UNIVERSITY OF ZIMBABWE

AFRICAN LANGUAGES RESEARCH INSTITUTE
(ALRI)

REPORT ON THE RETREAT TO REVIEW
THE ALLEX PROJECT

KADOMA, 21-27 SEPTEMBER 2003

Edited by

HERBERT CHIMHUNDU

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A. EXECUTIVE SUMMARY

During the last ALLEX Project Planning and Training Workshop that was held from 20-31 January 2003, the ALLEX Project Research Team prioritised its work as sub-projects in three areas as follows:

a) on-going expansion of the Shona Corpus and the Ndebele Corpus:

b) on-going Digitalising of Oral Data recorded during fieldwork in previous years to create Sound Databases in Shona and in Ndebele; and

c) Lexicography to compile the following:

      i.   a trilingual Musical Terms Dictionary in Shona, Ndebele and English;
      ii.   an Advanced Ndebele Dictionary;
     iii.   a Shona Children's Dictionary
     iv.   a Dictionary of Shona Linguistic and Literary Terms;
      v.   a Revised Edition of the first ALLEX Shona dictionary *Duramazwi reChiShona* (1996); and
     vi.   a Dictionary of Shona Biomedical Terms.

In all the three areas and the six lexicography sub-projects, progress has been slow in 2003. Apart from the manuscript of the Dictionary of Shona Biomedical Terms, which has now been completed and submitted to the publisher, we are not likely to meet our targets for the year because:

There have been several disruptions to our work caused by repeated and protracted work stoppages over salaries at the University of Zimbabwe.

The prevailing climate of severe economic hardships affected both staff morale and output as individual staff members routinely wasted many working hours searching or queuing for basic commodities, fuel, transport or cash.

Researchers spent some weeks in July and August conducting fieldwork and outreach activities in very difficult circumstances.

Because ALRI is a new unit most of whose staff were recruited at about the same time, five researchers were due for Contact Leave in 2003 and they all went away for periods of one month each.

Research staff in all grades travelled to regional and international conferences, which is a good thing in itself but it still takes away time from the workstation.

Three researchers resigned and left the country during the course of the year.

One of the two Data Entry Operators was suspended for about five weeks from 14 June to 21 July for absenteeism.

The Student Affairs Department was not able to provide funds for recruitment of Student Research Assistants.

By August, it had become clear that our ambitious Work Plan for 2003 could not be fulfilled and a week-long Retreat was held at Kadoma from 21-27 September to review the whole situation, re-prioritize projects and work out strategies to catch up on time lost for each sub-project and the work that was remaining in ALLEX Project Phase 3 (2002-06) as a whole. This Report on the Kadoma Retreat will be submitted to NUFU through Ms Oddrun Grønvik, the ALLEX Project Academic Co-ordinator at the University of Oslo. Very brief reports similar to this Executive Summary have already been submitted to both the UZ-NUFU Oversight Committee and the ALRI Board of Management. The most important recommendations and proposals that were made at Kadoma are:

Changing deadlines and extending the duration of one of the sub-projects listed above beyond the current agreement period (2002-06).

Deferring to 2004 some fieldwork and outreach activities so that members of staff who are currently in post can concentrate on specific documentation tasks in the individual sub-projects from their work stations at ALRI premises.

Urgent recruitment and training of new staff to replace those who have left.

Immediate recruitment of Student Research Assistants to be assigned to the various sub-projects and to be paid directly by the ALLEX Project.

All four may be considered to be the agreed survival strategies that are needed to keep the ALLEX research programme on track.

Decisions on individual sub-projects and specific programme activities and recommendations made on deviations may be summarised as follows:

- Extend completion date of the AND beyond the terminal date for Phase 3 and set 2008 as the new publication date.
- All the other sub-projects can be completed by 2006 if we adopt the strategies and decisions made at Kadoma and then stick to them.
- Adjustments have to be made when annual work plans are drawn up for 2004, 2005 and 2006 so that the plans conform to the revised schedules for the SCD, SMTD, NMTD, SLLT and DRC 2nd Edition.

- The SMTD and NMTD may have to be published as two separate volumes and not necessarily at the same time.
- The original completion dates and the new deadlines that were agreed for all the sub-projects are: AND 2005   2008, SCD 2005   2006, DRC 2005   2005 (no change),   NMTD & SMTD 2003   2004, SLLT 2003   2004, MEDICOM 2002   2003.
- When recruiting for new Research Fellows and Staff Development Fellows, the realities on the ground must be accepted, i.e. several ALLEX trained personnel have left the country or are in teaching positions in the Department of African Languages and Literature. New people appointed in ALRI will need to be trained on the job. Therefore, advertisements for vacant posts should state the requirements as basic and relevant academic qualifications by area but drop reference to experience in computer aided lexicography or corpus linguistics or linguistic fieldwork. On the job training must be offered to the successful applicants by ALRI itself in all of these specialist areas.
- Since no MA scholarships are budgeted for in ALLEX Phase 3, we must budget for stipends for a sufficient number of Research Assistants (RAs) for 18-24 months each for two academic years each within the period 2004-2006. Then we will hire the same number of registered MA and MPhil students as RAs to do ALLEX work and sponsor them in their studies by paying monthly stipends.
- In both the recruitment and sponsorship arrangements, give special preference to Honours graduates in Linguistics and in African Languages who have worked at ALRI as part-time Student Research Assistants and, in particular, Midlands State University students who have impressed while on attachment at ALRI.
- Budget more money for the outreach and fieldwork programme in order to: (a) have more seminars at more centres around the country; (b) increase the periods spent in the field in order to have some time to actually conduct some research and collect new data rather than just hold seminars and consultative meetings; and (c) make it possible to retain the interest and involvement of the college lecturers and school teachers who have already joined the reference groups for the different ALLEX sub-projects by involving them more and compensating them.

As further justification for the above strategies, five observations that have a bearing on output in 2004 have to be made as follows:

1. The main problems that we have been contending with in 2003 have to do with the general situation in the country and that situation is not only beyond our control but it is also likely to continue for some time.

2. ALRI is a new unit and staff development training is on-going, even for staff already in post. Currently, all the academic staff except the Director are registered for DPhil or MPhil, and two of the Research Fellows will actually be going to the University of Oslo in January 2003 for doctoral studies in a sandwich programme.

3. The full-time core staff at ALRI is too small for the research that has to be done in each language. The part–time researchers we used to draw from relevant teaching departments are no longer active in the ALLEX Project because they are overwhelmed by teaching commitments in their own departments.

4. The recruitment process at the UZ is notoriously slow. So it will take a long time to get replacements for the staff that we have lost. Even then, the new replacements will still need special in-house training before they can find their rhythm at the Institute. At the same time, they will also want to study for higher degrees.

5. ALLEX is **the** major research programme that is currently being undertaken at ALRI. ALRI itself was set up in year 2000 primarily to institutionalise the work that was initiated and carried out by the ALLEX Project in lexicography and in corpus building and maintenance during the 1990s. However, as a permanent non-faculty unit , the Institute has a wider mandate in the national context, which is reflected in the mission statement

   > **To research, document and develop Zimbabwean indigenous languages in order to promote and expand their use in all spheres of life.**

   So far, the work of the Project has been in the two main languages, Shona and Ndebele. A major expectation now is that ALRI will also pay serious attention to the minority languages. A start has already been made by two Research Fellows who have opted for research topics on Kalanga and Nambya for their DPhil dissertations and by one Staff Development Fellow who is researching on a topic on Kalanga for his MPhil dissertation. Another SDF who had registered a research topic on Tonga for the MPhil programme resigned and left in August.

All of the above notwithstanding, the remaining ALRI staff are committed to advance the research programme of the ALLEX Project. Pace and output are likely to be reduced through 2004 but there is no danger of the Project actually collapsing in Phase 3. The retreat that was held at Kadoma was intended to provide ALRI staff with time for reflection and for a general review of its activities in order to produce a workable programme in the given circumstances. To that extent, this report may be read both as a status report on and as a road map for ALLEX in especially difficult circumstances that were not anticipated when the sub-projects for Phase 3 were planned originally. Subject to the approval of the proposed deviations by our research collaborators at the University of Oslo and by our sponsors NUFU, the researchers at ALRI intend to use this report as the basic reference for our annual planning at project, sub-project and individual researcher levels for the years 2004, 2005 and 2006. For a start, the work plans for 2004 must be finalised in January based on the programme that is described in this report. This can be done either at the regular annual planning and training workshop scheduled for 26-30 January 2004 or at a special follow-up workshop or retreat during the same month to be attended by the participants who were at the 2003 retreat.

During that retreat, detailed status reports were given and decisions on the way forward were made for each one of the sub-projects listed in (a) to (c) above. These individual reports are given in sections B.3 and B.4 of the General Report below. After the status reports on sub-projects, a series of special reports are given in sections B.5 to B.7. These special reports cover a whole range of issues and activities: fieldwork and outreach activities, contact visits and conference participation by individual ALRI researchers, studies for higher degrees, expansion of the research programme to include minority languages, the setting up of the ALRI library and computer lab, IT support services, general infrastructure and equipment, dissemination and promotional activities, funding and fundraising. Presentation of each of these special reports was similarly followed by discussion which is captured at the end of the relevant section, together with the decisions and recommendations that were made.

B. **GENERAL REPORT**

1. Introduction

The general report is a full description of the business that was done throughout the retreat. The overview by the Institute Director, which is given in B.2, was intended to foreground the sessions that were held throughout the week. This general review gives the background to the retreat and explains its purpose. It is then followed by detailed reports on the status of all the sub-projects that were presented by individual project coordinators who are responsible for the projects. The discussion that followed each presentation and the recommendations and decisions that were made are given at the end of the relevant section for each sub-project. The reports on the sub-projects are grouped in two categories, each of which forms a separate section. Seven sub-projects in Lexicography are described in section B.3 while four sub-projects on Oral Collections are described in section B.4.

In section B.5.1 the two Team Leaders give reports on the 2003 fieldwork and outreach programme which was conducted by the Shona Lexicographic Unit (SLU) and by the Ndebele Lexicographic Unit (SLU) respectively. In sections B.5.2 to B.5.4, individual staff members give their reports on the contact visits they made, the conferences that they attended and the progress they made with registration or and study for higher degrees.

The next two sections, B.6 and B.7, contain special reports by technical, support and administrative staff whose services are essential for the operations of ALLEX at ALRI. Mrs Caroline Rioga, the Special Collections Librarian, who is also a member of the ALRI Academic Board's Library Committee, first reports in B.6.1.1 on her visit to the University of Oslo as an ALLEX Guest Researcher. Then, in B.6.1.2, she makes a proposal on the type of access that would be suitable for ALLEX materials in the proposed ALRI Library and Archive. In the next section 6.2, Justice Chikomwe, Part-time IT Consultant at ALRI, presents two reports with inventories, one on existing computer equipment in the Institute's offices (6.2.1), and another on the new computers that have been set up in the training lab (6.2.2), together with hints on security routines from individual work stations in the offices of ALRI staff and recommendations on uses of the new computer lab.

Special reports by three senior administrators then follow. In 7.1, the Acting Bursar. Mr Edward Dhlamini, outlines the UZ Financial Regulations and Procedures, with particular reference to donor funds. Then in 7.2, Mrs Orbertina Matoushaya follows up with guidelines on the administration of specific funds in general terms and in relation to particular agreements between the donor and the UZ. In 7.3, Mr Jonas

Dimairo winds up this section with a status report on furniture and equipment for training purposes, highlighting requirements that are yet to be fulfilled.

Section 8 captures the discussions and decisions that were made during a special business meeting on a whole range of issues, from the production and updating of new promotional materials for the Institute (brochure and newsletter), the dissemination of information about our work (websites and internet) and research findings (journal articles and conference papers), to reviewing of the budget, staffing and guest research visits, and to the expansion of the research programme to cover more minority languages, including a special report on preparatory work for a Shangaan project.

The General Report is rounded off in section 9 where the participants take a look into the future, beyond ALLEX Phase 3 (2002-06), and make a series of decisions and recommendations on current and future projects (9.1 and 9.2), on staff development and training (9.3), and on funding and fundraising (9.4). Despite the especially difficult circumstances which are acknowledged by all the participants, this concluding section (9.1-9.4) highlights the positive note on which the retreat ended. The participants, who were mostly ALRI staff, are determined to carry on regardless and to fulfill their mission. One hopes that the group that remains will be able to recruit and train more members. One also hopes that better days shall return soon to Zimbabwe because the problems currently being experienced at ALRI and the UZ are only symptoms of bigger national problems. In the meantime, the core group of ALRI members needs encouragement and support.

2. Director's Review of the General Situation in ALLEX Phase 3

Introductory Remarks

The purpose of the retreat was to look at all aspects of the ALLEX Project and to decide how to keep all its sub-projects on track and how to maintain the Project's position as the flagship in the UZ-NUFU Programme. In his presentation, the Director gave a general review that touched on the following:

> a)   Background and current projects;
> b)   The purpose of the retreat;
> c)   ALLEX as a flagship from a number of angles;
> d)   Why ALLEX is a flagship;
> e)   Current economic and political situation;
> f)   ALRI's research agenda;

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g)   Strategies to maintain the Institute's research agenda.

Background and Current Projects

The Director started by giving a background of the ALLEX Project since its formation in 1992. He described ALLEX Phases 1 and 2 as having been a huge success. He also gave an outline of the current ALLEX sub-projects being undertaken by the Institute, which are listed below:

Shona Children's Dictionary (SCD);
Advanced Ndebele Dictionary (AND);
Shona Musical Terms Dictionary (SMTD);
Ndebele Musical Terms Dictionary (NMTD);
Shona Dictionary of Linguistic and Literary Terms (SLLT);
Shona Dictionary of Biomedical Terms (MEDICOM);
Revision of *Duramazwi reChiShona* (1996) (DRC2).

All these seven sub-projects are in progress and are expected to be completed within their deadlines during Phase 3, i.e. by the end of Phase 3 in 2006. In addition, there are two other sub-projects that the ALLEX Project has had to defer from previous phases and now also need to be done, namely:

Mathematics Dictionary (in Shona and in Ndebele);
Zimbabwe Sign Dictionary (for the hearing impaired).

Since its inception, the ALLEX Project has concentrated on basically three things: (a) producing practical language reference works through sub-projects such as the ones listed immediately above; (b) to build and maintain a national language resource in text, sound and electronic forms for future use by researchers with divers specialist interests; and (c) to train locals to the highest levels and to transfer expertise in order to build local capacity to build upon and carry on with all this work independently as a permanent activity. Therefore, training and competence building had been built into the ALLEX Project right from the beginning and many people had been trained on the job and at MA and PhD levels. However, MA scholarships are no longer offered by ALLEX but training at PhD level was continuing in a sandwich programme. Two PhD candidates, Mr E Chabata and Mr L Khumalo, will be leaving for Oslo in January 2004 while Ms N Mpofu will be going to Oslo in November 2003 to prepare for re-submission of her application for the same programme. On Data Entry Operators, the Director made it clear that they are part of the researchers in the sense that their work is research related. He said it was agreed in 1997 that DEOs should

also be considered to go as Guest Researchers to Oslo when one DEO, Ms Sihle Moyo, had in fact been earmarked for such a visit, but so far this had not materialized because of various reasons. This issue can be revisited when funds become available.

Purpose of the Retreat

The Director elaborated on the purpose of the retreat by explaining that it had become necessary to get away from ALRI premises for a while to examine the whole situation closely and make decisions on what needed to be done. Generally speaking work at ALRI was being hampered by factors beyond our control. Output in ALLEX had declined because of economic factors which forced staff to spend a lot of time queuing for cash, fuel and basic commodities. The current situation at the UZ campus is demotivating because of continuous salary disputes between the University of Zimbabwe and its employees leading to work stoppages which impact negatively on our work. We do not want to face a situation whereby we will fail to meet our targets, hence the need to have a retreat and map the way forward despite the challenges we are currently facing. Given all these problems, we felt that we needed to get away from all these problems for a while and find some place where the environment is good in order to concentrate and come up with a comprehensive status report and survival strategies for the Institute.

The Institute has lost 4 researchers in less than 12 months. All four have resigned and left the country. There was now an urgent need to recruit new members to replace them and to find other strategies in order to compensate for those who have left. Two members who left are from the Ndebele team while two are from the Shona team. The NLU is the most affected, taking into consideration the fact that Mr Khumalo will be leaving for his PhD studies to be undertaken in Oslo in January 2004 whereas Mr Ncube is a full-time SDF. One part-timer, Mr T Dube, has also left the University creating yet another gap which needs to be filled. This will adversely affect progress on Ndebele projects. In order to keep the unit going, to make sure projects are progressing and to meet the deadlines, there is need for urgent recruitment and for adoption of other more immediate and short-term arrangements to maintain output at ALRI.

How do we Keep the Unit Operating under these Very Difficult Conditions?

There should be individual and collective commitment regardless of the prevailing harsh economic conditions. We should have foresight and start preparing for next year and make sure that we send a mid-term reports for 2003 to Oslo on progress made on current projects. If we are forced to shelve some projects in Phase 3, then this should be reported to our counterparts in Oslo. We should be able to plan

accordingly at the end of this retreat and make sure that all problem areas are dealt with and solutions found. Now that we have a computer lab, we should also have a plan of what we are going to use it for. One such use could be the training of part-timers to assist us in tasks such as data inputting in order to accelerate the pace of the work of our shrinking team, especially in 2004. This was referred to the Business Meeting on Thursday.

Flagship

The ALLEX project has been running since 1992. The first two phases were very successful. The Project is now housed in ALRI. It should be noted that, in institutional terms, there is no ALLEX without ALRI and there is no ALRI without ALLEX. However, ALRI is bigger than ALLEX because ALRI is now an independent Institute and ALLEX is the main project in ALRI. ALLEX is wholly funded by NUFU. A series of evaluation reports have described ALLEX as the flagship in the NUFU-UZ programme. By all accounts, ALLEX has been the most successful project in this programme. This rating has been earned and maintained through hard work that has been sustained over a whole decade by a team of relatively young and very committed researchers with diverse backgrounds. We have to continue to work very hard to maintain our rating and status.

Reasons for Success

a) Compatible leadership which is able to give direction and operate in a variety of complementary roles (i.e. UZ and UO Coordinators plus SLU and NLU Team Leaders).

b) Commitment of the researchers and love for their languages.

c) Commitment of all staff to their careers and training.

d) Experience and exposure gained through ALRI work helps to develop their careers very quickly.

e) Even though we have lost 4 researchers within 12 months, the remaining members are very committed in seeing all the current projects completed by the end of Phase 3.

f) The open and democratic manner in which decisions are made, i.e. collective decision making and task sharing.

g) We plan together in January and then you have your work plan to follow throughout the year.

h) There is an inter-relationship between various projects, and between allocation of tasks and a quiet way of training leaders, e.g. Team Leaders, Corpus Managers, Dictionary Editors.

i) ALRI is now regarded as a Centre of Excellence regionally, especially judging by the impact at conferences where our members present their papers.

Positives at ALRI

Despite all the negative things about the University of Zimbabwe, there are some positives at ALRI which need to be mentioned:

- Well trained researchers.

- Good infrastructure.

- Good offices and garden.

- Good IT infrastructure with Internet, E-mail, LAN, WAN.

- Support from the UZ Library.

- Maximum support from the University Administration.

- Good working relationship with the government.

- Tremendous support from the community.

- All in all, arguably the best working environment at UZ.

The most important thing to remember is that this environment is built and maintained by ALRI staff themselves. So are all these working relationships.

Negatives that need to be Addressed

a) Output is at its lowest because colleagues are resigning and leaving for greener pastures, and the ones that remain are operating in a very harsh economic environment.

b) The salaries are so low that they are hardly adequate for basic subsistence. Staff are compelled to find other things to do in order to supplement their official incomes.

c) Harsh economic conditions are forcing researchers to spend most of their time in queues for cash, fuel and basic commodities, thereby reducing productivity.

d) Sometimes some of us view the Oslo team as inspectors but we should understand that they have more expertise and experience than ourselves, they are the trainers in ALLEX, they are trying to maintain their good names back in Norway and they help us to keep our projects running within the time limits that we set together. We should understand that they are our research partners, hence the need to accommodate each other.

ALLEX Phase Objectives

The ALLEX Project is a longitudinal (long-term) research project that can go on forever because there will always be need for the type of works that it produces. The main differences between ALLEX Phases 1 & 2 (1992-2001) and Phase 3 (2002-2006) are that:

1. The work during ALLEX Phases 1 & 2 was mainly focused on producing dictionaries.

2. Phase 3 is aimed at creating study collections or research materials to be used as a research package for the production of more dictionaries, corpora/corpus collections, grammatical parsers and many other products and services.

The aims of ALRI should now be to

- Remain a centre of excellence nationally, regionally and internationally.

- Make dictionaries less important but part of our collections.

- Create study collections for a study centre, accessed physically and electronically through the internet.

- Build a resource centre that will make people come, look at materials and study.

- Set up an archive and library for people to come and use and also to learn from us.

- Create and expand sound databases to produce more language resources for researchers.

- Create opportunities for career development and better incomes for our own staff and trainees.

- To position ourselves to train other individuals and teams of researchers for other language communities.

What all this means is that:

- Text is to be processed in such a manner that it will be reusable for specialist purposes such as producing dictionaries.

- In this phase dictionaries only become products of our research but not the only activity or main focus.

- We should get to a position where we no longer send people to Oslo for training and project tasks but instead become specialist consultants ourselves and use the expertise that we acquired through training in Oslo and working in Harare on ALLEX Projects.

- We should change the role of our research partners from Oslo from trainers and supervisors to collaborators both in research and in training.

Way Forward

- Some members proposed the extension of some projects beyond 2006. This they said was necessitated by resignations and prevailing economic conditions.

- It was agreed that there is need to secure individual commitment through better incentives such as supporting contact visits, guest researcherships and more funding for conferences.

- Recruit more part-time researchers and student research assistants to work on specific areas of importance within various projects in order to make sure that the deadline of 2006 is met or adjusted realistically and that quality work is produced.

- When it comes to guest researcherships, conferences and research visits, we should not just do simple turn taking but we should prioritize projects at critical stages of their development or and those that are nearing completion.

- It was also agreed that researchers should be rewarded for their commitment. However, this item was referred to the Business Meeting on Thursday.

- The issue of production having gone down because of fuel queues was also referred to the Business Meeting because most researchers felt that there was something the Institute could do to alleviate the problem and the example of CASS (Centre for Applied Social Sciences) was given.

Professor Chimhundu winded up the session by urging members to debate the issue of strategizing in order to keep ALLEX Phase 3 going and coming out with its products according to plan or with reasonable adjustments.

3. Reports on Lexicography Sub-projects

3.1 Advanced Ndebele Dictionary (AND)   -- L. Khumalo

Introduction

During the Planning and Training Workshop that was held from the 20th -31st of January 2003, the AND team comprised of Mr. L. Khumalo and Mr. M. Maphosa as full-time members of the team, and Mr. S. Hadebe, Mr. T. Dube, Mr. T. M-Ndlovu and Miss K. Dube as part-time members, while Mr. C. Ncube worked particularly with the Musical Terms Dictionary project.

Style Manual and Metalanguage List

The AND team had set up a sub-committee to revise the style manual, which was written by Mr. L. Khumalo and submitted to Ms O. Grønvik on the last day of the workshop. The sub-committee was also tasked to write up the Metalanguage list. The sub-committee comprised of Mr. S. Hadebe, Mr. M. Maphosa and Miss K. Dube. The style manual was revised and finalized by the end of April. The team leader sent it to Ms O. Grønvik on the 13th of May 2003. However, no work was done on the AND metalanguage list.

AND Databe

The AND database was set-up and was in place by the end of March 2003.

Tone Marking

After resolving to mark tone during the planning and training workshop, the team started to have some doubts about whether to go ahead and mark tone in the AND. The members debated further and finally resolved to mark tone. The member responsible for marking tone is Mr. L. Khumalo. He has since marked tone on 206 headwords in the AND database.

Headword Selection

All the members of the team were supposed to do headword selection including, according to my schedule, Mr. C. Ncube. The target was to find 15 000 new headwords by the end of 2004. It was calculated that each member should enter about 100 new headwords per week.

However, only Mr. L. Khumalo has entered 132 headwords. No other member has entered a single headword, although Mr. M. Maphosa reported that he had compiled a list of headwords to be entered in the database. This is a very low figure compared to the target the team set for itself in January 2003.

Latin names for animals and plants were not entered. The 3000 to 4000 headwords that could not be defined in the ISN were also not entered.

Revision of the ISN

The revision of the *Isichazamazwi SesiNdebele* (ISN) was completed in August 2003. Mr. Maphosa was leading a team of three Student Research Assistants in this exercise. They discovered a lot of mistakes which included the following:

- Incorrect definitions
- Wrongly spelt headwords
- Wrongly spelt cross-references
- Wrong agreement markers in the definitions
- Vague definitions
- Typographical errors.

Mr. Maphosa was in the process of writing a detailed report on the findings of the SRAs. The team will have to re-allocate the task as this exercise is very important since the ISN formed the basis for the AND; hence the need to correct all the mistakes.

Corpus Expansion

By January 2003, 46 transcribed books were awaiting encoding. Now only 5 transcribed books are left and this exercise should be complete by the end of the year as was projected in January. Of the fifteen books which were being processed by the researchers, seven are still to be completed. This exercise should also be complete by the end of the year.

On scanning the Ndebele bible, Dr C-E Ore had promised to contact a former colleague of his at King's College and to ask for a Ndebele version of the old Ndebele Bible since the Bible Society in Zimbabwe could not help us.

It was resolved in January that there will be no further full-scale fieldwork for the AND before existing corpus materials have been processed and stored properly. The exercise is continuing according to plan with the DEO, Ms C. Nyathi, doing a commendable job. However, with the departure of the corpus manager, processing of files will be negatively affected since in real terms there will be only one full-time AND team member. However, the team (comprising of its three members) managed to go out on targeted fieldwork with specific objectives – collecting new headwords and information on etymology and revisiting some definitions in the ISN and expanding their scope.

Corpus expansion for the AND, therefore, remains a major task to be accomplished because it is important as a headword source and a critical source for sense selection, definitions and their examples.

Targeted Fieldwork

Targeted fieldwork took place from the 13th to the 1st of August 2003. The first of the three week visit was entirely spent on research pertaining to the MTD. By virtue of it being targeted research, interviews with experts in different professions were carefully selected and planned for, appointments made in advance and as a result were very fruitful. Mr L. Khumalo carried out eight interviews for the AND, Mr M. Maphosa carried out five interviews, while Mr C. Ncube carried out four interviews. These interviews were averaging between 50 to 60 minutes in length. This was because the informants had a lot of interesting information and some of them were interviewed twice on different specialised topics because of their knowledge and expertise.

Apart from carrying out interviews in Bulawayo, the AND team also identified (or where referred to) and visited informants in places such as Gwanda, Filabusi, Nkayi, and Plumtree. There was one interesting interview recorded with elder Mbambo in Nkayi who gave us the etymology of all the names of the month in Ndebele. Dr T. Dlodlo, who is a Physics lecturer at the National University if Science and Technology, was also one of the key resource persons and he gave us an inventory of Ndebele Physics terms that he is currently using in his lectures. These terms are going to be added in the AND database. Team members were expected to transcribe their own interviews during fieldwork. However, Mr. L. Khumalo and Mr. M. Maphosa managed to transcribe only one interview each while Mr. Ncube could not. The exercise is currently in progress, although it is very slow.

By the time of compiling this report, some members had already started entering new headwords into the AND database. Mr. L. Khumalo had already entered 110 new headwords. While I could not get the figure from Mr. M. Maphosa, the number of headwords in the AND database currently stands at 20133. This, as stated above is way below the team's target of 35 000 words.

General Review

The team commitment to individual tasks was below expected levels and I believe this is why we are meeting here to review and re-focus, particularly relative to targets set out in January 2003. Part-time members of the team, who are also teaching staff at the Department of African Languages and Literature and form a large component of the AND membership, were largely affected by events that have dogged the University since January, and are also affected by negative conditions that have affected all of us. Their participation has also been affected by a number of factors that include increased or double student intake by the University and shortage of staff, which has left them with a lot of work to do and very little time to spare. This

resulted in having only Mr. M. Maphosa and L. Khumalo as the active members of the team.

Participation in computer lessons and contact leave that was taken in June to July also meant that a lot of time was taken away from project work. This was on top of the general difficulties in search of basic needs that affected everyone in the country and that resulted in loss of many man hours at work.

Mr. M. Maphosa has since resigned, leaving the team severely depleted. Soon after the announcement of Mr. M. Maphosa's departure, I produced a status report which I submitted to the Director and whose contents I will repeat here. Together with Mr. M. Maphosa, the team lost one of its part-time members, Mr T. Dube, who has also gone to pursue studies outside the country.

Recommendations

Following discussion on the presentation, the following recommendations were made:

- That the dictionary be published by 2008.

- That the NLU reinvigorate commitment of its part-time members who are lecturers in the Department of African Languages and Literature.

- That Mr Khumalo be the Chief Editor of AND and that his being the Chief Editor be accommodated when he makes plans to go to Oslo for his PhD studies in January 2004.

- That Mr Ncube becomes the NLU Team Leader who would coordinate work in Harare and be in constant touch with Mr Khumalo.

- That the NLU recruits full-time researchers at the level of Research Assistant to come and help the team out. That these be selected from those students who completed their Honours degrees and were found to be committed to ALRI work during their days as undergraduate students. Examples given were Spiwe Dube, Nobuhle Moyo and Dion Nkomo. Also that these be trained at MA level during their stay at ALRI.

- That all vacated posts at ALRI be filled. Also that in the advertisements for the posts we should relax our requirements to the basic and also that we should offer training in lexicography and IT at the Institute rather than trying to recruit people who already have competence in both.

- That Honours and MA students be engaged as SRAs to expedite the compilation process.

- That shelving the project was not an option since it is important in many ways.

3.2   Shona Children's Dictionary (SCD) -- E. Mangoya

Team Members Responsible

Mr. E. Mangoya
Prof. H. Chimhundu
Ms N. Mpofu
Ms P. Mabaso.

Introduction

The SCD is one of the important sub-projects in Phase 3 of the ALLEX Project. The project was supposed to have started in 2002 but had to be shelved due to lack of manpower as most of the team members were busy with other unfinished projects. The sub-project is expected to be finished in 2006. Initially it was supposed to be finished in 2005 but the date had to be pushed further due to the delays in its start. The main target users are children in grades 4-7 or the 9-13 age group. The dictionary is expected to have around 300 pages that include 50 pages of illustrations. Some of the illustrations are to be inserted in the dictionary while some generic ones can be inserted at the end. The dictionary is expected to have 15 000 headwords. It is to be formatted into two columns on each page. The headwords are to be of interest and need to the age group. There have been requests by Shona teachers during ALRI's outreach programme to have some selected proverbs, idioms, and cultural taboo words included in the SCD dictionary. These, if the team agrees, can be put into the back matter of the dictionary.

Work in Progress

a) The main task at the present moment is headword selection. The main source that has been used for comparison so far is an English children's dictionary. Selection is being done on words that are found both in Shona and in English, e.g. the international words. Some of the headwords are relevant Shona equivalents of the English words.

b) The other task that is being worked on is the up-dating of the style manual. New challenges surface as the dictionary work is being done. The style manual needs to be attended to before serious defining starts. Also, agreed recommendations from the outreach programme need to be incorporated.

Work Covered

Total headwords already in the database are 3 025

Grammatical information supplied and the total number of headwords attended to:

- Intransitive verbs   = 214
- Transitive verbs   = 64
- Nouns   = 542
- Antonyms   = 5
- Cross-referenced to *ONA*   = 135
- Cross-referenced synonyms (*FAN*)   = 78

Out of these, the rest are just imported headwords without any grammatical information.

Style Manual

The style manual has been completed but requires urgent polishing by the team members. Considerations have to be given on the recommendations from the outreach programme.

Fieldwork

The SCD was introduced during our outreach programme in Manicaland and Masvingo provinces. Vital contributions which are to be considered are to be included in the style manual. However, no fieldwork as such has been done so far.

Assistance from the Student Research Assistants

Two Student Research Assistants had been recruited to help with headword selection. One of the two left due to pressing family commitments. She left at the end of the semester when all the students had left for vacation so we could not recruit another one for the vacation. Only one is still working for the project.

Recommendations

- The project has been delayed by a full year. There is need to move faster. Headword selection has to be stepped up.

- The rigorous process of providing the grammatical information has to start early.

- More SRAs to be recruited -- the project needs three (3).

- More field research is needed to gather actual data and views on what teachers and students feel should be included in the dictionary.

- There has to be a time frame on the tasks to be covered.

- Suggestions from the outreach programme have to be considered and incorporated.

- The style manual should indicate which headwords would need illustrations.

- Sources to be used for headword selection to be indicated in the style manual.

3.3 Ndebele Musical Terms Dictionary (NMTD) -- C. Ncube

Introduction

This report is on the status of the MTD-Ndebele project. According to the 2003 work plan, the MTD draft manuscript is supposed to be out and ready for editing by September 2003. Publishing was to follow towards the end of this year or early next year. The report therefore sheds light on the progress made so far. It is important, however, to note that the editorial team has been reduced to one member (Mr Ncube) following the departure of Mr. Maphosa, who left for further studies abroad. The

following topics are covered in this report; the status of the MTD database, the style manual, image corpus, outreach programme and recommendations.

Database Entries

It is envisaged that the Ndebele Musical Terms Dictionary will contain between 1000 to 1500 entries. Entries are being drawn from both western and traditional music concepts, covering the fields of instruments, regalia and dances, festivals associated with dances or instruments, and local musicians who have contributed immensely to the music industry of Zimbabwe. To date the MTD-Ndebele database contains 503 headwords, 997 less the total expected entries. Of those entered, 233 have been defined and 270 remain undefined. Most of the entries found in the database are traditional. The team has, however, a list of about 218 words of western origin, which demands that we get assistance from music lecturers. We had hoped to get help during the outreach programme but we could not get it for reasons outlined below. It is hoped that more headwords will come up when defining western musical concepts. Names of local artists are yet to be entered into the database, as the team was yet to discuss the criteria of selecting who to include and who to exclude. It should be noted here that defining started in June before the NLU's outreach programme and, because of this, some definitions will have to be revisited to incorporate additional information that the team got in the field.

Style Manual

Mr Maphosa and Mr Mavhu completed working on the MTD style manual. The style manual has since been revised and approved by all team members. Members will, however, continue improving it and making necessary adjustments.

Image Corpus

Mr. A. Chikwenya has since made and entered a total of 55 corpus images. Additional images of traditional regalia and instruments were found to be needed during the outreach programme and we will soon be sending them to the artist for drawing.

Outreach

The MTD Ndebele team conducted its outreach programme between the 14th of July and 01st of August 2003 in Matabeleland provinces. The outreach programme aimed at:

a) Collecting more headwords of both traditional and western musical concepts and styles.

b) To coin Ndebele musical terms for musical concepts, ideas and instruments that are originally Western.

c) To define the headwords that would have been collected and coined.

The NMTD team was to hold mini seminars with music college lecturers in the different tertiary institutions wherein the process of term creation and defining was to be undertaken simultaneously. Upon its return to Harare, the team would then synthesise the data and come up with solid and refined terms and definitions. The intended approach was not successful because of two main reasons:

a) Upon consultation with music lecturers from different institutions, it was felt that different mini seminars would not yield good results. The research team concurred with the music practitioners that separate mini seminars would result in different terms being created for the same musical concepts or instruments and definitions which are not uniform and therefore render standardising difficult.

b) It was also equally difficult to hold such mini seminars as the timing of the research coincided with the writing and marking of college examinations. Music lecturers hardly found time to attend to the research team.

It was therefore agreed that a joint seminar involving all music lecturers be held at Hillside Teachers College. The seminar, which was to be held from the 21st to 22nd of August, was to have representatives from all the different tertiary institutions where music is taught as a subject. The following were to constitute the committees from the different institutions that eventually translate into the NMTD's reference group:

a) Joshua Mqabuko Nkomo Polytechnic (Formery ZINTEC College - Gwanda)

- Mr N. N. Sibanda (Head of the team)
- Mr G. Mpofu (Deputy Head)
- 4 more members to join the committee were to be chosen by the Head and his Deputy (i.e. 2 from the Music Department and 2 from the Ndebele Department)

b) Hillside Teachers College (Bulawayo)

- Mr B.M. Tshuma (Head of the team)
- Mr B.M. Dube (Deputy Head)
- 4 more members to join the committee (i.e. 2 from the Music Department and 2 from the Ndebele Department)

c) United College of Education (Bulawayo)

- Mr. B. Tshuma (Head of the team)
- (Deputy Head - Name yet to be supplied)
- 4 more members to join the committee (i.e. 2 from the Music Department and 2 from the Ndebele Department).

Because of the problems noted above, the research team decided to carry out interviews with the few Music lecturers who could spare at least 30 minutes. The move was fruitful as the team managed to interview two lecturers on Western music and on musical instruments.

The research team also visited the National Museum in Bulawayo and Amakhosi Township Square as per the original itinerary. Valuable data on traditional musical regalia was found at these places. The places also proved to be valuable entry points for the research team to reach informants on traditional music. Interviews with experts on Ndebele traditional music were subsequently carried out in Bulawayo, Nkayi and Filabusi. The team managed to carry out a total of 7 long interviews. Of these, 3 have since been transcribed. Mr Maphosa could not complete transcribing his interviews as he was preparing for his departure for further studies abroad.

Recommendations

Following discussion of the presentation, the following recommendations were made:

- The project period be extended to late 2004.

- Recruit urgent replacement for Mr Maphosa.

- Hiring of 4 SRAs who will assist in the collection of more headwords and the defining of terms.

- Organizing a seminar of more than 2 days for coinage of Ndebele musical terms from the list of western musical terms. To invite lecturers from different

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colleges so as to facilitate standardization of terms since different colleges of music use varying musical terms to refer to the same musical concepts. Some committed members of the reference working committees can also be more involved and they will be acknowledged but Mr. Ncube will remain the chief editor of the dictionary.

- The funds that were set aside for the hiring of a typist in the NLU can be used in sponsoring the MTD Ndebele seminar since the encoding is almost complete and as such it is no longer necessary to go ahead with the initial arrangement.

- Mr. Khumalo offered to assist Mr. Ncube with tone marking.

3.4 Shona Musical Terms Dictionary (SMTD) -- G. Mheta

Introduction

This report is on the work that the MTD Shona group has done during the course of 2003 in accordance with the work plan for the year. One of the sub-projects on the work plan is the compilation of a trilingual dictionary of musical terms, which should have between 1000 and 1500 Shona headwords. The draft manuscript should have been ready by August 2003 and revision done by September 2003. The manuscript should be ready for publication by the end of this year or early 2004. The report covers the activities that were undertaken by the team under the following sub-topics: style manual, database entries, image corpus, outreach, recommendations.

Style Manual

The style manual for the musical terms dictionary is now complete. It now contains ideas raised during the January 2003 planning and training workshop. Unlike the first draft, the current style manual has many content menus for different concept categories. It gives guidance on the very important issue of shaping the major entries. (See style manual for more details on how major entries, eg dances, instruments, ceremonies, costumes, performers and songs should be treated.) Each category has various guidelines to be followed. When defining a dance, for instance, the editor has to indicate:

a) whether the dance is traditional or modern;
b) origin and region where it is found (especially the traditional ones);
c) indicate who performs it, as well as the context and time;

d) the costumes, equipment/instruments involved; and
e) the type of music involved.

The guidelines might appear to be too elaborate but this is the only way to ensure consistency and avoid omissions. It is also the only way to guarantee the quality of the work. However, this quality work can only be achieved if more research is done using the above guidelines.

Database Entries

Design of the MTD Shona database was finalized in January this year. Currently, it holds 808 headwords, 200 of which have already been defined. However, some of the definitions still have to be polished up and ideas from the outreach (which is yet to be completed) will be incorporated. There is also a list of 218 Western musical terms whose Shona equivalents are yet to be created. As soon as the coinages are done with the help of experts in the field, they will be entered into the database.

Image Corpus

The building of the image corpus is progressing well. Arnold Chikwenya, who won the contract to do the illustrations for the MTD, completed and submitted the first set of 55 items of the image corpus, in electronic form, in January 2003. These illustrations will be entered into the database or electronic photo album that Mr Chikomwe is currently working on. The database will not be for musical illustrations only but also for items from ongoing projects such as SCD and MEDICOM. The illustrations will be organized in categories. There will be sections for animals, furniture, musical instruments, machines, utensils, etc.

These categories will be further subdivided so that every illustration will be stored in its proper sub-category. All illustrations will be labeled using English, Shona and Ndebele. They will be used in the current projects and in future projects. A new contract to this effect between ALRI and Mr Chikwenya will be signed between the two parties before the end of October 2003.

Outreach

The SLU carried out its outreach programme in Masvingo and Mutare with, among other objectives, the objective of collecting more headwords for the SMTD and testing definitions. 102 headwords were collected in the process and were entered into the database by Mr Mavhu. Fine tuning of the draft definitions will continue during the remainder of the outreach programme in Mutoko and the seminar that is

going to be held at ALRI. Creation of Shona equivalents for Western musical terms will also be done as part of this programme.

Recommendations

The SMTD has been hit by the shortage of manpower. Mr Mavhu, who was one of the key figures of the project, has since left for further studies in the UK. His departure was a big blow since he was teaching me how to work in the database, which I can now do on my own with very little assistance from other ALRI members. However, I am not yet good at tone marking. This, coupled with the general economic problems in Zimbabwe, has slackened progress and publishing which was scheduled for the late period of this year or early next year is no longer possible. To solve these problems, the following recommendations are being made:

a) Adding more members to the project: the hiring of 2 SRAs can help speed up progress. Miss Mabaso, who expressed interest and any SLU members who have a keen interest in the SMTD project, can also assist in a number of ways but I will remain the key responsible figure on the Shona side. To give credibility to the final product, Professor Chimhundu, who has published and edited many works can endorse the dictionary by writing the foreword.

b) Extending of the project period: the dictionary should be published by the end of 2004.

c) Resuscitating reference working committees: the leader of the Mutoko reference working committee, Mr Fidelis Mherembi, for instance, has just left for the UK and there is need for urgent replacement.

d) Giving better incentives to reference working committee members.

e) Completing the outstanding part of the outreach programme.

f) Focusing on the Shona musical terms only and the omitting the section on musicians and musical groups as it is a section which requires intensive research and in future can be a project on its own.

g) Getting assistance, especially on tone marking, from Prof. Chimhundu. A seminar on tone marking is also going to be held at ALRI so as to develop this skill on all SLU members.

h) Compiling two different volumes, one by the SLU and the other by the NLU, so as to gain mileage by publishing two volumes at one time like what happened when ISN and DGC were simultaneously published in 2001. This, however, will be done if one of the manuscripts would be ready for publication while the other would not be. If the two manuscripts are ready at the same time they could still be published as one volume.

3.5 Dictionary of Shona Linguistic and Literary Terms (SLLT) -- E. Chabata

Team Members

Mr E. Chabata
Prof. H. Chimhundu.

Background

Work on SLLT started in mid-2002, with the creation of the style manual for the dictionary being the prioritised activity for that year. The members involved were supposed to work on the dictionary up to August 2003, the date by which the manuscript was supposed to be ready for final editing. The publication date was tentatively set for April 2004. Following this, the style manual was finalised at the ALRI annual workshop in January 2003. The database format was also finalized.

Headword Selection

The target for this dictionary is at least 1000 headwords. The number of headwords already entered in the dictionary database currently stands at 570. Most of these headwords are those that were extracted from a list of terms used in teaching Shona language and literature at Ordinary Level that is in Chimhundu's *Zambuko 4* and which also appears as an appendix in *Duramazwi Guru reChiShona* itself. This means that we still have to get at least 430 more headwords. New headwords are expected to come from a number of sources that include: (a) a list of terms that we got from Mutare Teachers College during this year's outreach programme, (b) *Duramazwi Guru reChiShona*, and (c) Shona grammar books. More headwords are also expected to come during the process of creating definitions.

Defining

Basic defining is now complete, that is, with regards to the headwords already entered in the database. Most of this was actually done by Professor Chimhundu

during his guest research visit to Oslo late last year. Work on complete entries has just started in earnest. Two SRAs are being recruited to help in coming up with draft definitions that are comprehensive – through doing research in relevant books and dictionaries. The work that was done by the two students is now ready to be entered into the database since it now exists in handwritten form on paper.

Outreach

The SLLT was one of the projects that were discussed during this year's outreach programme by the SLU. We took samples of the complete entries that we presented to participants who comprised secondary school teachers and college and university lecturers. After presentations, the participants made very positive comments on the project.   The entries were hailed as good, especially with regards to their comprehensive nature. The view by most people was that the publication of this kind of dictionary was long overdue since it was seen as an effective tool in the teaching of grammar and literature in a uniform way throughout the country and at the different levels of education. Besides trying to get the participants' contributions towards the publication, the meetings were also an opportunity for us to market the dictionary even before it is published. It is quite encouraging to note that soon, after the outreach programme in July, some of the participants have already sent us their contributions. This shows how eager some people are to see completion of this dictionary project.

Progress

The rate of progress has been very slow. This could be attributed to a number of factors such as: (a) contact visits by the two members involved in this sub-project; (b) participation of both members in ALRI's outreach programme; and (c) preparation for and subsequent attendance of conferences by both members. Some factors have also to do with general problems bedeviling the UZ and the country at large.

Recommendations

Following discussion of the presentation of this report, the following recommendations were made:

- That the manuscript be ready by end of 2004.

- That team members' schedule time to meet reference groups either at ALRI or other venues for purposes of standardising varying terms that are being used at different colleges. That special recognition is given to those in

the reference groups who are committed to contribute more than just attendance at the standardisation seminars.

- That Mr Chabata will continue working on the project during his studies in Oslo. Team members should design a clear schedule of tasks showing who will do what in Oslo and in Harare.

- That Prof. Chimhundu takes the SLLT database with him when he leaves for Oslo in November 2003. This will enable him to continue working on the project which members have described as being slow in progress.

- Team members committed themselves to work hard until December entering more headwords as well as creating comprehensive definitions. This process could be accelerated by engaging the 2 SRAs who have been assisting the team. More could be added if there was a need.

- That there is need to budget for those who will be doing actual fieldwork to fill up gaps.

3.6 Shona Dictionary of Biomedical Terms (MEDICOM) -- N. Mpofu

Inroduction

The MEDICOM project was started in August 2001 with the aim of compiling a bilingual dictionary of biomedical terms which will aim at improving efficiency of communication between the doctor and patient. The project was scheduled to be completed in one calendar year, that is, by August 2002, but we had to request the Institute of Continuing Health Education (ICHE) for an extension. According to the new working time table that we agreed upon in January this year, we were meant to have refined the definitions and increased the entries in the database by 14 February 2003. The editing process should have been completed by 28 February 2003. We were then scheduled to have submitted a clean draft to ICHE by end of March 2003 (ring- bound copies) and submitted a manuscript to the publisher, Mambo Press, and request publication by July 31/early August 2003, that is, in time for the Zimbabwe International Book Fair.

We did manage to give ICHE a draft in April and they have so far sent in their comments. Their comments had mainly to do with the omission of some words in the dictionary as well as inaccurate translations of words from English to Shona and vice versa. The final version of the manuscript to go to the publisher is almost ready now.

Database

The database currently has 1153 entries. Of these, about 10 do not have definitions or are new entries that are yet to be defined. In our editing process we have been discovering that some pertinent words were not included and so we have continued to increase the number of entries in the database. We are currently in the process of doing the final editing. The manuscript, including the front matter and illustrations, currently has a total of 74 pages.

Style Manual

A Style Manual was drafted by Mr Mangoya and it is this style manual that we used in the defining process, though it was not followed religiously. Since this is a specialised dictionary, we noticed that we could not use defining methods for the different parts of speech as we would in a dictionary general purpose dictionary. The Style Manual will thus need to be refined to accommodate these changes and observations.

Illustrations

The dictionary will have 16 illustrations of the main parts of the human anatomy. They were done by Mr Arnold Chikwenya of the College Press. These illustrations have already been labelled. We have since edited them and we shall return them to him for the final labels that we approved as a team.

Recommendations

The presentation was viewed as an appraisal that projects a positive development within the ALRI research agenda. One of its side-projects was finally complete and accepted as part of the ALLEX portfolio. After some discussion, the following were the recommendations made for wrapping up the project:

- That there be a working session during the retreat to work on the final details.

- That the team members involved commit themselves for two weeks after the retreat for intensive work on the MEDICOM project to complete the editing.

- That the work on the MEDICOM project was as good as complete, and that what is left is to send a manuscript to the publishers, and get a publication date.

- That the project be reported on as part of the ALLEX Project.

- That, as a matter of policy, the Institute can be commissioned by an organization to do projects that are of national importance and are within the scope of its research agenda and expertise.

It can be observed that, because the report was essentially detailing a project that is winding up, there was no lengthy discussion. The project is as good as completed and it represents another success story for ALRI.

3.7 *Duramazwi reChiShona* (2nd Edition) -- H. Chimhundu

At the end of ALLEX Phase 2, the Chief Editor of *Duramazwi reChishona* (1996), Herbert Chimhundu, was assigned the task of revising the dictionary to produce a second edition to incorporate all corrections, amendments and additions arising from

- Feedback from users
- Feedback from the outreach program
- Consistency checks against the style manual
- Consistency checks in cross-referencing.

By the time revision of the DRC was included as a lexicography sub-project for Phase 3, it was recognised that the dictionary was due for a thorough revision when the grammatical parsers were ready in order to update it and incorporate later findings about the language. It was also recognised that the DRC was a pioneering work which was produced at an early stage in competence building. Therefore, as ALLEX was a longitudinal research project, it was now necessary to revise it and make use of the increased linguistic and lexicographical competence in the Shona team.

In terms of formal planning, the work was to be done during 2004 – 05. However, a substantial amount of revision work has already been done. Three final year students, Mr Never Gohodzi, Mr Johnson Gondogwe and Mr Kudakwashe Mambara, were recruited as SRAs and trained in 2002. During that same year, they checked through and compiled a list of corrections and new headwords and definitions to be added. All these were written on paper and placed in a big file in alphabetical order under letters Aa-Zz. What is now required is to enter all these corrections into the database.

For this particular purpose, Prof. Chimhundu proposed and it was agreed that it would be best to bring back one or more of the three former students to do the inputting themselves. However, hiring any one of them on temporary full-time basis would be disruptive because they were now all presumed to be teaching somewhere. Therefore, it was agreed that the best arrangement would be to engage them for this task during the school holidays. This must be included and budgeted for in the 2004 work plan. In the meantime, the former students would have to be traced and at least one would be requested to come back for this task. Also during 2004-05, Prof. Chimhundu would check through the dictionary again and make additional corrections as necessary.

Prof. Chimhundu suggested that 2005 would be a good publication date but the timing of publications of the second edition of the DRC would have to be discussed with and agreed with College Press because:

- Both the DRC and *Duramazwi Guru reChiShona* were currently selling well.
- The publication of the revised DRC must not coincide with the making of another print run of the first edition.
- The first edition must not be allowed to go out of print before the publisher was ready to put the second edition on to the market.

Members noted and applauded the fact that the work that had already been done put this sub-project ahead of schedule in terms of the work plan for ALLEX Phase 3.

4. Reports on Oral Collections

4.1 Shona Corpus – N. Mpofu

Statistics

All SLU researchers and the DEO are responsible for this task. There are about 352 transcript books and out of these about 303 have been encoded, leaving approximately 49 books that are yet to be encoded.

The following are the statistics for files encoded, tagged, proofread, parsed and sent to Ms Oddrun Gronvik during the past 8 months.

Month	Files processed
January	0

February	0
March	4
April	10
May	11
June	0
July	0
August	20

In January and February no files were encoded. This can be attributed to the workshop preparations that were taking place and the workshop itself which was held from 20 to 31 January 2003.

In June and July researchers were preparing for contact and/or conferences and the DEO was under suspension..

Recommendations

Not all researchers have been consistent in submitting files at the end of each month. According to the 2003 Work Plan, all researchers are to work on the corpus every month. As Corpus Manager, I appeal to the SLU team members to take corpus work seriously as the corpus itself is the major tool of our research work. I therefore recommend that all SLU researchers submit at least 5 files per month as part of their contribution to corpus expansion.

Mrs Timbe committed herself to finishing encoding of the remaining books by the end of the year with the assistance of Miss Virginia Mukondwa, the Midlands State University student currently on attachment at ALRI.

Collections Database

Up to the time of the January workshop, work in the collections database was almost complete. The unfinished bits included entering tape and CD information into the database. After the workshop, cleaning up of the database was the main activity. Mrs Timbe will present a detailed report on the collections database.

4.2   Shona Sound Database – M. Timbe

General Progress

Entering of oral materials into the sound database was completed at the beginning of the year. Most oral materials have been entered into the database with some gaps remaining unfilled because of the following reasons:

a) There are no tapes to go with some transcribed books.
b) There are some books with no matching tapes.
c) There are missing books.
d) Some interviews do not have the names of interviewees.
e) The topic in the book is not the same as the one on the tape.

Proof-reading should be done by a different person apart from myself, so that all mistakes can be corrected.

Interview Registry

All interviews in the database have been filled in, both page numbers and book numbers. In other cases, there are some gaps found because of missing books. There are also some areas where the topic differs from the one on the tape, book and the database. As indicated above, there are some transcribed books with interviews not entered in the database because there are no tapes. There are **1981** recorded interviews.

Database Update Sheet

NAME	DISTRICT	No. of Books Available	No. of Missing Books	No. of Interview Records	COMMENTS (Page and Book Nos.)
Mudzamiri C.M	Buhera	4		37	All gaps filled in
Machowa J.	Mutare	9		82	Some gaps missing bks
Nyabereka O.	Mtoko	5		39	Only 3 gaps no information
Gwasira R.	Gwanda	3		39	Gaps missing bks
Munyaradzi T.	Mtoko	3		26	All gaps filled in
Muchabaiwa S.	Mt Darwin	5		34	Some gaps missing bks
Bosha C.	Murehwa	5		56	Few gaps no information
Hove C.	Mberengwa	4		30	All gaps filled in
Chapanda N.	Chivi	5		27	Few gaps missing bk
Masocha E.	Masvingo	5		42	All gaps filled in
Mandirini F.	Chipinge	5		48	2 gaps only no information
Magwa W.	Gweru	6		39	Few gaps missing bks
Chatiza L.	Kadoma	4		28	4 gaps no information
Chuma	Bikita	11		124	Gaps missing bks
Maisva	Makonde	4		37	Information in bks is not tallying
Mukome W.	Chipinge	6		86	Gaps missing bks

Njopera	Murehwa	13		55	Not found in the Database
Simango	Mutare	7		55	Gaps missing bks
Maringire B.	Chiredzi	5		93	All gaps filled in
Chihamba S.	Zaka	7		35	Gaps missing bks
Chipunza	Chiweshe	7		38	2 gaps only inadequate inf.
Kundishora S.	Chivhu	4		22	Gaps missing bks
Mandaza S.	Chirumanzu	4		49	Gaps missing bks
Chirashanye	Kwekwe/Gokwe	8		33	Gaps missing bks
Mutyambizi	Bindura	7		27	1 gap only no information
Makuni	Mwenezi	6		44	Gaps no information
Mutyamaenza C.	Watsomba	3		35	Gaps missing bks
Runatsa	Zvishavane	10		40	Missing bks
Ruzvidzo	Mt Darwin	6		27	Gaps missing bks
Shumba V.	Chimanimani	4		9	Gaps missing bks
Masaya T.	Nyanga	4		60	Gaps
Magwenzi M.	Wedza/Marondera	13		36	Missing bks
Chakwesha E.	Gweru	4		Nil	To be entered
Rugoyi	Goromonzi	3		53	Gaps missing bks
Tapera S.	Mt Darwin	10		Nil	No Cassettes
Mawomo K.	Guruve	6		41	To be entered
Chitiza S.C	Kariba/Hurungwe	3		26	Gaps inf., is not tallying
Kuhudzai K.	Harare/Seke	6		Nil	No Cassettes
Khosa K.	Chipinge	4		Nil	No Cassettes
Mangoma J	Harare	6		Nil	No Cassettes
Chipatarongo	Mudzi	2		Nil	No Cassettes
Chasauka C.	Seke	2		Nil	No Cassettes
Mafuta V.	Harare	27 small bks		Nil	No Cassettes
Shumba T.	Chimanimani	1		18	To be entered
Mpofu N.	Harare	1		Nil	No Cassettes
Mutenje B.	Harare	1		Nil	No Cassettes
Chiparausha B.	Rushinga	15		39	To be entered
Rukasha B.	Harare	1		Nil	No Cassettes
Mambanje N.		1		Nil	No Cassettes
Dende L.	Harare	1		Nil	No Cassettes
Chihona	Hurungwe	2		54	To be entered
Zhou R.	Mberengwa	3		52	To be entered
Mutephe M.T	Zvimba	1		Nil	No Cassettes
Chihiya B.	Harare	1		Nil	No Cassettes
Mujoma M	Mudzi	1		Nil	No Cassettes
Mangoya E	Harare	1		Nil	No Cassettes
Jambwa M.	Makoni	5		37	To be entered
Nyawo V.	Harare	4		Nil	No Cassettes

Tape Registry

The process has been completed and there are **1460** records. There is one tape that was torn. There are quite a number of tapes that are to be redigitalised as instructed by Dr Daniel Ridings. The process should start very soon.

CD Registry

There are **484** records of CD registry in the database. Only one CD failed to burn because of a technical fault and this was reported to Mr Chikomwe and Dr Ridings. The fact that there are some tapes to be redigitalised also means that the process affects CDs. There are some CD numbers that are not showing on tape records. The registering of CD numbers on tape records is automatically done in the database and the table below shows the affected numbers. I am preparing to resume working in the database very soon and the work should be completed by the end of the year.

Tape No.	Record No.	Comment
S00722A-724B	1445-1460	To be checked
S00627B	1255	To be entered
S00597B	1195	Blank cassette
S00598A	1196	To be checked
S00598B	1197	To be checked
S00569B	1139	To be checked
S00080A	1043	Blank cassette
S00467B	930	To be entered
S00467A	929	To be entered
S00226B	447	To be checked
S00234B	462	To be checked
S00080B	172	Blank Cassette
S00071B	163	To be entered

Corpus Work

Most of the time, when I am not working in the database, I will be encoding. There are about **352** transcribed books for Shona oral materials. Among these books there are **49** not yet encoded. There is quite a number of missing books. The total number of books encoded since the January workshop is **17** out of **66**. The remaining books will be encoded before the end of the year.

Recommendations

- Some tapes need redigitization.

- Distinguish between the backlog from Phase 1 & 2 **and** corpus expansion in Phase 3. It was noted that the backlog of transcribed books to be encoded from Phases 1 & 2 would be cleared by December 2003 by Mrs Timbe, with the help of Miss Virginia Mukondwa, a student on attachment from Midlands State University.

- For corpus expansion, include materials from private consultancy work, including translations to be incorporated during corpus expansion.

- Where there are transcribed books without corresponding tapes, get students to do reconstruction work through play-reading while recording. Label those new tapes "Reconstructed"

- CDs to use to digitise have run out. More were expected to be shipped from Oslo. The meeting suggested that Mr K. G. Mkanganwi, who is now in Oslo, could be given some to carry back to Harare.

4.3 Ndebele Corpus – L. Khumalo

This is a joint report with the NLU Data Entry Operator, Ms C. Nyathi. My report forms the first part of our joint report. It is probably imperative to state from the onset that Mr. M. Maphosa, who left suddenly in August, was the Ndebele team's Corpus Manager. His sudden departure meant that we could not get a full picture of the state of our corpus materials. The following is the state of our corpus:

March

In March the Corpus Manager sent 31 processed files to Oslo for inclusion in the Ndebele corpus.

June

In June the corpus manager sent 37 processed files to Oslo

July

In July 10 files were tagged and were awaiting parsing and transmission to the corpus manager.

July –August

The Ndebele team went to Matabeleland and Bulawayo provinces for targeted fieldwork.

- **MTD**

For the Musical Terms Dictionary the team collected 9 interviews.

- **AND**

For the Advanced Ndebele Dictionary the team collected 17 interviews   .

These interviews have already been copied into the PCs since we used digital recorders. They are now going to be copied and saved on CDs hence the process of digitizing has been short-circuited.

Mr. Ncube and I are going to proceed with the encoding since our records are kept in book form, sound database and corpus. However, the researchers who are left in the Ndebele team are only myself and Mr. C. Ncube.

4.4 Ndebele Sound Database – C. Nyathi

The remainder of oral materials collected between 1993 and 1997 was entered into the database and the exercise was completed at the end of 2002. However, clean up exercises are to be carried out soon.

Interview Registry

There are 595 interviews/Oral Collections entered into the database/Interview Registry.

14 entries have no tape and CD numbers because of the following reasons:
1 entry has no tape and CD number because there is too much noise on the tape.
3 entries have no tape and CD numbers because the tapes are missing.
3 entries have no CD numbers because the tapes are faulty.
6 entries will have CD numbers entered by end of November 2003.
1 entry will have tape and CD numbers entered by end of November 2003.

The table below gives the full details:

Name	Record No.	Gaps	Reasons
Zibusiso Msimanga	39	Tape and CD numbers	*Tape missing
Petronella Nyathi	177	CD numbers	**To be entered
Fumani Ndebele	220	CD numbers	***Tape faulty
"	221	CD numbers	"
"	223	CD numbers	"
Thabani Mpofu	234	CD number	**To be entered
"	237	CD numbers	**To be entered
Mxolisi Dube	304	CD numbers	**To be entered
Norah Dube	442	CD numbers	**To be entered
"	444	CD number	**To be entered
Bhekinkosi Ncube	475	Tape and CD numbers	**To be entered
Nhlanhla Ngwenya	576	Tape and CD numbers	***Too much noise on tape
"	577	Tape and CD numbers	*Tape missing
Mhlupheki G. Ncube	590	Tape and CD numbers	*Tape missing

The missing tapes will be recorded again.

All the other gapes will be filled by the end of November 2003.

Faulty tapes will be sent to Oslo before end of year 2003.

Tape Registry

There are 590 records.

20 entries have no CD numbers because of the following reasons:

    1 entry has no CD number because the tape is missing.

    1 entry has no CD number because the tape is blank.

    2 entries have no CD numbers because the tapes are faulty.

    16 entries will have CD numbers entered soon.

The following table gives the full details:

Tape number	Record No.	Gaps	Reasons
N00058A/B	100	CD Number	Tape missing
N00111A/B	152	CD Number	Tape faulty
N00072A/B	189	CD Number	To be entered
N00112A/B	210/11	CD Number	Tape faulty
N00113A/B	212/13	CD Number	To be entered
N00114A/B	214/15	CD Number	To be entered

N00125B	237	CD Number	To be entered
N00038 A/B	238/9	CD Number	To be entered
N00132B	252	CD Number	To be entered
N00180B	348	CD Number	To be entered
N00231B	448	CD Number	To be entered
N00248B	484	CD Number	To be entered
N00251B	490	CD Number	To be entered
N00253A	493	CD Number	To be entered
N00023A/B	516/17	CD Number	To be entered
N00024A/B	518/19	CD Number	To be entered
N00025A/B	520/21	CD Number	Blank Tape
N00026A/B	522/23	CD Number	To be entered
N00027A/B	524/25	CD Number	To be entered
N00084B	155	CD Number	To be entered

CD Registry

There are 199 recorded entries.
Entry CD00440 needs to be checked because the entry has no information recorded on it.

CD burning will resume as soon as the 47 faulty tapes are re-digitized. There is hope that CDs for oral materials collected in 2003 will be processed before the end of this year.

Corpus Work

The exercise involved encoding the remaining oral materials collected form 1993-1997.
The total number of encoded books should be 102.
The total number of available books is 98.
There are 4 missing books.
The total number of books already encoded is 73.
Since January, 20 Ndebele books have been encoded.
One Ndebele book is currently being encoded.
The five remaining books will be encoded before the end of 2003.

Missing Books

Mandlenkosi Maphosa   Book   4
Mandlenkosi Mpofu   Book   4
Mxolisi Dube   Book   4

Digitisation

The NLU has a total of 296 recorded tapes.
There are 293 available tapes.
3 tapes are missing.
47 will be re-digitised as requested by the Oslo team.
1 tape is blank.

*NB. Please note that all the 296 tapes were digitised in 2002, including the missing tapes. However, when CDs were sent to Oslo it was discovered that the sound from 47 of the 296 tapes is very poor. Hence the need to re-digitise them.

Missing Tapes

N00288 – Matiki Ndlovu, the interview was processed and the CD burnt and sent to Oslo.
N00058 – Mlupheki G. Ncube, the interview was not processed.
N00296 – Nhlanhla Ngwenya, the interview was processed but the tape is missing.

Blank Tapes

N00025A & B

Faulty Tapes

N00111A & B
N00112A & B

CD Burning

From January 2003 up to now, no CDs have been burnt because the process was completed in December 2002 and the CDs were sent to Oslo in January 2003. However, this process will resume soon after new CDs have been received. This would be to re-digitise the 47 tapes that were reported as faulty.

5. Special Reports by Researchers

5.1 Fieldwork and Outreach Programme

5.1.1 Shona Lexicography Unit – E. Chabata (Team Leader)

Introduction

This report is meant to be a summary of what transpired at meetings held by the SLU with participants during the Team's outreach programme in Manicaland and Masvingo. It also highlights some of the problems that the Team encountered during the process, which led to it being unable to visit other areas that it had planned to visit. The programme was aimed at: (a) getting users' feedback on *Duramazwi reChiShona* and *Duramazwi Guru reChiShona*; (b) getting feedback and input on headword selection and defining for SLLT and SMTD; and (c) getting feedback and input from potential users of SCD through presentation of the draft style manual of the dictionary and selected draft entries. The targeted participants for the seminars were primary school teachers, Shona and Music teachers at secondary schools, as well as Shona and Music lecturers at universities and colleges.

Three members of the SLU at ALRI were involved in the outreach programme for both provinces. These were Prof. H. Chimhundu, Mr. E. Mangoya and Mr. E. Chabata. Ms P. Mabaso joined the trip to Masvingo. The other members of the Team were unavailable for different reasons.

Venues

Despite the fact that Manicaland and Masvingo are very big provinces with many schools, colleges and universities, research activities were carried out at two places only in each province. The main reason for this was limited funding. The budget allocations for the outreach programme are too small.

For Manicaland the two centres that were selected were Mutare Teacher's College and Mount Selinda High School. Mutare Teacher's College was selected so that it

could host Shona and Music lecturers from teachers' colleges and from the local university in the province, whilst Mount Selinda High School was selected so that it could host teachers from primary and secondary schools close to it and also because it had had to be dropped from the 2002 itinerary.

The two centres that were selected for Masvingo were Masvingo University College and Mucheke High School. Masvingo University College was selected so that it could host Shona and Music lecturers from teachers colleges and universities in the province. Mucheke High School was selected so that it could host teachers from primary and secondary schools close to it.

For the purposes of the seminars, the Team allocated each other slots for presentation and discussion on each dictionary project. Prof. Chimhundu presented and led discussion on the SLLT, whilst Mr. Mangoya did the same for the SCD and Mr. Chabata for the SMTD.

Attendance

All the seminars were well attended. At Masvingo University College, the seminar was attended by representatives from the departments of Shona and Music at the host institution, as well as from Great Zimbabwe University and Bondolfi and Morgenster Teachers Colleges. All in all the attendance was 10 people who were present at all the sessions. This was a good size for a working session. The seminar at Mucheke High School was attended by 11 participants, being teachers from the host school, Victoria High School, Ndarama High School, lecturers from Masvingo University College and Masvingo Polytechnic, as well as a representative from College Press Publishers. A total of 15 participants from the host institution and surrounding secondary and primary schools converged at Mutare Teachers College. About 25 teachers from Chipinge district met at Mount Selinda High School. Since we were visiting this area for the first time, we also held seminars with 'O' and 'A'-Level students at the request of the hosting school.

Although Midlands and Mashonaland Central provinces were supposed to be visited during the same period, the Team could not do this for a number of reasons. Firstly, the Midlands trip coincided with the Harare International Book Fair, and most of the key people in the province said that they would be attending the Fair. At the time that the Team had arranged to visit both Midlands and Mashonaland Central, that is, in August, monies could not be processed out of the University system since the University staff was on strike. The feeling in the team is that the outreach programme in these and other provinces (Harare, Mashonaland East and Mashonaland West) be done early next year.

Issues Raised

Below is a summary of the issues that were raised on each of the sub-projects that were presented at seminars during the outreach programme:

SLLT

This project was well received when sample entries we presented. As a result, there were very few issues raised since participants generally agreed with what had been presented. The main points raised were:

- That this project was long overdue and should be speeded up since Shona teachers and students have been waiting for such a publication for a very long time now.

- Some could not understand why English glosses were still found in the dictionary against the Shona headwords. They argued that it was high time that we left out English vocabulary since the general spirit is now that everything should be done in Shona.

- Quite often, there is variation in the terminology used at different colleges and universities. These terms need to be standardized since the general feeling was that the dictionary should help a lot in standardizing the terminology.

SMTD

A lot was said on this project, probably because we are not experts in the subject area and thus we had taken many things for granted. The following issues were raised:

- It is better to have two publications rather than one. The feeling was that the dictionary's trilingual nature should remain but having both Shona and Ndebele definitions in one dictionary was sure to overload it. In fact, Music teachers and lecturers present argued that they would not need both definitions at once since their classes are normally divided into Shona **or** Ndebele. What they usually need are equivalent terms for instruments and concepts in one of the two national languages and in English.

- We have to be very careful with regards to criteria for selection of names of musicians to be included as headwords if we decide to go ahead and enter these names as headwords. Actually, the general feeling was that there was

no need for us to enter names of people as headwords and then treat them like any other headwords in the dictionary. Instead, the names can either come in their own section or they can come under respective types of song genres by the respective musicians. For example, Mapfumo's name would appear under *Chimurenga*. Otherwise the selection of particular musicians and the exclusion of others would become a very controversial who-is-who exercise if the whole MTD followed the original plan in the style manual.

- We should be careful of some types of music genres that singers create by themselves and cannot be classified musically. They argued that we should ask ourselves questions like, "What is Chimurenga, Tuku or Changa music?"

- Our definitions, as shown in our draft entries, needed to be fine-tuned. We need to be much more sensitive and careful of musical terminology since there is risk of taking a lot for granted. The participants strongly felt that, as experts in the field, they needed to be consulted if we have to come up with a good product. On their part, they were very keen to participate in the project.

- The experts also argued that, despite them having knowledge in this subject area, at times they go to elders in different communities to consult them on many concepts and instruments since the elders are in fact much more knowledgeable, either because they make the instruments or they sing or do some practical dances. They actually encouraged us to visit the communities as part of our research, not just to end with teachers and lecturers.

- The target users of the dictionary should determine its contents. In this regard, we should ask ourselves whether, for example, pictures are needed if the target users are students and lecturers at teachers colleges and universities.

- We should put historical information when we define an instrument, that is, mentioning where the instrument originated from.

- Tone marking may be important on respective Ndebele equivalents if students have to know how the Ndebele equivalents are pronounced.

SCD

Again, this sub-project was very much welcomed. The inputs of primary school teachers were particularly valuable during the SCD sessions. The participants took very clear positions on particular issues:

- Participants discouraged the inclusion of slang words that are still new to the language

- They welcomed the idea of including pictures of selected concepts. They added that there should be a balance between pictures that benefit urban children and those that benefit rural children. The feeling was that the two groups of children have different needs.

- In headword selection, there should be a balance been traditional and modern terminology.

- The dictionary should target children from grades 4 to 7 and not go beyond that level (i.e. to try and cater for junior secondary school as well).

- We should not indicate dialects in the dictionary.

- We should not mark for tone since this may confuse the kids who, at that level, should not be required to pay attention to too many things at the same time.

- Similarly, grammatical information that was not used in the teaching of the Shona language at this level (e.g. noun classes and the numbering of noun classes) should not be given or included.

- Illustrative examples (i.e. citations) may be needed.

- Put appendices at the end (i.e. in the back matter), which include:

  a) animals and their young
  b) people and their areas of expertise or excellence, e.g. *hombarume, mhizha.*
  c) totems and sub-totems
  d) taboos
  e) utensils or tools and their uses (e.g. types of clay pots and what they are used for).

Generally, the dictionary was expected to provide answers to problems that the teachers face when dealing with Grade 7 examinations.

Recommendations on Outreach

- The outreach programme made more people know that there was meaningful research being done at ALRI. At the end of each seminar, people would show their appreciation through asking the ALRI Team to work tirelessly on our indigenous languages since nobody can develop them but ourselves. In light of this, we recommend that in future such meetings be repeated at as many centres as possible.

- Besides marketing ALRI's agenda, the meetings held during the outreach programme are platforms for productive consultations with the would-be users of the products. Hence, it should be given prominence.

- There was little time given to the planning of the whole programme. This led to some participants who wanted to attend failing to do so because they learnt about it at short notice. In future, there is need to plan ahead so that more and more people are afforded a chance to come and participate in the meetings.

- The centres that were chosen as host centres were too few to be regarded as representative of the whole province. This was as a result of inadequate funds being allocated for the outreach programme. In future, meetings should be held at more centres. This would afford more people a chance to attend the seminars and to contribute to this worthy cause.

Contacts

The following is a list of names of some of the people who agreed to assist ALRI to organise and coordinate its research programme in the two provinces:

Mr K.Gondo	Mrs S. Nyota
Masvingo University College	Great Zimbabwe University
Mr J. Mapara	Mr O. Chivere
Mutare Teachers College	Mutare Teachers College
Dr P. Mabugu	Mrs M. Matutu
Masvingo University College	Victoria High School

5.1.2 Ndebele Lexicographic Unit – L. Khumalo (Team Leader)

Introduction

The three members of the field research team involved in the 2003 outreach and fieldwork programme were Mr L Khumalo (Team Leader), Mr M Maphosa (Fieldwork Coordinator) and Mr C Ncube.

This report is on the findings of the NLU during its extended research tour in Matabeleland and Bulawayo provinces. The report first outlines the purpose of the fieldwork. It goes on to chronicle the activities of the exercise, problems or challenges of the exercise and the final proposal by the team. The fieldwork programme focused on two projects, the Ndebele Musical Terms Dictionary and the Advanced Ndebele Dictionary. Two members, Mr. M. Maphosa and Mr. C. Ncube, are involved in the Musical Terms Dictionary, while all three research team members are involved in the Advanced Ndebele Dictionary. Mr. M. Maphosa and Mr. C. Ncube left Harare on the 13th of July 2003 to commence fieldwork the next day, while Mr. L. Khumalo joined them in Bulawayo on the 21st of July 2003.

During the first week of the fieldwork, the two members worked essentially on the MTD. Work involved mainly setting up appointments for interviews and collecting materials, both oral and written from music experts and institutions.

The Objectives of the Outreach Programme

As already noted above, the fieldwork programme focused on two projects, namely the Ndebele Musical Terms Dictionary (NMTD) and the Advanced Ndebele Dictionary (AND). The objectives of the visit were therefore project specific but in both cases we combined outreach to get feedback and field research to collect new data.

For the NMTD, the objectives were:

a) To collect more headwords of both traditional and western musical concepts and styles.

b) To coin Ndebele musical terms for musical concepts, ideas and instruments that are originally Western.

c) To define the headwords that would have been collected and coined.

For the AND, the objectives were:

(a) To identify and carry out interviews with experts of different professions and fields. The aim was to carry out targeted interviews and collect additional headwords for inclusion in the AND.

(b) The team also aimed at revising the definitions of the already existing headwords in *Isichazamazwi SesiNdebele* (ISN).

Methodology and Results

NMTD

The NMTD team had set out to hold mini seminars with Music lecturers in the different tertiary institutions wherein the process of term creation and defining was to be undertaken simultaneously. Upon its return to Harare, the team would then synthesise the data and come up with solid and refined terms and definitions. This intended approach was not successful because of two main reasons:

a) Upon consultation with Music lecturers from different institutions, it was felt that different mini seminars would not yield good results. The research team concurred with the music practitioners that separate mini seminars would result in different terms being created for the same musical concepts or instruments and definitions that are not uniform and therefore render standardisation difficult if not impossible.

b) It was also equally difficult to hold such mini seminars as the timing of the research coincided with the writing and marking of college examinations. Most Music lecturers hardly found time to attend to the research team.

It was, therefore, agreed that a joint seminar involving all music lecturers be held at Hillside Teachers College. The seminar, which was to be held from the 21st-22nd August, was to have representatives from all the different tertiary institutions where Music is taught as a subject. The research team visited colleges, identified and constituted reference committees for the NMTD as listed below:

a) Joshua Mqabuko Nkomo Polytechnic (formerly ZINTEC College, Gwanda).

- Mr. N. N. Sibanda (Head of the team)
- Mr. G. Mpofu (Deputy Head)

- 4 more members to join the committee were to be chosen by the Head and his Deputy (i.e. 2 from the Music Department and 2 from the Ndebele Department).

b) Hillside Teachers College (Bulawayo).

- Mr. B.M. Tshuma (Head of the team)
- Mr. B.M. Dube (Deputy Head)
- more members to join the committee (i.e. 2 from the Music Department and 2 from the Ndebele Department) .

c) United College of Education (Bulawayo).

- Mr. B. Tshuma (Head of the team)
- (Deputy Head) -- Name yet to be supplied
- more members to join the committee (i.e. 2 from the Music Department and 2 from the Ndebele Department) .

Because of the problems already noted, above the research team decided to carry out interviews with Music lecturers who could spare at least 30 minutes. The move was fruitful as the team managed to interview two lecturers on Western music and on musical instruments.

The research team also visited the National Museum (Bulawayo) and Amakhosi Township Square as per the plan. Valuable data on traditional musical regalia was found at these places. The places also proved to be valuable entry points for the research team to reach informants on traditional music.

The two NMTD team members also carried out targeted interviews with elders who are experts on Ndebele traditional music. Each member recorded five interviews carried out with traditional experts in Bulawayo and Nkayi.

AND

The collection of targeted material for the AND was very successful. Interviews with experts in different professions yielded positive results. Mr L. Khumalo carried out eight interviews, Mr M. Maphosa carried out five interviews, while Mr C. Ncube carried out four interviews. These interviews were averaging between 50 to 60 minutes in length. This was because the informants had a lot of interesting information and some of them were interviewed twice on different specialised topics because of their knowledge and expertise.

Apart from carrying out interviews in Bulawayo, the AND team also identified (or where referred to) and visited informants in places such as Gwanda, Filabusi, Nkayi, and Plumtree. There was one interesting interview recorded with elder Mbambo in Nkayi who gave us the etymology of all the names of the months in Ndebele. Dr T. Dlodlo, who is a Physics lecturer at the National University of Science and Technology, was also one of the key resource persons and he gave us an inventory of Ndebele Physics terms that he is currently using in his lectures. These terms are going to be added in the AND database.

Team members were expected to transcribe their own interviews during fieldwork. However, Mr. L. Khumalo and Mr. M. Maphosa managed to transcribe only one interview each, while Mr. Ncube could not. The exercise is currently in progress, although it is very slow.

By the time of compiling this report, some members had already started entering new headwords into the AND database. Mr. L. Khumalo had already entered 110 new headwords. While I could not get the figure from Mr. M. Maphosa, the number of headwords in the AND database currently stands at 20133.

Fieldtrip Problems

The fieldwork programme was not without its minor problems. Apart from the logistical problems surrounding meeting Music college lecturers as already stated above, there was also the late clearing of Mr M. Maphosa's cheque for subsistence allowance. The situation was aggravated by the national cash crisis, as members whose monies were ready could not withdraw enough to come to the rescue of Mr Maphosa. The team also experienced an unfortunate situation on the day of departure when it ran out of petrol in Gweru. The situation forced team members to buy fuel at the black market rate so as to reach Bulawayo after consulting the office in Harare.

The time we spent in the field was again very little as it did not give members time to conclude their research well. For instance, the failure to transcribe recorded interviews was because members would sometimes carry out an interview in Bulawayo and the next day had an interview in Nkayi. This meant that there was little time to transcribe.

Concluding Remarks

The fieldwork programme was generally successful. It was enlightening to the research team. Although the team had minor problems and challenges, these were taken as lessons for the future. The programme was concluded satisfactorily.

5.2 Contact Leave

5.2.1 L. Khumalo

I left Zimbabwe on the 12th of June 2003 for my contact leave in South Africa up to the 10th of July 2003. While in South Africa, I did the following:

- I attended a workshop on Harmonization and Standardization of Southern African Languages from the 13th to the 15th of June 2003, in Johannesburg, South Africa. The workshop was organised by CASAS (the Centre for the Advanced Studies of African Society in Cape Town).

- At the workshop we finalized work on writing a monograph on *A Unified Standard Orthography for Nguni Languages: South Africa, Swaziland, Lesotho, Zimbabwe and Tanzania*. The monograph is in press as we speak. It is being published by CASAS and will be launched before the end of the year.

- Because of unforeseen problems, I could not immediately proceed to the University of Natal soon after the CASAS workshop as had been the original plan. I then used research facilities at the University of Witwatersrand in Johannesburg to conduct my private research.

- I arrived at the University of Natal, Durban on the 30th of June. While at this University, I was hosted by the Department of IsiZulu.

- I visited the IsiZulu Lexicography Unit at Umlazi campus of the University of Zululand, again in Durban.

- I met the head of the IsiZulu Lexicography Unit, Mr. M. Mbatha. After a tour of the Unit, we shared notes and exchanged a number of ideas on lexicography, funding and collaborative research. He expressed interest at our dictionary work, which is corpus based and was keen to visit the African Languages Research Institute at UZ sometime before the end of the year.

- The IsiZulu Lexicography Unit is keen to establish collaborative ties with us, particularly in the area of computational lexicography, a method which they are yet to embrace in their dictionary compilation.

I flew back to Harare on the 10th of July.

5.2.2 E. Mangoya

I managed to go for my contact leave and I am grateful to the African Languages Research Institute for making the trip possible by providing the foreign currency needed. My gratitude also goes to the Director of ALRI who assisted by facilitating for the trip. The period of my contact leave was from 1st - 28th May 2003

I visited Michigan State University (MSU). My visit to the Institute followed an invitation which was facilitated by Dr J. Metzler who I got to know when he used to come to Zimbabwe on an exchange programme with students from his University. When I got there, I was hosted at the African Studies Center, which is under the Directorship of Dr J. Fisseha. During the period of my contact leave, my main activities were touring of the African Studies Center and the Center for Learning and Educational Research, attending seminars and workshops, library research and polishing up of the SCD style manual.

Tour of the African Studies Center

I was taken on a tour of the African Studies Center by its Director, Dr J. Fisseha. The Center is responsible for research and the teaching of African Cultures and Languages. I managed to interact with researchers on different aspects of African cultures and languages.

Tour of the Center for Learning and Educational Research (CLEAR)

I also did a tour of CLEAR. CLEAR is responsible for the teaching of second languages. They are working on methods of enhancing the teaching of second languages and the Shona language is also included. I learnt different ways of doing research for the purpose teaching language. I found it interesting in that it gave insights into how grammatical elements could be handled and described for the benefit of second language speakers. Their studies and research interests are quite relevant to ALRI since there might be need for such approaches when it comes to compiling dictionaries for second language users.

Seminars and Workshops

I attended the 2003 Summer School. I interacted with scholars from various Universities from the United States, Europe and Canada. I also gave a talk on the language situation and language policy in Zimbabwe.

Library Research

I did a lot of library research. I collected a lot of information relevant to my PhD studies. Of interest was the fact that there were quite a number of materials in and on the Zimbabwean languages, particularly Shona. Even the latest dictionaries published by ALRI are already stocked in their libraries.

SCD Style Manual

I also worked on the SCD style manual while I was on contact leave. The style manual was sent back to the team members for additions and corrections.

5.2.3 N. Mpofu

I left Harare by air on 24 June 2003 for my contact leave. I spent my contact leave at the Centre for the Advanced Studies of African Society (CASAS), in Cape Town, South Africa from 24 June to 21 July 2003. Upon arrival I was given an office and a computer to use.

CASAS is a Pan-African centre for creating research networks in Africa and its diaspora. CASAS undertakes the supervision, coordination and management of research on languages and culture. The Centre is headed by Professor Kwesi Kwaa Prah, assisted by Mr Bankie, the Head of Administration. I am grateful to them for hosting me during my stay and providing me with office space and a conducive and comfortable working environment. The Centre also has two secretaries, Mrs G. Naidoo and Mrs N. Siljuer. These were especially helpful before and during my stay as they assisted with my travel arrangements and getting me accommodation. They were also of tremendous help during my stay and I am greatly indebted to them for their assistance and hospitality. I would also like to express my gratitude to my landlady, Mrs Paddy Draper, who accommodated me during my stay and provided me with a home away from home.

Recent research conducted by CASAS has been on the classification of African Languages on the basis of mutual intelligibility and this falls within work on the CASAS Harmonisation and Standardisation of African Languages Project. This

entails unifying and standardizing orthographies of language sub-groups that have similarities in phonology, morphology and the lexicon, thereby creating a common script. Professor Prah expressed an interest in working with ALRI researchers on one of CASAS's future projects on the harmonization of Zimbabwean and Mozambican Shona.

While at CASAS, I not only got an insight into their activities but I also managed to read some of their publications. They have published a number of books on different aspects of African languages. I also spent time with Professor Prah and Mr Bankie telling them about ALRI's research activities and publications.

During the final week at CASAS, I was mainly doing my own research and reading. This is the week that I also managed to look at the Dictionary of Biomedical Terms.

5.2.4   E. Chabata

This report summarises the activities that I was involved in during the period of my contact leave from 1st – 28th May, when I visited the University of Zululand, South Africa and was hosted in the Department of IsiZulu Namagugu. This was my first contact leave since I joined the University of Zimbabwe.

First of all, I wish to thank the University of Zimbabwe for financing my trip and stay in South Africa. However, my greatest thanks go to the African Languages Research Institute (ALRI) for providing the much needed foreign currency. The trip would not have been possible without this foreign currency. I also want to thank those people who helped in the processing of the foreign currency, in particular Prof. H. Chimhundu, Mr E. Mangoya and Mr A. Gumi, as well as staff in the Registrar's and Bursar's offices.

The Trip

Because of inadequate funding on transport by the University, the round trip to and from South Africa was by road.

Institutions Visited

During my stay in South Africa, I visited three institutions. The first was the University of Zululand which was the hosting institution. In fact, I spent the greater part of my visit at this University. I am happy to report that I enjoyed my stay at this institution. I was given an office in the hosting department from which to operate. In addition to this, I was also given a laptop for use during my period of stay. I found

the office and laptop very convenient since these were facilities that I could use any time and any day without asking for any form of assistance. Besides this, I was also offered good accommodation on campus, and this was very convenient with regards to transport costs. The staff members in the hosting Department, the Faculty of Arts and the University at large was very helpful during the whole period of my stay. For example, I was given a tour of the whole University on arrival. I was introduced to the departmental and the University libraries and I was also taken to the local bookshop. I was also given a tour of Empangeni, their local town. The tour was very important, especially for a visitor who had visited that region for the first time. In summary, I could get help any time that I needed it. I also had the privilege of visiting a number of officers in the University hierarchy. These included the Pro-Vice Chancellor, the Academic Registrar and the Public Relations Officer. In these visits, I was accompanied by the Dean of Arts, Chairman of Department and other members of the Department. During these visits, I felt that the University had had time to prepare for my arrival and this made me most welcome.

Through arrangements by the Department of Isizulu Namagugu, I also had a chance to visit the IsiZulu Dictionary Unit which is housed at a University of Zululand branch in Natal. At this Institution I met a number of lexicographers from different lexicography units who were gathered for a meeting. I was also given a tour of the unit and had some time to share lexicographic experiences.

During this period, I was also requested to go and assist the SiSwati Dictionary Unit with their planning for the SiSwati dictionary. This unit is at Technikon Pretoria in Mpumalanga province. The reception at this institution was warm. The unit is still very new and they had just started on their planning of their dictionary project. I managed to share our experiences with them. I am happy to report that they really appreciated the work that we are doing at ALRI. At the end of the exercise they felt that it was important for them to pay ALRI a visit so that they would physically see how we produce our dictionaries.

Activities

- I spent the greater part of my time doing library research at the University of Zululand.

- I also had time to write academic papers that had been outstanding for quite some time.

- I had an informal lecture on, "The Zimbabwean Academic in the face of Zimbabwe's present socio-economic and political conditions". The audience

for this lecture was mainly University academic staff and a few interested students.

- I gave lectures on the need for and compilation of monolingual dictionaries in African languages, and also on the importance of corpora in lexicographic work. These lectures were held with people who are working on different lexicographic projects.

- I made contacts with a number of academics in South Africa.

Conclusion

I wish to thank everybody who made my stay in South Africa comfortable. The people include staff at the three institutions visited. However, I want to mention the following for giving different forms of assistance:

- Dr Lubisi Mafika, Lecturer, University of Zululand – he was the one who encouraged me to visit the University of Zululand. He also facilitated the whole visit. He even accommodated me at his home. He also showed me around campus and Empangeni as well as driving me to different places. He also lent me his laptop for use during the whole period that I was in South Africa -- wherever I went I would carry it with me.

- Prof. Khumalo, Dean, Faculty of Arts, University of Zululand – he invited me to visit his Faculty.

- Prof. Matenjwa, Chairperson, Department of IsiZulu Namagugu – he arranged for my office space during the period of stay.

- Prof. Shongwe, Director of Pretoria Tecknikon – he invited me to Pretoria Technikon and also arranged for my accommodation in Mpumalanga.

The trip was worthwhile. I learnt quite a lot during this period. Such trips are a form of exposure for they enable us to compare notes with what others are doing in their respective universities and institutes. They also help in boosting confidence, especially in cases where one compares well with academics in other universities.

5.2.5 H. Chimhundu

On Sunday 16 March 2003, I left Harare for four weeks contact leave at the California State Polytechnic University at Pomona (Cal Poly Pomona) at the

invitation of Professor Barbara Way, Dean of the College of Liberal Arts and Social Sciences (CLASS). My host was Emeritus Professor James Kamusikiri, with whom I initiated the Year Abroad Program at the University of Zimbabwe for the California State University International Program (CSUIP) way back in 1991. During the visit, I renewed contact and had meetings with Dean Way of CLASS and several senior officials at Cal Poly Pomona who have been associated with the CSUIP or the Zimbabwe International Education Exchange Program, including Professor Van Garner, Dean of the College of the Extended University. Professor Kamusikiri, who has lived and worked in America for over 40 years, also took me to other towns and campuses in Southern California to meet some of his academic and business associates who I needed to interview for a biography of 'Dr K' himself which I am working on. All these people, both Americans and Zimbabweans, have been involved with the many linkages and development projects that 'Dr K' has initiated for Zimbabwe and its institutions. The interviews that I contacted and recorded during the contact visit cover the main part of the American side of the life and work of this remarkable son of Africa. The Zimbabwean side of the story will be collected in the Harare and Mutoko areas. In particular, it is expected that the oral data to be collected in rural Mutoko will be very rich and that it will be a significant addition to the Shona corpus of the ALLEX Project, which has so far not been able to collect much raw data in the Korekore dialect and in the Buja sub-dialect.

5.3 Conference Participation

5.3.1 L. Khumalo

While at the University of the Witwatersrand during my contact leave, I wrote a paper entitled "From a General to an Advanced Ndebele Dictionary: an Outline", which I asked Mr. M. Maphosa to present on my behalf at the 8th International Conference of the African Association for Lexicography (AFRILEX 2003) in Windhoek, Namibia.

I also prepared a paper that I intended to present at the ALASA 2003 Workshop on Human Language Technology: Research and Practice, in Stellenbosch, Cape Town entitled "A Computational Analysis of Ndebele Morphology." However, because of the costs involved, I could not attend the conference.

During the year under review, I attended the following conferences and workshops:

a) From the 20th -31st of January 2003, I attended the African Languages Research Institute Planning and Training Workshop, at the University of Zimbabwe in Harare.

b) On the 27th-28th February 2003, I attended a CASAS Workshop, which took place at the Manhattan Hotel in Pretoria, South Africa. At this workshop I presented a paper entitled: "The Status and Role of Nguni Languages in Development." The paper is due to be published as a chapter in a book on the workshop proceedings. The paper was well received.

c) On the 12th-14th June 2003, I attended a Second CASAS Workshop, which took place at the Parktonian Hotel, in Johannesburg, South Africa. The workshop was a follow up of the first one held in Pretoria. At this workshop we were finalising work on the Monograph (which is in press), entitled: *A Unified Standard Orthography for Nguni Languages: South Africa, Swaziland, Lesotho, Zimbabwe and Tanzania*, CASAS: Cape Town.

5.3.2 E. Mangoya

From the 7th – 11th July, I attended the 12th Biennial Conference of the African Languages Association of Southern Africa (ALASA) at the University of Stellenbosch, South Africa, and presented a paper entitled "An attempt at compiling a Biomedical Dictionary: Experiences by the ALRI Research Team." The paper was well received.

I also presented a paper on behalf of Mr E. Chabata, who was attending the AFRILEX conference in Namibia at the same time.

The title of Mr Chabata's paper was "Interviewer-Interviewee Interaction in Shona Oral Interviews."

5.3.3 N. Mpofu

During the third week of my contact leave, I went to Stellenbosch to attend the 12th Biennial Conference of the African Language Association of Southern Africa (ALASA), from 7 to 11 July 2003. I did not present a paper at this conference, but I may point out that I have a paper that was read on my behalf by Mr Chabata at the AFRILEX conference in Namibia titled "The ALRI Experience in the Compilation of a Dictionary of Biomedical Terms." I chose to attend ALASA because I was about 50km from where it was being held. The major highlight at the ALASA Conference

was the issue of harmonisation and it sparked some interesting debate. One key-note presenter highlighted the view that the Nguni sub-group which includes isiZulu, isiXhosa, siSwati and isiNdebele could benefit if their writing system is standardised. The debate from the floor was who would use that orthography given that speakers are using an orthography that they are accustomed to. I also attended the Human Language Technology Workshop which was running concurrently with ALASA.

I am greatly indebted to ALRI and specifically Professor Chimhundu for making it possible to go on my first contact visit. The trip enabled me to get exposure into current debate in African languages and linguistics particularly the harmonization and standardization debate.

5.3.4 E. Chabata

This report is meant to be a summary of what happened at the 8th African Association for Lexicography (AFRILEX) International Conference held at the University of Namibia, Windhoek, Namibia (7-9 July 2003), which I attended, and at which I also presented papers.

I would like to first of all thank the African Languages Research Institute (ALRI) for financing the trip to this important conference on lexicography. Without this financial support, we would not have made it to the conference. I also want to thank those people who helped in the processing of the funds, in particular Prof. H. Chimhundu, Mr A. Gumi and staff in the Registrar's and Bursar's offices.

Because of inadequate funding, the trip to the conference was made by road. The travelling team hired a private kombi from Harare to and from Namibia. This was seen as more convenient compared to the use of public transport which is not usually reliable. What this also meant was that the travellers had to do the driving themselves. In this regard I wish to thank the drivers for taking us through the very long trip to and from Namibia safely.

The Conference was attended mostly by scholars from Southern African countries and included Botswana, Gabon, Lesotho, Namibia, Swaziland, South Africa, Zambia and Zimbabwe. There were also participants from Belgium, Germany and United Kingdom.

The theme of this year's Conference was Compilation of Bilingual Dictionaries. Most presentations focused on the challenges lexicographers face when compiling bilingual dictionaries. Some of the challenges were cultural, terminological, as well as those that have to do with the need for training in various language related

disciplines. Some presenters also focused on the use of corpora as tools of research in lexicographic projects. And yet others also gave reports on their on-going projects, mainly focusing on the challenges they encounter and the lessons that they draw from these projects.

I personally presented the following papers:

(a) E. Chabata, "Interviewer-Interviewee Interaction in Oral Interviews"; and
(b) N. Mpofu, "The ALRI Experience in the Compilation of a Dictionary of Biomedical Terms."

The two papers were well received. Most conference participants were actually convinced that there was meaningful research being carried out at ALRI. Following presentations by participants from ALRI, most conference delegates felt that they needed to cooperate with us so that we would share our experiences with them. Our general response was that that was welcome since we believe in a culture of sharing. I personally feel that cooperation with countries in the region is necessary, especially given the fact that we have cross-border languages.

During the conference proceedings, members from ALRI made relevant contributions to most of the discussions that took place. We feel that our members should continue to attend this regional conference. This is one of the ways in which we can become visible in the region. Attendance of such conferences also helps in boosting confidence on what we do. Such gatherings are also a form of exposure for they enable us to compare notes with what others are doing in their respective universities and institutes.

5.3.5 C. Ncube

I participated in the ALRI Planning and Training Workshop that was held at the University of Zimbabwe from the 20th to the 31st of January. I acquired valuable knowledge on how databases work, effective carrying out of targeted interviews and the use of the new digital recorders.

I also participated in the 8th International Conference on African Lexicography that was held at the University of Namibia, Windhoek, from the 7th to the 9th of July 2003. During the conference I presented a paper entitled, "'Language Development' or 'Language Corruption': A Case of Loanwords in *Isichazamazwi SesiNdebele*." I was pleased that the paper was well received considering that this was my first time to attend such a high profile academic gathering. The experience invigorated my interest to write more such papers.

5.3.6 G. Mheta

I attended the 8th International Conference of the African Association for Lexicography (AFRILEX) which was held from the 7th - 9th of July, 2003 at the University of Namibia in Windhoek, Namibia. The conference was hosted by the Department of Germanic and Romance Languages.

The theme of the conference was Bilingual Dictionaries. I presented a ten-page paper entitled the "The Impact of Translation Activities on the Development of African Languages in Multilingual Societies: Shona-Ndebele-English Musical Terms Dictionary: a case study." The paper was received. Presenting a paper at such a high level gathering boosted my confidence as an academic. In addition, I managed to make contact with people who have keen interest in lexicography and music, which are fields that I am dealing with in my MPhil research.

5.3.7 H. Chimhundu

During the course of 2003, I have attended three conferences and I am due to attend two more as follows:
- International Expert Meeting on Endangered Languages, UNESCO Paris, 10-12 March.
- International Expert Meeting on the Draft Convention on the Intangible Cultural Heritage, UNESCO Paris, 2-14 June.
- BUWA Conference on African Languages and Literatures into the 21st Century, Pretoria, 15-16 September.
- 32nd Session of the General Conference of UNESCO, Paris, (forthcoming) 9-17 October.
- Second World Summit on the Arts and Culture, Singapore, (forthcoming) 23-26 November.

The first two were organised and funded by the Intangible Heritage Section of UNESCO Paris. I went to the March meeting as a Governmental Expert. The June meeting prepared the final version of the Draft Convention that is to be tabled during Commission IV of the UNESCO General Conference in October, which I have been invited to attend by the National Commission for UNESCO as an official delegate of Zimbabwe, but funding for my participation has been provided by the ALLEX Project. The new Convention is expected to be adopted by the General Conference of UNESCO in October. I am proud to have been associated with the preparatory work that eventually led to the finalisation of the Draft Convention, starting with the UNESCO International Round Table on Working Definitions for the Intangible Cultural Heritage that was held in Turin in March 2001. The main outcome of the

BUWA Conference, which I attended as a nominee of the Zimbabwe International Book Fair, was a decision to hold another larger conference in South Africa on African Languages and Literatures in August 2004, with participants drawn from the entire continent. The fifth and last conference which I am due to attend this year, subject to availability of funding from the organisers, is being organised jointly by IFACCA (the International Federation of Arts Councils and Culture Agencies) and the Arts Council of Singapore. The other Zimbabwean Delegate to the Summit will be Mr Titus Chipangura, Director of the National Arts Council of Zimbabwe.

5.4 Studies for Higher Degrees

5.4.1 L. Khumalo

I managed to register as a DPhil candidate with the Department of Linguistics at the University of Zimbabwe. The registration was with effect from the 1st of January 2003. The title of my thesis, which was accepted at registration, is **"A Computational Analysis of Ndebele Morphology."**

On the 13th of June 2003, the Faculty of Arts at the University of Oslo wrote advising me that I had been admitted to the doctoral programme.

I had been advised in May that the University of Oslo was not able to offer scholarships for doctoral program candidates. I was informed that there was hope though that the University will be able to offer some few places in January 2004. I then sent a notification for my application to be considered. As part of the preparatory work for the doctoral programme, from March to June 2003, I attended computer programming lessons at the African Languages Research Institute conducted by Mr. Machanja from Computer Science Department, University of Zimbabwe.

In mid-June, I then went on contact leave, and when I came back the NLU team went for fieldwork. Since coming back on the 1st of August 2003, we have not had any computer lessons. I have also lent that Mr. Machanja has since left the country for further studies in South Africa. My fear is that the knowledge that I acquired may not be adequate for further my in Oslo. There is still time to engage another lecturer to continue from where Mr. Machanja left off and to finish what Dr. Ridings prescribed for us.

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I am scheduled to consult with my supervisor, Mr. K. G. Mkanganwi, at least once a fortnight on Thursdays between 10am and 12am. The discussions centre on grasp of morphological theories.

However, I have not had consultations with my supervisor since I came back from contact leave in July. This was because of the NLU fieldwork that we had, which I advised him about.

While in South Africa on contact leave, I also bought three books, which are very relevant to my DPhil research: *Elements of Zulu Morpho-Syntax*, *An introduction to Zulu Phonology, The Nguni Languages* and *Zulu Grammatical Structure* (third edition), all by N. N. Canonici. So far I have been reading on morphological theories and Zulu grammatical structure. Progress is relatively good.

5.4.2 N. Mpofu

In January 2003, I registered for DPhil studies with the University of Zimbabwe (UZ) under the Linguistics Department with Mr K.G Mkanganwi as my supervisor. The title of my thesis is **"A Computational Analysis of Agreement and Unification in Shona."**

For the past 8 months I have been mainly focusing on the theoretical framework that I will use in my research, Head-driven Phrase Structure Grammar (HPSG). I have been meeting my supervisor on a weekly basis and in our sessions we have been looking at HPSG and earlier linguistics theories that have a bearing on my research. These sessions have helped me immensely in grasping the major concepts of HPSG and how it is related to other linguistic theories. I have also been doing library research but this has been difficult because there are no relevant texts on my theoretical framework in the UZ library.

I however, faced a setback in June after failing to get a place at the University of Oslo (UiO). I have had to rework my proposal for UiO and I intend to change the topic slightly to **"A Computational Analysis of the Shona Noun Phrase."** My focus is now solely on the noun phrase in Shona. The comments from UiO's selection committee require me to clarify and refine my project description as well as to develop my theoretical framework. I was invited for a guest reseachership by Ms Gronvik in November to concentrate on reworking my proposal and resubmitting it to UiO for next year's intake.

5.4.3 E. Chabata

This report is meant to be a summary of work covered so far towards my DPhil studies. It also highlights the problems that I have encountered during the process of doing my research.

I registered for the DPhil at the UZ in 2002. I have since had my application to register for the doctoral programme at the UiO accepted and I am due to start coursework in Oslo in January 2004. The topic for my dissertation is **"Derivational Morphology of the Nambya Verb".** My supervisor at UZ is Mr K.G. Mkanganwi, and my supervisors at UiO are Dr Daniel Ridings and Prof. R. Endresen.

The progress rate has been very slow. This could be explained by the fact that I am being overwhelmed with work that I am involved in as a full-time Research Fellow at ALRI. Therefore, my study for the doctorate is very much on a part-time basis. The following is the little progress that has been made so far:

- Library research – this exercise has been frustrating due to the fact that there are not many books that are available at the UZ.

- Corpus development

  a) Work on oral materials (collected in 2001 during a preliminary survey of the language and funded by SIDA) is almost complete. Most of the materials were encoded by SRAs but these materials are yet to be tagged.

  b) A number of books (church literature) were also collected during the preliminary survey. However, these are yet to be scanned – they could not be scanned because the scanner at ALRI was not working. However, arrangements have already been made to have the books scanned at other places for a fee.

- I am working on chapter 2 of the thesis. The chapter focuses on background information about Nambya, the people and the language.

- I had insightful consultations with my UZ supervisor, Mr K.G. Mkanganwi, on the theoretical framework chapter of the thesis. However, the meetings were interrupted when I went on contact leave in May.

For good progress in future, I propose that during the remaining part of the year focus be put on building the corpus, that is:

- Hire SRAs to do encoding of the remaining part of the oral materials

collected.

- Have all the available books scanned and be part of the corpus.

- Hire mother-tongue speakers of Nambya (preferably SRAs) to proofread the corpus so that it becomes clean.

- I do the tagging of the corpus.

- Funds permitting, do a bit of field research before leaving for Oslo in January 2004.

5.4.4 E. Mangoya

Degree Programme: DPhil

Registration Date: 1 January 2003

University with which registered: University of Zimbabwe

Faculty in which registered: Faculty of Arts

Department through which registration was done: Linguistics

Supervisor: Mr K. G. Mkanganwi

Topic for the dissertation: Morphophonological Change in Kalanga.

Not much has been covered so far but few things have been happening though at a slow pace. I recruited a Kalanga SRA who is helping with the encoding of the oral interviews that have been recorded. I also attended the Computer Programming course that was organized at ALRI in order to gain insights on the electronic handling of the research materials.

Progress has to be stepped up as a matter of urgency. To achieve this, I am proposing the following:

- More SRAs' to be recruited to assist with encoding of the Kalanga materials.

- More encoding of the materials that have been produced to be done as well.

- The ALRI lab to be accessible to allow for more work by SRAs.

- The researcher to visit University of Botswana, funds permitting, to acquaint himself with work that has and is being done on Botswana Kalanga.

- Researcher to liaise with scholars from Botswana who also have an interest in the Kalanga language, e.g. Dr A. Chebanne.

- Researcher to liaise with the writers who are working on the reading materials which are being produced for purposes of teaching of minority languages in the schools to try and find out how they are harmonising the orthography.

5.4.5 G. Mheta

My application to register for the MPhil degree has been accepted by the Academic Committee and I am almost through with the registration process. I am through with registration procedures in the Department of African Languages and Literature. However, my papers are still with the Dean of Arts and, as soon as they are signed, I will complete the registration process. Officially, my studies commenced on the 1st of February, 2003 and the minimum length of my course is 3 years. These studies will be done on a full-time basis under the supervision of Prof H. Chimhundu and Mrs B. Chinouriri.

My field of study is Ethnomusicology and the title for the dissertation is, **"A Critical Analysis of Strategies Employed in the Development of Shona Musical Terminology with Emphasis on Musicology"**.

In June 2003, I was granted Z\$220 000.00 by the UZ Research Board for fieldwork. I am grateful to Ms Mpofu, under whose name the funds will be released. I will visit four cities, namely, Gweru, Bulawayo, Mavingo and Mutare. I intend to do my field research in early November, 2003. I will also collect my data at MTD seminars scheduled for later this year.

The first chapter of the dissertation has now been revised and updated. I have also collected a number of secondary sources to use as supporting evidence.

5.4.6 C. Ncube

I started the research for the MPhil degree in March 2002 although, up until now, official registration with the UZ is still pending.   My proposed topic is on orthography, with special reference to the Kalanga language. The proposed dissertation title is: **"Problems Associated with Orthography Designing: A case of Kalanga language"'**. My supervisors are Mr S. Hadebe from the University of Zimbabwe and Dr J.T. Mathangwane of the University of Botswana.

In August 2002, the proposal was submitted for the first time to the Department of African Languages and Literature. In December 2002, I received response of approval of the proposal. After incorporating comments from the Department, I resubmitted the proposal for forwarding to the Faculty Higher Degrees Committee in January 2003. In February 2003, the Higher Degrees Committee did not approve the proposal. I reworked the proposal aiming to resubmit it on the 14th of April but was not able to do so. My supervisor, Mr Hadebe, felt then that the proposal was not ready for presentation. Together we designed a schedule that I work on the proposal in stages according to sections. I worked on the area of investigation together with the objectives of the study. While Mr Hadebe was marking the sections, I would be reading and drafting sections on methodology, theoretical framework and the literature review. This process continued until end of June when Mr Hadebe finally agreed that the proposal could now be submitted again to the Department. Before submitting the proposal, I first copied it to Dr N. Mberi and Mr F. Matambirofa to go through it. I received valuable comments from them and incorporated them into the proposal which I submitted in early July 2003. The proposal is still waiting approval and I am looking forward to hear the outcome from the Department.

It is also important to mention here that my application for a research grant from the Research Board was approved. The grant is meant to help me in collecting research data in areas where Kalanga is spoken. The Research Board is, however, able to make available only half the total amount that I requested and this is not enough to cover all the travel expenses. As a way forward, the following are my recommendations:

- That I continue working on data collection for subsequent chapters and not wait for the proposal to be registered as this process can take long and, when I finally get registered, registration can be retroactive. That could leave me with too short a time to complete the programme.

- That I combine fieldwork on the MTD project with data collection for my thesis. This will go a long way in covering the financial expenses that the research grant cannot meet adequately.

- That my thesis should also touch on the prospects of harmonising the orthographies of Zimbabwean and Botswana Kalanga.

6. Special Reports by Academic Support Staff

6.1 Library & Archive -- C. Rioga

6.1.1 Report on Guest Research Visit to the University of Oslo, 16 May - 16 June 2003

Introduction

The guest research visit to the University of Oslo (UiO) from 16 May-16 June 2003 came about after the realization of the need to organize, preserve and provide access to information in various information carriers housed in ALRI. It was therefore felt that there was need for one person in the ALRI Library Committee to go on a guest research visit to UiO. A number of people and institutions were involved in making the whole programme of the visit come about. The following were the major players:

- African Languages Research Institute
- Professor H. Chimhundu, Director of ALRI
- Dr B Mbambo, University of Zimbabwe Library
- University of Oslo
- Oddrun Gronvik, University of Oslo
- Jan Engh, University of Oslo Library
- NUFU.

I would like to extend my sincere gratitude to all of them for affording me the opportunity to visit Norway (for the first time).

Objectives

In summary, the following were the main objectives of the visit:

- To gain hands-on experience of the operations of a language research library.

- To gain knowledge and skills requisite for the proper handling and storage of multi-media information carriers.

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- To gain an insight into the types of services to offer in a language institute library.

- To gain knowledge and skills to safeguard audio, audio-visual, electronic and paper based information, the focus being on preservation and conservation activities.

- To gain knowledge and skills in the provision of access to information.

- To gain an insight into the digitization process and to try it with one publication.

- To see what features modern library buildings have.

- To gain an insight into the security features to include in a library.

The objectives as outlined above were first and foremost, if met, to then equip us with the knowledge and skills that will guide the ALRI Library Committee in its endeavour to set up, maintain and manage the proposed ALRI Library & Archive.

The Report

On arrival, I was met at the airport by Oddrun Gronvik and then driven to the students' accommodation at Kringsja.

Since I arrived on Norway's National Day, I was quickly whisked away by Oddrun to a local school where activities to celebrate the day were taking place. There was a lot of funfare with a parade round a block, led by the school brass band. Most people were wearing the national dress and those not in national dress had ribbons with national colours. It was interesting to note the participation of all family members in the activities. After the national day activities, Oddrun kindly invited me for supper with her family.

The first working day was divided between Oddrun Gronvik's office in the Department Scandinavian Studies and Comparative Literature and the Library. The first part of the day was taken up mostly by introductions to staff members in the Department's Lexicography Section.

The second part of the day was taken up by a guided tour of the Library. In the Library, I was allocated an office with a computer. This office was to serve as my

base to write reports and my general work area. Introductions to Library staff were also made. Another activity that took place was the registration in the Library to facilitate access to the behind-the-scenes restricted areas. To enter the restricted areas, one requires a swipe key, which under normal circumstances must have a picture of the bearer. Without this key entry into the area where offices are located is impossible.

The Library

The University of Oslo was founded in 1811. The Library was established the same year. The Library, since 1814 was operating both as a national library and as a university library. For 85 years, the university and the library were situated at different locations. In its life history, the University of Oslo Library has changed locations three times. The first location was in the city centre. Part of the building is now used as the Faculty of Law Library. The second location was the Sinding Larsen building. The current location is in Blinden, centrally situated in the university campus. Faculty libraries are located in the faculty buildings and these are used by undergraduate students.

The Library Building

The current Library building is fairly new, inaugurated in 1999. The building presents a massive glass façade. With huge columns, the inside is equally impressive. The foyer is large and allows easy movement of people. Also located in the Library are two canteens, one for students and others and one for staff. Food is for sale and can be eaten sitting down in the canteen. From my observations, the canteen also acts as a meeting place.

The Library is structured and arranged as a research library catering mostly for researchers and graduate students. The library has three floors. Each floor has material covering specific subject areas. There are also two underground floors.

a) **Ground Floor (First Floor)**

The set up on the ground floor is spacious and allows unhampered movement of people. On this floor are located computers for access to on-line catalogues. It was interesting to note that the computers for opac searches are mounted and all searches are conducted whilst standing. This ensures that there is no hogging at the workstations. Other computer workstations are also located on this level. On all the three levels of the library, workstations are provided. The interlibrary loans department is also located on this level.

Reference desks are located on each and every level. In the entrance to the library, on the ground floor, are checkpoints for electronic self-service lending system. Materials on this floor cover the Social Sciences.

b) **Second Floor**

The second floor is arranged in a similar manner as the first floor. On this floor are materials covering the Humanities subjects.

c) **Third Floor**

The third floor is the mezzanine floor. On this floor, on the library side, is the Humanities section for special collections, especially languages. Most staff working in this section are language specialists: for example, one will be focussing on Russian, another on Japanese, etc. (The office allocated to me was on this floor.)

d) **First Underground Floor**

On this floor are bound journals with open access. Located on this level are the restricted and controlled access areas with institute collections. These two rooms are designed as air-raid (bomb) shelters. The Bindery is also on this floor. The activities carried out in the Bindery department are mostly sorting and arranging materials for binding. The actual binding work is contracted out.

e) **Second Underground Floor**

On this floor are located the closed stacks. One of the rooms on this floor (600 square metres) houses the special collections. Here, climatic conditions are controlled to ensure conservation of the materials.

Other features in the Library building include the following:

- Lecture rooms
- Auditoriums
- Conference room
- Canteen and separate lunch room for staff
- Exhibition room
- Private study rooms allocated mostly to professors who spend a lot of time carrying out research activities. The rooms are also used by visiting

professors. A kitchen with necessary facilities including sitting arrangements is provided for the occupants' convenience.

To sum-up on the library structure, a lot of thought went into the planning of the new building. The end result is a modern functional library with all requisite features in place. These features include the following:

- good lighting, especially natural light with no direct sunlight
- good ventilation
- flexibility of layout
- security features
- storage areas
- climatically controlled areas
- adequate sitting arrangements.

Linguistics Library

The Linguistics collection of the University of Oslo is housed on the third floor in the Library. A lot of time was spent working with Jan Engh, a subject specialist responsible for African Languages.

Time was spent observing how materials are classified. Even though they use the Dewey classification system, the insight gained was found to be very useful. Time was allocated to in-depth discussions on what they refer to as "reserved search words" which translates to subject headings" in LC. The various descriptive levels for linguistics in Dewey as applied in the University of Oslo Library were examined in detail. Comparisons with LC were made and it was evident there are parallels in the two classification systems. A print out of the reserved search words, translated from Norwegian to English, was provided. The list can be used as a reference tool on what materials/publications to acquire for ALRI Library. The following subject areas could be used as guidelines of areas to focus on:

- Language and linguistics
- Philosophy of language
- Theory of language
- Classification of language
- Lexicography
- Discourse theory
- Semantics
- African languages
- Corpus linguistics

- Phonetics grammar.

Reference materials will include:
- Dictionaries
- Encyclopaedias.

After accessing some of the electronic journals they have in their Library, the following titles are recommended for ALRI Library:
- International Journal of Language and Documentation
- International Journal of Lexicography
- Multingual Computing
- Web Journal of Formal, Computational and Cognitive Linguistics (available free of charge)
- Journal of Applied Linguistics.

The list is not exhaustive and the final decision will have to be discussed by the ALRI Library Committee, which will transmit the recommendations to the Director of ALRI for approval. It is strongly recommended that access to electronic journals be considered. It is hoped that funds will be made available to pay the subscriptions. It is also proposed that there be close liaison with the UZ Main Library, which now offers access to electronic resources such as the EBSCO databases.

Library Building Recommendations for ALRI Library

From observations of the library building at the University of Oslo, the following features are being recommended as the requisites for ALRI Library.

a) Good and controlled lighting/adequate lighting but not direct sunlight. It is proposed that more windows or glass panels be used to replace the garage door. Tinted reinforced glass could be used.

b) Humidity will have to be monitored and controlled. This is important especially during the rainy season. There will be need to ensure that there are no leaks on the roof.

c) Exclusion of dust will also be an important consideration. Doors that close tightly will be required. Doors that close on their own will be ideal in order to avoid instances where doors are left open.

d) Security of the library will be of paramount importance. Comings and goings will have to be monitored at all times. A security machine (3m) at the

exit/entrance will have to be put in place. Since this will be a small library, it is proposed that only one door be used for both entry and exit. It is also recommended that a door-guard be stationed at the door at all times.

e) There will be need for the ceiling to be put in place. This will help with maintenance and control of temperatures.

f) Air conditioning will also be required.

Furniture Requirements

a) Sturdy shelving units, preferably units with adjustable shelves.

b) Cabinets to store multi media carriers, CDs, cassettes.

c) Handwritten notebooks/manuscripts will be best placed in acid free box files, which will be placed in lockable cabinets.

d) Reading area desks (x2) and chairs.

e) Desk of person always working in the Library (SLA1)

f) Computer for processing materials as well as for access to the OPAC and other electronic resources.

g) Computer for use by patrons, i.e. OPAC and other electronic resources.

h) Small desk and chair for the door guard.

Digitization Activities

Time was spent in the digitising unit of the University of Oslo.

The processes were explained. This type of work requires someone with computer degree including programming. This is the kind of project that an ICT department should manage because of the specialised technical skills required.

Digitization of Doke's Publication

Possibilities of digitising the book written by C.M. Doke, *Report on the Unification of Shona Dialects* (1931) was discussed at great length. The original publication, which was available, was examined.

The general consensus was that it was possible to digitise the publication. The method of digitising settled on was by use of a digital camera. The first hurdle that was encountered was of the condition of the original copy. Some pages are torn and some were repaired using cellotape. To digitise the publication in this condition would mean loss of integrity of the document. Pages would then need to be reconstructed in order to get a good digital copy.

Solution to this Problem

It was suggested that contacts be made with libraries that might have the same publication in their collection. A quick search on the web yielded results that the British Library (UK), Michigan State University (USA), Library of Congress, University of Cape Town and others had copies. It was recommended to explore the possibilities of getting a copy from any one of these libraries. Communication was sent to Dr Peter Limb of Michigan State University who responded positively.

Another aspect, which was pointed out as requiring clarification, was the copyright issue. The questions raised where:

- who holds the copyright
- is it still covered by copyright act
- are there any persons/organisations that can be approached for permission to produce the publication, not for resale but for academic research purposes?

To this end, a request for assistance was sent to UNISA Library (South Africa). There was no response to our query.

Having discussed all the issues, it became evident that the digitising of the whole publication might not be completed during the brief visit.

Since it was deemed a feasible project, to kick start it, it was agreed to start off with the maps included at the back of the book because these are still in better shape and could be digitised straight away.

For the remainder of the publication, it was proposed that students be hired for a fee to work on the project. It was suggested that Mr Chabata or Mr Khumalo from ALRI work on the project alongside their studies at the University of Oslo. Funding for this project will be provided through the ALLEX Project.

Doke's Publication: The position

Dr Limb of Michigan State University responded very positively to the request for assistance. He indicated that they have a paper as well as a microform copy. It was decided that for the success of the digitising project, the copy from MSU be sent to the University of Oslo. Whatever pages were not usable from the two copies would be compensated by pages in the copy from Michigan State University. Direct communication between Dr Limb and Øyvind Eide ensued.

By the end of the visit, a test digitisation of one map and one table had been completed. A compact disc was produced and is available for examination to a select few. It is proposed that, once the whole publication is digitised, it be made accessible in electronic format. Should funds be available another option would be to produce paper based copies as well. With the successful reproduction of Prof. Chimhundu's thesis, the indications for succeeding with this project are quite positive.

6.1.2 Library Access Provision at ALRI: A Proposal

Background

ALRI's activities centre around the development of Zimbabwe's indigenous languages. Products from these activities include dictionaries and other reference works.

One of the activities currently being undertaken is the building of corpora of the indigenous languages. The main purpose of the corpora will be as a databank that students, staff, researchers, scholars and the public can consult. It is envisioned that computers will play the leading role in the retrieval and visualisation of the data.

The importance of the data collected cannot be overemphasised. The data presents scholarly research and it must be made accessible for consultation. Consultation and handling of the original formats, though providing access, also brings up a major problem, that of conservation and preservation, i.e. preservation of the originals as well as of the digital documents. There is therefore need to ensure access but taking into consideration the following pertinent issues:

- who can access the databank
- where to access the databank from
- what access control policies to institute
- what restrictions to put in place
- ownership and copyright
- security.

Objectives

The objectives of the access proposal are:

a) to provide and increase access to the digitised information gathered as a result of research activities at ALRI;
b) to allow for visual display of search results in an organised format; and
c) to preserve and conserve the originals by creating digital surrogates.

Methods

The following are the proposed ways of providing access

- web page for ALRI to be developed at the University of Oslo and maintained there for a period
- develop a simple programme in-house at University of Oslo
- to have a mirror of the web page at ALRI
- include links.

Funding

- It was proposed that ALLEX funds be used in the construction of the web page.

- See also ALLEX Project (NUFU 18/2002)

Conservation/Preservation

The conservation and preservation activities are carried out in a different city. The following are some of the aspects they focus on:

- elimination of dust – use of vacuum with cleaners with brushes
- humidity levels monitoring
- temperature controls.

Other Places Visited

Prior arrangements to visit other related institutions were made by the University of Oslo Library. The following institutions were included in the itinerary.

i. **National Library**

One of the planned visits was supposed to be at the National Library of Norway. However, circumstances made it necessary to shelve the planned visit. Currently major renovations and rehabilitation of the building are going on. The repository library was established in 1992. Prior to that, it was operating as the combined University and National Library. The reconstruction programme includes the following:

- construction of a new underground temperature controlled stack-building in three floors
- complete renovation of the National Library building
- cleaning and preservation of the collections
- conversion the manual catalogues into automated catalogues
- digitising selected parts of the collections.

Had the visit materialised, a lot could have been learnt especially from the conservation and preservation point of view.

However, all was not lost. Getting brief descriptions of their activities shed a bit of light.

ii. The National Music Collection

Time was spent at the site where the National Music Collection is kept. This collection is part of the National Library holdings. The main objectives of this visit focussed on the following:

- Storage of sound recordings such as cassettes, electronic information carriers i.e. compact discs (CDs)
- Preservation mechanical magnetic and optical carriers
- How access is facilitated
- Handling of the materials.

The Collections

The collection is made up of the following:
- sheet music
- manuscript music
- sound recordings
- reference works
- books and journals.

Most Norwegian composers' works are housed in this collection. Other names of international renown, such as Beethoven and Bach are also represented.

The visit to the Music Collection was brief but all the same some knowledge and insight was gained. It was unfortunate for me that the conservation and preservation activities are not carried out on the same location but in another city up north. Time did not permit undertaking the trip. It is hoped that in future the visit will be undertaken should funds become available.

iii)   **The State Archives**

A meeting was scheduled at the State Archives with a member of their staff. Unfortunately on the appointed day, the member of staff who was supposed to conduct the tour was incapacitated due to an illness. Being summer, other members had taken time off from work and there was no one else to conduct the tour. As a result, there is nothing to report about that institution's set up and operations.

Summary

By the end of the month-long visit, most of the objectives of the visit had been realised. There, however, is still a lot to learn. Technological changes are happening very fast and the need to keep pace cannot be over emphasised. Libraries and/or information centres will need to focus on information reformatting. The digitisation of Doke's publication project seems to have taken off well. With its success, other digitisation projects can be undertaken.

One of the outcomes of the guest researchership was cooperation and networking internationally on a professional level. The contacts made are invaluable for future cooperation.

Another outcome was the creation of an awareness of the vast possibilities of digitisation activities which are now the trend worldwide. It is hoped that other digitisation projects, especially of out-of-print but still essential publications on African languages will be undertaken. Other publications that could be considered are those by Professor George Fortune.

My knowledge of digitisation processes and languages research institutes libraries operations were either confirmed or corrected. The visit also gave me the opportunity to share experiences with other professionals from different disciplines.

The time I spent discussing languages related topics with Jan Engh in the Library was most invaluable as this opened up other avenues for projects one can embark on.

Last but not least, on a personal note, I would like to mention my appreciation of the hospitality of all those I had contact with, especially Jan Engh and his family and Oddrun Grønvik and her family. These people gave up their weekends to take me to the Viking Ship Museum, the Folk Museum and the Sculpture Park and Museum.

It is hoped the knowledge and insights gained will enable me to guide the ALRI Library Committee in its endeavours to set up the proposed Library at the Institute.

6.2 Computer Equipment and Computer Laboratory -- J. Chikomwe

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5.2.1 ALRI Computer Equipment

At the present moment the Institute has a total of 32 working computers and these are best summarised in the table below.

Table 1

Office	Category	Qty	Rating /10	
Mavhu	1	1	6	
Mavhu	3	1	10	*
Mpofu	3	1	10	*
Nyathi	5	1	10	*
Nyathi	1	1	2	
Timbe	5	1	10	*
Timbe	1	1	2	
Kamusikiri	3	1	10	*
Chabata	1	1	8	
Chabata	3	1	10	*
Maphosa	1	1	8	
Maphosa	3	1	10	*
Boardroom	2	1	9	
Boardroom	1	1	6	
Boardroom	1	1	6	
Boardroom	3	1	10	*
Chimbarange	2	1	4	
Chimhundu	3	1	10	*

Dimairo	1	1	4	
Khumalo	3	1	10	*
Mangoya	3	1	10	*
Server	s	1	10	
LAB	4	10	10	*
TOTAL		32		

The categories are explained as follows

Table 2

Category	General Description	Operating Sys
1	These are among the oldest in the Institute.	Windows 95
2	These were among the 1st generation of pentium computers.	Windows 98
3	New pcs with the 19in and 17in monitors.	Windows 2000
4	The black compaq pcs from comp centre in the lab.	Windows XP
5	The pcs used by DEOs specially equipped for digitising sound.	Windows 2000
S	The server.	Red Hat Linux 7.3

From Table 1 the most important column to pay attention to is that of rating. This rating is out of 10, 10 being a very good and up to date pc.

Though we have a number of pcs below 5, attention must be paid to the pcs being used by the DEOs for their transcribing. My biggest fear is that one day the pc is not going to start up and we would have lost a large amount of work. I recommend that that these pcs be replaced because they are in a critical area.

The other pcs below 5 are those being used by Mr. Dimairo and Mrs Chimbarange. Though not up to scratch, these pcs are enabling the users to go about their day to day business. There have been complaints about the speed, which is a bit slow. I would like to look at one of the pcs in the boardroom and will probably place it in the secretary's office. With the anticipated staff movements, this will inevitably free some pcs and we will move the equipment around to suit the needs of the staff.

Viruses

Of late the campus has fallen prey to 2 very unfriendly computer viruses.

What is a "computer virus"? This is a program developed by an unscrupulous computer programmer, with the following objectives:

a) infect your computer without your knowledge
b) replicate itself on your computer
c) distribute itself throughout your network or the computers of people you communicate with via email.

Some viruses have deliberate or accidental side effects; some are harmless and may simply display or insert extra characters to your document or play a piece of music. Others are designed to be destructive, overwriting important system data, deleting files and of late cause so much traffic on the network and as a result you have a 'flooded network' with the network speed (internet connection) dropping down drastically and at times reaching total collapse. This is exactly what happened 2 weeks ago on campus resulting in the Computer Centre physically shutting down the network and going door by door to clean all pcs, patching the operating system and updating the antivirus programmes.

Some viruses will reside in the computer's memory where they can cause problems with other software that you would be running.

It should be noted that no virus is completely harmless. They all waste time, processor (computer) time, memory and hard disk space.

The 2 viruses that are currently causing problems on campus are:
1.   W32.Blaster.F.Worm   September 1, 2003
2.   W32.Welchia.Worm   August 18, 2003

These viruses where generating a lot of traffic on the network resulting in the router, a device at Computer Centre responsible for directing network traffic, failing to cope. This is much like the traffic policeman at a busy junction when traffic lights (robots) are not working and is all of a sudden swamped with a lot of traffic 2 meters or less away from him/her. They would inevitably breakdown.

These were detected in a number of pcs at the Institute. These viruses attack machines in categories 3, 4 and 5. These are indicated in table 1 by *. One pc was found to have both these viruses. It is currently off the network until I remove the

viruses. Three computers had the 1 virus ([W32.Blaster.F.Worm](#)). This was removed without any problems.

How YOU Can Help

The following areas (pcs) are still to be cleaned and should not be switched until further notice. These are:

Mavhu, the LAB, Kamusikiri and Maphosa.

Please do not switch on these machines. Leave them switched off until further notice.

If you receive an email from a user you do not know, please do not open it, especially if it has an attachment. Be on the look out for emails with catchy subject titles such as "your application was accepted", "congratulations", "especially for you", "missing you" etc. For as long as you do not double click on the attachment, your pc is ok. So you should go ahead and delete the email.

If your email bounces back to you for a reason you are not too sure about, forward that message to me on justice@arts.uz.ac.zw or simply call me.

The moment your pc starts failing to carry out simple tasks like copy and paste or you see strange characters in your document or fail to run a programme, let me know.

Back Ups

This is very important and should probably have been point number 1. If ever we are going to have students accessing our work (databases), we need to have in place a reliable system of backing up our work in volumes. This will provide us with a point of restore. In the event that something goes wrong, we can always call upon the backup prior to the problem and restore that one.

Limitations

At the moment, I am backing up on pcs. This means that I have to use the overwrite method of backup. The danger with this method is that I may backup a corrupt database which would overwrite the previous backup. Hence, on restoring, one finds that one has a corrupt database to replace a corrupt database.

The Digital Sound Recorders

The sound recorders have been successfully used in the field by the Ndebele Lexicography Unit and they returned with a good collection of interviews. I held a session with the team before their departure. This was basically a summary of the training we had at the beginning of the year. We focused on the important aspects of using the Digital Sound Recorders.

Lessons Learnt

The most important thing that we realised was that batteries for these recorders have run out and members were required to purchase extra batteries for the exercise. The recommended makes are Duracell and the Energizer batteries. These last longer than any other makes on the market.

On returning from the field trip, members should quickly copy their interviews onto their hard drives (pc) and carry out the transcription from their computer. This saves a lot on batteries.

We also realised that it is possible to connect the Digital Sound Recorder directly to the pc and copy the interview files from the recorder to the pc, without having to remove the memory stick and placing it in the docking station, as we had been taught at the beginning of the year.

It would therefore be important that before a team embarks on field trips requiring the use on Digital Sound Recorders, a training session be held to refresh their memory on what is expected of the would-be interviewers and how best to use the equipment.

Another point worth making is that, by using head phones when playing back the interviews, one saves battery power.

6.2.2 ALRI Computer Lab

Uses

This will be used for training SRAs on what work they are supposed to do, as well as for conducting training sessions for existing ALRI staff, such as lessons in programming, databases, word processing or even web designing. These courses can be open to members of the public and be a means of raising money for the Institute.

The courses that may be conducted in the lab are limitless, for they do not have to be courses that members of the Institute know of, or are capable of teaching. We can

always look for an instructor and pay him according to the number of students he/she has in the that class.

Re-allocation of Offices and Computers

I am anticipating big changes in the this area and this should be open for debate, bearing in mind that one of the pcs in category 3 will need to be set aside for use as a server in the Computer Lab. This part is for discussion. Members should feel free to request movement or computer equipment.

Scanner

The scanner is currently located in Mavhu's office and works with the pc in category 1. I would like to get this up and running by mid-October 2003. In the meantime, I would like to suggest to members who have work or items that require scanning to approach me. Time permitting, we can see how best to utilise the scanner in the Economics Lab, without compromising my position in the Department of Economics.

Priority will, however, be given to getting the ALRI scanner up and running even if it means connecting it to a different pc. One option would be utilising a pc in the Computer Lab.

SRAs

These will be trained in the lab. Their training will cover the following:
   a) Lab rules
   b) Introduction to computers
   c) Introduction to word processing
   d) Working with electronic dictionary.

Due to the tendency of SRAs abandoning their work and surfing on the internet for e-mail and other things, the machines in the lab will not be set up for internet.

I also propose that one of the machines in category 3 be reserved to be set up as a server in the lab, which will authenticate users as they work on the network. This will also be set up as a central point where their files will be located.

All SRAs will be given a username and a password, the list of passwords and user names will be kept by the concerned team leaders. Team Leaders will also assist in

coming up with the curricula for SRAs, they will also determine the nature of access their particular SRAs will get or what they will not be getting.

The ALRI Website

For those who do not know, our website address is http://www.uz.ac.zw/units/alri

It is important that we keep our website dynamic and up-to-date and hence be exciting to visit. It does become a bit monotonous to keep seeing the same items year after year. I would like to suggest that we have a new website in place by mid January 2004; I hope we can all agree on a website overhaul. My suggestion would be a site lighter on graphics.

7. Special Reports by Administrative Staff

7.1 Financial Regulations and Provisions -- E.I. Dhlamini

Mr E.I. Dhlamini, UZ's Acting Bursar, started by explaining that he had made himself available at the ALRI Retreat simply to answer questions that members might have on financial matters. However, he would first highlight a few key issues of a general nature that are particularly relevant for donor funded projects.

Donor Funds

The Bursar pointed out that:

- The University of Zimbabwe Financial Regulations and Procedures are the guiding principles upon which all finances are administered.

- Donor Funds are administered separately from the University funds which are provided by government.

- Donor Funds are kept in foreign currency but they are reflected in local Zimbabwe dollars in the ledger books.

- The University of Zimbabwe is trying very much to improve on reporting on donor funds according to the requirements of the donors.

UZ-NUFU Programme

It was highlighted that:
- The UZ-NUFU accounts are kept in the Bursar's office.
- The UZ-NUFU Coordinator represents the donors and is the signatory of the NUFU Project Accounts at the UZ.

Purchases

The Acting Bursar pointed out that all purchases are done through the generation of a purchase order. Purchase orders are University of Zimbabwe official records which contain the details of what exactly is being requested.

The Central Buying Office is responsible for channeling all the purchase orders to the relevant offices within the Bursar's Department according to the signing authorities and also according to the amount involved.

The Acting Bursar pointed out that requisitions should be submitted to their offices seven days in advance. There was need for planning from the people who generate these requisitions. He also pointed out that red tape could be circumvented by sending the requisition to the Cashier's office rather than sending it to the Creditor's office.

7.2 Specific Funds -- O.R. Matoushaya

The Senior Assistant Bursar (Specific Funds), Mrs O. Matoushaya, actually runs the office that administers funds that come from the external donors as grants for research projects like ALLEX. Mrs Matoushaya pointed out that the administration of such funds was guided by:

a) The agreement between the donor and the University of Zimbabwe Department or Institute.

b) Where the Institute's Board of Management had agreed to a variation to the agreement for the release of funds, the Bursar's office would require minutes of the meeting that had authorized such a variation to be attached to the requisition.

Income

Income that is received from any source should always have a receipt issued. Income received in local currency (Zimbabwe dollars) cannot be used to cover expenditure which has to be paid for in foreign currency.

Expenditure

A requisition with supporting documentation should always be provided whenever a claim for expenses is made. Before a requisition for expenditure is made, the drawer must ascertain that there are sufficient funds in the account (vote). The Senior Assistant Bursar pointed out that every requisition should be signed by authorized signatories.

Financial Reports/Statements

It was pointed out that financial statements are always available on request. A special request has to be submitted if audited financial statements are required and the external auditors will have to be paid. At any given time, financial statements obtained from the Specific Funds office will indicate the income received and the expenditure. However, access to such information is restricted to authorized individuals who are allowed to obtain it.

7.3 Furniture and Equipment – J.M. Dimairo

Introduction

The presentation of furniture requirements for ALRI is not something new. The then Acting Director of ALRI wrote to the Senior Assistant Registrar (SAR) – Services on 16 February 2000 requesting for furniture. On 13 June 2000, the Acting Director wrote again to the SAR-Services providing him with a detailed list of furniture requirements, office by office. In a desperate move, the Assistant Registrar - ALRI wrote to the Assistant Registrar – Services on 10 July 2003 requesting for furniture (even old furniture) for the newly acquired computers. This was copied to the Registrar and Vice Chancellor.

In this report, the Assistant Registrar is presenting furniture requirements for the Institute in seven parts as follows:

- Urgent furniture for the Computer Laboratory
- Furniture for the Seminar Room and Board Room
- The original furniture list

- Office notice boards
- Flip chart holder and white board
- Furniture for the Library-Archive
- The need to secure furniture.

Furniture for the Computer Laboratory

ALRI recently acquired ten (10) new computers which are meant for training purposes and this training could also be a source of income generation. When fully equipped, the laboratory can in fact accommodate up to 28 computers.

The computers that are already installed require the following tables/desks and chairs.

Tables/Desks	Chairs
6 x 240 cm x 90 cm or	24- 30
6 x 180 cm x 90 cm	

Furniture for the computers was quoted at $2 616 079.00 by Sign Ideas as of 29 July 2003. The most pressing need is that for tables/desks and chairs for the newly acquired computers. The Computer Laboratory requires this most basic furniture.

Furniture for the Seminar Room

Adjacent to the Computer Laboratory is the Seminar Room. Its furniture requirements are as follows:

Tables/Desks	Chairs
4 x 180cm x 90 cm	20

Furniture for the Board Room

The Board Room furniture requirements are as follows:

Tables/Desks	Chairs
4 x 180cm x 90cm	20

The Original ALRI Furniture List

The original ALRI furniture list remains valid but there is need to update it at Academic Board level.

Office Notice Boards

Two notice boards are needed in the Director's office, one for general information and the other for specific pieces of information. Ideally every office needs a notice board.

Flip Chart Holder and White Board

The Seminar Room needs both a flip chart holder and a white board. As of 29 July 2003, the flip chart holder and white board were quoted at $478 000.00 and $521 129.63 respectively by Interquip.

ALRI Library Furniture Requirements (cp. 6.1.1)

    a) Sturdy shelving units, preferably units with adjustable shelves.

    b) Cabinets to store multi media carriers, CDs, cassettes.

    c) Handwritten notebooks/manuscripts will be best placed in acid free box files, which will be placed in lockable cabinets.

    d) Reading area desks (x2) and chairs.

    e) Desk of person always working in the Library (SLA1).

    f) Computer for processing materials as well as for access to the OPAC and other electronic resources.

    g) Computer for use by patrons, i.e. OPAC and other electronic resources.

    h) Small desk and chair for the door guard.

Security of Furniture

Both equipment and furniture need to be secured. The Computer Laboratory is well secured by screens all round. Furniture and equipment in other ground offices are not well secured. Completely securing the Institute by screening the whole building was quoted by Crossman Investment P/L for $4 415 732.30 as of 30 June 2003.

8. Business Meeting

The purpose of the meeting was to make decisions on the different aspects of the work of ALRI. This was in view of the fact that a lot of time had been lost in the year 2003. The meeting was to take a clear position on the way forward regarding the items that were listed for this meeting. Persons responsible for the listed items were indicated on the agenda and they gave the general background for each item. Some of these items had been discussed already or touched on during the main sessions of the Retreat. Therefore, the Business Meeting would tie up the decisions on all these items.

8.1 ALRI Brochure

The ALRI brochure needs to be revised because the current one is now outdated, e.g. it still had old telephone numbers and e-mail addresses. This brochure was designed when the ALLEX Project was institutionalised and ALRI was created in 2000.

It was suggested that the new brochure should highlight more recent events and developments at the Institute. Things to be highlighted were the units in the Institute, the Computer Lab, the Library-Archive, training courses, the major projects and sub-projects being carried out, and major publications. As more research projects were planned in the future, the review of the brochure would have to be done periodically.

8.2 Websites and Internet

It was reported that there was a **nyambo.com** website. This website was posting all sorts of jokes, the majority of which are obscene and could be derogatory to certain individuals mentioned. Below each and every joke, there would be an entry from *Duramazwi reChiShona* including the definition of a particular word that is used in the joke. To those who have talked to ALRI members, the impression that was given was that the website, including its jokes, belonged to the compilers of the dictionary, or that the dictionary was the source of the jokes.

The meeting discussed issues of copyright to find out if the owners of the website were breaching any law which ALRI could use to seek redress. The meeting also discussed how its publications could be stopped from being used this way.   It was finally agreed that Mr Chikomwe would try to trace the owners of the site and tell them not to mention the dictionary and its publishers in this context. If there was no satisfactory response, then there would be need to put a disclaimer on the ALRI website dissociating the Institute from the **nyambo.com** jokes. The disclaimer could

also be placed in the new ALRI brochure or and in *ALRI News*. This issue would also be discussed at the January 2004 workshop.

8.3 *ALRI News*

Professor Chimhundu reported that Ms Mpofu had stepped down as the editor of the Institute's newsletter. It was agreed that there was need for someone to take over the editorship of the newsletter. The meeting also discussed the layout format of the newsletter and agreed that a new look *ALRI News* should be produced. It was noted that, up until the time of the retreat, no issue of the newsletter had been published although the team agreed that there had been interesting items that could have been published. Examples of such items which could have been included in the newsletter were conferences, outreach and contact leave.

On the layout format, the meeting agreed that the one sheet format was easy to produce. The next issue of the newsletter was expected to be much bigger than previous ones because of the time that had elapsed and the number of items to be covered. Many ideas on the formatting were discussed. It was agreed that the next issue could be published on A4 pages and, since there were many items to be included in this particular issue, the sheets could be put together and stapled. It was agreed that subsequent issues could be produced on A3 paper that would be folded into pages. The single issue for 2003 could be published by the end of October. The next issue would be in January 2004, after the next ALLEX Training and Planning Workshop. Mr E Mangoya was elected the new editor of *ALRI News* and it was agreed that he would deal with the issue of formatting. Professor Chimhundu would compile and edit the 2003 issue before the new editor took over. From 2004, three issues would be produced per year, one in January, one in May and one in September.

8.4 *JALEX*

Mr L Khumalo reported that he had posted a call for papers on the internet but no articles and abstracts had been forthcoming. The meeting discussed when the first issue could be published. A suggestion to have the first issue published during the 2005 African Lexicographic Summit was muted. The Journal would be launched during the period when there would be international delegates. However, the team agreed that the first issue should come out in 2004 and that a call for papers for the second issue could be made at the Summit. It was felt that afterwards there would be more responses once the first issue had come out. It was agreed that the main contributors to the first issue should be the ALRI researchers themselves. The working deadlines were set as follows: abstracts to be submitted by 31st October 2003; the papers to be submitted by 31st December; feedback from referees to be

received by 31st March 2004; the revised papers should be ready by 30th May; and publication should be done by end of September 2004. The titles of the papers should be on lexicography or related areas such as corpus linguistics or linguistics fieldwork or computer applications to linguistic research or to the processing of language data.

8.5 Conferences

In view of the failure by AFRILEX to honour their commitment to let ALRI host the 2005 conference, the meeting agreed that it would reserve its energies for the hosting the African Lexicographic Summit in the same year. This would be set to take place during the last working week of June. ALRI's counterparts in Europe would be asked if they were comfortable with the timing. It was agreed that the staff members who would be on the ground at that time would constitute themselves into the organizing committee for the summit.

There was a general feeling that ALASA and AFRILEX had both assumed a South African outlook although they claimed to be regional and continental respectively. Not infrequently, ALRI members felt snubbed when they went to present papers at the AFRILEX conferences in particular, because a powerful section of the association was jealous of both ALLEX and ALRI. Since these were the main conferences that could be attended in the Southern Africa region, it was suggested that ALLEX funding for conference participation should cover conferences beyond the Southern Africa region. It was also agreed that ALLEX conference funding should cover attendance at conferences abroad by the remaining full-time researchers who had proved their loyalty and commitment to the ALLEX Project and its programme at ALRI.

8.6 Guest Research Visits

The meeting looked at the question of how many ALRI members would go to the University of Oslo on guest research visits each year and at criteria for their selection. There had been no guest researchers from ALRI going to Oslo in 2003. Instead, Mrs Rioga from the UZ Library and Mr Mkanganwi from the Linguistics Department had been selected. Both are working with and assisting ALRI members in specialized areas. It was agreed that the guest research visits were a privilege which ALRI members should enjoy but this should not be done on the basis of simple turn taking. It was also agreed that the period of stay need not be three months in all cases. More people could go in one year for shorter periods. Priority for guest researcherships should be given to researchers responsible for projects that were nearing completion. In 2004, the projects in this category will be the SCD, NMTD and SMTD. Therefore,

priority in 2004 should be given to Mr Mangoya, Mr Ncube and Mr Mheta. In the academic staff support category, there was very strong justification for Mr Chikomwe to go as well. A special programme would need to be arranged for him in the IT area by Dr Christian-Emil Øre or Mr Øyvind Eide. It was further noted that, during the time of Miss Sihle Moyo, it had been accepted in principle that Data Entry Operators could also go to Oslo for special courses or project related assignments. It was agreed that the current DEOs, Ms Nyathi and Mrs Timbe, also deserved to be considered for such visits especially since they are now taking even greater responsibility for data processing and storage as more and more academic staff resign. These two ladies and Mr Chikomwe have proved their commitment to the ALLEX Project and to the Institute.

8.7 Review of the Budget

Budget figures and up to date financial statements were supposed to have been presented during the retreat by Mr Alex Gumi, the NUFU Programme Coordinator at the UZ, but he had failed to attend the meeting. The meeting then agreed that it had to make general decisions about certain issues that had implications on the budget. An example that was given was that there would be need to reallocate some funds for new activities that were also found to be important, e.g. for workshops to be held in Bulawayo and Harare with Music lecturers and teachers for further MTD research as follow ups to the outreach programme.

It was agreed that Kalanga be accepted as the minority language that the ALLEX Project would be taking on as per plan in Phase 3. Therefore, some funds would also need to be allocated for Kalanga research in 2004. It was also noted that the Oslo bound PhD candidates might need to do some field research to collect data before their departure next January. The two Team Leaders, Mr Chabata and Mr Khumalo, who also happened to be the Oslo bound PhD candidates, should draw up the budgets for all this.

It was pointed out that adequate funds had been saved for the reallocation because of reduced activity in 2003. For instance, publication of the journal *JALEX* which had been budgeted for NOK40 000 was deferred to 2004; another NOK20 000 that was allocated for the purchase of books and journals was not utilised; another NOK20 000 that had been set aside for payment of the NUFU Programme Coordinator was also not utilised, the outreach programme was not completed; there is also a healthy balance in the conference allocation; and the money that had been allocated for topping up Mr Maphosa's salary was only partially used before he resigned. It was agreed that Mr Gumi would still have to produce up-to-date statements of accounts so that the extra funds can be reallocated accordingly.

8.8 Staffing

The meeting had earlier on agreed that the posts of those who have resigned had to be advertised.   It was also agreed that, for posts that had to be re-advertised, the requirements should be relaxed to basic with specialist training offered after appointment in order to attract more applicants. A point was raised that the salaries at the university were too low to be attractive. A suggestion was made that the SDFs and the RAs in the Institute could have their salaries supplemented by the Institute since their salaries had been grossly eroded by the UZ's salary re-grading exercise. However, it was pointed out that there was no money budgeted for salary adjustments as requested. It was emphasized that those in training posts had to finish their programmes and qualify for regular posts. It was pointed out that those in the SDF and RA grades were being trained and groomed and they had to understand that they were building their own careers which would benefit them in future. However, ALRI would try its best to assist them. Justification could be sought by pointing out that ALRI was a specialized institute in which members had specialized responsibilities. It was pointed out that making a general case for the SDFs could be difficult since one of the two SDFs had not yet completed the process of registering for a higher degree. The meeting emphasized that the affected members of staff had to understand that the problem of low salaries was not peculiar to ALRI but applied to all departments at UZ. If special arrangements were to be made for the SDFs, these must not then be viewed as entitlements and they would have to be made commensurate with output in the ALLEX sub-projects.

8.9 Minority Languages Programme

As general background, Professor Chimhundu explained that research in minority languages was part of the ALRI agenda and some work was already being done in Kalanga and Nambya. As a native speaker of the language, Ms P Mabaso had been recruited to assist in initiating a project in Shangaan, a language that was also spoken in Mozambique and was known as Tsonga in South Africa.

Ms Mabaso then presented a report on the preparatory work that she had already done for research in Shangaan while funding was still being sought for a project as such to begin. Ms Mabaso outlined the work that had been covered. She had done some reading and had looked at books in Tsonga to see how the issue of orthography was handled in South Africa. She drew comparisons between Tsonga and the local Shangaan.   In her research, she was assisted by some Student Research Assistants she had recruited. She had been in contact with prominent members of the Shangaan speaking community to whom she had sent encoded files seeking their comments on

the orthography used. Among the people Ms Mabaso had established contacts with were Mr Thomas Chauke and Mr Happison Chauke who had shown interest in her research and had offered to assist her by giving her some Shangaan materials which they had. Mr Thomas Chauke also promised to appraise the researcher on the developments that had taken place on Shangaan at the Curriculum Development Unit. Her research had a lot of communal support. In particular, Chief Chitanga and teachers in Mwenezi District had promised to assist her. Funds permitting, she also hoped to make visits to South Africa and Mozambique to find out more about research on the language in those countries. A Shangaan corpus would be created once a working orthography was in place.

The meeting suggested that there was need for collaborative research with the other countries where the language was also spoken. It was pointed out that Shangaan was one of the languages that had been prioritised to be taught in schools by the Ministry of Education Sport and Culture. Therefore, there was need for the researcher to find out the nature of the orthography that was being used or being developed for use in schools. The researcher should establish whether there could be some collaboration with those commissioned by the Ministry to develop teaching materials. The ALRI Director would give her an official letter of introduction to take to the Ministry.

It was agreed that the Shangaan project had a potential to grow big. The meeting was satisfied with the efforts that had been made so far. Ms Mabaso was encouraged to upgrade her qualifications so that she could qualify as a fully fledged researcher. This was expected of her since she was a trainee. In order to build a foundation in her research, she should quickly do the Special Honours degree and then proceed to do a higher degree. At both levels, she could do her dissertations on Shangaan.

9. Beyond ALLEX Phase 3

This was the closing session. It was intended as a final review of the ALLEX sub-projects and to project the work of the Project into the future, beyond the current agreement with NUFU. Therefore, in some parts, this section might sound repetitive but it serves the purpose of tying up any loose ends that might still be left and putting decisions on activities after Phase 3 in their proper perspective.

9.1 Current Projects

During the discussion, it was agreed that the sub-project Advanced Ndebele Dictionary (AND) will be carried over beyond Phase. The extension would be towards the new publication date of 2008 for the AND. It was also agreed that all the other ALLEX sub-projects are basically on schedule. The only adjustments that need to be made for the SCD, DRC, SMTD, NMTD, SLLT and DRC 2nd Edition were to the annual work plans within Phase 3 itself (i.e. up to 2006). This comes about as a result of strategies that have been adopted to make up for the failure to successfully accomplish the progress that members had committed themselves to in accordance with the 2003 work plan. The reasons for the failure to maintain the rate of progress that was expected of ALLEX was caused by resignations by staff members, contact leave, conferences, increased bureaucracy and inefficiency in the system which in turn creates extra administrative burdens for the Director and Team Leaders in particular, and the general economic hardships in the country.

9.2 Future Projects

First, it was noted that the agreement with NUFU ends in 2006. Beyond 2006, there is no agreement for additional funding and ALRI will have to design a programme for self-sustenance. This can be realized through reference to the original Master Plan of the ALLEX Project which had four phases (1992-2010). Projects in only three of these phases will have been implemented by 2006.

Drawing from the original Master Plan, the Kadoma Meeting listed the following as future projects to be undertaken by ALRI after ALLEX Phase 3:

a) Ndebele Children's Dictionary (NCD)

b) Zimbabwe Sign Language Dictionary – for the hearing impaired
    (Ground work for this project was carried out by the late Dr Maria Chiswanda. When she passed away, there was no one to continue with the project.)

c) Mathematics Dictionary – in Shona and in Ndebele (cp. MTD)

d) Ndebele Dictionary of Biomedical Terms (MEDICOM)

e) Bilingual Shona-Ndebele Dictionary

f) Bilingual Ndebele-Shona Dictionary

g) Ndebele Dictionary of Linguistic and Literary Terms (NLLT)

h) The Minority Languages Programme
(This is a major research and documentation programme for which ALLEX had actually drawn up a plan for Phase 3 in anticipation of funding from SIDA/SAREC.)

i) Terminological Dictionaries in various specialist fields.
(Examples are Health, Agriculture, Law, Commerce, Environmental Studies, Natural Sciences, and other academic and vocational subjects. Such projects will be done when specific funds are secured or as commissioned work, in the same way that the Shona Dictionary of Biomedical Terms has been done.)

j) Commissioned Translation Work.

9.3 Staff Development and Training

- It was agreed that the Institute should continue to support its own staff and others to study at Honours, MA and MPhil and PhD levels. Specialized training for staff members will continue to be facilitated through guest research visits to the University of Oslo and elsewhere as opportunities arise and funding is secured.

- It was also agreed that the Institute should negotiate exchange programmes with other lexicographic units in neighboring countries such as the Umlazi Centre and Pretoria Technikom (both in South Africa), the Centre for Language Studies (University of Malawi) and the Kiswahili Research Institute (University of Dar es Salaam, Tanzania).

9.4 Funding and Fundraising

Current and potential sources of funding/fundraising were listed as follows:

a) Commissioned work.

b) Translation activities.
(It was noted during the discussion that the Translators Association of South Africa (TASA) had requested the institute to provide its translation costing rates per word, sentence, paragraph, etc. An invitation to join TASA was extended to ALRI through its members. It was agreed that this issue be tabled before the Academic Board so that a uniform translation rate can be set. The

UN rates could serve as a starting point for standardizing ALRI's own translation charges.)

c) Special arrangements with business organizations (e.g. the RTG Group, the Cresta Group, the Crowne Plaza Monomotapa and Air Zimbabwe have already chipped in to assist ALRI in different ways.)

d) Endowments through the private sector or corporate world or through international organizations (e.g. UNESCO).

e) Setting up of a Sculpture Garden.
   (The Institute has already signed a lease agreement for this purpose with the Chitungwiza Arts Centre, with the support of the National Arts Council of Zimbabwe.)

f) Recovering of the swimming pool and tennis court through a special agreement for use with a business organization (e.g. a banking corporation).

g) The setting up of an ALRI Bookshop.
   (The Board of Management has already approved a plan to set up a special bookshop at ALRI. The Institute already has a credit facility with College Pres Publishers for the supply of books to sell at ALRI. The bookshop could be set up in the outer storeroom. The Assistant Registrar was tasked to look for people with expertise in the business of selling books and the running of bookshops for planning purposes).

h) State lotteries and casino.
   (Although it is difficult to obtain a license for either, other avenues such as simply applying to become beneficiaries could be explored. The Assistant Registrar was tasked to pursue this matter.)

C. APPENDICES

Part C contains additional information about the organisation and conduct of the Kadoma Retreat, which is given in the form of three appendices, plus two more appendices giving more background information on the Outreach and Fieldwork Programme that was conducted in June-July 2003. **Appendix I** gives the *unedited reports* which were prepared by rapporteurs for each presentation in each session. As one of the aims of the retreat was also to train ALRI staff in workshop organisation, reporting and report writing, all the tasks were shared. In terms of content, the 16 special reports that are given here are just *for record and for future training purposes*. Some extra details are contained here and there but, in terms of information content, these reports do not really add anything new to what is already contained in the General Report.

Appendices II and III are lists of people who were consulted or attended seminars that were conducted by ALRI researchers during the **fieldwork and outreach programme**. These were mostly teachers and college lecturers. Many of those who met with the SLU now constitute the reference groups for the SCD, SMTD, SLLT and DRC2 sub-projects in Manicaland and Masvingo Provinces. The SLU will complete the programme in the remaining provinces in 2004. Similarly, many of those who met with members of the NLU now constitute the reference groups for the AND and NMTD sub-projects in the Matabeleland and Bulawayo Provinces.

The last two appendices give some factual details on the immediate background to the retreat. **Appendix IV** is a reproduction of the final version of the **Programme** for the retreat itself, while **Appendix V** is an outline of the **preparatory work** that was done in Harare up to the point of departure for Kadoma. In both these appendices, the ALRI staff members responsible for the items listed are indicated by abbreviations only. The list of abbreviations is given below:

CBN =   Cornelius Brown Ncube
CN   =   Crathilwe Nyathi
CR   =   Caroline Rioga
EC   =   Emmanuel Chabata
EM   =   Esau Mangoya
GC   =   Gugulethu Chimbarange
GM   =   Gift Mheta
HC   =   Herbert Chimhundu
JC   =   Justice Chikomwe
JMD =   Jonas Mukondi DImairo

LK   =   Langa Khumalo
MT   =   Marble Timbe
NM   =   Nomalanga Mpofu
PM   =   Peniah Mabaso.

APPENDIX I: REPORTS BY RAPPORTUERS

REPORT 1

Rapportuers :   C. Nyathi & M. Timbe
Presenter   :   H. Chimhundu
Topic :   Director's General Review of the Situation in ALLEX Phase 3

Introductory Remarks

The Director started by giving a background of the ALLEX Project since its formation in 1992. He described ALLEX Phase 1 and 2 as a huge success. He also gave an outline of the current Sub-projects being undertaken by the Institute, which are listed below:

Shona Children's Dictionary (SCD)
Advanced Ndebele Dictionary (AND)
Musical Terms Dictionary (MTD/S)
Musical Terms Dictionary (MTD/N)
Shona (LLT)
MEDICOM
Revised DRC.

The above-mentioned projects and Sub-projects which are in progress should meet their deadlines of 2006. The Institute is planning to produce two new categories of dictionaries in future namely, Mathematical Dictionary and the
Zimbabwe Sign Dictionary for the hearing impaired.

On training and competence building the Director said that MA scholarships are no longer offered by ALRI.

On Data Entry Operators the Director made it clear that they are part of the researchers in the sense that their work is research related. He said it was agreed in 1997 that DEOs should also be considered to go as Guest Researchers to Oslo but so far this had not materialized because of various reasons. However this can be revisited when funds become available. He said two PhD candidates Mr E Chabata and Mr L Khumalo, will be leaving for Oslo in January 2004 while Ms N Mpofu will be going to Oslo in November 2003 to prepare for re-submission of her application for the same programme.

The main aim of the retreat is to look at all aspects of the ALLEX Project and how to keep all its Sub-projects on track and how to maintain its position as the flagship in the UZ-NUFU Programme. Therefore, the Director's general review would touch on the following:

a) The purpose of the retreat.
b) Allex as a flagship from a number of angels
c) Why Allex is a flagship
d) Current economic and political situation
e) ALRI's research agenda
f) Strategies to maintain the Institute's Research Agenda

Purpose of the Retreat

The main aim of the retreat is to get away from ALRI considering the economic factors whereby people spend a lot of time queuing for cash and basic commodities, thereby contributing negatively on our output. The current situation on campus is demotivating because of continuous salary disputes between the University of Zimbabwe and its employees, leading to work stoppages which impact negatively on our work. We do not want to face a situation whereby we will fail to meet our targets, hence the need to have a retreat and map the way forward despite the challenges we are currently facing.

Given the above mentioned problems we felt that we needed to get away from all these problems for a while and find some place where the environment is good in order to concentrate and come up with a comprehensive status report and survival strategies for the Institute.

It was reported that the Institute had lost 4 researchers in less than 12 months, hence the need to urgently recruit new members to replace them and to find other strategies in order to compensate for those who have left. Two members who left are from the

Ndebele team while two are from the Shona team. The NLU is the most affected taking into consideration the fact that Mr Khumalo will be leaving for his PhD to be undertaken in Oslo in January 2004 whereas Mr Ncube is a fulltime SDF. One part-timer, Mr T Dube, has also left the University creating yet another gap which needs to be filled. This will adversely affect progress on Ndebele projects. In order to keep the unit going, to make sure projects are progressing and to meet the deadlines, there is need for urgent recruitment and for adoption of other more immediate and short-term arrangements to maintain output at ALRI.

How do we keep the Unit operating under these very difficult conditions?

There should be individual and collective commitment regardless of the prevailing harsh economic conditions. We should have foresight and start preparing for next year and make sure that we send a mid-term reports for 2003 to Oslo on progress made on current projects. If situations force to shelve some projects then this should be reported to our counterparts in Oslo. We should be able to plan accordingly at the end of this retreat and make sure that all problem areas are dealt with and solutions found.

Now that we have a computer lab, we should also have a plan of what we are going to use it for? This was referred to the Business Meeting on Thursday.

Flagship

The ALLEX project has been running since 1992. The first two phases were very successful. The ALLEX project is now housed in ALRI, but it should be noted that without Allex there is no ALRI, without ALRI there is no Allex, however, ALRI is bigger than Allex because it is now an independent Institute and ALLEX is the main project in ALRI. ALLEX is wholly funded by NUFU. It is documented that ALRI is a flagship of NUFU. ALRI is described as the most successful programme in the whole NUFU programme. The former Vice Chancellor of the University of Zimbabwe Professor G. Hill described ALLEX as the number one project in the University and that is the reason why we were given accommodation at the Guest Lodge. We have been recognized by many other bodies/donors like SIDA/SAREC which means our work is thorough and up to standard. We have a diverse team of very young and committed researchers.

Reasons for Success

a) Compatible leadership which is able to give direction and operate in a variety of complementary roles.

b) Commitment of the researchers even though the team is a youthful one, the members love their languages.

c) They have a commitment to their careers and training, experience and exposure gained through ALRI work helps to develop their careers very quickly.

d) Even though we have lost three researchers within 12 months, the remaining members are very committed in seeing all projects completed at the end of phase 4.

e) The open and democratic manner in which decisions are made, i.e collective decision making and task sharing, etc.

f) We collectively plan once in January and you have your workplan to follow through out the year.

g) There is an inter-relationship between various projects, which is a quiet way of training leaders, e.g. Team Leaders, Corpus Managers, Project Editors, etc.

h) ALRI is now regarded as the Centre of Excellence regionally, judging by the impact especially at conferences where our members present their papers.

Positives

Despite all the negative things about the University of Zimbabwe, there are some positives which need to be mentioned. These are listed below:

a) Very well trained researchers.

b) Good infrastructure.

c) Good offices.

d) Best working conditions on campus.

e) Good garden provided it is well maintained.

f) Good IT infrastructure with Internet, E-mail, LAN, WAN, etc.

g) Support from the UZ Library, through the participation of Mrs Rioga.

h) Maximum support from the University Administration.

i) We have a good working relationship with the government.

j) We get tremendous support from the community.

Negatives to address during the current retreat are as follows:

a) Output is at its lowest because colleagues are resigning for greener pastures and the ones that remain are operating in a very harsh environment.

b) Generally the salaries are too low which are barely at subsistence levels.

c) Harsh economic conditions are forcing researchers to spend most of their time in queues for cash, fuel and basic commodities, thereby reducing productivity.

d) Sometimes some of us view the Oslo team as inspectors but we should understand that they have more expertise and experience than ourselves, they are the trainers in ALLEX, they are trying to maintain good names back in Oslo and help keep our projects running within time limit set. We should understand that we are partners, hence the need to accommodate each other.

ALLEX Phase Objectives

The difference between Allex Phase 1&2 and Phase 3

1. ALLEX Project is a longitudinal (long-term) research project.
2. ALLEX Phase 1 and 2 was mainly centered in producing dictionaries.
3. Phase 3 is aimed at creating study collections or research materials to be used as a research package for the production more of dictionaries, corpora/corpus collections, grammatical parsers and many other products and services.

The aims of ALRI should now be

- To remain centre of excellence nationally, regionally and internationally.

- Make dictionaries less important but part of our collections.

- Create study collections for a study centre, accessed physically and electronically through the Internet.

- Build a resource centre that will make people come, look at and study.

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- Archive and library for people to use and others to come and learn from us.

- In this phase dictionaries only become a product of our research but not the only activity or main focus.

- Use sound databases to produce more dictionaries.

- Text to be processed in such a manner that it will be reusable for our specialist things such as producing dictionaries.

- To create opportunities for career development and better salaries for our own staff and trainees.

- To position ourselves to train other individuals and team of researchers.

- We should get to a position where we no longer send people to Oslo but become consultants/specialists and use the expertise that we acquired through training in Oslo.

- To change the role of our research partners from Oslo from trainers and supervisors to collaborators both on research and in training.

Way forward

- Some members proposed the extension of some projects beyond 2006. This they said was necessitated by resignations and prevailing economic conditions.

- It was agreed there is need to secure individual commitment through better packages like supporting contact visits, guest researcherships, attending conferences, etc.

- Recruit more part-time researchers and student research assistants to work on specific areas of importance within various projects in order to make sure that the deadline of 2006 is met or adjusted realistically and that quality work produced.
- When it comes to guest researcherships, conferences and research visits we do not just do turn taking but we should prioritize projects at critical stages of their development or nearly completion.

- It was also agreed that researchers should be awarded for their commitment however, this item was referred to the Business meeting on Thursday.

- The issue of production having gone down because of fuel queues was also referred to the Business meeting because most researchers felt there was something the Institute could do to alleviate the problem and the example of CASS was given.

- Professor Chimhundu winded up his session by urging members to debate the issue of strategizing in order to keep ALLEX Phase 3 going and coming out with its products according to plan or with realistic adjustments.

REPORT 2

Rapportuer : **E. Chabata**
Presenter : **L. Khumalo**
Project : **Advanced Ndebele Dictionary (AND)**

The project was viewed as one of the most important projects that it cannot be shelved even if it is currently facing problems. Therefore solutions to the current problems have to be found. In this regard, the following recommendations were made:

- That the dictionary be published by 2008.

- That the NLU reinvigorate commitment of its part-time members who are lecturers in the Department of African Languages and Literature.

- That L. Khumalo be the Chief Editor of AND and that his being the Chief Editor be accommodated when he makes plans to go to Oslo for his PhD in January 2004.

- That C. Ncube becomes the NLU Team Leader who would coordinate work in Harare and be in constant touch with L. Khumalo.

- That the NLU recruits full-time researchers at the level of Research Assistant to come and help the Team out. That these be those students who

completed their Honours degrees and were found to be committed to ALRI work during their days as undergraduate students. Examples given were Siphiwe Dube, Nobuhle Moyo and Dion Nkomo. Also that these be trained at MA level during their stay at ALRI.

- That all vacated posts at ALRI be filled. Also that in the advertisements for the posts we should relax our requirements to the basic and also that we would offer training in lexicography and IT at the Institute rather than trying to recruit somebody who already has the competence.

- That Honours and MA students be engaged as SRAs to expedite the compilation process.

- That shelving the project was not an option since it is important in many ways.

REPORT 3

Rapportuer : **P. Mabaso**
Presenter : **E. Mangoya**
Project : **Shona Children's Dictionary (SCD)**

Recommendations on the way forward

Mr Mangoya presented a progress report for the SCD. He said that at the time being, there is no actual Shona title for the SCD. The following were recommendations on the way forward:

- The project has been delayed by a full year. There is need to move fast and headword selection process has to be stepped up.

- The rigorous process of providing the grammatical information has to start early.

- More SRAs to be recruited and the project needs a total of 3.

- More field research needed to gather views on what teachers and students feel should be included in the dictionary.

- There has to be a time frame on the tasks to be covered.

- Suggestions from the outreach programme to be considered.

- The style manual should indicate which headwords would need illustrations.

- Sources to be used for headword selection to be indicated in the style manual.

REPORT 4

Rapportuer : **G. Mheta**
Presenter : **C .Ncube**
Project : **Ndebele Musical Terms Dictionary (NMTD)**

Introduction

Mr C Ncube gave a report on the work the MTD Ndebele group did during the course of 2003. His report is based on the work that the team has done in accordance with the work plan for the year under review. He highlighted that one of the projects on the work plan is the compilation of a trilingual dictionary of musical terms, that should have between 1000 and 1500 Ndebele headwords. The draft manuscript should have been ready by August 2003 and revision done by September 2003. The manuscript should be ready for publication by the end of this year or early 2004. He however said this was no longer possible because he was left alone to run the project since the departure of Mr Maphosa for futher studies.

Style Manual

He reported that the style manual for the musical terms dictionary is now complete. It now contains ideas raised during the ALRI January planning and training workshop for 2003.

Status of the Database

Mr Ncube stated that there are 503 headwords in the database, 233 of which have already been defined. However, he is not marking tone since he is not very good at it. There are also 218 Western musical terms which are not in the database. Ndebele equivalents for these terms, he said, will be created with the assistance of music and Shona lecturers. There is also a list of local musicians but those to be entered into the database have not yet been selected.

Image Corpus

There are 55 images in electronic form. More images which were collected during the oureach programme will be submitted to Mr A. Chikwenya, who does the drawing of the illustrations for the MTD.

Outreach

The outreach which was carried out in Matebeleland and Midlands was said to be successful despite some setbacks such as the clashing of the outreach dates with writing and marking of examinations. However, 7 long interviews were recorded 3 of which have already been transcribed. These interviews are expected to yield more traditional musical terms.

Recommendations from the report and the discussion

Mr Ncube gave recommendations which were discussed and agreed upon by ALRI members. The recommendations are as follows:

- Extension of project period to late 2004.

- Urgent replacement of Mr Maphosa.

- Hiring of 4 student research assistants who will assist in the collecting more headwords and defining of terms.

- Organising a seminar of more than 2 days for coinage of Ndebele musical terms from the list of Western musical terms. To invite lecturers from different colleges so as to facilitate standardization of terms since different colleges of music use varying musical terms to refer to the same musical concepts. Some committed members of the reference working committees can

also be more involved and they will be acknowledged but Mr Ncube will remain the chief editor of the dictionary.

- The funds that were set aside for the hiring of a typist in the NLU can be used in sponsoring the MTD Ndebele seminar since the encoding is almost complete and as such no longer necessary to go ahead with the initial arrangement.

- Mr Khumalo offered to assist Mr Ncube with tone marking.

REPORT 5

Rapporteur	:	C. Ncube
Presenter	:	E. Chabata
Project	:	**Shona Dictionary of Linguistic and Literary Terms (SLLT)**

Following discussion of the presentation, the following recommendations were made:

- That the manuscript be ready by end of 2004.

- That team members' schedule time to meet referral groups either at ALRI or other venues for purposes of standardising varying terms that are being used at different colleges. That special recognition is given to those in the reference groups who are committed to contribute more than just attend the standardisation seminars.

- That Chabata will continue working on the project during his studies in Oslo. Team members should design a clear duty/task schedule of who will do what in Oslo and in Harare.

- That Prof. Chimhundu takes the SLLT database with him when he leaves for Oslo in November 2003. This will enable him to continue working on the project which members have described as being slow in progress.

- Team members committed themselves to work hard until December entering more headwords as well as creating comprehensive definitions. This process could be accelerated by engaging the 2 Students Research Assistants that have been assisting the team. More could be added if there is a need.

- That there is need to budget for those who will be doing actual fieldwork

to fill up gaps.

REPORT 6

Rapporteur : **L. Khumalo**
Presenter : **N. Mpofu**
Project : **Shona Dictionary of Biomedical Terms (MEDICOM)**

The presentation was viewed as an appraisal that projects a positive development within the ALRI research agenda. One of its side-projects was finally complete. After discussion the following were the recommendations for wrapping up the project:

- That there be a working session during the retreat to work on the final details.
- That the team members involved commit themselves for two weeks after the retreat for intensive work on the MEDICOM project to complete editing.

- That the work on the MEDICOM project was as good as complete, and that what is left is to send a manuscript to the publishers, and get a publication date.

- That the project be reported as part of the ALLEX work.

- That as a matter of policy the Institute can be commissioned by an organization to do projects that are of national significance and are within the scope of its research agenda and expertise.

It can be observed that because the report was essentially detailing a project that is winding up, there was no lengthy discussion. The project is as good as complete, and represents another success story of the Institute research agenda.

REPORT 7

Rapporteur : **N. Mpofu**
Presenter : **H. Chimhundu**
Project : **Revision of *Duramazwi reChiShona* (DRC2)**

Presentation

The revision of Duramazwi reChiShona (DRC) was said to have been on the cards for a long time. DRC was a pioneer work in competence building. The revision was set to be done in 2004 to 2005. Initially it was planned that a revision be done before a reprint.

Prof Chimhundu went through DRC with 3 students, Never Gohodzi, Kudakwashe Mambara and Johnson Gondongwe. It was decided that these students only work on paper and would not touch the database. They were trained to check every field, that is, tone, word class, verb info, etc. the students were in essence proofreaders. They were also instructed to check missing words and missing senses of definitions.

From the fieldwork exercise, the team got new words that were not in DRC and these also need to be incorporated.

Both DRC and Duramazwi Guru reChiShona (DGS) are on the market. It was expected that when DGS came out the sales of DRC would drop because DGS has everything that is found in DRC and much more, but it seems from the sales figures that DRC has its own market.

Recommendations

a) Two or three SRAs are needed to undertake this work because the three students mentioned above were final year students who have since left. A copy of the database could then be put in the lab for students to use and enter corrections.

b) One of the three students could be recalled to work on entering corrections in the database. Since the students are now teachers, they could be called during the school holiday.

c) Dates for publication have to be negotiated with the publisher. It is not good to come up with a dictionary on the market for a dictionary that has another print run.

d) ALRI must not allow any of its dictionaries to get out of print.

e) Corrections to the dictionaries have to be done when the time comes.

f) Teachers could also be used for other projects besides DRC. ALRI could lobby for a project to work with teachers and someone can do the funding.

REPORT 8

Rapporteur : **H. Chimhundu**
Presenter : **M. Timbe**
Project : **SLU Database**

Recommendations

- Some tapes need re-digitisation.

- Distinguish between backlog from phase 1 & 2 from corpus expansion in phase 3. It was noted that the backlog of transcribed books to be encoded from Phase 2 & 3 would be cleared by December 2003 by Mrs Timbe, with the help of Virginia Mukondwa, a student on attachment from Midlands State University.

- For corpus expansion include materials from private consultancy work, including translations to be incorporated during corpus expansion.

- Where there are transcribed books without corresponding tapes, get students to do reconstruction work through play-reading while recording. Label those new tapes as "Reconstructed"

- CDs to use to digitise have run out. More were expected to be shipped from Oslo. The meeting suggested that Mr K. G. Mkanganwi, who is now in Oslo, could be given some to carry back to Harare.

REPORT 9

Rapporteur : **P. Mabaso**
Presenter : **L. Khumalo**
Project : **NLU Database**

Mr L Khumalo gave a detailed report on Ndebele corpus. He brought to our attention that the Ndebele corpus Manage Mr Maphosa left without preparing reports. He will write Maphosa so that he tells them how to locate his files.

He said that NLU sent 68 processed files to Oslo between March and June 2003. In July and August, NLU was engaged in field work. MTD recorded 9 interviews and AND 17.

Major set back in NLU is manpower shortage. Only two people are responsible for all Ndebele projects.

Miss Nyathi said that oral materials collected from 1993 to 1997 were entered into the database by 2002 with the help of MSU student on attachment, Miss Siphiwe Dube. Only five books are yet to be encoded. 47 tapes are to be re-digitized, 4 tapes are faulty.

Contributions

It was recommended that the 4 damaged tapes, those with noise at the end should be sent to Oslo for refining. They should be taken to Oslo in November 2003.

If there is no need to hire a temporary typist as the DEO promised to finish encoding by December 2003. The money budgeted for hiring typists should be used for something else. On the issue of digitization, we should wait for CDs from Oslo.

REPORT 10

Rapporteur   :   G. Mheta
Presenter 1   :   E. Chabata (SLU Outreach)
Presenter 2   :   L. Khumalo (NLU Outreach)
Topic :   Outreach and Fieldwork Programme

SLU Outreach

Mr Chabata presented a report on the SLU outreach program that was carried out in July 2003. He reported that the team had visited Manicaland and Masvingo. The outreach had the following objectives:

 a)   Feedback on DRC and DGR
 b)   Collection of headwords for MTD Shona, SLLT and SCD.
 c)   Testing MTD and SLLT draft definitions.
 d)   Popularising SLU projects

In Manicaland there were two centres namely, Mutare Teacher's College in Mutare and Mount Selinda High School in Chipinge. In Masvingo the team visited Masvingo University College. However, the team was supposed to visit Mashonaland Central Midlands but, it failed due to the national cash and fuel crisis. Generally the outreach was a success as it yielded invaluable information listed under the recommendations section of this report.

NLU Outreach

Mr Khumalo gave detailed report on the outreach which was carried out in Matebeleland and Midlands by the NLU. The objectives of this outreach were to collect more headwords for both AND and MTD projects and to get feedback on ISN. The other objective was to coin Ndebele equivalents from Western musical terms. The report was said to be successful despite some setbacks such as the clashing of the outreach dates with writing and marking of examinations, cash crisis and acute fuel shortages.

However, interviews were carried out at Amakhosi township square from where the NLU members got contact details for other resource people. Informants were also identified in areas like Gwanda and Nkai. 7 long interviews were recorded 3 of which have already been transcribed. The interviews are expected to yield more Ndebele terms to be used in both AND and MTD. Of particular interest is the etymological information on names of the month.

Recommendations

1) Members of running projects to consider advise from the field seriously so that ALRI products will be marketable. As such it was generally agreed that tone should not be marked in SCD. It emerged from the outreach that tone marking will confuse the children, who are the targeted users. For homographs to be easily distinguished different contexts can be used as examples rather than mark tone. The idea of having appendices for animals and their young ones, taboos, lists utensils and their uses to be considered seriously by SCD members. The idea of pictures in SCD hailed as this will greatly assist children in grasping some concrete concepts. The idea of including ephemeral neologies like musalala was discouraged. Generally the SLLT project was hailed as it was said to be long overdue.

2) It was recommended that the MTD Ndebele unit should go ahead with its plan to hold a seminar at Hillside. The seminar should include music experts from various colleges. Holding mini-seminars in different areas was said to be

undesirable as it would result in different Ndebele musical terms being coined. MTD Shona should also go ahead with its plan for a seminar at ALRI. Such a seminar will provide a good forum for fine tuning of definitions. MTD Shona and MTD Ndebele will be published as separate volumes if the manuscripts are ready for publication at the same time. Members of both volumes are also urged to be careful when dealing with individual music styles like, Tuku Music, and Changa Music. It was generally agreed that illustrations should be indicated in both MTD Shona and Ndebele. Tone marking was also recommended. It was generally agreed that it was good to express appreciation through giving a honorarium, even in cash form to resource persons like Gogo Matshazi. This used to be done in the institute and there was need to go back to the files and find out the how this method was effected. This will give guide lines on how we can implement this in our outreach programmes. Both certificated and traditional resource persons have to be paid. However, members of running projects should distinguish between general reference groups and potential collaborators who have to be paid. MTD (S) to hire a teacher who will assist during school holidays and spend more time with the team so as to ensure. Other collaborators from different provinces should be engaged so as to ensure a quality product at the end.

3) Spending more time in the field was said to be the only way which will ensure that effective tapping of information from resource people. 8-10 weeks of the -second term of the school calendar were proposed for field work. A long period of fieldwork will make it possible for the teams to visit very remote areas like Gokwe, Mwenezi and Maranda. Camping can be a solution to the problem of decent accommodation which is usually associated with such remote areas. Audience should be sought with the bursar so that in addition to the camping allowance that we will continually revisit, there should be room for unproven expenditure during the accounting process. This will cover up for the unproven expenditure which is usually associated with remote areas which in most case fail to provide researchers with receipts.

4) Members of running projects need to plan carefully for:
   a) objectives to be achieved in the field.
   b) days to be spent in the field.
   c) Types of people to be interviewed.

5) To resolve the problem of the unavailability of suitable off-road transport problem in the ALRI fleet in the business meeting.

6) To combine retreat with outreach so as to create time for transcription of recorded information and compilation of reports which are duties that require very little interruptions.

REPORT 11

Rapporteur : **J.M. Dimairo**
Presenter : **C. Rioga**
Project : **Library-Archive**

A comprehensive report was presented and was noted and agreed that the report should be reduced and adjusted to fit the requirements on the ALRI web. The ALRI Library Committee should meet to come up with concrete steps and plan of action. The plan of action will be presented to the ALRI Board of Management meeting scheduled to take place at the end of October 2003. The plan of action was going to be guided by Mrs Rioga's visit to Oslo.

It was also resolved that the Library Committee should resume its regular meetings and that the Assistant Registrar diarise researcher's activities in order to accommodate them for the meetings.

Recommendations for ALRI Library

The following recommendations were made:

- Good and controlled lighting/adequate lighting but not direct sunlight. It is proposed that more windows or glass panels be used to replace the garage door. Tinted reinforced glass could be used.

- Humidity will have to be monitored and controlled. This is important especially during the rainy season. There will be need to ensure that there are no leaks on the roof.

- Exclusion of dust will also be an important consideration. Doors that close tightly will be required. Doors that close on their own will be ideal in order to avoid instances where doors are left open.

- Security of the library will be of paramount importance. Comings and goings will have to be monitored at all times. A security machine (3m) at the exit/entrance will have to be put in place. Since this will be a small library, it

is proposed that only one door be used for both entry and exit. It is also recommended that a door guard be stationed at the door at all times.

- There will be need for the ceiling to be put in place. This will help with maintenance and control of temperatures.

- Air conditioning will also be required.

ALRI Library Furniture Requirements

1. Sturdy shelving units, preferably units with adjustable shelves.

2. Cabinets to store multi media carriers, CDs, cassettes.

3. Handwritten notebooks/manuscripts will be best placed in acid free box files, which will be placed in lockable cabinets.

4. Reading area desks (x2) and chairs.

5. Desk of person always working in the Library (SLA1).

6. Computer for processing materials as well as for access to the OPAC and other electronic resources.

7. Computer for use by patrons i.e. OPAC and other electronic resources.

8. Small desk and chair for the door guard.

REPORT 12

Rapporteur	**:**	**E. Mangoya**
Presenter	**:**	**P. Mabaso**
Project	**:**	**Minority Languages**

Ms P Mabaso presented on her research on Shangaan. She outlined her research programme and findings. This was after the Chairman had given the general background on minority language research pointing out that research was already under way on Kalanga and Nambia. Ms Mabaso was initiating her research in Shangaan.

Ms Mabaso outlined the work that had been covered. She had read around the subject of research and had looked at books of Tsonga. Shangaan is known by the name Tsonga in South Africa and Mozambique where it is also spoken. She had to consult the Tsonga books to see how the issue of orthography was handled in Mozambique and South Africa. She drew comparisons between Tsonga and the local Shangaan. In her research she was assisted by some Student Research Assistants she had recruited. She had been in contact with the Shangaan speaking community to whom she sent encoded files seeking their comments on the orthography used.

She reported that she had established contacts with prominent researchers in the language such as Thomas and Happison Chauke whom she said had shown interest in her research and were going to assist her by providing Shangaan materials which they had. Mr T Chauke also promised to appraise the research on the developments that had taken place on Shangaan research at Curriculum Development Unit (UDC).

Her research had a lot of communal support since Chief Chitanga and teachers in Mwenezi area had promised to assist her. Funds permitting she hoped to make visits to South Africa and Mozambique to find out more about research on the language in those countries.

Shangaan corpus would be created once a working orthography was in place. The meeting suggested that there was need for collaborative research with the other countries where the language was also spoken.

It was pointed out that Shangaan was one of the languages that had been prioritised to be taught in schools by the Ministry of Education, Sport and Culture. There was need for the researcher to find out the nature of the orthography that was being used developed to be used in schools. The researcher had to establish if there could be a possibility for collaborative research with those commissioned to do the material development. An official introduction would be made to the Ministry.

It was agreed that the Shangaan project had a potential to grow big. The meeting was satisfied with the effort that had been made. Ms Mabaso was encouraged to up-grade her qualifications so that she could comfortably qualify as a fully-fledged researcher. This was expected of her since she was a trainee. In order to build a foundation in her research it was encouraged that for her higher degrees she could write her dissertations on Shangaan.

REPORT 13

Rapporteur :   J.M. Dimairo
Topic   :   Items from Business Meeting

ALRI Brochure

The brochure had to be constructed for long-term basis. This was to be used as a basic reference for ALRI. The earlier one which had been used to advertise the ALLEX Project was now outdated e.g. it still had old telephone numbers, email addresses, titles of ALRI members and other details. There was urgent need to update the brochure.

It was suggested that the up-dated brochure had to highlight events and developments at the Institute. Things to be highlighted were the units in the Institute, Lab, Library-Archive, training courses, major project and sub-projects being carried out and the publications. The agenda for ALRI was now to look at the Institute's mandate and the future research projects. The review of the brochure had to continue and this could culminate in a retreat for purposes of polishing.

Websites and Internet

It was reported that there was a nyambo.com website. This website was posting all sorts of jokes but below each and every joke there would be put an entry from Duramazwi reChiShona including the definition. This, it appears, to those who have talked to ALRI members, gave the impression that the website, including its jokes, majority of which are obscene and could be derogatory to certain individuals mentioned, belonged to the compilers of the dictionary.

The meeting discussed issues of copyright to find out if the owners of the website were breaching the law in which ALRI could seek redress. The meeting also discussed how its publications could be stopped being used this way. The other suggestion was that Mr Chikomwe would try to trace the owners of the site and tell them not to mention the publishers of the dictionary in this context. If there would be no response to this request then there would be need to put a disclaimer on the ALRI website. This issue was also to be discussed at the January 2004 workshop. It was suggested that the disclaimer could also be placed in the new Agenda for ALRI.

REPORT 14

Rapporteur : **V. Mukondwa**
Presenter : **H. Chimhundu**
Project : **ALRI Equipment**

Summary of Strategies discussed after the presentation on Furniture Equipment

At the beginning of the session Professor Chimhundu urged the staff members to look at what have been agreed upon during the retreat sessions and come up with individual work plans indicating what they should have done from now upwards and these are to be finished by December.

Mr Dimairo started by giving a background of the fruitless efforts in trying to acquire furniture from the university. He gave a list of furniture requirements in the institute as follows:

Furniture for the computer laboratory

Mr Dimairo stated that the computers which are already installed require about 24 – 30 chairs and at least 6 long desks (240 x 90 or 180 x 90). This was quoted at $ 2 616 079.00 by Sign Ideas as of 29 July 2003. He added that the laboratory is expected to accommodate many more computers. Although there is need for desks in the computer laboratory it was suggested that if cloths are to be bought the existing tables can be used. In addition to buying cloths the would be instructor should be provided with the suitable equipment.

Furniture for the conference and board rooms

The furniture requirements for the conference or seminar room are as follows:
20 chairs and 4 long desks (180 x 90).

The boardroom requires 20 chairs and 4 desks (180 x 90).

The original furniture list

The original ALRI furniture list (Appendix A of Mr Dimairo's report) was said to be valid and there is need for updating it at Academic Board Level.

Office notice boards

He stated that the Director's office needs two notice boards, one which should be for general information and the other for specific pieces of information. He noted that every work station or office requires a notice board.

Flip chart holder and white board

In his report, he also noted that there is need for both a flip chart holder and a white board in the conference or seminar room. As of 29 July 2003 both flip chart holder and white board were quoted at $478 000.00 and $521 129.63 respectively by Interquip.

Library furniture

It was agreed that reference should be made to Mrs Rioga's report on what is required. As for the PC it was suggested that it be included in the shopping list for 2004

Security of furniture

He also mentioned the need to secure both equipment and furniture. The computer laboratory is well secured with screens all round. Furniture and equipment in other ground offices are not well secured. To completely secure the Institute in terms of screening the whole building, it was quoted by Crossman Investment P\L for $ 4 415 732.30 as of 30 June 2003.

Comments

Desks and chairs in some offices were said to be unsuitable and not up to standard for office work. It was also noted that the university has not given much support as far as the furniture problem is concerned. They have only managed to provide a desk and a chair for the Director's office, a desk and chair in the secretary's office and chairs for some of the researchers. The furniture which is presently used by most of the staff members was taken from different places within the university.

Possible strategies

It has been suggested that furniture can be bought from auction sales. Another proposed alternative was that the Institute can make requests to the Management Board. Other sources of income that were proposed were the Royalties funds and from the ALLEX project funds especially in desperate circumstances. Members of staff were asked to seriously consider these proposals.

REPORT 15

Rapporteur : **J. M. Dimairo**
Presenter : **E. Dhlamini & O.R. Matoushaya**
Topic : **Financial Administration**

Donor Funds

The Bursar's Department pointed out that:

- The University of Zimbabwe Financial Regulations and Procedures are the guiding principles upon which all finances are administered.

- Donor Funds are run separately from the University funds which are government provision.

- Donor Funds are kept in foreign currency but they are reflected in local Zimbabwe dollars in the ledger books.

- The University of Zimbabwe is trying very much to improve on reporting on donor funds according to the requirements of the funders.

UZ-NUFU Programme

It was highlighted that:
- The UZ-NUFU accounts are kept in the Bursar's office
- The UZ-NUFU Co-ordinator who represents the funders, runs and administers the finances

Purchases

The Acting Bursar pointed out that all purchases are done through the generation of a purchase order. Purchase orders are University of Zimbabwe official records which contain the details of what exactly is being requested for.

The Central Buying Office is responsible for channeling all the purchase orders to the relevant offices within the Bursar's Department according to the signing authorities and also according to the amount involved.

The Acting Bursar pointed out that requisitions should be submitted to their offices seven days in advance. There was need for planning from the people who generate these requisitions. He (A/Bursar) also pointed out that red tape could be circumvented by sending the requisition to the Cashier's office rather than sending it to the Creditors' office.

Specific Funds

The Senior Assistant Bursar (Specific Funds) pointed out that the administration of specific funds was guided by:

1. The agreement between the donor and the University of Zimbabwe, Department or Institute.
2. The Board of Management, where variation to the agreement was sought out for the release of funds, the Bursar's office would require minutes of a meeting that authorized the variation to be attached to the requisition.

Income

Income that is received from any source should always have a receipt issued. Income received in local currency (Zimbabwe dollar) cannot be used to cover expenditure which has to be paid for in foreign currency.

Expenditure

A requisition with supporting documentation should always be provided whenever a claim for expenses is made. Before a requisition for expenditure is made, the drawer must ascertain that there are sufficient funds in the account (vote). The Senior Assistant Bursar pointed out that every requisition should be signed by authorized signatories.

Financial Reports/Statements

It was pointed out that financial statements are always available on request. A special request has to be submitted if audited financial statements are required and the external auditors will have to be paid. At any given time financial statements obtained from the Specific Funds office will indicate the income received and the expenditure. However, access to such information is restricted to authorized individuals who are allowed to obtain it.

REPORT 16

Rapporteur	:	**C. Ncube**
Presenter	:	**H. Chimhundu**
Discussion	:	**Beyond ALLEX Phase 3**

Current Projects

During the discussion it was agreed that the following project will be carried beyond Phase III:

(a) The Advanced Ndebele Dictionary (AND)

This project will be carried over resulting it in being published by 2008.
(For justification see report on AND)

It was also agreed that all other projects (i.e. SCD, DRC, MTD and SLLT) are on schedule. This comes as a result of strategies that have been put in place in order to cover up for the failure to successfully accomplish the progress that members had committed themselves to in accordance to the 2003 work plan. The failure to keep progress on projects has been a result of commitment by staff members to activities such as contact leave, conferences, extra administration duties and the general economic hardships in the country.

Rapporteur	:	**V. Mukondwa**
Discussion	:	**Beyond ALLEX Phase 3 (cont'd)**

Future Projects

It was brought to the attention of members that the agreement with NUFU ends in 2006. Beyond 2006 there is no agreement for additional funding and ALRI in this regard will have to design a programme for self sustenance. This can be realized through the Master Plan which serves as a reference document for future projects for the institute. The following projects were listed for the future:

(a) Ndebele Children's Dictionary (NCD)

(b) Zimbabwe-Science Language Sign Dictionary

(Ground work for this project was carried out by Ms Maria Chiswanda and when she passed away there was no one to continue with the project. Current staff members are already overloaded with other projects and cannot do it within Phase III.

(c) Mathematics Glossary

(d) Ndebele Medicom Dictinary

(e) Ndebele/Shona bilingual Dictionaries.
(f) NLLT

(g) Minority Language Program (cp the proposal for SIDA/SIRAC).

(h) Specialised terminological Dictionaries in other fields such as agriculture, geography, e.t.c (NB: It was noted here that the specialised projects will be done as funds are secured or as commissioned projects by local or international bodies.)

Other future projects could also include commissioned translation activities.

Funding and Fundraising

Current sources of funding/fund raising were listed as follows:

(a) Commissioned work.

(b) Translation activities.
It was noted during the discussion that the Translation Association of South Africa (TASA) had requested the institute to provide its translation costing rates per word, sentence, and paragraph e.t.c. An Invitation to join TASA was extended to ALRI through its members and in the process it could also benefit from commissioned translation activities. It was agreed that this issue be tabled before the Academic Board so that a uniform translation rate can be reached at for use on all such commissioned work. The UN rates could serve as a starting point for standardising ALRI's own translation charges.

(c) Endowments through the private sector or corporate world e.g. RTG Group who gave us a good package for the current Kadoma retreat.

(d) Specialised Computer Training through ALRI Lab.

(e) Setting up of a Sculpture Garden and Tea Garden.

(f) Recovering of the swimming pool and tennis court through the private sector and corporate world.

(g) Setting up of ALRI's Bookshop which had already been approved. (The bookshop could be set up in the outer store room and the Assistant Registrar was tasked to look for people with expertise in the business of bookshop setting for planning purposes).

(h) State lotteries and casino (Although this is difficult to organise other avenues such as being beneficiaries could be explored. The Assistant Registrar was tasked to pursue this avenue)

Staff Development and Training

- It was agreed that the institute could compliment its staff establishment by training students at Honours, Masters and MPhil levels. PhD training will also be offered to already established staff members. Specialised training in relevant fields for staff members will be facilitated through guest researcherships.

- It was also agreed that the institute could introduce an exchange programme for Staff Development Fellowship with other lexicographic units in neighboring countries such as the Umlazi Centre and Pretoria Technikom both in South Africa, Centre for Language Studies (University of Malawi) Kiswahili Research Institute in Tanzania, etc.

APPENDIX II: PARTICIPANTS AT SLU OUTREACH SEMINARS

Mutare Teachers College

J. Mukuchira (Dangamvura High)
C. Mutema (Dangamvura)
J. Mushonga (Sakubva)
D. Mavhurudza (Zamba)
P. Chuma (Zamba)
M. Charlie (Sakubva)
M. Chinhoro (Mutanda)
M. Chisedzi (Mutare Boys High)
E.I.M. Chimwaza (Mutare Teachers)
E. Chinyama (Mutare Teachers)
J. Mapara (Mutare Teachers)
O. Chivere (Mutare Teachers)

Mount Selinda High School

P. Makwambeni (Tazviona)
J. Munganasa (Tazviona)
D.C. Sibanda (Tazviona)
B. Chivurukute (Zona)
R. Gwenzi (Zona)
N. Sithole (Emerald)
I. Muchono (Green Valley)
P. Mhlanga (Green Valley)
M. Musundire (Beaconhill)
J. Mhlanga (Beaconhill)
T. Jimu (Beaconhill)
S. Mudiwa (Beaconhill)
M. Matondo (Grassflats)
C. Mlambo (Grassflats)
E. Mahiyana (Chimana)
E. Singaazi (Chimana)
P. Ziyakacha (Jersey)

Masvingo University College

K.T. Gondo (Masvingo University College – MUC)
G. Gwekwerere (MUC)

J. Masuku (MUC)

T. Makombe (MUC)

J. Zondo (MUC)

P. Mabhugu (MUC)

W. Zimidzi (Bodolfi Teachers College)

S. Nyota (Great Zimbabwe University – GZU)

R. Makamani (GZU)

J.A. Dzimbanhete (Morgenster Teachers College)

Mucheke High School

K.T. Gondo (Masvingo Teachers College)

G. Muzenda (Colege Press)

C. Mahachi (Victoria High)

M. Matutu (Victoria High)

P. Wekwete (Mucheke High)

L. Muzeremwi (Mucheke High)

J. Marange (Mucheke High)

T. Moyowaora (Mucheke High)

J. Chipato (Mucheke High)

T.T. Ushe (Ndarama High)

W. Kadodo (Masvingo Polytechnic).

APPENDIX III: PARTICIPANTS AT NLU OUTREACH SEMINARS

Reference Group for MTD Comprising College Music Lecturers

a) Joshua Mqabuko Nkomo Polytechnic (Formery ZINTEC College - Gwanda)

- Mr N. N. Sibanda (Head of the team)
- Mr G. Mpofu (Deputy Head)
- 4 more members to join the committee were to be chosen by the Head and his Deputy (i.e. 2 from the Music Department and 2 from the Ndebele Department)

b) Hillside Teachers College (Bulawayo)

- Mr B.M. Tshuma (Head of the team)
- Mr B.M. Dube (Deputy Head)
- 4 more members to join the committee (i.e. 2 from the Music Department and 2 from the Ndebele Department)

c) United College of Education (Bulawayo)

- Mr. B. Tshuma (Head of the team)
- (Deputy Head - Name yet to be supplied)
- 4 more members to join the committee (i.e. 2 from the Music Department and 2 from the Ndebele Department).

Persons Consulted or Interviewed

Mr Phathisa Nyathi	-	Bulawayo
Mr Hudson Ndlovu Halamina	-	Bulawayo
Dr Themba S. Dlodlo	-	Bulawayo
Mr Msongelwayilizwe Khumalo	-	Bulawayo
*uGogo Matshazi	-	Bulawayo
**uKhulu Mbambo	-	Nkayi
Mr Wilson Lethizulu Fuyane	-	Bulawayo
Chief Vezi Maduna Mafu	-	Filabusi
Mr E.T. Dube	-	Bulawayo.

| *uGogo | = | Grandmother (as title for an elder) | = | Mbuya |
| **uKhulu | = | Grandfather (as title for an elder) | = | Sekuru |

APPENDIX IV: PROGRAMME FOR THE RETREAT

SUN 21 – 09- 03   Depart to Kadoma. See Appendix B

Mon 22 – 09- 03   0800 – 0845hrs [Chair HC]
                                    General Review of the situation vis-à-vis ALLEX Phase III
                                    [HC - Co-ordinator]

                                    Discussion 0845 – 0900hrs

                                    Sub-Projects in ALLEX Phase III

                                    0900 – 0915hrs AND --- LK
                                    0915 – 0930hrs Discussion

                                         0930 – 0945hrs SCD --- EM
                                         0945 – 1000hrs Discussion

                                         1000 – 1030hrs   **TEA BREAK**

                                         1030 – 1045hrs MTD (N) --- CBN
                                         1045-1100hrs Discussion

                                         1100 – 1115hrs MTD (S) --- GM
                                         1115 – 1130hrs Discussion

                                         1130 – 1145hrs SLLT --- EC
                                         1145 – 1200hrs Discussion

                                         1200 – 1215hrs MEDICOM --- NM
                                         1215 – 1230hrs Discussion

                                         1230 – 1245hrs Revision: DRC --- HC
                                         1245 – 1300hrs Discussion

Reporting Procedure is as follows:
- Detailed Status Report (Presentation + Recommendations)
- Discussion
- Way Forward
- Revision to incorporate recommendations/decisions from discussion
- Revised Status Report (Presentation + Approval)

                                         1300 – 1415hrs   **LUNCH**

1415 – 1430hrs Shona Corpus NM∼   MT
1430–445hrs Discussion

1445 – 1500hrs Ndebele Corpus LK∼   CN
1500-1515hrs Discussion

- Detailed Status Report (Presentation with statistics)
- Discussion
- Way Forward
- Revision to incorporate recommendations/decisions (from discussion)
- Revised Status Report (Presentation & Approval)

1515 – 1545hrs   **TEA BREAK**

Special Reports   [Chair EC]
1545 – 1700hrs   Contact Leave
Conference Participation

Tues 23- 09 – 03   Revised Reports   [Chair - NM]

Working session - Revising status reports on sub-projects

0800 – 0815hrs AND
0815 – 0830hrs SCD
0830 – 0845hrs MTD (N)
0845 – 0900hrs MTD (S)
0900 – 0915hrs SLLT
0915 – 0930hrs MEDICOM
0930 – 0945hrs   DRC
0945 – 1000hrs Summary

1000 – 1030hrs **TEA BREAK**

Revised Status Reports Contd.
1030 – 1100hrs   Shona Corpus
1100 – 1130hrs Discussion
1130 – 1200hrs   Ndebele Corpus
1230 – 1300hrs Discussion

1300 – 1415hrs **LUNCH**

Special Reports   [Chair - HC]

1415 – 1500hrs Higher Degrees

1500 – 1530hrs   **TEA BREAK**

1530 – 1600hrs   Outreach (S)
1600 – 1615hrs Discussion
1615 – 1645hrs   Fieldwork (N)
1645 – 1700hrs Discussion

Wed 24 – 09 – 03   **Working Session on Sub-Projects**

0800 – 0900hrs Outreach (S)
   0900 – 1000hrs Fieldwork (N)

   1000 - 1030hrs **TEA BREAK**

BUSINESS MEETING   [Chair HC]

1030 – 1300hrs

1.   ALRI News   [HC]
2.   JALEX   [LK]
1.   Conferences -- AFRILEX, ALASA, LASU, other
2.   Guest Researcherships
             --- selection criteria vis-à-vis progress in sub-projects
             --- period of stay
             ---number per year

   1300 – 1400hrs   **LUNCH**

1400 – 1500hrs   **SPECIAL SESSION** [Chair HC]

1. NUFU Grants: Accounts, Accounting & Reporting Procedures.
    [UZ Bursar E. I. Dhlamini]

2. Specific Funds: Requisitions, Accounting & Reporting [Senior Assistant Bursar: Specific Funds, O. R. Matoushaya]

1500 – 1530hrs   **TEA BREAK**

Special Session contd. [Chair HC]

1530 – 1630hrs Library-Archive (CR)
1630 – 1700hrs Discussion

THUR 25 – 09 – 03   **FURNITURE, EQUIPMENT & TRAINING** [Chair LK]

0830 – 1000hrs **Computer Lab**   [JC]
- Set up
- Potential uses
- Training Program

Recording Equipment
- Viruses
- Digital Recorders

Re-allocation of offices & computers

Updating ALRI Website

1000 – 1030hrs   **TEA BREAK**

1030 – 1300hrs   **Working Session**

1300 – 1415hrs   **LUNCH**

1415 – 1500hrs   **BUSINESS MEETING Contd.** [Chair HC]

Review of the Budget
Staffing
Minority Languages Program
New ALRI Brochure
[Nyambo.com] Website & Internet

1500 – 1530hrs   **TEA BREAK**

Computer Lab – Revised Report [GC]

FRI 26 – 09 – 03   **BEYOND ALLEX PHASE III, 2003 – 2006**

[Chair HC]

0800 – 0830hrs Furniture Requirements   [JMD]

0830 – 1000hrs Review of the ALRI research agenda
Projects to be carried over
Future Projects

Funding and Fundraising

1000- 1030hrs   **TEA BREAK**

1030 – 1200hrs Writing-up of Morning Reports

Working Session
Merging of Reports [Coordinator + Team
Leaders]

1200 – 1300hrs Report on Business Meeting [EM]

1300 – 1415hrs   **LUNCH**

1400 - 1500hrs Presentations by Rapporteurs
Mr C. Ncube
Miss V. Mkondwa
Miss P. Mabaso

1500 – 1530hrs   **TEA BREAK**

1530 – 1630hrs Merging and Polishing Up of General Report

1700hrs   Presentation of General Report
Discussion

APPENDIX V: PREPARATORY WORK FOR THE RETREAT

1. Meeting Friday 12/09 to review items/topics in program.

2. Scheduling [LK & NM]

3. Letters: Special invitations [HC]
      -- Library (C. Rioga)
      -- Bursar's Dept. (Dhlamini, Hove & Matoushaya)
      -- NUFU Programs (Gumi)
      -- Vice Chancellor
      -- Ministry of Education (Permanent Secretary: Tsodzo)

4. CVs (updating) [Individuals]

5. Stationery and Supplies [JMD & GC]
      -- Paper, Folders, Pens, etc.

6. Equipment [JMD & JC]
      -- Computers, Printers, etc.

7. Transportation [JMD]
      -- ALRI vehicles (Corona & LiteAce)

8. Documentation [JMD & GC]
- Work Plan 2003
- Budget 2003
- Phase 3 Projects, 2003 – 05/06
- Annual Reports 2002
      -- To Management Board
      -- To UZ
      -- To NUFU
- Minutes of Academic Board
- Academic Board File
- Management Board File
- ALRI Brochure
- ALRI Agenda
- Newsletter (Back copies)

9. TRANSPORT ALLOCATION & DEPARTURE TIMES : 21 SEPTEMBER 2003

CORONA: TIME: 1430HRS	LITEACE TRIP : TIME:1430HRS
(a) Professor H. Chimhundu	(a) Mr. J. M. Dimairo

(b) Mr. E. Mangoya	(b) Miss P. Mabaso
(c) Miss N. Mpofu	(c) Mr. G. Mheta
(d) Mr. L. Khumalo	(d) Mr. E. Chabata
(e) Mr. C. Ncube	(e) Mrs M. Timbe
	(f) Ms. C. Nyathi