

**RUTU**  
Foundation  
Intercultural  
multilingual education

# Annual Report 2013

Amsterdam, June 2014

[www.rutufoundation.org](http://www.rutufoundation.org)

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## Abbreviations

IBE	Intercultural Bilingual Education
ITOS	Stichting Intercultureel Tweektalig Onderwijs Suriname (Foundation for Intercultural Bilingual Education in Suriname)
RKBO	Rooms Katholiek Bijzonder Onderwijs (Roman Catholic Education Board)
VIDS	Vereniging van Inheemse Dorpshoofden in Suriname (Association of Indigenous Village Leaders in Suriname)
VSG	Vereniging van Saamaka Gezagsdragers (Association of Saamaka Authorities in Suriname)

## Introduction

International organizations such as UNESCO, UNICEF and the World Bank, as well as an increasing number of governments, believe that intercultural multilingual education is an answer to the challenge of realizing quality education for millions of indigenous and minority children worldwide. Much remains to be done, however, given that there are over 200 million children who learn in a foreign language every day, using books that often reflect western, urban lifestyles which ignore the knowledge and languages of their communities. This not only leads to increased repetition and greater drop-out of students, but also to the permanent loss of unique knowledge that was collected and passed on for generations. It is estimated that every two weeks, a language dies.

The Rutu Foundation for Intercultural Multilingual Education was established in 2011 to help counter this trend. Our mission is to support intercultural multilingual education through the professional development of teachers, the design of bilingual text books and by raising awareness about the benefits of intercultural multilingual education.

In 2013, as a result of the worldwide economic crisis and the scaling back of Dutch development aid for education, we experienced considerably more difficulties in raising the necessary funds to complete our three year pilot programme 'Bilingual Math Education for Indigenous and Maroon Children in Suriname'.

We still managed to develop a successful train-the-trainer course in intercultural teaching, and consequently trained community members and teachers as well as education inspectors in Suriname. The project will be finalized in 2014.

Thanks to the efforts of our partner, the Autonomous University of Querétaro in Mexico, our bilingual math book 'Maths, Naturally!', is

now also available in Spanish. With the easy-to-use e-tool, teachers will be able to translate and adapt the math book and make math relevant to their kids.

In 2013 we also worked hard on increasing our visibility and outreach, with a completely renewed website, a new logo and a monthly e-newsletter.

Finally, we had some changes in personnel: a new coordinator for our Suriname programme joined the team, as well as three volunteers to support our administration and communication. We also had to say goodbye to two members of the Supervisory Board and are very happy to welcome Paul Wolvekamp as our new Chair.

While we continue to work on the professionalization of the organization, Rutu is still very much dependent on the voluntary efforts of many people. Without them and without the support of our donors we would not have been able to realize these results. I am very grateful to everybody who supported us this year.

Dr. Ellen-Rose Kambel,  
Co-founder/executive director

### Sources:

- Patrinos, H. A. Velez, A. (2009). 'Costs and benefits of bilingual education in Guatemala: A partial analysis'. World Bank. In: *International Journal of Educational Development* no. 29, pp. 594–598.
- UN Human Rights Council (2011), *Report of the Special Rapporteur on Education*, 18 April 2011.
- UNESCO Position Paper *Education in a Multilingual World*, UNESCO Paris, 2003.
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# Strategic plan

## MISSION AND AMBITION

Our aim is to support quality education for all children, provided in a culturally appropriate manner, in a language they can understand and with respect for the environment in which they live. We do this by training teachers, designing multilingual teaching materials and by raising awareness among policy makers and donors about the benefits of intercultural multilingual education.

Rutu works with a multi-annual strategic plan (2012-2022) that is based on three pillars:

### Teacher Training

Teachers are the key to good education. Especially in remote areas there is a lack of trained teachers, particularly teachers who are bilingual and share the same cultural background as their students. Teacher training is expensive due to their geographical location.

Our strategy:

- explore opportunities to use mobile phone technology ('m-learning') for distance education and facilitate communication between teachers in local regions.
- encourage teacher training in basic language and numeracy skills, and IBE. To ensure continuity, where possible through established teacher training institutes.
- strengthen teacher networks so that teachers from different countries can meet and learn from each other, discuss obstacles and exchange ideas.
- host a web forum where teachers can upload and access education materials, interact with each other and receive feedback and advice from experts and peers from around the world.

### Curriculum Development

There is a lack of good quality IBE materials. Especially for endangered languages. Elders, parents and leaders are indispensable to ensure that the educational goals and content are culturally appropriate and aligned with the values and priorities of the parents and the local community.

Our strategy:

- help design and use open source/creative commons software that allows teachers and community members to freely adapt existing material to their own languages and contexts.
- establish community education resource centers. Through these centers, community members can produce culturally relevant bilingual materials with the assistance of teachers and university students, where appropriate.

## **Building international support**

Despite overwhelming scientific evidence, policy makers, teachers and parents are insufficiently informed about the educational, emotional and socio psychological benefits for children who are offered intercultural bilingual education. It is therefore essential to strengthen the lobby capacity of partner organizations and ensure that more resources are made available for IBE in local communities.

Our strategy:

- raise awareness about the benefits of IBE by organizing workshops and conferences for teachers, potential donors, government representatives and inter-governmental institution.
- provide lobby and advocacy training for local communities, NGOs and teacher organizations and build the capacity of communities in collaboration with academic institutions to carry out regular monitoring and assessment.
- in the longer term the Rutu Foundation should grow into a knowledge center and function as a bridge between local communities, NGOs and academic institutions.

## **Our Approach**

### **Rights based and bottom up**

Our programmes are established and carried out with parents, teachers and other members of local communities. International human rights are the foundational principles of our organization. We respect the rights of indigenous and tribal peoples to free prior and informed consent to all activities affecting them.

### **Scientific expertise**

By monitoring and evaluating the effectiveness of our programs, we increase expertise and strengthen support for multilingual intercultural education for indigenous and minority children.

### **Open source/Creative Commons**

All our materials may be used and adapted and are freely available for indigenous groups. Commercial use is prohibited. In this way we respond to the dire need for multilingual teaching materials, especially for small languages.

## Activities and Results

### Bilingual Math Books for Indigenous and Maroon Children in Suriname

In 2010, a 3 year pilot project was initiated at the request of local teachers, parents and village leaders from indigenous and maroon communities in the Interior of Suriname. In collaboration with organizations of indigenous and maroon leaders, the Catholic school as well as a new organization which we helped established (Stichting Intercultureel Tweektalig Onderwijs Suriname (ITOS), a bilingual intercultural math method called “Maths, Naturally!” was designed for use in pre-primary and primary school (age group 4-8). The books are available in three different languages: Dutch-Lokono, Dutch-Kari’na and Dutch-Saamaka. The books are piloted in six schools (see the [map](#)).



After a successful year in 2012, when 350 children used the books, in 2013 we experienced serious difficulties in obtaining the necessary funds, among others due to unreasonable demands by one donor. As a result of the delay, we were unable to get the books into the class rooms by October 2013, as was planned. After the funds were finally secured (July 2013), we experienced another drawback when the catholic school board (RKBO) withheld its permission to use the books as the only method in the class (we had insisted on this to enable independent assessment of the method). This came after the Ministry of Education suddenly introduced a new math method in all schools (an existing Dutch monolingual method). Because the catholic school board had also lost its subsidies from the government they had no independent funds anymore to finance the printing costs for the bilingual pilot project.

The catholic board remains committed to introducing bilingual education, so we are discussing with our partners in Suriname how to proceed. Fortunately, the books are currently piloted in Mexico (see below: ‘e-tool’) and there may also be opportunities for digital use of the method in Suriname.

Other activities as part of this pilot project are presented below (“teacher training”).

## **Open Source E-Tool: Collaboration with Mexico**

In collaboration with the University of Querétaro in Mexico, an e-tool has been designed which enables teachers and other community members to easily translate and adapt 'Maths, Naturally!' to other languages and cultures.

The method is piloted with teachers in the state of Oaxaca, who use the opportunity to improve their writing skills in the indigenous languages. Part 1 has been translated into Spanish and two indigenous languages (two variants of Zapoteca spoken in and around Juchitán).

## **Teacher training and mobile learning**

As part of our pilot programme Bilingual Math Education in Suriname, we developed a training for teacher-trainers in intercultural teaching. Approximately 20 teachers, community workers and education inspectors (from both the catholic school board and the Ministry of Education) followed the trainings. The trainees were given practical tools on how to create a culturally inclusive classroom with attention for the different languages spoken by the children. In 2014, the participants will train the teachers of the six pilot schools.

In 2013, Suriname's national telecom provider (Telesur) expressed its commitment to our mobile-learning (m-learning) pilot project which will allow teachers to exchange information and receive professional support via their mobile phones. Telesur agreed to establish internet facilities for the six pilot schools in the Interior as well as donate (used) laptops for each school. They also offered use of their meeting rooms, which are equipped for teleconferencing. By the end of 2013, not all schools had been equipped with internet however, so we could not start the pilot which should reduce the costs of training and also facilitate peer-to-peer learning among teachers.

## **Advocacy for Intercultural Bilingual Education**

### **Lobby training in Suriname**

As part of the Suriname project, a lobby strategy was developed with partners VIDS, VSG and ITOS. The strategy aims to increase support for intercultural bilingual learning among teachers and parents.

### **Meetings, conferences and presentations**

To strengthen our networks and raise awareness about IBE, Rutu (and our partners in Suriname) participated in several meetings and conferences:

- New Orleans: in March 2013, Rutu participated for the second time at the Annual Conference of the Comparative & International Education Society (CIES).
- Rotterdam: in June 2013, Rutu was invited for a guest lecture at Erasmus University.
- Juchitán, Mexico: in November 2013, the first conference of the Inter-American Network for the Revitalization of Indigenous Languages was held, of which Rutu is a founding member. The goal of the Network is to bring together practitioners and academics who

work on bilingual and mother tongue education for indigenous peoples in Latin America. A 3 day conference was attended by over 150 participants from different countries.

- Paramaribo: our partner VIDS presented the project at a mini-symposium organized by the Ministry of Culture on the International Day of the Mother Tongue (21 February). The maths books were officially handed over to the Minister of Education (the minister has since been replaced). Rutu also participated in a panel discussion on Bilingual education in Paramaribo, which was organized by VIDS in relation to the International Day of Indigenous Peoples (9 August).
- Norway: in November 2013, we travelled to Oslo for a Peer Review of schools and teacher training institutes offering bilingual education for migrant children. This was organized by Sirius, the European Policy Network on Migrant Education.

## Communication

Rutu launched a new website in the fall of 2013: [www.rutufoundation.org](http://www.rutufoundation.org)

This was accompanied with the publication of an e-newsletter. Around 40% opens the mail (industry standard is 21%). The e-newsletter is currently only in Dutch. An English version is planned for 2014.

Social media: Rutu has an active Facebook presence (around 350 fans in 2013) and a (not so active) Twitter account.

Traditional media: our trainings and workshops in Suriname generated considerable media attention: we were featured in several national newspapers and on national TV (both in the regular news and on the children's news).

Other media presence: Rutu took part in an online panel discussion on intercultural education broadcast by a local radio station in Mexico City.



## Organisation

The Rutu Foundation is registered with the Chamber of Commerce and is recognized as a Dutch charity (a 'stichting' with ANBI status). The organization is governed by a supervisory board (Raad van Toezicht) of three members who appoint the board and the executive director. The board/executive director is responsible for the overall management of the organization. An international advisory board gives advice to the executive director and supervisory board.

The Rutu Foundation meets the 'Wijffels Code' and the remuneration of the director follows the guidelines of the VFI. The members of the Supervisory Board perform all their tasks for the Rutu Foundation unpaid.

### Supervisory Board

The duty of the Supervisory Board is to supervise the policy and the general course of business of the Rutu Foundation. In the performance of its duties, the Supervisory Board is guided by the general interest of the Rutu Foundation. The three members of the Supervisory Board are appointed for four years and can be reappointed twice. They may be suspended or dismissed by the Supervisory Board. Members of the Supervisory Board are not employed by the foundation and do not receive any remuneration. A member of the Board/ Executive Director cannot be part of the Supervisory Board.

In 2013 the Supervisory board members were:

Carin Biegnolé (Chair)	Until 30/10/2013
Justine Chang Pan Huo, RA	Until 30/10/2013
Prof. Dr. Sabine Severiens	

As of 1 November 2013:  
Paul Wolvekamp (Chair)  
Prof. Dr. Sabine Severiens  
Open position

### Board/Executive Director

Dr. Ellen-Rose Kambel is the co-founder and executive director/board member of the Rutu Foundation. At Rutu she is responsible for programming, fundraising and external contacts.

Remuneration: in 2013 Rutu was still largely a voluntary organization. In 2013 we received for the first time an institutional grant to cover (part of) the salary costs of the director.

### Staff

Sietske de Haan - business manager, in the first place responsible for the financial management. She also lends support with the planning, communication (newsletter and website) and donor contacts.

Astrid van den Berg - communication advice and text editor.

Sylvie Hout - information specialist and former kindergarten and remedial teacher, collects articles and books for the website, lends support with the newsletter and provides educational advice.

Anne-Corinne Stolk – financial administration (Pereira Tax Consultants B.V.)

### **International Advisory Board**

Our international advisory board is composed of experts in the fields of (bilingual) public education, teacher training, indigenous rights and traditional knowledge. They possess a global network which includes education policy makers, indigenous leaders, education experts, teacher unions, NGOs and major donors.

Jenne de Beer	NTEP Exchange Programme, The Philippines.
Prof. dr. Carol Benson	Independent expert language issues in education
Jeremy Enriquez	Social development consultant, Belize.
Prof. dr. Deena Hurwitz	Professor of Human Rights, University of Virginia, USA.
Dr. Martha Many Grey Horses	Indigenous language revitalization specialist, Canada.
Prof. Dr. Carol Anne Spreen	Professor of Education, University of Virginia, USA.
Dr. Nisha Thapliyal	Lecturer of Education, University of Newcastle, Australia.
Dr. Salim Valley	Senior lecturer of Education, University of Johannesburg, South-Africa.

### **Partner Organizations**

The Association of Indigenous Village Leaders in Suriname (VIDS)

The Association of Saramaka Traditional Authorities in Suriname (VSG)

Roman Catholic Education Board (RKBO)

Foundation for Intercultural Bilingual Education in Suriname (Stichting voor Intercultureel Tweektalig Onderwijs Suriname - ITOS)

Autonomous University of Querétaro, Mexico/Network for the Revitalization of Indigenous Languages and Cultures in the Americas

## Financial Performance 2013

During the third year Rutu Foundation continued to be managed largely on a voluntary basis. For the first time, an institutional grant covering (part of) the salary of the director was received. The grants received from funders were allocated directly to the Suriname project. The income from (private) donations has been partly in kind, such as the costs of attending international meetings and our financial administration (donated by Pereira Tax Consultants).

To ensure the highest quality of our activities and continuity, the need continues to secure funding for salaries, travel, fundraising and external communication.

Our annual account 2013 is published in a separate document.

## Donors

Without the support of many people and organizations, we are unable to achieve our goals. We are grateful to all of them for supporting our work.

The Suriname project is funded by:

SKAN Fonds, the Netherlands

CORDAID, the Netherlands

Rotary Club Deventer, the Netherlands

Rotary Club Paramaribo Residence, Suriname

Stichting Fonds Ontwikkeling Saamaka Gemeenschap, Suriname

Kinderpostzegels, the Netherlands

St. Weeshuis der Doopsgezinden, the Netherlands

Ontario Secondary School Teachers Federation, Canada

Telesur, Suriname

In 2013 we received organizational support from:

Peter van Vliet Foundation, The Netherlands

Caribbean Beverages N.V., Suriname

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## Annex: Publications and Reports

[Intercontinentaal Netwerk van inheemse leerkrachten bijeen in Tikal, Guatemala](#), published on Rutu website, 15 August 2013.

[Training Intercultureel docentschap](#), published on Rutu website, 27 August 2013.

[Discussieavond VIDS](#): Tweetalig onderwijs draagt bij aan cultuurbehoud, published on Rutu website, 3 September 2013.

Ellen-Rose Kambel, [Bilingual Numeracy Education and Indigenous Rights: A Community Based Initiative from Suriname](#). Published by *Intercambio*, Vol. 5, No. 5, October 2013 (Special Issue on Indigenous Education, available in Spanish and English).

[Training Intercultureel Docentschap voor Onderwijsinspecteurs](#), published on Rutu website, 12 November 2013.

Ellen-Rose Kambel & Ralph Schreinemachers, *Intercultureel Onderwijs. Een Handleiding voor trainers*, December 2013.