



# Rutu Foundation Annual Report

**2014**

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**RUTU**  
Foundation  
Intercultural  
multilingual education

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# Preface

*Imagine it's your first day at school and the teachers speak an unfamiliar language and learning materials are in a foreign language.*

*Imagine how difficult it would be to stay motivated and keep up. Clearly, this is not what a fair education looks like. And yet, this is reality for children in every corner of the world.*

*The 193 nations recognised by the United Nations are home to some 7000 languages and while the UN has encouraged mother tongue instruction since the 1950s, implementation is rare. The result is lost opportunities, wasted talent, marginalisation, exploitation, ignorance, as well as massive and growing inequality.*

*Since our establishment in 2011, the Rutu strategy is based on three pillars:*

- *Teacher training*
- *Curriculum Development*
- *Building International Support*

*In 2014, we have been very active in all three areas. Suriname continued to be the main focus of our activities, where we have intensified the teacher*

*training. But we also deepened our partnership with the University of Querétaro in Mexico. And we initiated new activities in the Netherlands, hosting workshops at the Lloyd Hotel in Amsterdam and the Hogeschool Amsterdam. By partnering with Risbo (Erasmus University) and the Sirius Platform for the Education of Migrant Children in Europe, we expanded our reach to include migrant teachers and policy makers from across Europe.*

*All this could not have been possible without the support from many people, who donated their time or money to make quality mother tongue education available for all children. A big thank you, gran tangi to all of you!*

*Ellen-Rose Kambel, executive director*

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## Vision and Mission

*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.*

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# Programmes & Results 2014

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*Teacher Training*

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*Bilingual Math Materials*

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*Building Global Support*

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# Teacher Training

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**In 2014, we trained 113 teachers: 48 teachers in Suriname, 50 (student) teachers in the Netherlands and 15 teachers in Mexico.**

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## Suriname:

In the final year of the bilingual math project, we increased our focus on training of teachers. We believe that the quality of intercultural multilingual education depends to a large extent on the attitude of the teacher with regard to the language and culture of his or her pupils. A motivated well trained teacher can turn any lesson into an intercultural bilingual class, regardless of the material that they have to work with.

A few results from 2014:

- We trained 6 more junior trainers so we now have 10 teacher trainers (May 2014)
- We organized a workshop on multilingual classrooms (**photo**)
- The teacher trainers gave 1,5 day workshops in six schools, training 48 teachers in intercultural teaching and multilingual education (Jan-May 2014)
- We evaluated the workshops before and after the training, using video (Nov 2014-Feb 2015)

We have not managed to implement the mobile learning for teachers (long distance feedback for teachers using mobile phones and skype) due to the telecom provider who failed to install the internet facilities in the six pilot schools, as promised. From 2015, we will renew our efforts to provide in-service training to the teachers in the Interior.

## Tools for Teachers:

We developed several tools for teachers in Suriname:

- A Teacher Guide on Intercultural Education (Suriname)
- A Teacher Guide for the preschool bilingual math books
- Two instruction videos



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# Teacher Training (cont'd)

## **A new Platform and partnerships in Suriname**

We feel that it is important that our approach becomes integrated into the Surinamese education system. To this end we helped to create a Platform for Multilingual Education in Suriname. The Platform brings together teacher trainers, school boards, education inspectors and indigenous and maroon traditional leaders.

We also entered into a partnership with the Christelijke Pedagogisch Instituut (teacher training college) in Suriname. Together with Utrecht University the aim of the project is to build the professional capacity of the teacher training institutes in Suriname and exchange expertise regarding multilingualism and cultural diversity in the classroom.

## **The Netherlands**

As we strive to reach teachers in other countries as well, we have invested in new networks and building partnerships throughout 2014. We organized 2 workshops for

teachers and other stakeholders in Amsterdam (**photo**; see also: Events).

At the request of the Hogeschool Amsterdam, we facilitated another 2 workshops for pedagogy students.

## **Mexico**

Rutu was invited to give a 3-day workshop for Master's students (indigenous teachers) on the Right to Education of Indigenous peoples at University of Querétaro in September 2014 (see also Events).



# Bilingual Math Materials



## Suriname:

The bilingual math books for preschool ('kleuters' 1 and 2) are complete now, including a new Teacher Guide with a word list with Kari'na, Lokono and Saamaka words.

Grade 1 (book 3A and 3B) is finished and Grade 2 (book 4A and 4B) will be translated once we receive the green light from the Ministry of Education to use the books in the classrooms.



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# Bilingual Math Materials (cont'd)

## Mexico:

The bilingual math book for grade 1 is now completed and available in Spanish and Zapoteco. It is used by teachers in Juchitán, Oaxaca.

The teachers used the e-tool developed by Pedro Cardona of the University of Querétaro, which allows for simple translation and adaption.



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# Building Global Support

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*Research*

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*Events*

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*Communication*

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# Research: Bilingual Math Assessment

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*"The language of assessment clearly influences the children's test performance."*

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In 2014, we successfully completed a math test among 100 Saamaka speaking children in grade 1 and 2 in Suriname.

## **Conclusions:**

We found that the overall test performance for math problems was low. Second, the language of assessment clearly influences the children's test performance.

With regard to simple arithmetic tests (additions, subtractions), more pupils performed better when taking the test in the school language as compared to their performance when taking the test in their home language. On the contrary, on the verbal reasoning tests (word problems), they performed better in their home language (i.e. Saamaka) than in the school language (i.e. Dutch).

Example of a word problem:

*There are 5 children in the boat. 3 children get in. How many children are in the boat altogether now?*

The study points to the importance of using the mother tongues of the children in the classrooms and for assessments in the children's home languages. At the very least, teachers should be made aware of the influence of the language of assessment, to ensure children are evaluated in accordance with their actual abilities.

## **EGMA:**

We used the Early Grade Math Assessment, abbreviated EGMA. The EGMA is an internationally recognized assessment of early mathematics learning that can produce a snapshot of children's knowledge of fundamental skills in early grade mathematics.



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## Research: Bilingual Math Assessment (cont'd)

The test was administered by the same assessors in both languages (Dutch and Saamaka), individually and orally. The assessors who tested the pupils in the maroon villages were fluent in both languages and received special training to administer the test.

Dr. Leanne Ketterlin Geller (Southern Methodist University) and Dr. Linda Platas (State University San Francisco) designed the tests, trained the assessors and analysed

the results. Dr. LePichon (University Utrecht) performed an additional analysis from a sociolinguistic perspective. Results will be presented at the Anéla conference of Applied Linguistics (May 2015).



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# Events

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*Through our face-to-face events we reached over 500 people in 6 countries.*

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## Suriname

We organized two workshops, a symposium and a training for bilingual math assessors in Paramaribo, Suriname. The symposium was attended by some 40 people and resulted in the launch of a Platform on Multilingual Education (See the [report](#)).

Maggie Schmeitz, our local coordinator, opened the school year of the Christelijk Pedagogisch Instituut (CPI) Suriname, a teacher training institute, with a presentation on bilingual and intercultural education.

## Europe

With Risbo/Erasmus University and the Sirius European Policy Network, Rutu hosted two meetings for policy makers: one in Amsterdam and one in Tallinn (Estonia).

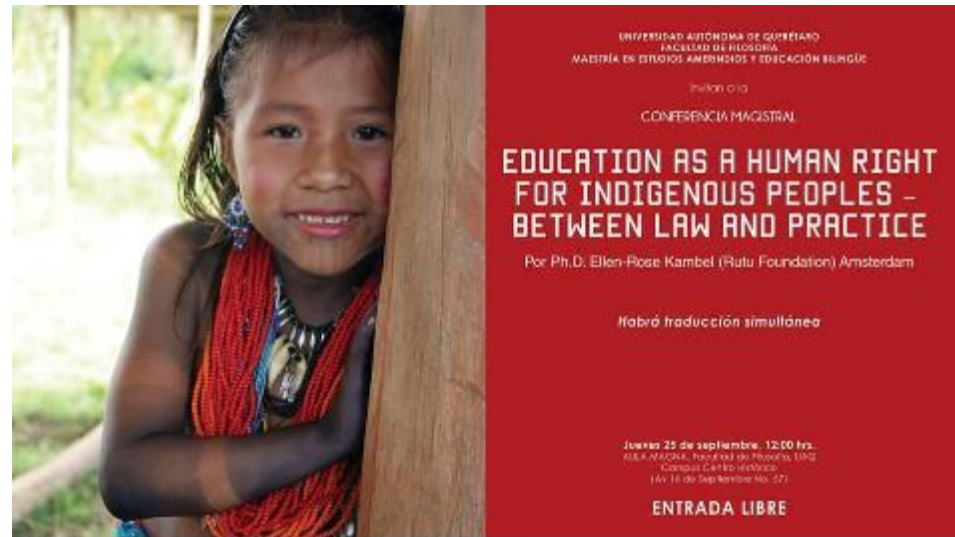
Rutu was also asked by Sirius to co-facilitate a workshop for teachers with a migrant background ([photo](#)) and to present at the Sirius Final Conference, both held in Brussels.

## Workshops Lloyd Hotel Amsterdam

We hosted two workshops for teachers, parents and other stakeholders aimed at providing insight into exclusion and diversity in Dutch classrooms. Dr. Melissa Weiner addressed racism in education (read a report [here](#)), while Dr. Emmanuelle LePichon facilitated a [workshop on multilingual classrooms](#).



# Events (cont'd)



## University of Querétaro, Mexico

Ellen-Rose Kambel facilitated a 3 day workshop for 15 indigenous teachers following a Master's course in bilingual education on Education as a Human Right for Indigenous Peoples.

## Conference on Indigenous Education, Tromsø, Norway

At this 3 day conference, attended by over a 100 participants from around the world, a paper was

presented on the Right to Mother Tongue Education for Indigenous Peoples in Suriname.

## Black Heritage Tour Amsterdam

To celebrate our 3th year and educate ourselves on the history of slavery and the deep links between slave ownership and the city of Amsterdam, we organized a boat tour with Black Heritage Tour Amsterdam in March 2014. Highly recommended for teachers and students alike.

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# Communication

On our website we regularly share updates about project activities. Our newsletter with updates reaches about 200 people primarily based in the Netherlands, Suriname, the USA and Brazil.

We published 3 newsletters in 2014 (January, February, June). The newsletters are opened by approx. 40%, well above the industry standard of 20%. Read our past newsletters [here](#).

In 2015, we intend to increase the number of newsletters (every six weeks), as well as our readership (with 10%).

We have been active on social media with at least twice weekly updates on Facebook & Twitter.

Images of our project activities are viewed between 500-1000 times at our Facebook page.

The design for a mini library is complete but not uploaded yet.

## Press

In Suriname our project was extensively covered in the national media, including an item in the Children's News (Tien Minuten Journaal): <http://bit.ly/1GYttzC>

In the Netherlands, we participated in a radio programme of Amsterdam FM (**photo**).



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# Finances

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*Financial Statement*

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*Donors 2014*

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# Financial Statement 2014

In 2014, the third year since inception, Rutu Foundation continued to be managed largely on a voluntary basis.

The grants received from funders were allocated directly to the Suriname project. Income from donations has been partly in kind, such as our financial administration (donated by Pereira Tax Consultants) and salary administration (More Life).

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

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Our annual financial statement 2014 is published as a separate document.

# Our Donors



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# Organization

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*The Rutu Foundation was established in 2011 and is registered with the Dutch Chamber of Commerce.*

*Rutu is recognized as a Dutch charity (a 'stichting' with ANBI status).*

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*Management*

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*Supervisory Board*

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*International Advisors*

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*Partners*

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# Management

*Rutu 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 salary of the executive director is conform the Good Governance Code for Charities (Commissie Wijffels).*

<http://www.vfi.nl/20091123150307/website/branche-informatie/code-goed-bestuur>

*At the start of 2014, there are 5 persons working for Rutu on a voluntary or project basis: the director (full time), business manager (2 days per week), senior trainer, text editor, and information specialist:*

**Ellen-Rose Kambel**  
executive director

**Sietske de Haan**  
business manager

**Ralph Schreinemachers**  
senior trainer

**Astrid van den Berg**  
text editor

**Sylvie Hout**  
information specialist

In 2014, our team was extended with:

**Tamara Sijlbing**  
project officer/communications

**Alexandra Luke**  
communications

**Anna-Carolina Alder**  
student intern

*To improve internal communication we created a working group on communication. To further improve organization and internal communication, office space is necessary.*

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# Supervisory Board

*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.*

*Tswi Rodrigues Pereira joined our board on 1 November 2014.*

*As of 31 December 2014, Sabine Severiens will step down and will be replaced by Salim Vally, currently part of our International Advisory Board.*

## **Members:**

### **Paul Wolvekamp (Chair)**

Paul is co-director of Both Ends. He is vice chair of the NFTP Exchange Programme, chair of the Forest Peoples Programme en coordinator of the Dispute Settlement Facility working group of the Round Table on Sustainable Palm Oil. He is also member of the Supervisory Board of IUCN Nederlands Comité and a member of the Commissie Duurzaamheidsvraagstukken Biomassa ('Commissie Corbey').

### **Sabine Severiens**

Sabine is Professor of Education at the Erasmus University Rotterdam, with a special focus on diversity. She has devoted most of her research to diversity and inequality in education. She was managing director of the Risbo Institute in Rotterdam, an independent research institute at the Erasmus University Rotterdam.

### **Tswi Rodrigues Pereira**

Tswi Rodrigues Pereira is a founding partner at Pereira Tax Consultants in The Hague, the Netherlands.

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# International Advisors

## **Jenne de Beer, Philippines**

Jenne is the founder and former executive director of the Non-Timber Forest Product Exchange Programme for South and South East Asia; a collaborative network of community based organizations and NGOs with the goal to strengthen the capacity of forest communities to sustainably manage and use forest resources.

## **Carol Benson, USA**

Carol is an international consultant on language issues in education. She has guided the development curriculum by national professionals, trained teachers and researchers in mother tongue-based multilingual education and provided technical assistance to educational reform programs that emphasize learner-centered pedagogy and democratic participation. Her work experience spans the globe and she has published extensively.

## **Carol Anne M. Spreen, USA**

Carol Anne is Professor of Education at the Curry School of Education, University of Virginia. Her research centers on political and socio-cultural studies of educational change, particularly the influences of globalization on teaching and learning. Internationally, she has worked with many educational development and planning organizations, and assisted numerous schools, districts and educational Ministries with various reform innovations.

## **Deena Hurwitz, USA**

Deena is Professor of Law and Director of the Human Rights Program and the International Human Rights Law Clinic at the University of Virginia School of Law. She and her students have prepared training modules on the rights of indigenous peoples to education.

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**Martha Many Grey Horses, Canada**

Martha is member of the Kainai First Nation, Blackfoot Confederacy, Alberta (Canada) and a fluent speaker of the Blackfoot language. Her doctoral thesis focused on the reading performance of American Indian children in secondary public schools in the USA. She works as an independent expert on language revitalization of First Nations.

**Salim Vally, South Africa**

Salim is the director of the Centre for Education Rights and Transformation and an Associate Professor at the Faculty of Education, University of Johannesburg. He is also the coordinator of the Education Rights Project.

**Emmanuelle Le Pichon-Vorstman, the Netherlands**

Emmanuelle is assistant professor at the department of Modern languages at Utrecht University. She has been involved in the European Comenius project Transitions and multilingualism. The goal of this project was to provide preschool and primary school teachers with skills that would allow them to better support children with different ethnic backgrounds and mother tongues. She is the author of several scientific papers on plurilingualism and at present divides her time between linguistic research and teaching.

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# Partners

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*In 2014, we continued to collaborate with our existing partners in Suriname and Mexico.*

*We designed joint projects with new partners and strengthened our networks in Asia, Latin-America and Europe.*

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## **Suriname:**

Association of Indigenous Village Leaders in Suriname (VIDS)

Association Saamaka Authorities (ASA)

Foundation for Intercultural Bilingual Education in Suriname (ITOS)

Roman Catholic Special Education (RKBO)

Stichting Tropenbos International Suriname

## **Mexico:**

The Autonomous University of Querétaro

## **Brazil:**

Apitikatxi

Instituto de Pesquisa e Formação Indígena (Iepé)

Socio Environmental Fund CASA

## **Panama:**

Fundación para la Promoción del Conocimiento Indígena

## **Asia:**

Keystone Foundation (India)

Non-Timber Forest Product Exchange Programme (NTFP-EP, The Philippines)

## **Europe:**

Black Heritage Tours Amsterdam

Both Ends (Netherlands)

Risbo/Erasmus University (Netherlands)

Forest Peoples Programme (UK)

Hogeschool Amsterdam

Sirius European Policy Network for Education of Migrant Children

Utrecht University



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# Planning 2015 and beyond

## Teacher Training

**Building Teacher Competence in Intercultural Multilingual Education**, in partnership with Teacher Training Institute Suriname (CPI) and the University of Utrecht. The project aims to train the teachers at the teacher training colleges of Suriname in intercultural multilingual education.

**Follow-up Bilingual Education Pilot Suriname**, in partnership with with VIDS, VSG, ITOS, RKBO.

Follow-up of training-trainers programme to build local capacity in intercultural multilingual education in Suriname. The 3 year project trains in-service teachers who work in the Interior of Suriname with indigenous and maroon children, so that they gain the competences to integrate the local language and culture into their lessons.

**Strengthening Revival of Indigenous (Negrito) Culture The Philippines**, in partnership with NTFP-EP.

The project would aim to support Negrito leaders and teachers to organize cultural festivals and integrate Negrito language and knowledge into the school curriculum in an effort to strengthen the revitalization process of the indigenous Negrito cultures of the Philippines.

## Curriculum Development

**Exchange and translation of bilingual materials for migrant youth in Europe**, in partnership with RISBO/Erasmus University Rotterdam, ESRI (Ireland), UoM (Greece), Praxis (Estonia), ASAI/Terremondo (Italy), EFMS (Germany) and NEPC (Croatia).

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## Programmes planned (cont'd)

The 3 year project would aim to increase the availability of bilingual materials for migrant students across Europe, through the exchange and translation of existing bilingual materials and study visits. Outcomes include a platform for bilingual materials in a number of host/home languages.

### Other programmes:

**Indigenous Youth Empowerment, Asia & South-America** in partnership with Both ENDS, Socio Environmental Fund CASA (Brazil), Instituto de Pesquisa e Formação Indígena (Brazil), Keystone Foundation (India), Fundacion para la Promocion del Conocimiento Indigena (Panama), Non-Timber Forest Product Exchange Programme (Philippines), Association of Indigenous Village Leaders in Suriname, Stichting

Tropenbos International Suriname. The 4 year project aims at empowering indigenous youth, through cross-generational training programmes and exchanges.

**Comparative Study on The Costs of Bilingual and Mother Tongue Education for Migrant Children in Europe**, in partnership with Sirius Network partners

The project aims at comparing the costs of introducing bilingual and mother tongue education for migrant children in different European countries, including the costs if mother tongue education is not provided (e.g. costs of drop-out, repetition and missed earnings of bilinguals).

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# Thank you

*Many people have supported our work this year. We are extremely grateful. A special word of thanks goes to:*

*Alexandra Luke*

*Ank Kuipers*

*Anna-Carolina Alder*

*Anne Corinne Stolk*

*Astrid Janssen*

*Berry Arichero*

*Diego Gonsalves*

*Dulcine Aside*

*Emmanuelle LePichon*

*Gerard Essed*

*Gloria Saaki*

*Greta Pané-Kiba*

*Ineke Bendter-Adams*

*Jamilah Blom*

*Jennifer Tosch*

*Josee Artist*

*Leanne Ketterlin-Geller*

*Linda Platas*

*Loreen Jubitana*

*Luz Lepe Lira*

*Maggie Schmeitz*

*Marcel Mirck*

*Melissa Weiner*

*Mieke Smit*

*Pamela Mercera*

*Pedro Cardona*

*Piet Boogert*

*Renata de Bies*

*Renatha Simson*

*Sandra Jeffrey*

*Sheila Kort*

*Soulamy Laurens*

*Sylvester Tokoe*

*Sylvie Hout*

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