with and without access to the Internet in the last 4 months ending 31 August 2017 classified by urban and rural areas and type of institution. Of the 886 Primary Schools with access to the Internet, 472 were in Urban Areas while 414 were in Rural Areas.

Out of 1 499 Secondary Schools without access to the Internet, 1 476 were in Rural Areas while 23 were in Urban Areas.

Table 3.56: Number of Education Institutions With and Without Access to the Internet in the Last 4 Months Ending 31 August 201	7
Classified by Urban and Rural Areas and Type of Institution: ICT Census 2017, Zimbabwe	

		Type of Institution														
	Prir	nary Schools		Secor	ndary Schools		Uı	niversities	Polytechnics							
Area	With access	Without	Total	With access	Without	Total	With access	Without	Total	With	Without	Total				
	to the	access to the		to the	access to		to the	access to		access to	access to					
	Internet	Internet		Internet	the Internet		Internet	the Internet		the Internet	the Internet					
Urban	472	72	544	236	23	259	11	0	11	7	0	7				
Rural	414	4 611	5 025	606	1 476	2 082	5	0	5	1	0	1				
National	886	4 683	5 569	842	1 499	2 341	16	0	16	8	0	8				

Table 3.56: Number of Education Institutions With and Without Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Urban and Rural Areas and Type of Institution: ICT Census 2017, Zimbabwe

	Type of Education Institution												
	Teacher Training Co	olleges		Industrial Trainin	g Colleges		Special Schools						
Area	With access to the Internet	Without access to the Internet	Total	With access to the InternetWithout access to the Internet		Total	With access to the Internet	Without access to the Internet	Total				
Urban	8	0	8	4	0	4	3	2	5				
Rural	4	0	4	0	0	0	0	0	0				
National	12	0	12	4	4	3	2	5					

Table 3.57 shows number of education institutions with access to the Internet in the last 4 months ending 31 August 2017 classified by type of education institution and type of Internet service technology. Of the 658 education institutions with access to the Internet using Digital Subscriber Line (DSL), 399 were Primary Schools and 244 Secondary Schools. All the 16 universities had access to the Internet through Fibre.

 Table 3.57: Number of Education Institutions With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution and Type of Internet Service Technology: ICT Census 2017, Zimbabwe

				Тур	e of Interne	t Service T	echnology			
	Dial-up	Mobile	Cable	Digital	Fibre-to-	Satellite	Other	Terrestrial	Mobile phone	Mobile phone
	via	Narrowband	modem	Subscriber Line	the-		fixed	fixed	network (at	network (at least
Type of Institution	standard	(less than		(DSL) includes	institution		(wired)	wireless	least 3G, e.g.	3G,e.g. UMTS)
Type of institution	copper	3G, e.g.		ADSL, SHDSL,			broadband	(e.g.	UMTS), via a	via a card or
	telephone	CDMA 1x,		VDSL and uses			(specify)	WIMAX,	handset, e.g.	USB key (e.g.
	line	GPRS,		ordinary copper				microwave)	Smartphone	integrated SIM
		EDGE		telephone lines						card)
Primary School	83	79	75	399	85	131	9	71	300	110
Secondary School	64	63	79	244	126	337	24	70	237	104
University	3	2	2	5	16	1	0	3	7	6
Polytechnic	1	0	0	3	8	1	0	3	2	0
Teacher Training	1	2	0	4	9	3	0	0	6	3
College										
Industrial Training	0	0	0	0	3	1	0	1	1	0
Centre										
Special School	0	0	0	3	0	0	0	0	0	0
National	152	146	156	658	247	474	33	148	553	223

Table 3.58 shows number of pupils/students/learners with access to the internet in the last 4 months ending 31 August 2017 classified by category of pupils/students/learners, sex and province. Of the 306 535 pupils/students/learners in Lower Secondary (Form 1 - Form 4) that had access to the Internet, 155 427 were female. Of the 93 714 students in universities that had access to the Internet, 49 015 were female.

Frovince												
Pupils/Students/Learners	Sex	Bulawayo	Manicaland	Mashonaland Central	Mashonaland East	Mashonaland West	Matabeleland North	Matabelelan d South	Midlands	Masvingo	Harare	National
	Males	9 348	5 697	2 653	2 761	5 783	2 844	2 722	4 448	4 707	24 269	65 232
Infants (ECD A – Grade 2)	Females	9 336	5 692	2 665	2 719	5 547	2 987	2 684	4 683	4 803	23 990	65 106
	Total	18 684	11 389	5 318	5 480	11 330	5 831	5 406	9 131	9 510	48 259	130 338
	Males	17 485	17 708	6 065	6 147	10 362	4 224	4 273	15 520	9 528	47 466	138 778
Junior – Grade 3 - Grade 7	Females	18 299	17 721	6 196	5 915	10 575	4 402	4 547	15 952	9 722	49 945	143 274
	Total	35 784	35 429	12 261	12 062	20 937	8 626	8 820	31 472	19 250	97 411	282 052
Lange Carandamy (Fame 1	Males	12 325	21 721	9 546	13 422	13 943	8 241	6 869	16 716	19 575	28 750	151 108
Lower Secondary (Form 1	Females	14 576	20 837	8 927	14 062	13 034	9 597	7 641	17 383	19 757	29 613	155 427
– Form 4)	Total	26 901	42 558	18 473	27 484	26 977	17 838	14 510	34 099	39 332	58 363	306 535
	Males	2 276	4 394	1 489	2 721	2 507	956	1 334	3 696	4 126	5 371	28 870
Upper Secondary (Form 5-	Females	2 729	3 513	1 133	2 668	2 141	1 015	1 336	2 920	3 189	5 233	25 877
FOILIT 0)	Total	5 005	7 907	2 622	5 389	4 648	1 971	2 670	6 6 1 6	7 315	10 604	54 747
	Males	4 890	1 009	2 826	0	4 397	1 225	903	9 900	5 442	14 107	34 799
Universities	Females	3 905	1 241	2 809	0	3 711	1 783	1 261	8 100	8 823	17 382	49 015
	Total	8 795	2 250	5 635	0	8 108	3 008	2 164	18000	14 265	31 489	93 714
	Males	3 471	1 724	0	494	0	0	916	3 395	1 176	4 105	15 281
Polytechnics	Females	1 970	788	0	448	0	0	1 920	1 575	553	2 790	10 044
	Total	5 441	2 512	0	942	0	0	2 836	4 970	1 729	6 895	25 325
	Males	1 222	857	0	474	0	0	0	655	1 602	1 766	6 576
Teacher Training Colleges	Females	2 444	1 777	0	1 219	0	0	0	963	3 801	3 350	13 554
	Total	3 666	2 634	0	1 693	0	0	0	1 618	5 403	5 116	20 130
Inductrial Training	Males	1 341	0	0	0	0	0	0	0	0	400	1 741
	Females	279	0	0	0	0	0	0	0	0	46	325
Coneges	Total	1 620	0	0	0	0	0	0	0	0	446	2066
Othern Drawitz (Standarsta	Males	305	38	6	6	22	31	81	11	42	176	718
Other Pupils/Students	Females	207	38	1	2	15	27	48	8	38	146	530
(Leathers)	Total	512	76	7	8	37	58	129	19	80	322	1 248

Table 3.58: Number of Pupils/Students/Learners With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Category of Pupils/Students/Learners, Sex and Province: ICT Census 2017, Zimbabwe.

Table 3.59 shows number of pupils/students/learners with access to the internet in the last 4 months ending 31 August 2017 classified by category of pupils/students/learners, sex and urban and rural areas. Of the 613 448 pupils/students/learners in Urban Areas with access to the Internet, 311 577 were female and 301 871 were male. Of the 302 707 pupils/students/learners in Rural Areas with access to the Internet, 151 575 were female and 151 132 were male.

Pupils/Students/Learners	Sex	Area		
		Urban	Rural	Total
	Males	49 360	15 872	65 232
Infants (ECD A – Grade 2)	Females	49 051	16 055	65 106
	Total	98 411	31 927	130 338
	Males	105 694	33 084	138 778
Junior – Grade 3 - Grade 7	Females	110 261	33 013	143 274
	Total	215 955	66 097	282 052
	Males	69 391	81 717	151 108
Lower Secondary (Form 1 – Form 4)	Females	74 043	81 384	155 427
	Total	143 434	163 101	306 535
	Males	13 585	15 285	28 870
Upper Secondary (Form 5- Form 6)	Females	13 611	12 266	25 877
	Total	27 196	27 551	54 747
	Males	41 629	3 070	44 699
Universities	Females	44 386	4 629	49 015
	Total	86 015	7 699	93 714
	Males	14 787	494	15 281
Polytechnics	Females	9 596	448	10 044
	Total	24 383	942	25 325
	Males	5 131	1 445	6 576
Teacher Training Colleges	Females	9 891	3 663	13 554
	Total	15 022	5 108	20 130
	Males	1 741	0	1 741
Industrial Training Colleges	Females	325	0	325
	Total	2 066	0	2 066
	Males	553	165	718
Other Pupils/Students (Learners)	Females	413	117	530
	Total	966	282	1 248
	Males	301 871	151 132	453 003
National	Females	311 577	151 575	463 152
	Total	613 448	302 707	916 155

Table 3.59: Number of Pupils/Students/Learners With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Category of Pupils/Students/Learners, Sex and Urban and Rural Areas: ICT Census 2017, Zimbabwe.

Table 3.60 shows number of staff with access to the Internet in the last 4 months ending 31 August 2017 classified by category of staff, sex and province. Of the 3 667 School Heads (Classed), with access to the Internet, 2 840 were male and 827 female. Of the 15 349 Infant Class Teachers, with access to the Internet, 14 117 were female and 1232 were male.

Harare Province had the highest number of 11 280 staff with access to the Internet, followed by Manicaland Province with 7 498.

Category of Staff	Sex					Pro	ovince					
		Bulawayo	Manical	Mashonaland	Mashonaland	Mashonaland	Matabeleland	Matabeleland	Midlan	Masvin	Harare	National
			and	Central	East	West	North	South	ds	go		
Infant Class Teachers	Males	32	197	82	142	190	58	32	184	240	75	1 232
	Females	1 085	2 137	893	1 653	1 370	592	763	1 509	1 997	2 118	14 117
	Total	1 117	2 334	975	1 795	1 560	650	795	1 693	2 237	2 193	15 349
Junior Class Teachers	Males	271	1 996	834	1 335	1 225	411	562	1 252	1 808	759	10 453
	Females	1400	1 589	660	1 217	1 150	533	636	1 636	1 591	2 893	13 305
	Total	1 671	3 585	1 494	2 552	2 375	944	1 198	2 888	3 399	3 652	23 758
Secondary School Teachers	Males	759	2 452	910	1 728	1 649	889	777	1 948	2 107	1 294	14 513
excluding School Head and	Females	1 414	2 226	858	1 654	1 586	895	901	1 909	1 539	2 506	15 488
Deputy Head	Total	2 173	4 678	1 768	3 382	3 235	1 784	1 678	3 857	3 646	3 800	30 001
Deputy Head (Classed)	Males	24	496	208	384	386	147	212	427	525	59	2 868
	Females	55	184	65	121	136	104	140	160	173	57	1 195
	Total	79	680	273	505	522	251	352	587	698	116	4 063
Deputy Head (Non-Classed)	Males	19	65	50	56	50	10	9	87	43	50	439
	Females	56	31	11	16	34	11	3	31	26	101	320
	Total	75	96	61	72	84	21	12	118	69	151	759
School Head (Classed)	Males	25	476	183	367	385	151	246	443	514	50	2 840
	Females	37	111	37	99	106	90	115	108	105	19	827
	Total	62	587	220	466	491	241	361	551	619	69	3 667
School Head (Non-Classed)	Males	87	180	102	112	113	29	19	144	157	108	1 051
	Females	113	33	14	24	31	16	8	49	36	97	421
	Total	200	213	116	136	144	45	27	193	193	205	1 472
University and Higher	Males	444	284	161	103	202	63	141	492	478	1 319	3 387
Education Teachers	Females	213	224	59	56	67	26	127	254	262	7277	2 015
	Total	657	508	220	159	269	89	268	746	740	2 046	5 702
Post-Secondary Teaching	Males	18	0	0	0	0	0	0	24	0	9	51
and Research Assistants	Females	7	0	0	0	0	0	0	8	0	2	17
	Total	25	0	0	0	0	0	0	32	0	11	68

 Table 3.60: Number of Staff With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Category of Staff, Sex and Province: ICT Census 2017, Zimbabwe.

Other Teaching Professionals	Males	90	229	27	90	54	29	34	149	103	192	997
	Females	212	249	35	80	94	24	42	235	122	292	1 385
	Total	302	478	62	170	148	53	76	384	225	484	2 382
Manpower Training Officers	Males	0	0	0	0	0	0	0	0	0	2	2
	Females	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	2	2
Technicians	Males	108	17	46	1	16	18	2	60	73	264	605
	Females	24	12	8	0	1	5	1	21	18	90	180
	Total	132	29	54	1	17	23	3	81	91	354	785
Other Non-Teaching Staff	Males	661	618	424	325	646	192	268	884	686	2 647	7 351
	Females	683	702	377	414	500	222	367	881	666	2 378	7 190
	Total	1 344	1 320	801	739	1 146	414	635	1 765	1 352	5 025	14 541
Total	Males	2 538	7 010	3 027	4 643	4 916	1 997	2 302	6 094	6 734	6 828	46 089
	Females	5 299	7 498	3 017	5 334	5 075	2 518	3 103	6 801	6 535	11 280	56 460

Table 3.61 shows number of staff with access to the Internet in the last 4 months ending 31 August 2017 classified by category of staff, sex and urban and rural areas. Of the 21 457 Secondary School Teachers excluding School Head and Deputy Head with access to the Internet, 11 300 were in rural areas and 10 157 were in urban areas.

Category of Staff	Sex		Area	
		Urban	Rural	Total
	Males	147	152	299
Infant Class Teachers	Females	4 623	1 688	6 311
	Total	4 770	1 840	6 610
	Males	1 780	1 500	3 280
Junior Class Teachers	Females	6 261	1 477	7 738
	Total	8 041	2 977	11 018
	Males	3 881	6 224	10 105
Secondary School Teachers excluding School Head and Deputy Head	Females	6 276	5 076	11 352
	Total	10 157	11 300	21 457
	Males	168	554	722
Deputy Head (Classed)	Females	158	201	359
	Total	326	755	1081
	Males	122	79	201
Deputy Head (Non-Classed)	Females	209	28	237
	Total	331	107	438
	Males	138	570	708
School Head (Classed)	Females	88	114	202
	Total	226	684	910
	Males	243	198	441
School Head (Non-Classed)	Females	193	36	229
	Total	436	234	670
	Males	3 307	414	3 721
University and Higher Education Teachers	Females	1 777	252	2 029
	Total	5 084	666	5 750
	Males	51	0	51
Post-Secondary Teaching and Research Assistants	Females	21	0	21
	Total	72	0	72
	Males	430	211	641
Other Teaching Professionals	Females	667	221	888
	Total	1 097	432	1 529
	Males	12	0	12
Manpower Training Officers	Females	2	0	2
	Total	14	0	14
	Males	552	47	599
Technicians	Females	162	10	172
	Total	714	57	771
	Males	5 707	1 523	7 230
Other Non-Teaching Staff	Females	4 982	1 383	6 365
	Total	10 689	2 906	13 595

Table 3.61: Number of Staff With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Category of Staff, Sex and Urban and Rural Areas: ICT Census 2017, Zimbabwe: ICT Census 2017, Zimbabwe

Table 3.62 shows number of education institutions with and without a website in the last 4 months ending 31 August 2017 classified by type of education institution and province. Out of 5 569 Primary Schools, 131 had a website and 5 438 were without a website. Of the 5 438 Primary Schools without a website, the highest number of 832, was in Manicaland Province followed by Midlands Province with 790.

Type of Education	N With/Without											
Institution	Website	Bulawayo	Manicaland	Mashonaland Central	Mashonaland East	Mashonaland West	Matabeleland North	Matabeleland South	Midlands	Masvingo	Harare	National
	With a website	23	20	2	10	15	9	2	9	6	35	131
Primary Schools	Without a website	84	832	432	655	686	529	511	790	750	169	5 438
	Iotal	107	852	434	665	/01	538	513	/99	/56	204	5 569
Secondary	With a website Without a	21	23	5	15	9	5	8	22	31	30	169
Schools	website	31	372	187	310	334	150	151	317	263	57	2 172
	Total	52	395	192	325	343	155	159	339	294	87	2 341
	With a website	1	2	1	0	1	1	1	1	2	5	15
Universities	Without a website	0	0	0	0	0	0	1	0	0	0	1
	Total	1	2	1	0	1	1	2	1	2	5	16
	With a website	0	1	0	0	0	0	1	1	1	1	5
Polytechnics	Without a website	1	0	0	1	0	0	0	1	0	0	3
	Total	1	1	0	1	0	0	1	2	1	1	8
	With a website	1	2	0	0	0	0	0	1	2	2	8
Colleges	Without a website	1	0	1	1	0	0	0	0	1	0	4
	Total	2	2	1	1	0	0	0	1	3	2	12
Industrial	With a website	2	0	0	0	0	0	0	0	0	2	4
Training	Without a website	0	0	0	0	0	0	0	0	0	0	0
Coneges	Total	2	0	0	0	0	0	0	0	0	2	4
			Ŭ		0				0	0	-	
	With a website	0	0	0	0	0	0	0	0	0	0	0
Special Schools	Without a website	3	0	0	0	0	0	0	0	1	1	5
	Total	3	0	0	0	0	0	0	0	1	1	5

 Table 3.62: Number of Education Institutions With and Without a Website in the Last 4 Months Ending 31 August 2017 Classified by

 Type of Education Institution and Province: ICT Census 2017, Zimbabwe

Table 3.63 shows the number of education institutions with and without a website in the last 4 months ending 31 August 2017 classified by type of education institution, urban and rural areas. Of the 15 universities with a website, 11 were in urban areas. Five special schools that responded did not have a website.

Type of Education Institutions	With and Without a Website		Area	
		Urban	Rural	Total
	With a website	96	35	131
Primary Schools	Without a website	448	4 990	5 438
	Total	544	5 025	5 569
	With a website	78	91	169
Secondary Schools	Without a website	181	1 991	2 172
	With a websiteUrbanWith a website96Without a website448Total544With a website78Without a website181Total259With a website0Total11Without a website0Total11With a website5Without a website7Without a website7Without a website7Without a website7Without a website1Total8Without a website4Without a website0Total4Without a website0Total4Without a website0Total5Total5	2 082	2 341	
	With a website	11	4	15
Universities	Without a website	0	1	1
	Total	11	5	16
	With a website	5	0	5
Polytechnics	Without a website	2	1	3
	Total	7	1	8
	With a website	7	1	8
Teacher Training Colleges	Without a website	1	3	4
	Total	8	4	12
	With a website	4	0	4
Industrial Training Colleges	Without a website	0	0	0
	Total	4	0	4
	With a website	0	0	0
Special Schools	Without a website	5	0	5
	Total	5	0	5

 Table 3.63: Number of Education Institutions With and Without a Website in the Last 4 Months Ending 31 August 2017 Classified by

 Type of Education Institution, Urban and Rural Areas: ICT Census 2017, Zimbabwe

Table 3.64 shows number of education institutions without access to the Internet in the last 4 months ending 31 August 2017 classified by reason for not having Internet and type of institution. A total of 3 729 Primary Schools without access to the Internet cited high cost of equipment as the major reason for not having the Internet while 1 191 Secondary Schools gave the same reason. High cost of Internet service was also cited as a reason for not having Internet services by 3 118 Primary Schools and 1 004 Secondary Schools.

 Table 3.64: Number of Education Institutions Without Access to the Internet in the Last 4

 Months ending 31 August 2017 Classified by Reason for not Having Internet and Type of Institution: ICT Census 2017, Zimbabwe

	Ty	pe of Institut	tion
	Primary	Secondary	Special
Reasons	Schools	Schools	Schools
Do not need the Internet (not useful, not interesting, lack of local content)	46	8	0
Have access to the Internet elsewhere	120	41	0
Lack of confidence, knowledge or skills to use the Internet	349	62	0
Cost of the equipment is too high	3 729	1 191	0
Cost of the service is too high	3 118	1 004	1
Privacy or security concerns	140	32	0
Internet service is not available in the area	1 783	542	0
Internet service is available but does not correspond to the education institution	78	23	0
needs (e.g. quality, speed)			
Cultural reasons (e.g. exposure to harmful content)	29	6	0
Other	823	275	1

Table 3.65 shows the distribution of education institutions without access to the Internet classified by urban and rural area and reasons. Of the 4 860 education institutions in Rural Areas without access to the internet, high cost of the equipment was the reason for not having access to the Internet while 4 061 education institutions reported that the cost of service was high.

Table 3.65: Distribution of Education Institutions Without Access to the Internet Classified by Rural and Urban Area and Reason for Not Having Internet: ICT Census 2017, Zimbabwe Present

Keasons	АГ	ea
	Urban	Rural
Do not need the Internet (not useful, not interesting, lack of local content)	0	54
Have access to the Internet elsewhere	5	156
Lack of confidence, knowledge or skills to use the Internet	3	408
Cost of the equipment is too high	60	4 860
Cost of the service is too high	62	4 061
Privacy or security concerns	3	169
Internet service is not available in the area	16	2 309
Internet service is available but does not correspond to the education institution needs (e.g. quality, speed)	0	101
Cultural reasons (e.g. exposure to harmful content)	0	35
Other	34	1 065

Table 3.66 shows the number of education institutions with and without devices/gadgets for pedagogical purposes in the last 4 months ending 31 August 2017 classified by type of education institution and type of device/gadget. Of the 921 education institutions with data projectors, 408 were Primary Schools and 473 were Secondary Schools. All the 16 Universities had data projectors.

Institution	Type of Device/Gadget									
	Digita	al Reader	Interactive		Digita	l Camera	Data Projector:			
			Whitel	ooard/						
			Multil	board						
	With	Without	With	Without	With	Without	With	Without		
Primary School	61	5 508	230	5 339	129	5 440	408	5 161		
Secondary School	40	2 301	267	2 074	184	2 157	473	1 868		
University	9	7	11	5	13	3	16	0		
Polytechnic	1	7	7	1	7	1	8	0		
Teacher Training										
College	4	8	11	1	10	2	12	0		
Industrial Training										
Centre	0	4	3		4	0	4	0		
Special School	0	5	0	5	1	4	0	5		
National	115	7 840	529	7 426	348	7 607	921	7 034		

Table 3.66: Number of Education Institutions With and Without Devices/Gadgets For Pedagogical Purposes in the Last 4 Months Ending 31 August 2017 Classified by Type of Education Institution and Type of Device/Gadget: ICT Census 2017, Zimbabwe

Table 3.67 shows the number of education institutions with and without devices/gadgets for pedagogical purposes in the last 4 months ending 31 August 2017 classified by urban and rural areas and type of device/gadget. Of the 921 education institutions with data projectors, 462 were in rural areas and 459 were in Urban Areas.

Table 3.67: Number of Education Institutions With and Without Devices/Gadgets For Pedagogical Purposes in the Last 4 Months Ending 31 August 2017 Classified by Urban and Rural Areas and Type of Device/Gadget: ICT Census 2017, Zimbabwe

Area		Type of Device/Gadget											
	Digital Reader		Digital Reader Interactive Whiteboard/ Multiboard		Digital Camera		Data Projector						
	With	Without	With	Without	With	Without	With	Without					
Urban	53	785	255	583	181	657	459	379					
Rural	62	7 055	274	6 843	167	6 950	462	6 655					
National	115	7 840	529	7 426	348	7 607	921	7 034					

Use of ICTs

Education institutions were asked the number of computers used in the last 4 months ending 31 August 2017 in computer laboratories, classrooms or lecture rooms, libraries and in independent places as shown on Table 3.68. The computers recorded as available were in some instances shared within the stated places of use.

Of the 49 587 computers used in computer laboratories, 22 280 were used in Secondary Schools. Of the 12 407 computers used in classrooms/lecture rooms, 4 741 were used in secondary schools. Thirty-five computers in Industrial Training Centres were used independent of any location because they are portable.

Type of Education	Place of Use									
Institution	Computer	Classroom/Lecture	School	Independent of	In other locations that					
	Laboratories	Room	Library	any location	are accessible to					
				because they	pupils/students/learners					
				are portable						
Primary Schools	18 886	4 318	686	8 609	1 526					
Secondary Schools	22 280	4 741	1 726	6 609	2 031					
Universities	5 247	2 408	1 415	758	290					
Polytechnics	1 705	535	172	367	0					
Teacher Training										
Colleges	1 365	395	326	819	98					
Industrial Training										
Centres	100	0	28	35	0					
Special Schools	4	10	0	7	0					
Total	49 587	12 407	4 353	17 204	3 945					

 Table 3.68: Number of Computers in Use in the Last 4 Months Ending 31 August 2017

 Classified by Type of Education Institution and Place of Use: ICT Census 2017, Zimbabwe

Table 3.69 shows number of computers in use in the last 4 months ending 31 August 2017 classified by province and place of use. The highest number of 49 587 computers were used in Computer Laboratories of which 11 628 were used in Harare Province. Computers that were used in classrooms or lecture rooms were 12 407 of which 4 225 were used in Harare Province followed by Midlands with 1 379. Computers that were used in other locations that are accessible to pupils/students/learners were 3 945 of which 848 were used in Mashonaland East Province.

Province	Place of Use									
	Computer	Classrooms	School	Independent of any	In other locations that					
	Laboratories	/Lecture	Library	location because	are accessible to					
		Room		they are portable	pupils/students/learners					
Bulawayo	4 458	351	279	1 937	328					
Manicaland	7 067	927	459	2 098	361					
Mashonaland Central	2 909	1 079	416	1 048	428					
Mashonaland East	4 301	883	206	1 197	848					
Mashonaland West	3 959	845	148	1 853	151					
Matabeleland North	2 256	547	209	906	309					
Matabeleland South	2 944	1 041	278	1 275	495					
Midlands	5 680	1 379	341	1 756	195					
Masvingo	4 385	1 130	478	2 068	349					
Harare	11 628	4 225	1 539	3 066	481					
National	49 587	12 407	4 353	17 204	3 945					

 Table 3.69: Number of Computers in Use in the Last 4 Months Ending 31 August 2017

 Classified by Province and Place of Use: ICT Census 2017, Zimbabwe

Table 3.70 shows the number of computers which were used in the last 4 months ending 31 August 2017 classified by urban and rural place of use. Of the 49 587 computers used in computer laboratories, 26 893 were used in Urban Areas compared to 22 694 which were used in Rural Areas. Computers that were used in other locations that are accessible to pupils/students/learners were 3 945, of which 2 799 were used in Rural Areas.

Table 3.70: Number of Computers in Use in the Last 4 Months Ending 31 August 2017Classified by Urban and Rural Areas and Place of Use: ICT Census 2017, Zimbabwe

Area	Place of Use										
	Computer	Classrooms/Lecture	School	Independent of any	In other locations that						
	Laboratories	Room	Library	location because	are accessible to						
				they are portable	pupils/students/learners						
Urban	26 893	6 067	2 567	7 732	1 146						
Rural	22 694	6 340	1 786	9 472	2 799						
Total	49 587	12 407	4 353	17 204	3 945						

Education institutions which had responded that they had access to a computer were further asked the computer related activities performed in the last 4 months ending 31 August 2017.

Table 3.71 shows number of education institutions that used computers in the last 4 months classified by computer related activity. The census revealed that 5 392 education institutions used computers for data storage followed by 4 895 that used computers for copying or moving a file or folder.

Table 3.71: Number of Education Institutions that Used Computer in the Last 4 Months Ending31 August 2017 Classified by Computer Related Activity: ICT Census 2017, Zimbabwe

Computer Related Activity	Education Institutions
Copying or moving a file or folder	4 895
Using copy and paste tools to duplicate	4 249
Accessing the Internet	1 457
Using basic arithmetic formulae	2 725
Connecting and installing new devices	2 789
Video Conferencing	149
Creating electronic documents	1 715
Transferring files between computers and other devices	3 977
Writing a computer program using a specialized software	763
E-learning	1 401
Playing games, streaming, or download games, images, videos or movies	1 837
Gamification	425
Data storage	5 392
Other	180

Table 3.72 shows number of education institutions that used computers in the last 4 months ending 31 August 2017 classified by computer related activity performed and province. The Census revealed that video conferencing (149) and gamification (425) are the least done computer activities across all provinces. Most of the education institutions used computers for data storage, (5 392) of which 863 institutions were in Masvingo Province.

Computer Related Activity	Province										
	Bulawayo	Manicaland	Mash	Mash	Mash	Mat	Mat	Midlands	Masvingo	Harare	National
			Central	East	West	North	South				
Copying or moving a file or folder	152	753	337	639	670	260	378	636	777	293	4 895
Using copy and paste tools to duplicate	148	646	293	583	626	246	347	525	547	288	4 249
Accessing the Internet	140	185	73	150	165	83	92	170	150	249	1 457
Using basic arithmetic formulae	112	403	223	395	390	113	218	246	347	278	2 725
Connecting and installing new devices	121	421	196	445	389	135	160	332	347	243	2 789
Video Conferencing	9	14	6	14	9	8	12	17	18	42	149
Creating electronic documents	102	242	141	267	199	97	104	173	173	217	1 715
Transferring files between computers	134	608	261	563	577	217	246	460	635	276	3 977
Writing a computer program using a	26	85	67	102	96	32	35	74	96	150	763
specialized software											
E-learning	89	248	104	134	156	74	75	179	177	165	1 401
Playing games, streaming, or download	102	336	151	248	178	89	114	186	226	207	1 837
Gamification	37	45	33	54	45	12	28	61	35	75	425
Data storage	152	832	332	677	680	311	399	857	863	289	5 392
Other	2	21	14	13	16	4	21	46	28	15	180

 Table 3.72: Number of Education Institutions that Used Computers in the Last 4 Months Ending 31 August 2017 Classified by Computer Related

 Activity Performed and Province: ICT Census 2017, Zimbabwe
Table 3.73 shows number of education institutions that used computers in the last 4 months ending 31 August 2017 classified by computer related activity performed and urban and rural areas. In Rural Areas, 3 270 education institutions used computers to transfer files between computers compared to 707 in Urban Areas. In Rural Areas, 260 education institutions used computers for gamification compared to 165 in Urban Areas.

Table 3.73: Number of Education Institutions that Used Computers in the I	Last 4 Months
Ending 31 August 2017 Classified by Computer Related Activity Performed a	and Urban and
Rural Areas: ICT Census 2017, Zimbabwe	

Activity	Aı	ea	Total	
	Urban	Rural		
Copying or moving a file or folder	777	4 118	4 895	
Using copy and paste tools to duplicate	754	3 495	4 249	
Accessing the Internet	652	805	1 457	
Using basic arithmetic formulae	634	2 091	2 725	
Connecting and installing new devices	611	2 178	2 789	
Video Conferencing	73	76	146	
Creating electronic documents	418	1 197	1 715	
Transferring files between computers	707	3 270	3 977	
Writing a computer program using a specialized software	245	518	763	
E-learning	477	924	1 401	
Playing games, streaming, or download	521	1 316	1 837	
Gamification	165	260	425	
Data storage	775	4 617	5 392	
Other	34	146	180	

Education institutions which responded that they had access to the Internet were further asked the Internet related activities performed by students/pupils/learners and staff.

Table 3.74 shows number of education institutions with access to the Internet in the last 4 months ending 31 August 2017 classified by Internet related activities performed by students/pupils/learners and staff. A total of 1 386 education institutions used the Internet to send or receive e-mail followed by 1 301 education institutions that used the Internet for getting information about goods or services.

Table 3.74: Number of Education Institutions With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Internet Related Activities Performed by Students/Pupils/Learners and Staff: ICT Census 2017, Zimbabwe

Internet-related activity	Number of Education Institutions
Getting information about goods or services	1 301
Seeking health information	802
Making an appointment with a health practitioner via a website	156
Getting information from general government organizations	1 005
Interacting with general government organizations	864
Sending or receiving e-mail	1 386
Purchasing or ordering goods or services	660
Internet banking	670
E-learning	933
Consult wikis, online encyclopedias or other websites for formal learning purposes	1 051
Downloading software or applications	1 073
Reading or downloading on-line newspapers or magazines, electronic books	1 262
Participating in professional networks	507
Managing personal/own homepage	464
Uploading self/user-created context to website to be shared	356
Blogging	179
Posting opinions on civic or political issues via websites	117
Taking part in on-line consultations or voting to define civic or political issues	44
Using storage space on the Internet to save documents, pictures, music, video, other files	809
Using software run over the Internet for editing text documents, spreadsheets or presentations	715

Table 3.75 shows number of education institutions with access to the Internet in the last 4 months ending 31 August 2017 classified by Internet related activity performed by students/pupils/learners and staff and type of institution. Sending or receiving e-mail was the most practised Internet related activity by all types of education institutions as students/pupils/learners and staff at 669 Primary Schools performed the activity.

Table 3.75: Number of Education Institutions With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by InternetRelated Activities Performed by Students/Pupils/Learners And Staff and Type of Institution: ICT Census 2017, Zimbabwe:

Internet-related activity				Type of Educa	tion Institution	L	
	Primary School	Secondary School	University	Polytechnic	Teacher Training College	Industrial Training and Trade Testing	Special schools
Getting information about goods or services	646	614	16	8	11	4	2
Seeking health information	390	378	13	7	7	4	3
Making an appointment with a health practitioner via a website	81	63	6	1	4	0	1
Getting information from general government organizations	515	455	13	6	10	4	2
Interacting with general government organizations	447	382	13	8	8	3	3
Sending or receiving e-mail	669	675	15	8	12	4	3
Purchasing or ordering goods or services	311	318	11	7	10	3	0
Internet banking	320	312	16	7	10	4	1
E-learning	409	492	16	7	8	1	0
Consult wikis (Wikipedia), online encyclopedias or other websites							
for formal learning purposes (Research)	481	528	16	8	12	4	2
Downloading software or applications	484	547	16	8	12	4	2
Reading or downloading on-line newspapers or magazines,							
electronic books	601	619	15	8	12	4	3
Participating in professional networks	222	254	14	5	9	3	0
Managing personal/own homepage	224	219	9	4	7	1	0
Uploading self/user-created context to website to be shared	147	182	12	5	8	2	0
Blogging	64	94	10	5	5	1	
Posting opinions on civic or political issues via websites	43	62	5	3	4	0	0
Taking part in on-line consultations or voting to define civic or							
political issues	14	24	3	1	2	0	0
Using storage space on the Internet to save documents, pictures,							
music, video, other files	362	408	16	7	12	4	0
Using software run over the Internet for editing text documents, spreadsheets or presentations	320	359	16	6	11	2	1

Table 3.76 shows number of education institutions with access to the Internet in the last 4 months ending 31 August 2017 classified by Internet related activities performed by students/pupils/learners & staff, and urban and rural areas. Sending or receiving e-mail was the most practised Internet related activity by students/pupils/learners and staff in 711 education institutions in Rural Areas and 675 in Urban Areas. Internet banking that includes electronic transactions with a bank for payment or transfers was used by students/pupils/learners and staff in 363 education institutions in Urban Areas and 307 in Rural Areas.

Table 3.76: Number of Education Institutions With Access to the Internet in the Last 4 Months Ending 31 August 2017 Classified by Internet Related Activities Performed by Students/Pupils/Learners & Staff, and Urban and Rural Areas: ICT Census 2017, Zimbabwe

Internet-related activity	Area					
	Urban	Rural	Total			
Getting information about goods or services	623	678	1301			
Seeking health information (on injury, disease, nutrition etc.)	442	360	802			
Making an appointment with a health practitioner via a website	107	49	156			
Getting information from general government organizations	497	508	1 005			
Interacting with general government organizations	450	414	864			
Sending or receiving e-mail	675	711	1 386			
Purchasing or ordering goods or services(purchase orders placed via the internet whether payment was made online)	405	255	660			
Internet banking (includes electronic transaction with a bank for payment, transfers)	363	307	670			
E-learning (learning conducted via electronic media, typically on the Internet.)	434	499	933			
Consult wikis (Wikipedia), online encyclopedias or other websites for formal learning purposes (Research)	521	530	1 051			
Downloading software or applications (includes patches and upgrades, either paid or free of charge)	522	551	1 073			
Reading or downloading on-line newspapers or magazines, electronic books	573	689	1 262			
Participating in professional networks (LinkedIn, Xing, etc.)	280	227	507			
Managing personal/own homepage	219	245	464			
Uploading self/user-created context to website to be shared (text, images, photos, etc.)	182	174	356			
Blogging (maintaining or adding content to a blog)	97	82	179			
Posting opinions on civic or political issues via websites (e.g. blogs, social networks, etc.)	55	62	117			
Taking part in on-line consultations or voting to define civic or political issues (e.g. urban planning, signing a petition)	15	29	44			
Using storage space on the Internet to save documents, pictures, music, video, other files	380	429	809			
Using software run over the Internet for editing text documents, spreadsheets or presentations	350	365	715			

Table 3.77 shows number of students/pupils/learners in ICT related-fields in the last 4 months ending 31 August 2017 classified by province, sex and students/pupils/learners category. Of the 584 491 Junior – Grade 3 - Grade 7 pupils in ICT related, 293 600 were female and 290 891 were male.

Province	Sex				Sti	idents/Pupils/I	earners Catego	ry			
		Infants	Junior –	Lower Secondary	Upper Secondary	University	Polytechnic	Teacher	Industrial	Other Pupils/Students	Total
		(ECD A –	Grade 3 -	(Form 1 – Form 4)	(Form 5- Form 6)			Training	Training	(Learners) Not	
		Grade 2)	Grade 7					College	College	Elsewhere Classified	
	Males	15 647	24 819	8 630	1 480	3 124	86	1 222	1 351	131	56 490
Bulawayo	Females	16 161	25 493	10 670	1 795	2 070	33	2 444	290	131	59 087
	Total	31 808	50 312	19 300	3 275	5 194	119	3 666	1 641	262	115 577
	Males	30 531	39 355	25 500	3 053	1 009	170	857	0	40	100 515
Manicaland	Females	30 152	39 039	23 694	2 270	1 241	107	1 777	0	40	98 320
	Total	60 683	78 394	49 194	5 323	2 250	277	2 634	0	80	198 835
Mashanaland	Males	10 287	14 378	9 553	1 039	87	0	0	0	12	35 356
Central	Females	10 194	14 051	9 083	784	25	0	0	0	5	34 142
Central	Total	20 481	28 429	18 636	1 823	112	0	0	0	17	69 498
Mashanaland	Males	19 981	25 204	19 299	1 878	0	494	165	0	21	67 042
Fast	Females	19 914	24 690	19 356	1 805	0	448	403	0	17	66 633
Last	Total	39 895	49 894	38 655	3 683	0	942	568	0	38	133 675
Mashanaland	Males	27 502	29 869	20 440	2 664	4 397	0	0	0	28	84 900
West	Females	27 052	30 507	18 129	2 193	3 711	0	0	0	45	81 637
west	Total	54 554	60 376	38 569	4 857	8 108	0	0	0	73	166 537
N (1 1 1 1	Males	14 584	12 011	10 695	682	10	0	0	0	19	38 001
North	Females	14 539	12 193	12 882	799	17	0	0	0	6	40 436
Norui	Total	29 123	24 204	23 577	1 481	27	0	0	0	25	78 437
Matabalaland	Males	11 085	10 946	7 561	800	903	5	0	0	67	31 367
South	Females	11 170	11 204	8 769	853	1 261	15	0	0	55	33 327
South	Total	22 255	22 150	16 330	1 653	2 164	20	0	0	122	64 694
	Males	20 300	26 425	20 319	2 920	9 900	3 820	655	0	0	84 339
Midlands	Females	19 701	26 296	20 797	2 369	8 100	1 777	963	0	0	80 003
	Total	40 001	52 721	41 116	5 289	18 000	5 597	1 618	0	0	164 342
	Males	32 498	32 049	21 279	3 077	358	25	1 902	0	96	91 284
Masvingo	Females	31 820	32 221	21 030	2 268	559	35	4 499	0	84	92 516
	Total	64 318	64 270	42 309	5 345	917	60	6 401	0	180	183 800
	Males	44 218	75 835	20 691	3 402	8 657	4 105	1 766	400	224	159 298
Harare	Females	43 367	77 906	22 127	3 720	8 612	2 790	3 350	46	168	162 086
	Total	87 585	153 741	42 818	7 122	17 269	6 895	5 116	446	392	321 384
	Males	226 633	290 891	163 967	20 995	28 445	8 705	6 567	1 751	638	748 592
National	Females	224 070	293 600	166 537	18 856	25 596	5 205	13 436	336	551	748 187
	Total	450 703	584 491	330 504	39 851	54 041	13 910	20 003	2 087	1 189	1 496 779

Table 3.77: Number of Students/Pupils/Learners in ICT Related-Fields in the Last 4 Months Ending 31 August 2017 Classified by Province, Sex and Students/Pupils/Learners Category: ICT Census 2017, Zimbabwe

Table 3.78 shows number of students/pupils/learners in ICT related-fields in the last 4 months ending 31 August 2017 classified by students/pupils/learners category, urban and rural areas and sex. Of the 330 504 students in Lower Secondary (Form 1 - Form 4) in ICT related fields, 226 491 were Rural Areas and 104 013 were in Urban Areas.

Students/Pupils/Learners Category					Area				
	Urban				Rural			Total	
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Infants (ECD A – Grade 2)	86 430	85 906	172 336	140 203	138 164	278 367	226 633	224 070	450 703
Junior – Grade 3 - Grade 7	150 668	155 079	305 747	140 223	138 521	278 744	290 891	293 600	584 491
Lower Secondary (Form 1 – Form 4)	50 017	53 996	104 013	113 950	112 541	226 491	163 967	166 537	330 504
Upper Secondary (Form 5- Form 6)	8 887	9 324	18 211	12 108	9 532	21 640	20 995	18 856	39 851
University	26 590	22 733	49 323	1 855	2 863	4 718	28 445	25 596	54 041
Polytechnic	8 211	4 757	12 968	494	448	942	8 705	5 205	13 910
Teacher Training College	5 131	9 891	15 022	1 436	3 545	4 981	6 567	13 436	20 003
Industrial Training College	1 751	336	2 087	0	0	0	1 751	336	2 087
Other Pupils/Students (Learners) Not Elsewhere									
Classified	442	374	816	196	177	373	638	551	1 189
Total	338 127	342 396	680 523	410 465	405 791	816 256	748 592	748 187	1 496 779

 Table 3.78: Number of Students/Pupils/Learners in ICT Related-Fields in the Last 4 Months Ending 31 August 2017 Classified by

 Students/Pupils/Learners Category, Urban and Rural Areas and Sex: ICT Census 2017, Zimbabwe

Table 3.79 shows number of staff in ICT related-fields in the last 4 months ending 31 August 2017 classified by province, sex and staff. Of the 12 351 Secondary School Teachers excluding School Head and Deputy Head in ICT related fields, 6 188 were male and 6 163 were female.

		Category Of Staff													
Province	Sex	Infant Class Teachers	Junior Class Teachers	Secondary School Teachers excluding School Head and Deputy Head	Deputy Head (Classed)	Deputy Head (Non- Classed)	School Head (Classed)	School Head (Non- Classed)	University and Higher Education Teachers	Post- Secondary Teaching and Research Assistants	Other Teaching Professionals	Manpower Training Officers	Technicians	Other Non- Teaching Staff	Total
	Males	9	132	292	8	6	11	7	253	12	26	10	74	302	1 142
Bulawayo	Females	427	626	448	19	20	13	21	146	4	61	2	11	258	2 0 5 6
,	Total	436	758	740	27	26	24	28	399	16	87	12	85	560	3 198
	Males	97	711	848	160	16	185	53	115	0	106	0	8	244	2 543
Manicaland	Females	970	608	774	59	7	36	7	52	0	110	0	4	264	2 891
	Total	1 067	1 319	1 622	219	23	221	60	167	0	216	0	12	508	5 434
Mashonaland	Males	51	422	490	109	22	104	59	11	0	17	0	6	49	1 340
Central	Females	495	363	397	32	6	17	7	5	0	22	0	0	68	1 412
Central	Total	546	785	887	141	28	121	66	16	0	39	0	6	117	2 752
Mashonaland	Males	110	745	689	176	36	161	65	7	0	65	0	2	72	2 128
Fast	Females	1 014	612	670	59	3	56	12	4	0	60	0	1	145	2 636
Last	Total	1 124	1 357	1 359	235	39	217	77	11	0	125	0	3	217	4 764
Mashonaland	Males	146	806	879	210	24	249	63	201	0	32	0	16	488	3 114
West	Females	1 168	843	803	97	20	70	21	67	0	57	0	1	363	3 510
	Total	1 314	1 649	1 682	307	44	319	84	268	0	89	0	17	851	6 624
Matabeleland	Males	70	301	426	76	10	95	15	0	0	12	0	10	18	1 033
North	Females	667	414	373	62	3	52	4	0	0	11	0	6	43	1 635
	Total	737	715	799	138	13	147	19	0	0	23	0	16	61	2 668
Matabeleland	Males	11	282	380	95	3	137	6	13	0	16	0	0	80	1 023
South	Females	392	317	399	82	1	66	3	7	0	22	0	0	93	1 382
	Total	403	599	779	177	4	203	9	20	0	38	0	0	173	2 405
	Males	122	620	893	186	33	219	69	457	22	95	0	58	626	3 400
Midlands	Females	896	829	853	86	21	68	28	221	5	135	0	17	612	3 771
	Total	1 018	1 449	1 746	272	54	287	97	678	27	230	0	75	1 238	7 171
	Males	131	781	812	231	12	302	93	119	0	30	0	5	137	2 653
Masvingo	Females	1 106	779	577	94	13	52	17	125	0	45	0	0	210	3 018
	Total	1 237	1 560	1 389	325	25	354	110	244	0	75	0	5	347	5 671
	Males	29	384	479	32	23	21	60	1 234	9	138	0	229	549	3 187
Harare	Females	1 048	1 458	869	27	62	12	49	611	2	153	0	79	511	4 881
	Total	1077	1 842	1 348	59	85	33	109	1 845	11	291	0	308	1 060	8 068
NT - 1	Males	776	5 184	6 188	1 283	185	1 484	490	2 410	43	537	10	408	2 565	21 563
National	Females	8 183	6 849	6 163	617	156	442	169	1 238		676	2	119	2 567	27 192
	Total	8 959	12 033	12 351	1 900	341	1 926	659	3 648	54	1 213	12	527	5 132	48 755

Table 3.79: Number of Staff in ICT Related-Fields in the Last 4 Months Ending 31 August 2017 Classified by Province, Sex and Staff Category: ICT
Census 2017, Zimbabwe

Table 3.80 shows number of staff in ICT related-fields in the last 4 months ending 31 August 2017 classified by staff category, urban and rural areas and sex. Of the 29 480 staff in ICT related fields in Rural Areas, 15 786 were female and of the 19 275 staff in ICT related fields in Urban Areas, 11 406 were female.

Staff Category					Area				
		Urban			Rural			Total	
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Infant Class Teachers	79	2 356	2 435	697	5 827	6 524	776	8 183	8 959
Junior Class Teachers	973	3 152	4 125	4 211	3 697	7 908	5 184	6 849	12 033
Secondary School									
Teachers excluding									
School Head and Deputy									
Head	1 528	2 178	3 706	4 660	3 985	8 645	6 188	6 163	12 351
Deputy Head (Classed)	86	78	164	1 197	539	1 736	1 283	617	1 900
Deputy Head (Non-									
Classed)	53	114	167	132	42	174	185	156	341
School Head (Classed)	75	48	123	1 409	394	1 803	1 484	442	1 926
School Head (Non-									
Classed)	115	97	212	375	72	447	490	169	659
University and Higher									
Education Teachers	2 286	1 142	3 428	124	96	220	2 410	1 238	3 648
Post-Secondary Teaching									
and Research Assistants	43	10	53	0	1	1	43	11	54
Other Teaching									
Professionals	278	383	661	259	293	552	537	676	1 213
Manpower Training									
Officers	10	2	12	0	0	0	10	2	12
Technicians	384	113	497	24	6	30	408	119	527
Other Non-Teaching									
Staff	1 959	1 733	3 692	606	834	1 440	2 565	2 567	5 132
Total	7 869	11 406	19 275	13 694	15 786	29 480	21 563	27 192	48 755

Table 3.80: Number of Staff in ICT Related-Fields in the Last 4 Months Ending 31 August 2017Classified by Province, Sex and Staff Category: ICT Census 2017, Zimbabwe

Expenditure on ICT Equipment and Services

Table 3.81 shows expenditure on ICT equipment for the last 12 months ending 31 August 2017 classified by type of ICT equipment. About US\$19.5 million was spent on ICT equipment with expenditure on desktop computers, laptops, tablets, E-Book readers accounting for USD\$6,189,937.

 Table 3.81: Expenditure on ICT Equipment for the last 12 Months Ending 31 August 2017

 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe

ICT equipment	Expenditure (US\$)
Desktop Computers, Laptops, Tablets, E-Book Readers, etc.	6,189,937
Network Hardware (e.g. cables, servers, routers, switches, etc.)	2,467,728
Mobile cellular telephone handsets, CDMA handsets	246,821
Decoders, Satellite Dishes, Aerials, etc.	92,319
Television Sets, Radio Sets, Two-Way Radios, MP3 or MP4 players/ CD players, etc.	267,927
Whiteboards, Video Streaming Hardware, PA Systems & Wireless Microphones, etc.	1,198,981
Printers, Photocopiers, Scanners, Visual Display Units, etc.	1,863,170
Telephone-Answering machines, Telefax equipment, radio-telephones	132,198
Computer software packages	1,305,872
Calculators	41,290
Photographic equipment, Toners, Ink and other consumables,	5,290,989
Other equipment	411,308
Total	19,508,540

Table 3.82 shows expenditure on ICT equipment for the last 12 months ending 31 August 2017 classified by province and type of institution. Universities had the highest expenditure of about US\$6.8 million on equipment followed by Secondary Schools with about US\$6 million. Harare Province had the highest expenditure of about US\$6.1 million followed by Masvingo Province with about US\$3.7 million.

			Expenditur	e by Type of Ed	lucation Instit	tution (US\$)		
Province	Primary School	Secondary	University	Polytechnic	Teacher	Industrial	Special	Total
		School			Training	Training	Schools	
					College	College		
Bulawayo	605,686	535,689	295,000	129,287	163,250	37,184	610	1,766,706
Manicaland	445,150	804,329	203,563	409,653	124,280	0	0	1,986,975
Mashonaland Central	184,386	212,231	104,797	0	0	0	0	501,414
Mashonaland East	240,840	518,874	0	19,200	79,637	0	0	858,551
Mashonaland West	368,603	528,547	279,601	0	0	0	0	1,176,751
Matabeleland North	128,020	286,893	183,524	0	0	0	0	598,437
Matabeleland South	154,699	246,195	51,409	121,010	0	0	0	573,313
Midlands	381,874	554,114	1,050,000	115,006	102,883	0	0	2,203,877
Masvingo	311,181	546,341	2,565,541	112,679	189,977	0	58	3,725,777
Harare	1,513,586	1,790,089	2,062,721	559,800	146,038	41,900	2,605	6,116,739
National	4,334,025	6,023,302	6,796,156	1,466,635	806,065	79,084	3,273	19,508,540

 Table 3.82: Expenditure on ICT Equipment for the 12 Months Ending 31 August 2017 Classified by Province and Type of Institution: ICT Census 2017, Zimbabwe

Table 3.83 shows expenditure on ICT equipment for the last 12 months ending 31 August 2017 classified by urban and rural areas. Education institution in Urban Areas had a higher expenditure of US\$14.6 million compared to US\$4,9 million spent by education institutions in Rural Areas. Universities in Urban Areas spent about US\$6,3 million on ICT equipment compared to US\$455,738 spent by Universities in Rural Areas.

Expenditure by Area (US\$) Type of Education Institution Urban Rural Total Primary School 4,334,025 2,906,408 1,427,617 Secondary School 6,023,302 3,140,103 2,883,199 University 6,340,418 455,738 6,796,156 Polytechnic 1,447,435 1,466,635 19,200 Teacher Training College 806.065 642,451 163.614 Industrial Training Centre 79,084 0 79,084 Special Schools 3,273 0 3,273 Total 14,559,172 4,949,368 19,508,540

 Table 3.83: Expenditure on ICT Equipment for 12 Months Ending 31 August 2017 Classified by Type of Education Institution, and Rural and Urban Areas: ICT Census 2017, Zimbabwe

Table 3.84 shows expenditure on ICT equipment for the last 12 months ending 31 August 2017 classified by province and type of equipment. The highest expenditure of US\$6,189,937 was on Desktop Computers, Laptops, Tablets, E-Book Readers, etc. while the least expenditure of US\$41,290 was on calculators.

Education institutions in Harare Province spent US\$6,116,739 on ICT equipment.

		Expenditure by Province (US\$)													
ICT equipment	Bulawayo	Manicaland	Mashonaland	Mashonaland	Mashonaland	Matabeleland	Matabeleland	Midlands	Masvingo	Harare	Total				
			Central	East	West	North	South								
Desktop Computers,															
Laptops, Tablets, E-Book															
Readers, etc.	595,709	784,692	141,577	305,743	420,787	162,988	138,592	690,019	1,203,722	1,746,108	6,189,937				
Network Hardware (e.g.															
cables, servers, routers,															
switches, etc.)	216,418	84,087	8,392	51,930	84,165	26,827	34,822	259,331	838,874	862,882	2,467,728				
Mobile cellular telephone															
handsets, CDMA handsets	30,276	22,497	7,064	8,945	36,867	4,621	6,417	16,399	70,786	42,949	246,821				
Decoders, Satellite															
Dishes, Aerials, etc.	2,654	9,842	2,071	11,237	13,052	700	7,200	6,052	37,827	1,684	92,319				
Television Sets, Radio															
Sets, Two-Way Radios,															
MP3 or MP4 players/ CD															
players, etc.	11,433	14,890	1,200	3,133	10,418	1,942	3,130	8,027	174,910	38,844	267,927				
Whiteboards, Video															
Streaming Hardware, PA															
Systems & Wireless															
Microphones, etc.	94,247	105,925	43,767	29,329	43,412	26,081	36,722	61,285	368,795	389,418	1,198,981				
Printers, Photocopiers,															
Scanners, Visual Display	151.010	101000	(2.020	00.040	1 50 0 51	00.111		200.011	2 02 50 5	100 511	1 0 60 1 50				
Units, etc.	171,912	184,306	62,928	90,342	158,251	92,114	97,899	209,011	393,696	402,711	1,863,170				
Telephone-Answering															
machines, Telefax															
equipment, radio-	10.044	5 010	2.00	7.266	7 110	10.004	0.604	20 607	01.045	2 0.040	100 100				
telephones	19,844	5,019	360	7,366	7,110	13,094	8,624	20,687	21,245	28,849	132,198				
Computer software	120.256	200,420	17 576	26.061	21 201	25.259	22 501	260.000	174 220	200.000	1 205072				
packages	130,356	208,429	17,576	26,061	31,291	35,258	33,501	268,090	1/4,330	380,980	1,305872				
Calculators	3,367	5,683	2,455	3,050	6,687	1,219	4,959	4,005	5,754	4,111	41,290				
Photographic equipment,															
Toners, Ink and other	176121		106.400	011 501		150 (10	100.010		107.070	0 1 1 0 4 1 1	5 3 00 000				
consumables,	476,124	545,561	196,409	311,/01	288,456	178,610	138,919	629,540	407,258	2,118,411	5,290,989				
Other equipment	14,366	16,044	17,615	9,714	76,255	54,983	62,528	31,431	28,580	99,792	411,308				
Total	1,766,706	1,986,975	501,414	858,551	1,176,751	598,437	573,313	2,203,877	3,725,777	6,116,739	19,508,540				

Table 3.84: Expenditure on ICT Equipment for the 12 Months Ending 31 August 2017 Classified by Type of Equipment and Province: ICT Census2017, Zimbabwe

Table 3.85 shows expenditure on ICT equipment for the last 12 months ending 31 August 2017 classified by urban and rural areas and type of equipment. Of the US\$6,2 million spent on computers, US\$4.7 million was spent by education institution in Urban Areas.

ICT E animum	Expenditure by Area (US\$)				
ICI Equipment	Urban	Rural	Total		
Desktop Computers, Laptops, Tablets, E-Book Readers, etc.	4,716,324	1,473,613	6,189,937		
Network Hardware	2,242,509	225,219	2,467,728		
Mobile cellular telephone handsets, CDMA handsets	158,977	87,844	246,821		
Decoders, Satellite Dishes, Aerials, etc.	39,055	53,264	92,319		
Television Sets, Radio Sets, Two-Way Radios, MP3 or MP4 players/ CD players, etc.	238,911	29,016	267,927		
Whiteboards, Video Streaming Hardware, PA Systems & Wireless Microphones, etc.	988,188	210,793	1,198,981		
Printers, Photocopiers, Scanners, Visual Display Units, etc.	1,094,452	768,718	1,863,170		
Telephone-Answering machines, Telefax equipment, radio- telephones	104,715	27,483	132,198		
Computer software packages	973,945	331,927	1,305,872		
Calculators	16,823	24,467	41,290		
Photographic equipment, Toners, Ink and other consumables,	3,690,992	1,599,997	5,290,898		
Other equipment	294,281	117,027	411,308		
Total	14,559,172	4,949,368	19,508,540		

 Table 3.85: Expenditure on ICT Equipment for the Last 12 Months Ending 31 August 2017

 Classified by Type of Equipment, Urban and Rural Area: ICT Census 2017, Zimbabwe.

Table 3.86 shows expenditure on ICT equipment for the last 12 months ending 31 August 2017 classified by and type of equipment and type of education institution. Of the US\$6,796,156 spent by universities on ICT equipment, US\$1,778,675 was spent on Desktop Computers, Laptops, Tablets and E-Book Readers.

			Expenditure	by Type of E	ducation I	nstitution	(US\$)	
Type of Equipment	Primary	Secondar	Universities		Teacher	Industrial	Special	Total
	Schools	y Schools		Polytechnics	Training	Training	School	
					College	Colleges	S	
Desktop Computers, Laptops, Tablets, E-Book								
Readers	1,625,201	2,035,586	1,778,675	475,506	244,865	27,854	2,250	6,189,937
Network Hardware	193,454	312,884	1,440,134	360,270	152,486	8,500	0	2,467,728
Mobile cellular telephone handsets, CDMA handsets	57,620	77,990	75,799	7,372	21,700	6,340	0	246,821
Decoders, Satellite Dishes, Aerials, etc.	16,060	48,607	24,546	3,106	0	0	0	92,319
Television Sets, Radio Sets, Two-Way Radios, MP3								
or MP4 players/ CD players, etc.	37,950	57,151	160,877	3,650	8,299	0	0	267,927
Whiteboards, Video Streaming Hardware, PA								
Systems & Wireless Microphones, etc.	172,923	426,740	477,468	41,200	80,650	0	0	1,198,981
Printers, Photocopiers, Scanners, Visual Display								
Units, etc.	566,853	767,511	403,872	69,834	44,900	10,200	0	1,863170
Telephone-Answering machines, Telefax equipment,								
radio-telephones	19,454	42,306	55,093	14,300	1,000	0	45	132,198
Computer software packages	200,408	211,915	595,851	57,458	31,113	9,127	0	1,305,872
Calculators	20,508	16,700	1,688	805	1,300	289	0	41,290
Photographic equipment, Toners, Ink and other								
consumables,	1,349,366	1,805,061	1,547,892	366,980	204,712	1,600	978	5,290,989
Other equipment	74,228	220,851	34,261	66,154	15,040	774	0	411,308
Total	4,334,025	6,023,302	6,796,156	1,466,635	806,065	79,084	3,273	19,508,540

Table 3.86: Expenditure on ICT Equipment for the last 12 Months Ending 31 August 2017 Classified by Type of Equipment and Type of Education Institution: ICT Census 2017, Zimbabwe.

Table 3.87 shows expenditure on ICT services for the last 12 months ending 31 August 2017 classified by type of ICT service. About US\$19.3 million was spent on ICT services of which US\$10,769,840 was spent on Internet charges and connection services.

 Table 3.87: Expenditure on ICT Services for the last 12 Months Ending 31 August 2017: ICT Census 2017, Zimbabwe

ICT Services	Expenditure (US\$)
Installation of equipment and subscription costs,	449,242
Hiring of ICT equipment	511,358
Hiring of Audio-visual equipment	308,698
SIM Cards, Dongles, Flash Disks, Memory Cards	132,888
Internet charges and connection services	10,769,840
Fixed telephone charges	3,258,624
Post-Paid/Contract Phones Charges	229,997
Repair of ICT equipment/devices	1,173,324
Postal and courier services	841,176
Pre-paid airtime charges	1,479,311
Other services	145,822
Total	19,300,280

Table 3.88 shows expenditure on ICT services for the last 12 months ending 31 August 2017 classified by province and type of education institution. About US\$19.3 million was spent on ICT services with Universities accounting for US\$8.6 million. Education institutions in Harare Province had the highest expenditure of US\$5.3 million on ICT services followed by education institutions in Midlands and Masvingo Provinces with US\$3.2 million and US\$2.9 million, respectively.

	Expenditure by Type of Education Institution (US\$)							
Province	Primary	Secondary	Universities	Polytechnics	Teacher	Industrial	Special	Total
TTOVINCE	Schools	Schools			Training	Training	Schools	
					Colleges	Colleges		
Bulawayo	372,389	405,981	1,311,000	77,109	167,908	107,106	2,665	2,444,158
Manicaland	329,192	610,389	418,891	62,819	82,405	0	0	1,503,696
Mashonaland Central	138,002	211,667	365,520	0	0	0	0	715,189
Mashonaland East	255,934	392,190	0	16,000	31,365	0	0	695,489
Mashonaland West	373,836	326,064	472,347	0	0	0	0	1,172,247
Matabeleland North	75,451	205,846	363,620	0	0	0	0	644,917
Matabeleland South	98,990	322,519	185,380	28,655	0	0	0	635,544
Midlands	326,283	1,590,177	1,050,000	172,515	95,391	0	0	3,234,366
Masvingo	205,435	516,836	1,817,343	144,200	236,240	0	261	2,920,315
Harare	851,184	906,901	2,652,364	654,741	233,803	33,771	1,595	5,334,359
National	3,026,696	5,488,570	8,636,465	1,156,039	847,112	140,877	4,521	19,300,280

 Table 3.88: Expenditure on ICT Services for the Last 12 Months Ending 31 August 2017 Classified by Province and Type of Education Institution:

 ICT Census 2017, Zimbabwe

Table 3.89 shows expenditure on ICT services for the last 12 months ending 31 August 2017 classified by type of education institution, and urban and rural areas. Urban Areas spent US\$13.7 million on ICT services compared to about US\$5.7 million used by education institutions in Rural Areas. Universities in Urban Areas spent about US\$7.8 million on ICT services compared to about US\$0.873 million spent by Universities in Rural Areas.

Type of Education Institution	Expenditure by Area (US\$)					
	Urban	Rural	Total			
Primary Schools	1,862,496	1,164200	3,026,696			
Secondary Schools	2,035,805	3,452,765	5,488,570			
Universities	7,763,778	872,687	8,636,465			
Polytechnics	1,140,039	16,000	1,156,039			
Teacher Training Colleges	691,507	155,605	847,112			
Industrial Training Colleges	140,877	0	140,877			
Special Schools	4,521	0	4,521			
Total	13,639,023	5,661,257	19,300,280			

 Table 3.89: Expenditure on ICT Services for the Last 12 Months Ending 31 August 2017 Classified by Type of Education Institution, and Urban and Rural Areas: ICT Census 2017, Zimbabwe

Table 3.90 shows expenditure on ICT services for the last 12 months ending 31 August 2017 classified by type of service and province. The highest expenditure of about US\$10.8 million was on Internet charges and connection services of which Harare Province accounted for US\$3,581,873.

		Expenditure by Province (US\$)									
ICT Services	Bulawayo	Manicaland	Mashonaland Central	Mashonaland East	Mashonaland West	Matabeleland North	Matabeleland South	Midlands	Masvingo	Harare	Total
Installation of equipment and subscription costs,	28,356	72,262	13,326	35,052	40,965	12,556	15,777	36,860	94,086	100,002	449,242
Hiring of ICT equipment	8,456	112,532	34,639	50,949	38,099	26,600	65,315	95,354	49,744	29,670	511,358
Hiring of Audio-visual equipment	31,009	13,940	1,987	7,067	14,796	6,713	7,153	22,083	168,955	34,995	308,698
SIM Cards, Dongles, Flash Disks, Memory Cards	12,621	17,142	4,143	11,913	8,949	10,931	6,586	19,113	20,062	21,428	132,888
Internet charges and connection services	1,571,482	669,568	348,953	225,534	537,388	377,339	338,964	2,171,014	947,725	3,581,873	10,769,840
Fixed telephone charges	362,304	215,369	80,926	52,718	132,761	54,789	40,195	553,084	741,241	1,025,237	3,258,624
Post-Paid/Contract Phones Charges	90,224	5,257	10,031	2,224	4,510	3,036	18,301	15,821	29,050	51,543	229,997
Repair of ICT equipment/devices	198,391	139,760	57,782	90,265	139,823	35,081	67,096	134912	102,434	207,780	1,173,324
Postal and courier services	70,617	25,339	7,698	5,360	25,233	16,077	5,962	67,870	545,021	71,999	841,176
Pre-paid airtime charges	63,695	217,606	137,539	202,818	188,996	88,427	65,686	101,565	205,237	207,742	1,479,311
Other services	7,003	14,921	18,165	11,589	40,727	13,368	4,509	16,690	16,760	2,090	145,822
Total	2,444,158	1,503,696	715,189	695,489	1,172,247	644,917	635,544	3,,234,366	2,920,315	5,334,359	19,300,280

Table 3.90: Expenditure (US\$) on ICT Services for the Last 12 Months Ending 31 August 2017 Classified by Type of Service and Province: ICT Census 2017, Zimbabwe

Table 3.91 shows expenditure on ICT services for the last 12 months ending 31 August 2017 classified by type of service and urban and rural areas. Education institutions in Urban Areas spent about US\$13.6 million on ICT services of which US\$8,187,852 was spent on Internet charges and connection services. Of the US\$5,7 million spent by education institutions in Rural Areas, about US\$2.6 million was on Internet charges and connection services.

ICT Somions	Expenditure by Area (US\$)					
ICT Services	Urban	Rural	Total			
Installation of equipment and subscription costs	235,488	213,754	449,242			
Hiring of ICT equipment	162,050	349,308	511,358			
Hiring of Audio-visual equipment	246,405	62,293	308,698			
SIM Cards, Dongles, Flash Disks, Memory Cards	62,579	70,309	132,888			
Internet charges and connection services	8,187,852	2,581,988	10,769,840			
Fixed telephone charges	2,629,584	629,040	3,258,624			
Post-Paid/Contract Phones Charges	172,016	57,981	229,997			
Repair of ICT equipment/devices	755,212	418,112	1,173,324			
Postal and courier services	730,385	110,791	841,176			
Pre-paid airtime charges	436,400	1,042,911	1,479,311			
Other services	21,052	124,770	145,822			
Total	13,639,023	5,661,257	19,300,280			

 Table 3.91: Expenditure on ICT Services for the Last 12 Months Ending 31 August 2017 Classified by Type of Service and Urban and Rural Areas:

 ICT Census 2017, Zimbabwe

Table 3.92 shows expenditure on ICT services for the last 12 months ending 31 August 2017 classified by type of service and type of education institution. A total of US\$19.3 million was spent on ICT services of which US\$3.3 million was on fixed telephone charges. About US\$8.6 million was spent by universities on ICT services of which US\$6,041,835 was on Internet charges and connection services. The least expenditure on ICT services of US\$132,888 was on SIM Cards, Dongles, Flash Disks and Memory Cards.

	Expenditure by Type of Education Institution (US\$)							
ICT Services	Primary Schools	Secondary Schools	Universities	Polytechnics	Teacher Training Colleges	Industrial Training Colleges	Special Schools	Total
Installation of equipment and subscription costs	103,303	220,984	65,194	25,232	32,003	2,526	0	449,242
Hiring of ICT equipment	136,503	343,880	28,475	2,000	500	0	0	511,358
Hiring of Audio-visual equipment	58,454	57,519	186,825	1,800	1,100	3,000	0	308,698
SIM Cards, Dongles, Flash Disks, Memory Cards	34,550	63,537	10,698	14,670	9,433	0	0	132,888
Internet charges and connection services	751,964	2,504,882	6,041,835	885,814	499,808	84,637	900	10,769,840
Fixed telephone charges	702,192	939,413	1,261,676	186,174	155,738	11,168	2,263	3,258,624
Post-Paid/Contract Phones Charges	49,231	65,972	78,880	3,462	19,640	12,812	0	229,997
Repair of ICT equipment/devices	332,290	472,737	268,550	14,000	83,942	1,330	475	1,173,324
Postal and courier services	79,501	135,540	603,045	5,467	16,480	890	253	841,176
Pre-paid airtime charges	703,567	613,425	91,287	17,420	28,468	24,514	630	1,479,311
Other services	75,141	70,681	0	0	0	0	0	145,822
Total	3,026,696	5,488,570	8,636,465	1,156,039	847,112	140,877	4,521	19,300,280

Table 3.92: Expenditure on ICT Services for the Last 12 Months Ending 31 August 2017 Classified by Type of Service and Type of Education Institution: ICT Census 2017, Zimbabwe

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- 4. System of National Accounts (SNA-08).
- 5. International Standard Industrial Classification of All Economic Activities (ISIC), Revision 4.
- 6. Education Sector Strategic Plan: MoP&SE
- Guide to Measuring Information and Communication Technologies (ICT) in Education (UIS 2009)

Appendix 1: Glossary of Terms

Term Or Abbreviation	Notes
3G Mobile Cellular	Third generation of mobile communications technology, a group of mobile
Network	technologies that have been approved by ITU as IMT-2000. These technologies
	allow voice, data and video communications. Currently, five standards have been
	specified as IMT-2000 based on various combinations of mobile technologies:
	CDMA Direct Spread (WCDMA), CDMA Multi-Carrier (CDMA2000), CDMA
	Time division (TD-CDMA),
	TDMA Single-Carrier and FDMA/TDMA and of DMA TDD WMAN (IEEE
	802.16).
Accuracy	Denotes the closeness of computations or estimates to the exact or true values.
	Statistics are not equal with the true values because of variability (the statistics
	change from implementation to implementation of the survey due to random effects)
	and bias (the average of the possible values of the statistics from implementation to
	implementation is not equal to the true value due to systematic effects).
ADSL	Asymmetric digital subscriber line, a modem technology that converts twisted-pair
	telephone lines into access paths for multimedia and high-speed data
	communications. The bit rates transmitted in both directions are different.
Area Sampling	Selection of geographical area units that comprise sampling frame (may include
	selection of area segments, defined as mapped subdivisions of administrative area).
Analogue Modem	Dial-up is a connection to the Internet via an analogue modem and telephone line,
	which requires that the modem dial a phone number when Internet access is needed.
	The modem converts a digital signal into analogue for transmission by traditional
	(copper) telephone lines. It also converts analogue transmissions back to digital.
Anti-Spyware Software	Software which detects and removes spyware from a computer system (spyware is
	tracking software which gathers information without the user's knowledge).
Bit	Abbreviation for binary digit and describing the smallest unit of information handled
	by a computer. One bit expresses a 1 or a 0 in a binary numeral, or a true or false
	logical condition. See also Byte.
Blog (Short For Web	A blog (a truncation of the expression web log) is a discussion or informational site
Log)	published on the World Wide Web and consisting of discrete entries ("posts")
	typically displayed in reverse chronological order (the most recent post appears first).
Broadband	A general term meaning a telecommunications signal or device of greater bandwidth,
	in some sense, than another standard or usual signal or device; the broader the band,
	the greater the capacity for traffic). In data communications, the term refers to a data
	transmission rate of at least 256 kb/s.

Byte	Abbreviation for binary term. A unit of data, today almost always consisting of 8
	bits. A byte can represent a single character, such as a letter, a digit, or a punctuation
	mark. See also kilobit and kilobyte.
Cable Modem	Cable modem uses modems attached to cable television networks (cable TV lines)
	for permanent 'fixed' access to the Internet. A cable modem is a device that enables
	you to hook up a computer to a local cable TV line and receive data. It is considered
	as one of the high capacity 'speed' permanent 'fixed' Internet connection
	(broadband).
Cable TV(CATV)	Multi-Channel programming delivered over a coaxial cable for viewing on television
	sets
САРІ	Computer assisted personal interviewing.
CATI	Computer assisted telephoning interviewing.
CDMA 1x (Release 0)	CDMA 1x (Release 0) is a part of the IMT-2000 family of standards and provides an
	upgrade for CDMA users, but typically has a capacity of below 256 kb/s.
CDMA2000 1x	CDMA2000 1x is an IMT-2000 3G mobile network technology, based on CDMA
	that delivers packet switched data transmission speeds of up to 144 kbps. Also
	referred to as 1XRTT.
CDMA2000 1xevdo	CDMA2000 1xEV-DO (Evolution, Data Optimized), an IMT-2000 3G mobile
	network technology, based on CDMA that delivers packet-switched data
	transmission speeds of up to 4.9 Mbit/s.
Cellular Mobile With	Cellular mobile networks with access to data communications (e.g. the Internet) at
Cellular Mobile With Access At Broadband	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both
Cellular Mobile With Access At Broadband Speeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV-
Cellular Mobile With Access At Broadband Speeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G.
Cellular Mobile With Access At Broadband Speeds Commercial Internet	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or
Cellular Mobile With Access At Broadband Speeds Commercial Internet Access Facility	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid
Cellular Mobile With Access At Broadband Speeds Commercial Internet Access Facility	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge).
CellularMobileWithAccessAtBroadbandSpeeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly
CellularMobileWithAccessAtBroadbandSpeedsCommercial Internet-Access Facility-Community Internet-Access Facility-	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres,
CellularMobileWithAccessAtBroadbandSpeeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to
CellularMobileWithAccessAtBroadbandSpeedsInternetCommercial InternetAccess FacilityCommunity InternetAccess Facility	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public.
CellularMobileWithAccessAtBroadbandSpeeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in
CellularMobileWithAccessAtBroadbandSpeeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in front of it, behind the keyboard.
CellularMobileWithAccessAtBroadbandSpeeds	 Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV-DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in front of it, behind the keyboard. Uses an (analogue) modem and fixed telephone line to connect to the Internet; it
Cellular Mobile With Access At Broadband Speeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in front of it, behind the keyboard. Uses an (analogue) modem and fixed telephone line to connect to the Internet; it requires that the modem dial a telephone number when Internet access is needed.
CellularMobileWithAccessAtBroadbandSpeeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in front of it, behind the keyboard. Uses an (analogue) modem and fixed telephone line to connect to the Internet; it requires that the modem dial a telephone number when Internet access is needed. The technological evolution from analogue terrestrial television, providing capability
Cellular Mobile With Access At Broadband Speeds Commercial Internet Access Facility Community Internet Access Facility Desktop Computer Dial-Up Internet Access Digital Terrestrial TV (DTT)	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in front of it, behind the keyboard. Uses an (analogue) modem and fixed telephone line to connect to the Internet; it requires that the modem dial a telephone number when Internet access is needed. The technological evolution from analogue terrestrial television, providing capability for sign
CellularMobileWithAccessAtBroadbandSpeeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in front of it, behind the keyboard. Uses an (analogue) modem and fixed telephone line to connect to the Internet; it requires that the modem dial a telephone number when Internet access is needed. The technological evolution from analogue terrestrial television, providing capability for sign Television services received via a satellite dish capable of receiving satellite
CellularMobileWithAccessAtBroadbandSpeeds	Cellular mobile networks with access to data communications (e.g. the Internet) at broadband speeds (defined as greater than or equal to 256 kb/s in one or both directions) such as WCDMA, HSDPA, CDMA2000 1xEV-DO, CDMA 200 1xEV- DV etc. These services are typically referred to as 3G or 3.5G. Enables Internet use at publicly available commercial facilities such as Internet or cyber cafés, hotels, airports etc., where access is typically paid (i.e. not free of charge). Enables Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public. A computer that usually remains fixed in one place. Normally the user is placed in front of it, behind the keyboard. Uses an (analogue) modem and fixed telephone line to connect to the Internet; it requires that the modem dial a telephone number when Internet access is needed. The technological evolution from analogue terrestrial television, providing capability for sign Television services received via a satellite dish capable of receiving satellite television broadcasts

DSL	Internet access using Digital Subscriber Line (DSL) technology. DSL is a technology
	for bringing high-bandwidth information to homes and small businesses over
	ordinary copper telephone lines. Speed should be equal to, or greater than, 256 kbit/s,
	in one or both directions.
Fixed (Wired)	Refers to technologies at advertised download speeds of at least 256 kbit/s, such as
Broadband Network	DSL, cable modem, high speed leased lines, fibre-to-the home/building, powerline
	and other fixed (wired) broadband.
Fixed (Wired)	Includes analogue modem (dial-up via standard telephone line), ISDN (Integrated
Narrowband Network	Services Digital Network), DSL (Digital Subscriber Line) at advertised download
	speeds below 256 kbit/s, and other forms of access with an advertised download
	speed of less than 256 kbit/s.
Fixed Telephone Line	A telephone line connecting a customer's terminal equipment (e.g. telephone set,
	facsimile machine) to the public switched telephone network (PSTN) and which has
	a dedicated port on a telephone exchange. This term is synonymous with the terms
	main station or Direct Exchange Line (DEL) that are commonly used in
	telecommunication documents. It may not be the same as an access line or a
	subscription.
General Government	Are defined per the SNA93 (2008 revision) concept of general government.
Organizations	According to the SNA " the principal functions of government are to assume
	responsibility for the provision of goods and services to the community or to
	individual households and to finance their provision out of taxation or other incomes;
	to redistribute income and wealth by means of transfers; and to engage in non-market
	production." (General) government organizations include central, state and local
	government units.)
GPRS	General Packet Radio Service (GPRS), a 2.5G mobile standard typically adopted by
	GSM operators as a migration step towards 3G (W-CDMA).
GSM	Global System for Mobile communications.
Handheld Computer	A small computer including a personal digital assistants (PDA), also known as a
	palmtop computer.
Homepage	A home page, index page, or main page is a page on a website.
Household	For the purposes of this Survey, a household consists of one or more persons, who
	may or may not be related to each other; share accommodation; and make common
	provision for food.
HSDPA	High-speed Downlink Packet Access (HSDPA), an upgrade to W-CDMA to allow
	downlink data transmission at speeds of typically 8-10 Mbit/s. It is complemented
	by High-Speed Uplink Packet Access (HSUPA), which offers uplink speeds of
	around 5 Mbit/s.
In Mobility (Internet	Use of the Internet while mobile, via a mobile cellular telephone (including devices
Use)	with mobile telephone functionality) or other mobile access devices, for example, a

	laptop computer, tablet or other handheld device connected to a mobile phone
	network.
Internet	communication services including the World Wide Web and carries email, news,
	entertainment and data files, irrespective of the device used (not assumed to be only
	via a computer – it may also be by mobile phone, PDA, games machine, digital TV
	etc.). Access can be via a fixed or mobile network.
IP	Internet protocol
ISDN	Integrated services digital network, a network that provides digital connections
	between user-network interfaces.
ISP	Internet service provider
Khit/S (Or Khit/S Or	Kilobits per second (1 kilobit per second=one thousand bits per second). A kilobit is
Khns)	1024 bits A bit expresses a 1 or a 0 in a binary numeral or a true or false logical
Trops)	condition
Lanton (Portable)	A computer that is small enough to carry and usually enables the same tasks as a
Computer	deskton computer. It includes notebooks and netbooks but does not include tablets
Computer	and similar handheld computers
Making On-Line Payments	Includes payment of fees, payments for purchases, tayation remittances etc. Online
Making On-Line I ayments	neudes payment of rees, payments for purchases, taxation remittances etc. Online
	instance a bank's website
Magtan Samula	A super sample intended to be used for multiple surveys and/or multiple rounds of
Master Sample	A super sample intended to be used for multiple surveys and/or multiple rounds of the same survey usually over 10 year time frame.
Mahila (Callular)	A northly telephone subscribing to a public mobile telephone corrige scillular
Mobile (Cellular)	A portable telephone subscribing to a public mobile telephone service using cellular
Telephone	technology, which provides access to the PSTN. This includes analogue and digital
	cellular systems and technologies such as IM1-2000 (3G) and IM1-Advanced. Users
	of both post-paid subscriptions and pre-paid accounts are included.
Mobile Broadband	Mobile broadband network (at least 3G, e.g. UMTS) via a card (e.g. integrated SIM
Network Via A Card Or	card in a computer) or USB modem.
USB Modem	
Mobile Broadband	Mobile broadband network (at least 3G, e.g. UMTS) via a handset
Network Via A Handset	
Modem	Modulator-demodulator, a device or program that enables a computer to transmit
	data over, for example, telephone or cable lines.
OCR	Optical character recognition.
OECD	Organisation for Economic Co-operation and Development
PARTNERSHIP	Partnership on Measuring ICT for Development
PDA	Personal digital assistant
Primary Sampling Unit,	Geographically-defined administrative unit selected at first stage of sampling
PSU	
Radio	A device capable of receiving broadcast radio signals, using common frequencies,
	such as FM, AM, LW and SW. A radio may be a stand-alone device, or it may be

	integrated with another device, such as an alarm clock, an audio player, a mobile
	telephone or a computer.
Sample Frame(S)	Set of materials from which sample is actually selected, such as a list or set of areas.
Satellite Broadband	Satellite broadband network (via a satellite connection), at advertised download
Network	speeds of at least 256 Kbit/s
Segment	A delineated, mapped subdivision of a larger cluster
Social Network/Networking	Social networking can be distinguished from other communication and content
	activities by the aspect of creating a profile on certain websites.
Tablet	A computer that is integrated into a flat touch screen, operated by touching the screen
	rather than (or as well as) using a physical keyboard.
Target Population	Definition of population intended to be covered by survey; also known as coverage
	universe.
Television	A stand-alone device capable of receiving broadcast television signals, using popular
	access means such as over-the-air, cable and satellite. A television set is typically a
	stand-alone device, but it may also be integrated with another device, such as a
	computer or a mobile telephone.
Terrestrial Fixed	Refers to technologies at advertised download speeds of at least 256 Kbit/s, such as
(Wireless) Broadband	WiMAX, fixed CDMA
Network	
UIS	UNESCO Institute for Statistics
UMTS	Universal Mobile Telecommunications System (UMTS) is one of the third
	generation (3G) mobile phone technologies. It uses W-CDMA as the underlying
	standard, is standardized by the 3GPP, and represents the European answer to the
	ITU IMT-2000 requirements for 3G Cellular radio systems. It presently delivers
	packet switched data transmission speeds up to 384 kbps and up to 2 Mbps when
	fully implemented.
UNCTAD	United Nations Conference on Trade and Development
UNECA	United Nations Economic Commission for Africa
UNESCO	United Nations Education, Scientific and Cultural Organization
UNSC	United Nations Statistical Commission
UNSD	United Nations Statistics Division
URL	Uniform Resource Locator
USB Modem	Universal serial bus, an external bus standard that supports data transfer
	rates of 12 Mbit/s
User-Created Content	Can be uploaded by anyone, includes texts, photos, music files and video
	clips, which often act as the centre for interaction within a network (e.g.
	YouTube, MySpace).
VOIP	Voice over Internet Protocol, VoIP is a family of transmission technologies for
	delivery of voice communications over the Internet or other packet-switched
	networks. It is more generally referred to as IP (or Internet) telephony

Web Presence	Includes a website, homepage or presence on another entity's website. It excludes
	inclusion in an online directory and any other web pages where the entity does not
	have control over the content of the page. A web presence includes social media
	pages and accounts (for example, Facebook, YouTube and Twitter) if the entity has
	control over content.
W-CDMA	Wideband CDMA (W-CDMA), an IMT-2000 3G mobile network technology, based
	on CDMA that presently delivers packet-switched data transmission speeds up to
	384 Kbit/s and up to 2 Mbit/s when fully implemented. Known as Universal Mobile
	Telecommunications System (UMTS) in Europe.
Website	Location on the World Wide Web identified by a web address. Collection of web
	files on a particular subject that includes a beginning file called a home page.
	Information is encoded with specific languages (Hypertext mark-up language
	(HTML), XML, Java) readable with a web browser, like Netscape's Navigator or
	Microsoft's Internet Explorer.
Weight	Inverse of probability of selection; inflation factor applied against raw data; also
	known as design weight.
WIFI	Wireless fidelity, a wireless local area network based on the Institute of IEEE 802.11
	standard
Wiki	Usually refers to a web application which allows people to add, modify, or delete
	content in a collaboration with others. Text is usually written using a simplified
	Markup language or a rich-text editor.
WIMAX	Wireless interoperability for microwave access/Worldwide Interoperability for
	Microwave Access, a family of telecommunications protocols that provide fixed and
	mobile Internet access, based on the IEEE 802.16 standard.
WPIIS	Working Party on Indicators for the Information Society (OECD)
WSIS	World Summit on the Information Society
WWW	World Wide Web
XDSL	Any of the various types of digital subscriber lines technologies, e.g. ADSL
ZIMSTAT	Zimbabwe National Statistics Agency

Appendix 2: Questionnaire

CONFIDENTIAL



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)











Access and Use by Education Institutions: 2017

QUESTIONNAIRE

Serial Number:

For Official use only

ZIMBABWE NATIONAL STATISTICS AGENCY

INFORMATION AND COMMUNICATION TECHNOLOGY CENSUS 2017

SECTION A: IDENTIFICATION												
Province	District	Ward	Sector		Type Educa Institu	e of ation ution	Мо	nth	Year			
				0					2	0	1	7

The Interviewer is directed to verify the type of education institution before proceeding with the Interview

The reference period for the ICT census questions is the 4 months ending 31 August 2017, except for Question 6.1 whose reference period is the 12 months from 1 September 2016 – 31 August 2017.

Please ensure that a separate questionnaire is completed for each education institution

(Interviewers are instructed to observe skip patterns and to take note of instructions given in the questionnaire)

EI 1.1	What is the name of the Chief Respondent? (Print the name in the space provided)

El 1.2	What is the name of the Head of this Education Institution? (Print the name in the space provided)

EI 1.3	What is the sex of the Head of the Education Institution?	Male = 1	Female = 2

EI 1.4	What type of education institution is this establishment*?				
	Circle the appropriate response code				
1.4.1	Primary School	0	1		
1.4.2	Secondary School	0	2		
1.4.3	University	0	3		
1.4.4	Polytechnic	0	4		
1.4.5	Teacher Training College	0	5		
1.4.6	Industrial Training and Trade Testing Centre	0	6		
1.4.7	Industrial Training College	0	7		
1.4.8	Other Education Institution Not Elsewhere Classified (specify)	0	8		
*An establishment is an enterprise or part of an enterprise at a single location, engaged in essentially					
a single activity, and capable of, in principle, of providing the data required for the production and					
genera	generation of income accounts (SNA 2008).				

	-
El 1.5(a)	PARTICULARS OF THE EDUCATION INSTITUTION
	Provide the following details about this education institution:
1.5.1	Legal or Registered Name of the Education Institution:
1.5.2	Postal Address:
1.5.3	Physical Address:
1.5.4	Fixed Telephone No:
1.5.5	Mobile Cellular Telephone No:
1.5.6	E-mail address:

Ownership of the enterprise/establishment at different locations					
5.7 Is this enterprise/establishment owned by another enterprise?					
Circle the appropriate response code	No	2	> 1.6		
What is the name and physical address of the enterprise?					
•••••					
	Ownership of the enterprise/establishment at different local Is this enterprise/establishment owned by another enterprise? <i>Circle the appropriate response code</i> What is the name and physical address of the enterprise?	Ownership of the enterprise/establishment at different locations Is this enterprise/establishment owned by another enterprise? Circle the appropriate response code What is the name and physical address of the enterprise? What is the name and physical address of the enterprise? tion is intended to identify enterprises/establishments owned by another enterprise	Ownership of the enterprise/establishment at different locations Is this enterprise/establishment owned by another enterprise? Circle the appropriate response code What is the name and physical address of the enterprise? What is the name and physical address of the enterprise? tion is intended to identify enterprises/establishments owned by another enterprise		

EI 1.6	What is the education institution's type of ownership?	
	Circle the appropriate response code	
1.6.1	Sole Proprietorship	1
1.6.2	Private Limited Company	2
1.6.3	Partnership	3
1.6.4	Cooperative	4
1.6.5	Public Limited Company	5
1.6.6	Central Government	6
1.6.7	Local Government	7
1.6.8	Parastatal	8
1.6.9	Non-Profit Making Institution	9
1.6.10	Other Type of Ownership Not Elsewhere Classified (specify)	10

EI 1.7	Who is the responsible authority of this education institution?	
	Circle the appropriate response code	
1.7.1	Church/Mission	1
1.7.2	Urban Council	2
1.7.3	Rural District Council	3
1.7.4	Central Government	4
1.7.5	Mine	5
1.7.6	Private Company	6
1.7.7	Town Board	7
1.7.8	Sole Proprietor	8
1.7.9	Other Responsible Authority Not Elsewhere Classified (specify)	9
"Responsible authority" in relation to a school means the person, body, organisation responsible for th		

establishment or management of the school and includes any person delegated by such person, body or authority to be the responsible authority.

SECTIO	SECTION B: ENROLMENT AND EMPLOYMENT (EI)					
EI 2.1	Give a breakdown of pupils/students (learners) enrolled at the	Male	Female			
	education institution as at 31 August 2017 by sex.	Maie	1 cmaic			
2.1.1	Infants (ECD A – Grade 2					
2.1.2	Junior – Grade 3 - Grade 7					
2.1.3	Lower Secondary (Form 1 – Form 4)					
2.1.4	Upper Secondary (Form 5- Form 6)					
2.1.5	University					
2.1.6	Polytechnic					
2.1.7	Teacher Training College					
2.1.8	Industrial Training & Trade Testing Centre					
2.1.9	Industrial Training College					
2.1.10	Other Pupils/Students (Learners) Not Elsewhere Classified (specify)					
This structure is in line with the Zimbabwe Education System.						

El 2.2	Give the breakdown of staff engaged by this education institution as at 31 August 2017 by sex.	Male	Female
2.2.1	Infant Class Teachers		
2.2.2	Junior Class Teachers		
2.2.3	Secondary School Teachers excluding School Head and Deputy Head		
2.2.4	Deputy Head (Classed)		
2.2.5	Deputy Head (Non-Classed)		
2.2.6	School Head (Classed)		
2.2.7	School Head (Non-Classed)		
2.2.8	University and Higher Education Teachers		
2.2.9	Post-Secondary Teaching and Research Assistants		
2.2.10	Other Teaching Professionals (Special Needs Teachers, Education		
	Counsellors- Non Classed, Other Arts Teachers, etc.		
2.2.11	Manpower Training Officers		
2.2.12	Technicians		
2.2.13	Other Non-Teaching Staff		
The stat	ff categories provided are in line with the Zimbabwe Educational System.	<u>.</u>	
Note: IC	CT Teachers/Trainers, Music and Sports Teachers fall under 2.2.10		

SECTION C: ELECTRICITY ACCESS (EI)					
EI 3.1	Did this education institution have access to electricity in the last 4 months ending 31 August 2017?	Yes	1		
	In order for an institution to have access to electricity, the service should generally be available for use at the institution at any time, regardless of whether it is actually used. There must be connections of the service at the institution				
	Circle the appropriate response code	Νο	2	4.1	

EI 3.2	What was the main source of electrical power for this education institution the last 4 months ending 31 August 2017?	National Grid1Local Mini Grid2Fuel Powered Generator3Wind4
	Identify the main source of electricity	Water5 Solar6 Other (Specify)7

Electricity access may be by a grid/mains connection, or from power generated locally (including at the dwelling). Local power includes electricity generated by a fuel-powered generator, or from renewable resources such as wind, water or solar. It excludes sole use of energy storage devices, such as batteries (though these may be used to store electricity from other sources).

An electrical national grid consists of stations that produce electrical power, high voltage transmission lines that carry power from distant sources to demand centres, and distribution lines that connect individual customers.

A mini grid is a set of electricity generators and possibly energy storage systems interconnected to a distribution network that supplies electricity to a localized group of customers.

A fuel powered generator convert mechanical energy into electricity powered by a fuel source such as diesel or petrol.

Wind power is the use of air flow through wind turbines to mechanically power generators for electric power.

Solar power is the use of the sun's energy either directly as thermal energy (heat) or through the use of photovoltaic cells in solar panels and transparent photovoltaic glass to generate electricity.

Water – these are mini hydro powered sources that use waterfalls, e.g. Pungwe Falls - Kashiri/Buwu Village, Duru Falls, Nyawamba River, Honde Valley, Eastern Highlands, but are connected to the national grid.

SECTIO	SECTION D. ACCESS TO INFORMATION AND COMMUNICATION TECHNOLOGY BY EDUCATION INSTITUTIONS				
EI 4.1	Did this education institution use postal services (ZIMPOST) to send or receive mail/ documents during the last 4 months ending 31 August 20172	Yes	1		
	Circle the appropriate response code	No	2	4.3	

Postal services are transmission of letters, packages, periodicals and related services. Postal services ensure that postal items are delivered. A postal item refers to anything dispatched by postal services such as letter post, parcel post, money orders, etc.

Letter post items are defined as priority items and non-priority items weighing up to 2kgs.letters, post cards, printed papers, small packets weighing up to 2kgs and literature for the blind weighing up to 7kgs.

EI 4.2	How often did the education institution use postal services during the last 4 months ending 31 August 2017?			
	Daily	1		
	Weekly	2		
	Monthly	3		
	A least once in 4 months	4		
These a	These are mutually exclusive events			

ICT Access and Use in Education Institutions Questionnaire, 2017

EI 4.3	Did this education institution use courier services to send or receive mail /documents during the last 4 months ending 31 August 2017?	Yes	1	
		No	2	➡ 4.5

Courier services are express delivery services which include time definite delivery. Thus courier services are fast, door-to-door and have pick–up and delivery services of high-value goods or urgently needed documents.

EI 4.4	How often did this education institution use courier services during the last 4 months ending		
	31 August 2017?		
	Daily	1	
	Weekly	2	
	Monthly	3	
	At least once in 4 months	4	
These	are mutually exclusive events		

EI 4.5	Did this education institution have access to a radio for <u>pedagogical</u> purposes in the last 4 months ending 31 August 2017?	Yes	1
	(Pedagogy is the discipline that deals with the theory and practice of teaching)		
	Circle the appropriate response code	No	2
A radio is defined as a stand clans device concluse of reactiving breadeast radio signals, using popular frequencies			

A radio is defined as a stand-alone device capable of receiving broadcast radio signals, using popular frequencies, such as FM, AM, LW and SW. Unless they are intentionally used for educational purposes, radio sets integrated into other devices (such as a Walkman, car radio, clock radio, audio cassette or CD players/recorders) are excluded.

EI 4.6	4.6 Did this education institution have access to a two way radio for communication purposes in the last 4 months ending 31 August 2017?	Yes	1
	Circle the appropriate response code	No	2

Communication is limited to persons within the education institution. The allocated frequency channel(s) is controlled especially from the education institution. POTRAZ allocates the radio frequencies to be used only by that Institution. Communication is done inside and outside the education institution's premises using communication radios.

E	4.7	Did this education institution have access to a television for <u>pedagogical purposes</u> in the last 4 months ending 31 August 2017?	Yes	1	
		(Pedagogy is the discipline that deals with the theory and practice of		<u> </u>	
		teaching.) Circle the appropriate response code	No	2	➡ 4.9
 L	telev	ision (TV) is defined as a stand-alone device capable of receiving broad opular access means such as over-the-air, cable and satellite.	cast tele	visic	n signals
7 n	Television broadcast receivers integrated into other devices (such as a computer, PDA, Smartphone or mobile phone) are considered only if their intended use is for educational purposes.				

This qu	This question is asked education institutions with multichannel television, by type.					
EI 4.8	 Did this education institution have access to any of the following television services in the last 4 months ending 31 August 2017? <i>Circle the appropriate response code (Allow multiple responses)</i> 					
4.8.1	1 Direct-to-home (DTH) satellite services: TV services received via a satellite		1			
	dish capable of receiving satellite television broadcasts, e.g. DStv, Wiztech, Philbao, etc.	No	2			
4.8.2	Digital/Analogue Terrestrial TV (DTTV): the technological evolution from		1			
channels, e.g. ZTV, through antennae.		No	2			

National questionnaires should reflect services available in the country and describe them using local terminology, such as brand names.

DTTV (digital terrestrial television, sometimes also abbreviated DTT) is digital television (DTV) broadcast entirely over earthbound circuits. A satellite is not used for any part of the link between the broadcaster and the end user.

As educational institutions can use more than one type of multichannel TV service, multiple responses are possible. The TV service(s) selected should be available at the time of the census.

EI 4.9	Did this education institution have access to a fixed telephone in the last 4 months ending 31 August 2017?	Yes	1
	Circle the appropriate response code	No	2

A fixed telephone line refers to a telephone line connecting a customer's terminal equipment (e.g. telephone set, facsimile machine) to the public switched telephone network (PSTN) and which has a dedicated port on a telephone exchange. This term is synonymous with the terms main station or Direct Exchange Line (DEL) that are commonly used in telecommunication documents. It may not be the same as an access line or a subscription.

The equipment should be in working order.

EI 4.10	Did this education institution have access to a mobile cellular telephone in the last 4 months ending 31 August 2017?	Yes	1
	Circle the appropriate response code	No	2

A mobile (cellular) telephone refers to a portable telephone subscribing to a public mobile telephone service using cellular technology, which provides access to the Public Switched Telephone Network PSTN. This includes analogue and digital cellular systems and technologies such as, IMT-2000 (3G) and IMT-Advanced. Users of both post-paid subscriptions and pre-paid accounts are included.

In order for the education institution to have access to a mobile phone, it should be able to be used, that is, equipment is in working condition at the time of the census

HF4.11	Did this education institution have access to a mobile network signal in the last 4 months ending 31 August 2017?	Yes	1
	Circle the appropriate response code	No	2

A mobile phone signal (also known as reception and service) is the signal strength (measured in dBm) received by a mobile phone from a cellular network (on the downlink). Depending on various factors, such as proximity to a tower, any obstructions such as buildings or trees, etc. this signal strength will vary. Most mobile devices use a set of bars of increasing height to display the approximate strength of this received signal to **the mobile phone user**.
EI 4.12	Did this education institution have access to a computer in the last 4 months ending 31 August 2017?	Yes	1	
	one personal computers is defined as educational institutions naving at reast Oricle the appropriate response code	No	2	➡ 4.18

A computer refers to a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer).

• Desktop: a computer that usually remains fixed in one place; normally the user is placed in front of it, behind the keyboard.

• Laptop (portable) computer: a computer that is small enough to carry and usually enables the same tasks as a desktop computer; it includes notebooks and netbooks but does not include tablets and similar handheld computers.

• Tablet (or similar handheld computer): a tablet is a computer that is integrated into a flat touch screen, operated by touching the screen rather than (or as well as) using a physical keyboard.

EI 4.13	Give a breakdown of the status of computers that were in working order at this education institution in the last 4 months ending 31 August 2017?		
	Type of Computer	Age in years	
		Less than 1 year	
		1 to less than 3 years	
4.13.1	Desktop	3 to less than 6 years	
		6 years and above	
	Laptop	Less than 1 year	
1 1 2 2		1 to less than 3 years	
4.13.2		3 to less than 6 years	
		6 years and above	
		Less than 1 year	
1 12 2	T 11 <i>i</i>	1 to less than 3 years	
4.13.3		3 to less than 6 years	
		6 years and above	

EI 4.14	Did this education institution have a computer laboratory in the last 4 months ending 31 August 2017?	Yes	1
	Circle the appropriate response code	No	2

A computer lab is a space which provides computer services to a defined community. Computer labs are typically provided by libraries to the public, by academic institutions to students who attend the institution, or by other institutions to the public or to people affiliated with that institution.

EI 4.15	How many computers at this education institution were available in the last 4 months ending 31 August 2017 for the following purposes?	Number		
4.15.1	Pedagogical (For lessons in classrooms/lecture rooms)			
4.15.2	Institution Management and Related Tasks			
4.15.3	Education and Training (In computer laboratories as learning tools)			
4.15.4	Administration			
4.15.5	Research			
4.15.6	Accounting			
4.15.7	Other (specify)			
The computers recorded as available are in some instances shared within the stated categories.				

EI 4.16	Give a breakdown of pupils/students (learners) at this education	Male	Female
	institution who had access to a computer by category and sex in the		
	last 4 months ending 31 August 2017.		
4.16.1	Infants (ECD A – Grade 2		
4.16.2	Junior – Grade 3 - Grade 7		
4.16.3	Lower Secondary (Form 1 – Form 4)		
4.16.4	Upper Secondary (Form 5- Form 6)		
4.16.5	University		
4.16.6	Polytechnic		
4.16.7	Teacher Training College		
4.16.8	Industrial Training & Trade Testing Centre		
4.16.9	Industrial Training College		
4.16.10	Other Pupils/Students (Learners) Not Elsewhere Classified (specify)		
This stru	cture is in line with the Zimbabwe Education System.		

EI 4.17	Give a breakdown of staff at this education institution who had access to a computer by category and sex in the last 4 months ending 31 August 2017.	Male	Female
4.17.1	Infant Class Teachers		
4.17.2	Junior Class Teachers		
4.17.3	Secondary School Teachers excluding School Head and Deputy Head		
4.17.4	Deputy Head (Classed)		
4.17.5	Deputy Head (Non-Classed)		
4.17.6	School Head (Classed)		
4.17.7	School Head (Non-Classed)		
4.17.8	University and Higher Education Teachers		
4.17.9	Post-Secondary Teaching and Research Assistants		
4.17.10	Other Teaching Professionals (Special Needs Teachers, Education Counsellors- Non Classed, Other Arts Teachers, etc.		
4.17.11	Manpower Training Officers		
4.17.12	Technicians		
4.17.13	Other Non-Teaching Staff		
Note: IC	T Teachers/Trainers, Music and Sports Teachers fall under category	4.17.10.	

	by members of staff at the institution, regardless of whether it is actually being used. <i>Circle the appropriate response code</i>	No	2	➡ 4.23
EI 4.18	Did this education institution have access to the Internet in the last 4 months ending 31 August 2017?	Yes	1	

The Internet is a worldwide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (not assumed to be only via a computer – it may also be by mobile telephone, tablet, PDA, games machine, digital TV etc.). Access can be via a fixed or mobile network.

The broad types of Internet services to be identified are the following:

• Fixed (wired) narrowband network: includes analogue modem (dial-up via standard telephone line), ISDN (Integrated

Services Digital Network), DSL (Digital Subscriber Line) at advertised download speeds below 256 kbit/s, and other forms of access with an advertised download speed of less than 256 kbit/s

- Fixed (wired) broadband network: refers to technologies at advertised download speeds of at least 256 kbit/s, such as DSL, cable modem, high speed leased lines, fibre-to-the-home/building, powerline and other fixed (wired) broadband
- Terrestrial fixed (wireless) broadband network: refers to technologies at advertised download speeds of at least 256 kbit/s, such as WiMAX, fixed CDMA
- Satellite broadband network (via a satellite connection), at advertised download speeds of at least 256 kbit/s
- Mobile broadband network (at least 3G, e.g. UMTS) via a handset
- Mobile broadband network (at least 3G, e.g. UMTS) via a card (e.g. integrated SIM card in a computer) or USB modem

EI 4.19	What type/s of Internet Service did this education institution use to access the Internation 1 ast 4 months ending 31 August 2017? Please circle the code relevant to your response. (Allow multiple responses)	ernet ir	n the	
4.19 (a)	Fixed (wired) Narrowband: Includes mobile phone and other forms of access with an advertised download speed of less than 256 Kbit/s (including CDMA 1x (Release 0), GPRS, WAP and I-mode	Yes	No	
	This part of the question should be answered by education institutions using TELONE services: Dial-Up and Mobile Narrowband.			
4.19.1	Dial-up via standard copper telephone line; it requires that the modem dial a phone number when Internet access is needed.	1	2	
4.19.2	Mobile Narrowband (less than 3G, e.g. CDMA 1x, GPRS, EDGE.	1	2	
Fixed (wired) Narrowband technologies were customised to reflect services available locally.				

4.19 (b)	Fixed (wired) Broadband: Includes technologies at speeds greater than or equal to 256 Kbit/s, in one or both directions, such us leased lines, fibre-to-the institution, satellite, fixed wireless, Wireless Local Area Network and WiMAX.	Yes	No
4.19.3	Cable modem A cable modem is a device that enables you to hook up your PC to a local cable TV line and receive data at about 1.5 Mbps. A cable modem can be added to or integrated with a set-top box that provides your TV set with channels for Internet access.	1	2
4.19.4	Digital Subscriber Line (DSL) includes ADSL, SHDSL, VDSL and uses ordinary copper telephone lines.	1	2
4.19.5	Fibre-to-the-institution	1	2
4.19.6	Satellite Tel-One provides both C band and Ka band VSAT. C band VSAT is relatively expensive compared to Ka band mainly due to the high initial CPE that is required for each installation.	1	2
4.19.7	Other fixed (wired) broadband (specify)	1	2

4.19 (c)	Wireless broadband: refers to mobile cellular networks with access to the Internet at speeds greater than or equal to 256 Kbit/s, in one or both directions, such as Wideband CDMA (W-CDMA), Universal Mobile Telecommunications System (UMTS); High-speed Downlink Packet Access (HSDPA), complemented by High-Speed Uplink Packet Access (HSUPA); CDMA2000 1xEV-DO and CDMA 2000 1xEV-DV. Access can be via any device (handheld computer, laptop or mobile cellular telephone etc.).	Yes	No	
4.19.8	Terrestrial fixed wireless (e.g. WIMAX, microwave)	1	2	
4.19.9	Mobile phone network (at least 3G, e.g. UMTS), via a handset, e.g. Smartphone	1	2	
4.19.10	Mobile phone network (at least 3G,e.g. UMTS) via a card or USB key (e.g. integrated SIM card)	1	2	
If "Yes" in Q4.19.1) to (4.19.10) responses, proceed to Q4.20.				
Record all Internet access services used by the educational institution (that is, allow multiple responses.				

EI 4.20	Give the breakdown of pupils/students (learners) at this education	Male	Female
	last 4 months ending 31 August 2017.		
4.20.1	Infants (ECD A – Grade 2		
4.20.2	Junior – Grade 3 - Grade 7		
4.20.3	Lower Secondary (Form 1 – Form 4)		
4.20.4	Upper Secondary (Form 5- Form 6)		
4.20.5	University		
4.20.6	Polytechnic		
4.20.7	Teacher Training College		
4.20.8	Industrial Training & Trade Testing Centre		
4.20.9	Industrial Training College		
4.20.10	Other Pupils/Students (Learners) Not Elsewhere Classified (specify)		
The structu	ure above is in line with the Zimbabwe Education System.		

			T
EI 4.21	Give a breakdown of the following staff categories at this education		
	institution who had access to the Internet by sex in the last 4 months	Male	Female
	ending 31 August 2017.		
4.21.1	Infant Class Teachers		
4.21.2	Junior Class Teachers		
4.21.3	Secondary School Teachers excluding School Head and Deputy Head		
4.21.4	Deputy Head (Classed)		
4.21.5	Deputy Head (Non-Classed)		
4.21.6	School Head (Classed)		
4.21.7	School Head (Non-Classed)		
4.21.8	University and Higher Education Teachers		
4.21.9	Post-Secondary Teaching and Research Assistants		
4.21.10	Other Teaching Professionals (Special Needs Teachers, Education		
	Counsellors- Non Classed, Other Arts Teachers, etc.		
4.21.11	Manpower Training Officers		
4.21.12	Technicians		
4.21.13	Other Non-Teaching Staff		
Note: IC	T Teachers/Trainers, Music and Sports Teachers fall under category	4.21.10.	

Note: A	website is Internet based.			
EI 4.22	I 4.22Did this education institution have a website in the last 4 months ending 31 August 2017?Yes .			1
	Circle the appropriate response code	e the appropriate response code No …		2
Location o beginning Java) read	n the World Wide Web identified by a web address. Collection of web files on a particula ile called a home page. Information is encoded with specific languages (Hypertext mark-up able with a web browser, like Netscape's Navigator or Microsoft's Internet Explorer.	ar subject th language (nat incl HTML)	udes a , XML,
	This question is asked education institutions who responded "No" 4.18.	in Quest	ion E	I
EI 4.23	What were the reasons for this education institution not having Internet a months ending 31 August 2017? (<i>Allow multiple responses</i>)	access in	the la	st 4
	Reason		Yes	No
4.23.1	Do not need the Internet (not useful, not interesting, lack of local content)		1	2
4.23.2	Have access to the Internet elsewhere		1	2
4.23.3	Lack of confidence, knowledge or skills to use the Internet		1	2
4.23.4	Cost of the equipment is too high		1	2
4.23.5	Cost of the service is too high		1	2
4.23.6	Privacy or security concerns		1	2
4.23.7	Internet service is not available in the area		1	2
4.23.8	Internet service is available but does not correspond to the education institution (e.g. quality, speed)	needs	1	2
1				
4.23.9	Cultural reasons (e.g. exposure to harmful content)		1	2

EI 4.24	Did this education institution have access in the last 4 months ending 31 Aug following devices for <u>pedagogical</u> purposes?	ust 2017 t	to the		
4.24.1	4.24.1 Digital Reader A portable device to read books, newspapers, etc., on screen		1		
			2		
4.24.2	Interactive Whiteboard/ Multiboard: An interactive whiteboard, also known as a smartboard, is an interactive display in	Yes	1		
	the format of a whiteboard that reacts to user input either directly or through other devices		2		
4.24.3	Digital Camera A camera which produces digital images that can be stored in a computer and	Yes	1		
displayed on screen.		No	2		
4.24.4	Data Projector: A device that projects computer output onto a white or silver fabric screen that is	Yes	1		
	wall, ceiling or tripod mounted. It is widely used in classrooms and auditoriums for instruction and slide presentations.	No	2		
The equip	The equipment should be in working order in the last 4 months ending 31 August 2017.				

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SECTION E. USE OF INFORMATION AND COMMUNICATION TECHNOLOGY BY EDUCATION INSTITUTIONS

This question is asked education institutions who responded "Yes" to Access to a Computer in Question EI 4.12.

EI 5.1	How many computers at this education institution were used in the last 4 months ending 31 August 2017 in the following places?	Number
5.1.1	Computer Laboratories	
5.1.2	Classrooms/Lecture Room	
5.1.3	School Library	
5.1.4	Independent of any location because they are portable (Laptops/Tablets)	
5.1.5	In other locations that are accessible to pupils/students/learners	

The computers recorded as available are in some instances shared within the stated places of use.

This question is asked education institutions that responded "Yes" to Access to a Computer in Question EI 4.12.

EI 5.2 For which of the following computer-related activities were computers used for education purposes in the last 4 months ending 31 August 2017?

Circle the appropriate response code (Allow multiple responses)	

Code	Activity	Code	Activity
1	Copying or moving a file or folder	9	Transferring files between computers and other devices
2	Using copy and paste tools to duplicate or move information within a document	10	Writing a computer program using a specialized programming language
3	Accessing the Internet, e.g. sending e-mails with attached files (document, picture, video)	11	E-learning
4	Using basic arithmetic formulae in a spreadsheet	12	Playing games, streaming, or downloading games, images, videos or movies
5	Connecting and installing new devices (e.g. a modem, camera, printer)	13	Gamification
6	Finding, downloading, installing and configuring software	14	Data storage
7	Video Conferencing	15	Other (Specify
8	Creating electronic documents and presentations with presentation software (including text, images, sound, videos or chart)		

This is an agreed SDG indicator to measure target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

The tasks are broadly ordered from less complex to more complex, although there is no requirement for the respondent to select simpler tasks before selecting a more complex task.

This question is asked education institutions that responded "Yes" to Access to the Internet in Question EI 4.18.				
EI 5.3	5.3 For which of the following activities did pupils/students (learners) and staff at this education institution use the Internet in the last 4 months ending 31 August 2017. <i>Circle the appropriate response code (Allow multiple responses)</i>			
Code	Activity	Code	Activity	
1	Getting information about goods or services	11	Downloading software or applications (includes patches and upgrades, either paid or free of charge)	
2	Seeking health information (on injury, disease, nutrition etc.)	12	Reading or downloading on-line newspapers or magazines, electronic books	
3	Making an appointment with a health practitioner via a website	13	Participating in professional networks (LinkedIn, Xing, etc.)	
4	Getting information from general government organizations	14	Managing personal/own homepage	
5	Interacting with general government organizations	15	Uploading self/user-created context to website to be shared (text, images, photos, etc.)	
6	Sending or receiving e-mail	16	Blogging (maintaining or adding content to a blog)	
7	Purchasing or ordering goods or services(purchase orders placed via the internet whether payment was made online)	17	Posting opinions on civic or political issues via websites (e.g. blogs, social networks, etc.)	
8	Internet banking (includes electronic transaction with a bank for payment, transfers)	18	Taking part in on-line consultations or voting to define civic or political issues (e.g. urban planning, signing a petition)	
9	E-learning (learning conducted via electronic media, typically on the Internet.)	19	Using storage space on the Internet to save documents, pictures, music, video, other files (e.g. Google Drive, Dropbox, Windows Skydrive, iCloud, Amazon Cloud Drive)	
10	Consult wikis (Wikipedia), online encyclopedias or other websites for formal learning purposes (Research)	20	Using software run over the Internet for editing text documents, spreadsheets or presentations (e.g. Google Docs, Office 365	
A computer is also an important device to access and use the Internet, in particular advanced applications and services (which are usually more difficult to use on a smartphone). Moreover, there is growing evidence of the strong association between school performance and home access and use of computer.				

Activities are not mutually exclusive, that is, there is overlap between some categories.

EI 5.4	Which telephone service provider did this education institution use to make or rethe last 4 months ending 31 August 2017?	eceive calls in
	Circle the appropriate response code. Allow multiple responses	
5.4.1	ECONET	1
5.4.2	NET*ONE	2
5.4.3	TELECEL	3
5.4.4	AFRICOM	4
5.4.5	TELONE	5
5.4.6	POWERTEL	6
5.4.7	LIQUID TELECOM/ZOL	7
5.4.8	TELECONTRACT	8
5.4.9	OTHER (SPECIFY)	9

uestion is as ar Telephone	sked education in Question El 4	institutions that .10.	responded "Yes" to	Access to a Mobile
 How do you rate the network coverage at this education institution in the last 4 months ending 31 August 2017 by the following mobile network service providers? These are mobile cellular services licensed operators) Circle the appropriate response code 				
ECONET	Poor1	Good 2	Very Good3	Not available4
NET*ONE	Poor1	Good 2	Very Good3	Not available4
TELECEL	Poor1	Good 2	Very Good3	Not available4
	uestion is as ar Telephone How do you 31 August 20 These are mode Circle the approx ECONET NET*ONE TELECEL	uestion is asked educationar Telephone in Question El 4How do you rate the network31 August 2017 by the followingThese are mobile cellular serviceCircle the appropriate response codECONETPoor1NET*ONEPoor1TELECELPoor1	uestion is asked education institutions thatar Telephone in Question El 4.10.How do you rate the network coverage at this ed31 August 2017 by the following mobile network sThese are mobile cellular services licensed operators;Circle the appropriate response codeECONETPoor1Good2NET*ONEPoor1Good2TELECELPoor1Good2	uestion is asked education institutions that responded "Yes" to ar Telephone in Question El 4.10.How do you rate the network coverage at this education institution in the 31 August 2017 by the following mobile network service providers?These are mobile cellular services licensed operators)Circle the appropriate response codeECONETPoor1Good2Very Good3NET*ONEPoor1Good2Very Good3TELECELPoor1Good2Very Good3

Network Availability (how much time the mobile device detects network coverage regardless of technology)

A mobile phone signal is the signal strength (measured in dBm) received by a mobile phone from a cellular network (on the downlink).

By coverage we mean there is a signal to access telephone services, e.g. making / receiving a call, sending or receiving sms, etc.

This qu	This question is asked education institutions that responded "Yes" to Access to the Internet in			
Questic	on El 4.18.			
EI 5.6	Which telecommunication service provider did this education institution use to access	s the		
	Internet in the last 4 months ending 31 August 2017?			
	Circle the appropriate response code. Allow multiple responses			
5.6.1	LIQUID TELECOM /ZOL	1		
5.6.2	TELONE	2		
5.6.3	POWERTEL	3		
5.6.4	DANDEMUTANDE	4		
5.6.5	AFRICOM	5		
5.6.6	AFRICA ONLINE	6		
5.6.7	ECONET	7		
5.6.8	NET*ONE	8		
5.6.9	TELECONTRACT	9		
5.6.10	TELECEL	10		
5.6.11	AQUIVA	11		
5.6.12	APTICS	12		
5.6.13	iWAY AFRICA	13		
5.6.14	YO AFRICA	14		
5.6.15	ZARNET	15		
5.6.16	PECUS	16		
5.6.17	OTHER (SPECIFY)	17		
This qu	restion does not restrict us to one type of telecommunication license but includes	service		
provide	providers that are not licensed by POTRAZ. The licensed operators provide data and Internet services.			

This question is asked education institutions that responded "Yes" to Access to the Internet in Question EI 4.18.			
EI 5.7	How do you rate the speed of the Internet service available at this education institution in the last 4 months ending 31 August 2017 from your main Internet Access Provider?		
	Circle the appropriate response code		
	Very slow	1	
	Slow	2	
	Fast	3	
	Very fast	4	
This qu	This question is interested in how you perceive the service from your main Internet Access Provider.		

This qu	This question is asked all education institutions.			
EI 5.8	Give the breakdown of pupils/students (learners) at this education institution who were in ICT-related fields by category and sex in the last 4 months ending 31 August 2017.	Male	Female	
5.8.1	Infants (ECD A – Grade 2			
5.8.2	Junior – Grade 3 - Grade 7			
5.8.3	Lower Secondary (Form 1 – Form 4)			
5.8.4	Upper Secondary (Form 5- Form 6)			
5.8.5	University			
5.8.6	Polytechnic			
5.8.7	Teacher Training College			
5.8.8	Industrial Training & Trade Testing Centre			
5.8.9	Industrial Training College			
5.8.10	Other Pupils/Students (Learners) Not Elsewhere Classified (specify)			

ICT-related fields include programmes covering any of the following four fields of education and training:

Audio-visual techniques and media production, i.e. techniques and the acquisition of skills to produce books, newspapers, radio/television programmes, films/videos, recorded music and graphic reproduction with ICT.

Computer science, i.e. design and development of computer systems and computing environments. It includes the study of the design, maintenance and integration of software applications.

Computer use, i.e. using computers, and computer software and applications for different purposes. Courses are generally of short duration.

Electronics and automation (engineering and engineering trades), i.e. planning, designing, developing, maintaining and monitoring electronic equipment, machinery and systems. It includes designing computers and equipment for communication.

This qu	estion is asked all education institutions.			
EI 5.9	Give a breakdown of the following staff categories at this education institution who were in ICT-related fields by category and sex in the last 4 months ending 31 August 2017.	Male	Female	
5.9.1	Infant Class Teachers			
5.9.2	Junior Class Teachers			
5.9.3	Secondary School Teachers excluding School Head and Deputy Head			
5.9.4	Deputy Head (Classed)			
5.9.5	Deputy Head (Non-Classed)			
5.9.6	School Head (Classed)			
5.9.7	School Head (Non-Classed)			
5.9.8	University and Higher Education Teachers			
5.9.9	Post-Secondary Teaching and Research Assistants			
5.9.10	Other Teaching Professionals (Special Needs Teachers, Education Counsellors- Non Classed, Other Arts Teachers, etc.			
5.9.11	Manpower Training Officers			
5.9.12	Technicians			
5.9.13	Other Non-Teaching Staff			
Note: IC	Note: ICT Teachers/Trainers, Music and Sports Teachers fall under category 5.9.10.			

SECTION F: EXPENDITURE ON ICT EQUIPMENT AND SERVICES BY EDUCATION INSTITUTIONS EI 6.1 How much did this education institution spend on ICT equipment and services during the last 12 months ending 31 August 2017? (1st September 2016 – 31 August 2017) Please write values in figures to the nearest dollar. Annual amount spent on ICT equipment (Value in US\$) US\$ 6.1 (a) Desktop Computers, Laptops, Tablets, E-Book Readers, etc. 6.1.1 6.1.2 Network Hardware (e.g. cables, servers, routers, switches, etc.) Mobile cellular telephone handsets, CDMA handsets 6.1.3 Decoders, Satellite Dishes, Aerials, etc. 6.1.4 Television Sets, Radio Sets, Two-Way Radios, MP3 or MP4 players/ CD players, etc. 6.1.5 Whiteboards, Video Streaming Hardware, PA Systems & Wireless Microphones, etc. 6.1.6 6.1.7 Printers, Photocopiers, Scanners, Visual Display Units, etc. Telephone-Answering machines, Telefax equipment, radio-telephones 6.1.8 Computer software packages 6.1.9 Calculators 6.1.10 Photographic equipment, Toners, Ink and other consumables, 6.1.11 6.1.12 Other equipment (Specify) Total

em	Donor	Quantity	

6.1 (b)	Annual amount spent on ICT services (Value in US\$)	US\$
6.1.13	Installation of equipment and subscription costs, e.g. DStv	
6.1.14	Hiring of ICT equipment (Computers, Projectors, etc.)	
6.1.15	Hiring of Audio-visual equipment (PA System, Video Cameras)	
6.1.16	SIM Cards, Dongles, Flash Disks, Memory Cards	
6.1.17	Internet charges and connection services	
6.1.18	Fixed telephone charges	
6.1.19	Post-Paid/Contract Phones Charges	
6.1.20	Repair of ICT equipment/devices	
6.1.21	Postal and courier services	
6.1.22	Pre-paid airtime charges	
6.1.23	Other services (Specify)	
Total		

The 1999 UN Classification of Individual Consumption According to Purpose (COICOP) is used as the basis of the classification presented above and to define the scope of ICT goods and services.

SECTION G: CONTACT DETAILS

Please provide the name and address of person to whom any queries regarding this questionnaire may be addressed:

Name:Prof./Dr./Mr./Mrs./Ms:
Position:
Fixed Telephone Numbers:
Mobile Phone Numbers:
Email Address:

SECTION H: DECLARATION

I certify that the information contained in this form is substantially correct and complete to the best of my knowledge.

Name of Signatory:.....
Designation:....
(e.g. Principal, Head, Administrator, Dr, Matron, Sister-in-Charge, Charge Nurse, Bursar, Accountant)
Signed:....
Date:....

THANK YOU FOR COOPERATION

We invite your comments/suggestions below. Please be assured that we will review all comments/suggestions with the intent of improving the quality of the Census.

.....

.....

.....

ZIMBABWE NATIONAL STATISTICS AGENCY (ZIMSTAT) PROVINCES CONTACT DETAILS:

MANICALAND	MASHONALAND CENTRAL	MASHONALAND EAST
ZIMSTAT, Box 606,Mutare	ZIMSTAT, Box 322, Bindura	ZIMSTAT, Box 680
Phone No: 020-62645 or 62526	Phone No: 0271-6749 or 7551	Marondera
Physical Address	Physical Address	Phone No: 0279-23125 or 23032
Government Offices, 1 st Floor	Mutungagore Government Offices,	Physical Address
Robert Mugabe St. MUTARE	Ground Floor	Government Offices, 1 st Floor
E-mail: tchitsamba@zimstat.co.zw	Thurlow Avenue, BINDURA	2 nd Street MARONDERA,
manicaland@zimstat.co.zw	E-mail: ttaongai@zimstat.co.zw	E-mail:
	mashcentral@zimstat.co.zw	masheast@zimstat.co.zw
		btambaoga@zimstat.co.zw
MATABELELAND NORTH	MATABELELAND SOUTH	MIDLANDS
ZIMSTAT, Box 267, Hwange	ZIMSTAT, Box 230, Gwanda	ZIMSTAT, Box 269, Gweru
Phone No: 0281-23143	Phone No: 0284-22565/7	Phone No: 054-224215/223384
Physical Address	Physical Address	Physical Address
DA's Offices	1 st Floor, New Government Complex	DA,s Offices,
Coronation Drive, HWANGE	4 th Avenue and Queen Street, GWANDA,	42 Lobengula Avenue, GWERU
E-mail: tmhlanga@zimstat.co.zw	E-mail: tngwenya@zimstat.co.zw	E-mail:
	matsouth@zimstat.co.zw	azinhumwe@zimstat.co.zw
		midlands@zimstat.co.zw
HARARE PROVINCE	HARARE HEAD OFFICE	BULAWAYO
ZIMSTAT, Box CY342, Harare	ZIMSTAT, Box CY342, Harare	Postal Address:
Phone No: 04-703727	Phone No: 04-706681-8	ZIMSTAT, Box 2111, Bulawayo
Physical Address	Physical Address	Phone No: 09-71245
Makombe Complex	20 th Floor Kaguvi Bldg.	Physical Address
Cnr Harare St/ Herbert Chitepo Ave,	Cnr. 4 th St. / Central Ave. Harare	2 nd Floor, Magnet House
HARARE	E-mail: info@zimstat.co.zw	Cnr Main St/ 10 th Avenue,
E-mail: pdeve@zimstat.co.zw		BULAWAYO
harare@zimstat.co.zw		E-mail: Imutizwa@zimstat.co.zw
		bulawayo@zimstat.co.zw
MASHONALAND WEST	MASVINGO	
ZIMSTAT, Box 652, Chinhoyi,	ZIMSTAT, Box 870, Masvingo	
Phone No: 067-22732 or 22432	Phone No: 039-262827 or 262256	
Physical Address	Physical Address	
Room 22, Ground Floor	Public Construction Building	
Seven Heroes Building, CHINHOYI, E-	Room 111/112 Chrome Rd, MASVINGO.	
mail: mashwest@zimstat.co.zw	E-mail: masvingo@zimstat.co.zw	
Imapondera@zimstat.co.zw		
	dmanjengwa@zimstat.co.zw	

END OF QUESTIONNAIRE

For Office Use Only

Interviewer's Name:	 Date:	
Team Leader	 Date	
Field Supervisor	 Date	
Filed By	 Date	

Coding and Data Entry				
Edited/Coded By	Data Entry By	Data Entry Verification By		
Name	Name	Name		
Section	Section	Section		
Signature	Signature	Signature		
Date	Date	Date		

ICT Access and Use in Education Institutions Questionnaire, 2017

Zimbabwe National Statistics Agency

P.O. Box CY 342

Causeway, Harare

Zimbabwe

Telephone: 263-4-706681/8 or 263-4-703971/7

Fax: 263 4 762494

Email: transinfrastructure@zimstat.co.zw

Website: www.zimstat.co.zw

ICT Access and Use in Education Institutions Questionnaire, 2017