

## APPENDIX A: EXTRACT FROM UZ/ALL - NUFU/UO PROGRAMME AGREEMENT

NUFU  
ID No.:

### Programme Agreement

between the implementing scientific units

Department of African Languages and Literature, University of Zimbabwe

**Name of the Scientific Unit of the University in the Developing Country**

Department of Scandinavian Studies and Comparative Literature, University of Oslo

Name of the Scientific Unit of the Norwegian University  
and

Academic Co-operation entitled:

**African Languages Lexical Project (ALLEX Project)**

This Agreement between the implementing scientific units requires that certain documents for the implementation of the co-operation be worked out by the Parties.

The Agreement shall include a summary and objectives of the co-operation. It shall also include a description of changes and possible reductions of activities incurred since the original planning of the co-operation or as a result of reduced allocations and comments made by NIIRJ when approving the academic co-operation. The different elements in the co-operation shall also be described.

The Agreement shall include a plan of operation. This is a document to be worked out by the collaboration (7 scientific units) to guide and regulate the implementation.

It is essential that all aspects of the co-operation have been discussed and agreed upon in detail by the Parties. The texts that the Parties work out shall become integral attachments to the Agreement.

Both Parties' Heads of Department (or other scientific unit) and the Responsible Co-ordinators are signatories to this Agreement.

Reference is made to the Contract, with Judicial and Financial Conditions Regulating NUFU Supported Co-operation, between NUFU and the University of Oslo for the current Programme.

*Section I*  
**SUMMARY AND OBJECTIVES**

Summary, with emphasis on Objectives, based on the Proposal to NUFU, taking into account NUFU's comments when approving the Application, and other adjustments needed due to other factors and circumstances.

As outlined in the application to NUFU for funding of ALLEX phase 2, the programme activities were to include:

Expanding and polishing the Shona corpus  
Advanced Shona dictionary  
Building a Ndebele corpus  
General Ndebele dictionary  
Musical terms dictionary  
Linguistic and literary terms glossary  
Staff training and competence building  
Ph. D-scholarships and M.A. scholarships  
Technical staff training and technical visits  
Workshops and guest researchers

The objectives of the project are (as before)

- to produce the books and corpora listed above
- to improve staff competence and research within lexicography and mother tongue linguistics in within all cooperating departments
- to ensure research and publications within the fields connected with the ALLEX Project.
- to create and maintain viable professional environments for lexicography at the departments involved which make it possible for these institutions to aim at a leading position within their fields.
- at the end of phase 2 there should be a separate and permanent section for lexicography and corpus work at both UZ and UO.

These objectives will be limited but not materially affected by the enforced budget cuts.

The elements in the cooperation within the ALLEX project remain as described in the application for phase 2.

Section 11

**ADJUSTMENTS**

List of elements/activities deleted, or other-wise adjusted/reduced, from the original plans in the co-operation accepted by NUFU.

Changes and reduced activities following from the real NUFL1 allocation:

The involved departments (INL/UiO and ALL/UZ) applied for NOK 5 783 000 to cover expenses and we got NOK 5 000 000. We therefore have to cut planned expences with NOK 783 000.

There have been delays both in finishing off phase 1 and in getting started on phase 2, ef report for 1996. It is therefore to early to go into detail about how these cuts will affect the planned activities. However, it is expected that the cut primarily will affect

work on the minor side projects (the dictionaries for special language and special needs), possibly corpus size number and size of scholarships number of visits and workshops

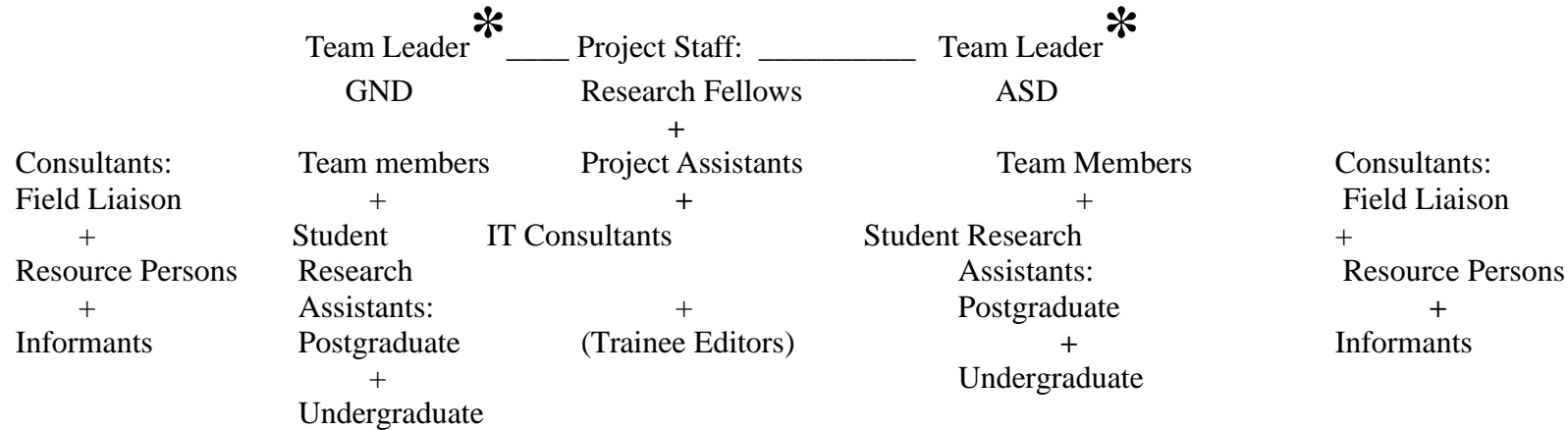
Otherwise the ALLEX Project phase two will be carried out as close to the plans outlined in our application as possible.

**APPENDIX B: ALLEX PROJECT MASTER PLAN**  
(1992-2010, i.e., Phases 1-4)

<b>PHASE</b>	<b>MAIN PROJECT(S)</b>	<b>OTHER PROJECT(S)</b>
I 1992 - 1995	General Shona Dictionary	Glossary of musical Terms
II 1996 - 2000	1. General Ndebele Dictionary 2. Advanced Shona Dictionary	Glossary of Linguistic and Literary terms
III 2001 - 2005	3. Scholars' Shona Dictionary (Jr. Level) 4. Advanced Ndebele Dictionary	Specialised Glossaries 1. Zim Sign (Sign-Language with glosses in Shona, Ndebele and English) 2. Science/Technical 3. Other
4. IV 2006 -2010	5. Scholars' Ndebele Dictionary (Jr. Level) 6. General Dictionaries (Other Zimbabwean Languages)	Bilingual Dictionaries (e.g Shona-Ndebele, Shona and Ndebele - English/French/Swahili/Chewa)

## APPENDIX C: THE ALLEX PROJECT ORGANISATIONAL STRUCTURE \*\*\*

Press \_\_\_\_\_ Publishers \_\_\_\_\_ **Project Coordinator \*** \_\_\_\_\_ Oslo \_\_\_\_\_ Gothenburg



\* *Liaison with relevant admin offices within the UZ (the dept, Central Admin and UZ - Oslo link office) will be made through the Project Coordinator and the two team leaders*

\* \* *Lines indicate channels for formal communication or consultation but these need not be rigid or hierarchical always.*

## APPENDIX D: EXTRACT FROM NUFU EVALUATION REPORT

NUFU

ASSOCIATION OF  
AFRICAN UNIVERSITIES

NORWEGIAN COUNCIL OF UNIVERSITIES'  
COMMITTEE FOR DEVELOPMENT  
RESEARCH AND COOPERATION

### EVALUATION OF NUFU PROGRAMMES AT UNIVERSITY OF BOTSWANA AND UNIVERSITY OF ZIMBABWE

*by*

*Goolam Mohamedbhai  
Keto Mshigeni.  
Tertit von Hanno Aasland*

An Association of African Universities Evaluation Report  
*Commissioned by.*  
The Norwegian Universities' Committee  
for Development Research  
Co-operation

*August 1998*

## 2.7 PRO 28196: AFRICAN LANGUAGES LEXICAL PROJECT: ALLEX PROJECT

### 2.7.1 Background

The African Languages Lexical Project (ALLEX Project) was pioneered by Dr. Herbert Chimhundu of the Department of African Languages and Literature, UZ, who is the current Dean of the University's Faculty of Arts, and also the Programme Coordinator. The genesis of the idea, however, goes back to 1979, when he was to be involved in preparing an addendum to the first Shona Dictionary, which was first published in 1959. The challenge he had had then was to incorporate many missing words into the Dictionary, to enlarge it, and to make it more accessible to more people in Zimbabwe. His initial work had led to the production of 20 pages that filled in the gaps he had identified in the original Shona Dictionary.

When in 1989 he became Chairman of the Department of African Languages and Literature, Dr. Chimhundu had an opportunity to accord the Shona Dictionary idea due priority. Indeed he wrote up a proposal, marketed the idea to SIDA of Sweden, which showed some interest but unfortunately did not provide the needed funding support. Then, in 1991, he learnt about funding possibilities from Norway through NUFU. Together with Ms Oddrun Gronvik, a Research Fellow and an expert in Lexicography at the Department of Scandinavian Studies and Comparative Literature, University of Oslo, they revised **the proposal originally submitted to SIDA and presented it to NUFU**. NUM approved the project for funding support, with effect from 1992. Ms Oddrun Gronvik was appointed Co-ordinator from Norway and Dr Chimhundu Co-ordinator from Zimbabwe.

### 2.7.2 Objectives

The long term objectives of the A.LLEX Project were planned to be undertaken in four phases:

1. Phase 1 involved the development of a General Shona Dictionary as well as the development of a glossary of Shona musical terms, especially considering the special place of music in African culture. This phase covered the period 1992-1995 and has been completed.
1. Phase 2 was to focus on the development of a general Ndebele Dictionary, and also an Advanced Shona Dictionary. Alongside with the two Dictionary activities, the Project team was also to develop a glossary of linguistic and literary terms. This phase covers the period 1996-2000 and is still in progress
1. Phase 3 will involve the development of a Scholar's Shona Dictionary (Junior Level), and also an Advanced Ndebele Dictionary. Alongside with these activities, the Project team will develop specialised glossaries, e.g., to cater for sign language in Shona, Ndebele and English, as well as Science and Technical terms. This will be for the period 2001 to 2005.
1. Phase 4 will involve the development of a Scholar's Ndebele Dictionary (Junior Level), and also general dictionaries for other selected Zimbabwean Languages. The Project team will also attempt to develop bilingual dictionaries, e.g., Shona-Ndebele, Shona and Ndebele English/French/Swahili/Chewa. This phase will be for the period 2006-2010.

The key objective cutting across all phases is to promote local capacity building through technical training, and postgraduate training at Master's and Ph.D. degree levels in conformity with UZs Staff Development Programme. The postgraduate training is to be of the sandwich type, involving co-supervision by senior staff members at UZ and their peers in collaborating institutions in Norway. The Project team, therefore, had to identify collaborators who were committed to devote ample time and expertise towards postgraduate student supervision. \*Team leaders for the various components of the ALLEX project were also to be identified.

In realisation of the relatively long time it takes to synthesise a language dictionary, it was necessary that plans were put in place to produce annual reports, publications, and related scholarly writings, informing the public and donor funding community about the progress being made towards developing the dictionary. Considering the difficult work involved, plans were also made to broaden the scope of participation in the Project. Hence it was found wise to invite collaborators from University of Gothenburg in Sweden, funded by SIDA, other collaborators from UO, and other relevant Universities/Faculties/Centres/Departments in the SADC region. As far as possible, students and various categories of informants were also to be involved. Provision was also made for disseminating the key research findings to society: nationally, within the SADC region, and also internationally.

### 2.7.3 Scholars

From UO, the key participants in the Project are: Ms Oddrun Gronvik, a lexicography expert, and Dr. Christian-Emil Ore, a computer specialist. From the University of Gothenburg the key collaborators are Mr. Martin Gallerstam and Mr. Daniel Ridings. Several additional scholars from Sweden had also participated in the earlier years.

From UZ there are 22 participants from four different Departments, with some working on the Shona Dictionary, some on the Ndebele Dictionary, and others on other related projects. The current team leader for the General Ndebele Dictionary is Mr. S. Hadebe, that for the Advanced Shona Dictionary is Mr. N.E. Mberi, and the leader for the Glossary. of Musical Terms is Dr D.A. Maraire, the current Chairman of the Department of African Languages and Literature.

In the course of synthesising the dictionaries, selected consultants and resource persons have also periodically been invited to participate. The commitment of all the collaborators was reported to be excellent. The UO Programme **Co-ordinator** (Ms Gronvik) was, in fact, referred to as selfless, keen to share her expertise maximally with others, sincere and an exemplary model. The UZ Programme Co-ordinator (Dr Chimhundu) was equally praised by his peers as a leader committed to promoting team spirit.

### 2.7.4 Performance

The ALLEX Project is considered by most scholars at UZ as one of the most successful NUFU Programmes undertaken in the institution. There are many success indicators in support of this view:

1. The Project has contributed enormously towards staff development and local capacity building in lexicography and linguistics. A total of 9 staff members have been involved in training at Master's degree level. Three of these have already successfully completed their NIA studies. Three others will be completing their studies soon, while three additional staff members are scheduled to embark on the MA studies during 1998. Furthermore, two more staff members have registered for sandwich Ph.D. studies, involving co-supervision by the participating Universities.
1. The Project has provided opportunities for training UZ's technical staff (e.g., S. Moyo) at UO towards acquiring specific skills needed in the dictionary development activity.
1. The Project has significantly contributed to infrastructural development in the Department of African Languages and Literature, e.g., the acquisition of recording equipment, photocopying machines, scanners, printers and computer software, which have enabled the dictionary work to progress with good speed.
1. The Project has led to the acquisition of a large body of *information and* data, including Shona and Ndebele oral materials, which are now stored on computer, and which will prove to be extremely valuable to future scholars on Zimbabwe's indigenous languages and culture. The corpora for both

Shona and Ndebele languages have, indeed, already been converted into an international standard suitable for text exchange over the Internet. The corpora now have a size of 1.2 million words for Shona, and 100 000 words for Ndebele, which are remarkable achievements.

The most conspicuous success indicator is, no doubt, the publication, in 1996, of the 504 page *Duramazwi RechiShona* by the ALLEX Project Team, which was reported by the media as Zimbabwe's first monolingual Shona Dictionary. Speaking at the launch of the historic dictionary, Zimbabwe's Minister of Higher Education, Dr. Ignatius Chombo; described the publication as unique in that "*...it was the first ever local language dictionary in which the same language was used to describe itself*", and also "*... the first such work to be compiled using computer-aided techniques* " (University of Zimbabwe - News, September 1996, Issue No. 3, p.3). In fact, in February 1998, the Dictionary was awarded the First Prize for the best non-fiction title for 1998 by the Zimbabwe Book Publishers Association.

### 2.7.5 Management

From our interviews and also from the information contained in the various Progress Reports that were made available to us, it was concluded that the ALLEX Project had been managed with maximum efficiency. The Project co-ordinators and their research collaborators deserve commendation. The Progress Reports were found to be comprehensively written which indicates a high level of commitment towards successful implementation of the Project.

### 2.7.6 Sustainability

There are strong indicators suggesting a high level of sustainability of the ALLEX Project activities. These include:

1. The relatively large number of local personnel trained through the project;
1. The relatively large number of team members who are actively involved in the Project, and who are committed to its successful implementation;
1. The active role the Programme participants.. have played toward disseminating their research results to society: within UZ, nationally, regionally, and internationally;
1. The strong linkages already forged with interested scholars from Norway and **Sweden, and also with relevant** scholars from the region, thus fostering North-South and South-South cooperation
  1. The interest already shown by the Government of Zimbabwe towards promoting a Language Policy in the country.'

In an attempt to institutionalise the ALLEX Project within UZ, the research team members have written a proposal, articulating an idea on the development of a new Language Research Centre at the institution, which will be discussed along with other,, ideas expressed in the University's 5 Year Strategic Plan (1998-2002).

### 2.7.7 Constraints

The key constraint reported by the ALLEX research team members was inadequate physical space, especially as they, plan for the development of a Language Research Centre at UZ.,

An additional constraint that was reported is the progressive shrinkage of the UZ's annual research budget allocation, making it difficult for the Research Board to sustain research activities by staff.



## **2.7.8 Recommendation**

In view of the excellent performance shown by the ALLEX Project research team, and the regional leadership role which the team is already providing, it is recommended that NUFU sustains its funding to the Project beyond its current life period.

## **2.8 PRO 29196: METHODOLOGY COMPETENCE DEVELOPMENT REORGANISATION AND STRUCTURING OF THE METHODOLOGY PART OF THE STUDY OF ECONOMICS**

### **2.8.1 Background**

The Department of Economics of UZ runs a three-year BSc (Hons) course in Economics with an annual intake of about 150 students. It also runs a two-year, full-time MSc course in Economics operating under the regional African Economic Research Consortium (AERC), with an annual intake of 15 students, the majority of whom are students graduating from the BSc Economics course.

The **teaching of methodological tools** (mathematics, statistics, econometrics and computer science) on the BSc Economics has not been satisfactory in the past. This is because of limited access to good textbooks and teaching materials by the students and

lack of computing facilities. Also, because of lack of teaching capacity within the Department, most of the methodological tools are offered as optional subjects in the course. As the students find it difficult to understand and pass these subjects, they have been avoiding them. The end result is that the students graduating from the course are very poorly equipped in methodological tools, vital for the good performance of modern economists. Complaints have been received from employers. Also, students enrolled on the MSc course have been finding it extremely difficult to follow certain parts of the course. The quality of teaching on the MSc programme is thus being affected.

This is what led to the proposal submitted to NUFU for funding in 1995. There had in the past been contacts and exchange of staff between the Department of Economics of UZ and the Department of Economics of UO. The latter was known to be excellent in the teaching of methodology tools and therefore became the natural collaborating Norwegian partner in the project submitted to NUI7U.

### **2.8.2 Objectives**

The aim of the Programme is to improve the methodology teaching on the undergraduate economics course at UZ by improving the accessibility to textbooks by the students, developing course notes and other teaching materials, and restructuring the tutorials and computer training. This would be done mainly through visits to UZ by UO staff. Although the main activities of the Programme are geared towards the undergraduate course, the main objective is to improve the quality of the students who eventually enrol on the Master's Programme, some of whom will proceed on to enrol for a PhD.

## APPENDIX E: EXTRACT FROM THE REPORT FROM THE TOUR OF REGIONAL LANGUAGE RESEARCH INSTITUTIONS

### Introduction

It was reported that, at the ZIPAM Retreat (17-21 December 1997), a sub-committee was formed which was tasked with developing the proposal to institutionalise lexicography at UZ. In addition, T. Matshakayile-Ndlovu and A. Jefferies were assigned the responsibility of planning and undertaking a tour of regional language research institutions in order to solicit regional support for the proposed establishment of the Centre for Language Research in UZ's Faculty of Arts as well as to find out as much as possible about each institution's history, its relationships with other language institutions, its internal organisation and management, its facilities and equipment, its staffing and its activities and products so that the proposal to institutionalise would be well-informed by regional structures and experiences. Funding constraints had limited the tour to about two weeks, and, in order to make the best use of the time and funding available, they restricted their visits to Stellenbosch, Durban, Cape Town and Pretoria in South Africa, Zomba in Malawi and Dar es Salaam in Tanzania. South Africa was visited for about a week in late April, and Malawi and Tanzania were visited during the second week of May.

As they finished each trip, they submitted comprehensive reports on their visits to the Co-ordinator. They had also prepared a narrowly focussed report for the Institutionalisation Sub-Committee to consider as part of their deliberations, and this document summarises this latter report and records the comments, suggestions and recommendations made at the ALLEX Project's Internal Evaluation Seminar, held 27-28 July 1998 at the UZ.

### South Africa

Seven language research institutions were visited, but the three which were had been felt to be the most relevant to institutionalisation were reported on. The **Bureau of the WAT** (formerly, Buro van die WAT, with WAT being an abbreviation for Woordeboek Afrikaans Taal, or Dictionary (of the) Afrikaans Language) was the most "lexicographic" of these in that, since its inception in 1911, it has focussed almost exclusively on developing a multi-volume monolingual Afrikaans dictionary. They have completed the volume containing headwords beginning with N and O, and are about halfway through the next volume. Since the late 1940s, it has been heavily funded by Government and it has operated under an Act of Parliament since 1973. It currently has 16 full-time staff members, plus a variety of part-time and volunteer personnel. It rents its premises from the University of Stellenbosch, and, although it is not part of the university structure, the Rector of the University is, by law, the Chair of its Board of Control. All full-time staff, including the Editor-in-Chief, Prof. Schalkwyk, are paid as government workers, rather than as academics. The Bureau has developed strong skills in top-down management practices, although it is said to operate along lines developed for participatory management, and they have actively developed marketing skills within the project (they even commission people to sell volumes of the dictionary on a door-to-door basis), and it is typical to sell 5,500 copies of each volume, which a Bureau representative compared with the case of Germany, where only about 300 copies of each of their monolingual dictionary volumes were generally sold.

The Bureau's facilities are spacious, with a library about half the size of UZ's Faculty of Education library and where books are catalogued according to the Dewey decimal system. There is a conference room, several offices which (except for the Editor-in-Chief's office) house 2-3 people each, a large storage room, a computer room, and an area set off for serving tea twice a day. In addition, there is a temperature- and humidity-controlled room for housing valuable books.

The library-and-armchair approach to lexicography continues at the Bureau, and they have accumulated about 3,5 million citation cards, some of which are beginning to be processed electronically, since they are beginning to move in the direction of computer-assisted lexicography. The Bureau sees itself as the centre for "cooperative lexicography" within South Africa and beyond, and its Editor-in-Chief has recently co-conducted a short course in how to develop lexicographic projects for representatives from 10 West African countries in Gabon.

The Bureau is now receiving royalties from having produced a small Afrikaans thesaurus and a small dictionary of Afrikaans idioms by arrangement with a publisher in the private sector. These funds are used exclusively for training. Otherwise, there is no income-generation currently taking place.

Aside from this project, and the *Dictionary of South African English...* project housed at Rhodes University, which was not visited, almost all South African lexicographic work and lexicographic training aims at producing bi- or multilingual dictionaries. Lexicographic units for each of the 9 national African languages are in the process of being set up. The work of each includes monolingual dictionary-making, and each will be affiliated with a university in a province where the language in question is dominant.

The **National Terminology Services** and the **National Translation Services** are also funded completely by Government, and they operate out of offices which are located in the central business district of Pretoria, something that was said to make their work extremely difficult since a lot of effort and expense was required in order to keep in touch with experts in a wide variety of academic subject content areas. The National Terminology Services, under the new National Languages Services, has been tasked with developing terminology for all 11 national languages, and the National Translation Services has been tasked with translating all documents produced by Government Ministries into the 11 national languages. Each unit has a Director and a Deputy Director, and staff is divided up into Senior Language Practitioners and Language Practitioners. Currently, most staff has been carried over "from before", and, for each unit, some African languages have no specialised staff at all. Their language work is assigned by the Director or his/her Deputy, and it is seen to be administrative. Training is conducted informally. A new recruit works as an understudy until his/her trainer feels s/he is ready to work independently. Some work is outsourced in both units, and neither unit generates income from its work.

Their premises are spacious and comfortable, with up-to-date equipment but also with a startling near-absence of books. It became clear that money, plans and organisation for practical language work had been developed out of a recognition, at the highest levels of Government, of the need for practical language work in nation-building. Putting together information from a number of interviews yielded the estimate that some 60 to 70 million rand had been budgeted by Government for lexicographic work alone for this fiscal year in South Africa.

## **Malawi**

The Centre for Language Studies, located about 3 km from Chancellor College in Zomba and, administratively, part of the Faculty of Arts at the College was visited. It is housed in the buildings which used to house the Chichewa Board during the Banda era. In 1994 under the new administration, recognition was given to the principle of unity in diversity and it was decided to promote healthy multilingualism in Malawi. The Chichewa Board was dissolved, and by April 1996, a University proposal was accepted for the Centre for Language Studies and it started operating with a mandate to develop Malawi's 15 indigenous mother tongues as well as to conduct work on foreign languages used in Malawi. It operates under a Board which sets policies and fees and oversees its budget, which is chaired by the Dean of the Faculty of Arts. It has a Director and a Deputy Director who oversee the day-to-day operations of the Centre, and, although they have language specialists for Chiyao and Chitumbuka at the moment, they aim to have language specialists for the 5 most heavily used Malawian languages soon. All language specialists also have Chichewa, and the Centre's primary activity right now is completing the monolingual Chichewa dictionary that had been started by the Chichewa Board. They expect that it will

be out by the end of this year. They are also conducting sociolinguistic research projects which are sponsored by NGOs and expect to undertake a variety of sponsored research projects in the future.

Its facilities are old but serviceable, and they have three vehicles, two of which are used exclusively for research. Its computers, cell phones and digitalised telephone equipment have all been purchased with income it has generated. They have also acquired the beginnings of a small centralised library.

The Director and the Deputy Director participate in the teaching activities of the Department of African Languages and Linguistics and the Department of English respectively under part-time contracts, and they are actively searching for post-graduate training opportunities for their Language Specialists. Their full-time work at the Centre consists of research.

The Centre is able to keep the income it generates, and its budget from Government is quite small. So far, receiving about half of even its budgeted funds each year has been seen to be "lucky". It operates second language courses in Chichewa to expatriates, for example, and it produces translations and conducts editing work in a variety of languages. It also rents out its vehicles to other researchers.

## **Tanzania**

Two institutions were visited. The first was the **Institute of Kiswahili Research (IKR)**. The Institute grew out of a regional research unit focussing on Kiswahili which had operated since about 1930 under British colonial rule. It was institutionalised as part of the University of Dar es Salaam in 1970 to conduct research on Kiswahili with the aim to develop it as the national *lingua franca* of Tanzania, within which 120 indigenous African languages are spoken as mother tongue.

It operates as a Faculty-sized unit within the University, and its Director, who is elected for three-year terms, sits on the University's equivalents of Academic Committee and Senate. It is funded by Government through the University just like all Faculty units and operates in every way as a University Unit. It is divided into an administrative section plus four academic sections: Lexicography, Linguistics, Translation/Terminology and Literature.

Its staff are appointed according to expertise, and academic staff are graded in parallel with Lecturers, but with a research component in their titles, from Research Professor to Research Assistant. There are currently 11 academic staff on site, with 10 having earned their PhDs and the 11th having his PhD dissertation examined this year. Three additional academic staff are undergoing postgraduate studies abroad under the University's study leave policy. All academic staff teach and/or supervise dissertations/theses, but they are not paid for this and they cannot refuse to do so on the grounds that they are too busy with Institute work. They work most closely with the Department of Kiswahili and the Department of Foreign Languages and Linguistics.

IKR is housed in a building it shares with the Department of Kiswahili, although IKR has been assigned most of the offices and other rooms. There's a large conference room and an equally large collating/binding room, plus individual offices for staff and additional rooms for meetings and for storage for each of the academic units. In 1995, they purchased a Risograph and related printing/binding equipment so that, now, they publish and market their own work. They are able to keep any income they generate, and, by conducting courses on Kiswahili as a Foreign Language to visitors and students from abroad, translating and developing terminology on contract, they have been able to begin refurbishing their offices. They have also purchased three 4x4s for research and product distribution.

The second institution visited was the **National Kiswahili Council (BAKITA N.B. acronym derived from BARAZA (*dare*/forum) KISWAHILI TANZANIA)**. It was initiated by Government in 1967 as a prescriptive body under the Ministry responsible for Culture (currently, the Ministry of Education and Culture). It has the administrative status of parastatal. Council itself is a large body consisting of representatives of all institutions which are concerned with language issues (e.g., mass media, schools, university). It has a policy-making function with respect to the standardisation of Kiswahili and it has the

authority to prevent the Tanzanian publication of anything written in Kiswahili. It also approves terminology developed in Kiswahili, produces translations and approves all official, legally-binding documents which have been translated into or out of Kiswahili by others.

The day-to-day activities of BAKITA are overseen by an Executive Secretary who is appointed by the Board of Directors of Council according to merit and performance. There are about 30 full-time staff, and only the Executive Secretary has a PhD. BAKITA is housed on the second floor of a building in the Central Business District of Dar. Its offices are small and crowded, and funding has only been available for salaries for a number of years. It has no computers. It is able to keep any funds it generates, and, although it cannot recoup the production costs of the terminology booklets it distributes to schools and shops, it does make some income by producing translations on contract. Since it is a parastatal, it does not attract funds from NGOs.

### **Observations and Recommendations to the Institutionalisation Sub-Committee by the ALLEX Team**

The Team Representatives reviewed the observations and recommendations which they had made in their written report to the Institutionalisation Sub-Committee. Each was discussed briefly. If Team consensus was reached on a particular point, it is recorded below, together with relevant points that were made. If consensus was not reached, the points brought out in the discussion are recorded.

1. Proposed Staffing and Structure. It was agreed that these should be reviewed by the Sub-Committee. During the discussion, the need for a librarian, a documentalst and an archivist, as well as a technical expert, was brought out.
1. Hierarchy of Academic Staff Grades. It was agreed that these should parallel lecturer grades, but be research posts, as at IKR.
1. Research and Teaching. It was agreed that research should be the core function of the proposed Centre, but there was also unresolved debate about whether or not this focus entails de-emphasising the teaching that had been proposed in the draft proposal. Some felt strongly that the variety of courses proposed should be reduced and that developing these should be encouraged within teaching departments with ALLEX members only participating in the actual teaching of them. Others felt that, since the teaching was actually training and a potential source of revenue, it should be under the control of the Centre itself. It was observed that, in South Africa, all projects which had experienced long delays in production (except the WAT) had experienced them because their dictionary work was being attempted as volunteer, part-time work on top of their full-time teaching responsibilities. At IKR, where uncompensated teaching was done on top of full-time Institute work, teaching responsibilities often intruded on the time available for that full-time work and, again, target dates were missed. It was agreed that, whether or not the envisioned teaching activities within the Centre was reduced, that the contact hours of its full-time staff would need to be regulated, and that it would be better if teaching were seen to generate income for the Centre and/or the staff members involved, as was the case at Malawi's Centre for Language Research where, exceptionally, staff were comfortable with how teaching was being handled.

It was also observed that if the Centre appeared to be taking courses or staff away from Departments (or duplicating courses), it could be difficult to find support in a number of Departments for its establishment. If, on the other hand, it was seen that the Centre would contribute to their teaching, they could not complain, and staff at the Centre would be in a position to apply their research to their teaching. It was agreed that the wording of points relating to teaching in the Proposal would be very important.

It was observed that, with the short courses, the Centre could service advertisers and others in the private sector

1. Corpus-Based vs Library/Armchair Lexicography. It was agreed that the tour had confirmed the value of the corpus-based approach to Lexicography.
1. Literature/Culture. It was agreed that part of the Team's long-term plans should include a literature/culture unit, which would be restricted to the language aspects, since so much relevant material will be in the project corpora and since it is so important to contribute towards seeing that cultural elements are carried forward through the language medium. It was observed that even literature experts would get its terms from the Centre, but that, even so, it would not be constructive or accurate to advertise project researchers as "cultural researchers" or as "literature/orature experts".
1. University Affiliation. It was agreed that the tour had confirmed how essential university affiliation was to the development of lexicography. Government institutions visited which had been tasked with practical language work tended to flounder and slow progress was the norm, rather than the exception. Access to university resources was also crucial in this work, and the development of the prestige of practical language work seems to require an academic outlook and academic skills.
1. Lexicography Summit (year 2000/2001). It was agreed that the Team should start preparations for an International Conference on Lexicography for the year 2000 or 2001 in anticipation of approval of the Proposal for institutionalisation of lexicography at UZ. It was also agreed that this would be a good first major activity of the Centre, especially since it would demonstrate from the very beginning its commitment to developing a regional centre for excellence in practical language work.
1. Collaboration with other Regional Language Research Institutions. It was agreed that this was both viable and desirable. Contacts that had already been made should be maintained and built upon.
1. Staff Development Programmes. It was agreed that these should be built into the Regulations for the proposed Centre.
1. Self-Publishing (as at IKR). It was agreed that, for the long term, this should be included in the plans for that time when the Centre would be able to do this. Publishing specialisation would be in producing language reference works, but there was also great need for general books as well as for a journal.
1. Management of the Business Aspect. It was agreed that this is closely connected with the first item listed above. It was observed that there could be a Board of Management, a Director and a Deputy Director.
1. Government Commitment. It was observed that, within the nations visited, this had been shown through policy development as well as through funding.
1. Promoting Zimbabwean Languages as Subjects Internationally. It was noted that there is already some international status accorded the national languages of Zimbabwe, especially Shona which was taught in a number of universities in the USA, and it was agreed that it needed to be developed further. It was also agreed that this should be mentioned in the Proposal to institutionalise.
1. Professionalising Practical Language Work. It was agreed that this needed to be done, since, traditionally, work such as lexicography has been treated as if it were more of a hobby than academic

work. It needs academic backing for professionalisation. Interpreting could be included among the Centre's activities, as could translating for the media. It was observed that ALLEX's activities would include preparing for indigenous languages being used in new contexts, such as pre-schools, through conducting research.

1. Collaboration with other Language Bodies within the Nation. It was agreed that this needed to be emphasised more heavily in the proposal. It was also recommended that ALLEX members should be involved in associations that promote the use of indigenous languages. It was observed that some Team members already participated in the activities of the Zimbabwe Languages Association and/or were members of the Shona/Ndebele Language Committees.
1. Vehicles. It was agreed that the tour had shown that there was need for the proposed Centre to have its own vehicles for research.
1. Library. It was agreed that this would be needed in the Centre. It was also agreed that training for documentation needed to be included in the proposal.
1. Archive of Corpus Materials and Linguistic Work on the Languages under Study. It was agreed that this would be needed in the Centre.
1. Physical Space. It was agreed that the tour had highlighted the need for a building for the proposed Centre.