



# Rutu Foundation Annual Report

**2017**

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**RUTU**  
Foundation

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# Are we leaving multilingual children behind?

## Message from the Executive Director

In February 2017, on the occasion of the International Mother Language Day, UNESCO issued a [warning](#) that access to quality education for all, would not be possible without mother tongue based multilingual education (MTB-MTE). MTB-MTE is education that begins in a language that the learner speaks most fluently and then gradually introduces other languages.

In 2015, countries worldwide formally expressed their commitment to achieve quality education for all by 2030, as part of the Global Agenda for Sustainable Development, also known as the Sustainable Development Goals (SDGs).

The overall theme of the SDGs is to **Leave No One Behind**. Besides education, governments agreed to goals relating to health, poverty, a clean environment, to create sustainable cities and to ban inequality and injustice.

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So why did UNESCO state that Goal 4 on equal access to quality learning would not be achievable without MTB-MTE?

## Multilingualism is the norm

Partly because the majority of the world's children grow up in a multilingual family, and "equitable quality learning for all is only possible when education responds to and reflects the multilingual nature of the society." Yet, [40% of the world's population](#) do not have access to education in a language they understand.

## Benefits of a multilingual education

We know that being taught in a language you don't understand, is likely to negatively affect a child's learning. And we know that when the unique language and cultural background of each student is valued, their self-confidence and self-esteem is boosted, resulting in academic success. Multilingual learners are also likely to have better critical thinking and problem solving skills (Herzog-Punzenberger, Le Pichon-Vorstman, Siarova 2017). Clearly then, discouraging multilingual children to develop their full linguistic potential, by pushing them through a monolingual education results in a great loss of potential.

MTB-MLE is not the only answer. In classrooms where children speak many different languages, it may be practically impossible to provide teaching in each child's language. In these cases, [translanguaging](#) may provide important

rewards. While most researchers agree that multilingual education benefits multilingual learners or at least that there are no negative effects (the question is more what the most efficient way is to do it), policy makers, teachers and also parents still need more convincing. This is where we come in.

## What we do

We make academic research available to broader audiences through publications and videos, by facilitating workshops for teachers and teacher trainers, by organizing and participating in events, expert meetings and roundtables. In this way we hope to build a global network that will eventually result in language friendly and culturally inclusive schools for all by 2030.

## Positive trends

While hard to measure, and even more difficult to contribute any policy changes directly to our activities, we seem to be on the right path.

For instance, when we started in 2011, mother tongue education in the Netherlands was regarded with much suspicion. In March 2017, the Dutch Ministry of Education published and distributed [recommendations](#) for all primary schools in the Netherlands to include the mother tongue of newly arrived school children. This is a major break-through and a very positive trend we hope will extend to all multilingual children in the Netherlands and not only to newly arrived pupils.

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# Are we leaving multilingual children behind?

At European level, we also see positive developments with a new European Council resolution under review, which is expected to recommend member states to pay more attention to the knowledge and languages brought to school by children with a migrant background. By participating in expert meetings and peer learning activities organized by the [European Commission](#), Rutu actively contributed to this more inclusive language education policy in Europe.

While difficult to measure, it seems that Rutu is slowly gaining ground. In 2017, through our workshops and training sessions we directly reached some 600 people. With our newsletter (published twice this year), our website and activities on social media ([Facebook](#) and [Twitter](#)) we were able to reach another 20.000 people in 2017.

In this **Annual Report** we present our work in 2017:

- Developing and producing multilingual teaching materials (the AVIOR project)
- Teacher training and outreach
- Indigenous youth empowerment (Mobile Forest School the Philippines)

I'd like to extend my heartfelt thanks to all those who supported us last year. In 2018 we continue our work, focusing on a new target group: parents who, along with policy makers and teachers, form the key to making sure no multilingual child is left behind.

Dr. Ellen-Rose Kambel, founder/ executive director

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# Vision and Mission

We envision that Mother Tongue Education is the standard practice globally.

Our immediate mission is to significantly increase the size and significance of the mother tongue education domain within five years, while cultivating the circumstances required for a sustainable future for mother tongue education.

## What is Mother Tongue Education?

Mother tongue education refers to **any form of schooling that makes use of the language or languages that children are most familiar with**. This is usually the language that children speak at home with their family. The 'mother tongue' does not have to be the language spoken by the mother. Children can and often speak more than one or even two languages at home. For example, they may speak one language with their mother, another with their father and a third with their grandparents. There is no one model that fits all contexts in which multilingual children are learning and which meets all of their learning needs. Mother tongue based multilingual education can take many forms and each school and each community should determine what works best for them. In general, however, the longer a child is able to learn in and through his or her mother tongue(s), the greater the educational benefits that can be expected.

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# Activities 2017

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*Multilingual Learning Materials  
for Migrant Children in Europe  
(AVIOR project)*

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*Teacher Training and Outreach*

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*Empowering Indigenous Youth &  
Their Languages*

- *Mobile Forest School  
Philippines*
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*Multilingual Learners & the  
Sustainable Development Goals*

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# Multilingual Learning Materials for Migrant Children in Europe

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## AVIOR: A European Strategic Partnership

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Together with partner-organisations from 6 different European countries, Rutu was granted an Erasmus+ subsidy from the EU. The 3-year project, named AVIOR, is aimed at improving the basic numeracy and literacy skills of migrant children and thereby reducing the achievement gap between native and non-native pupils in Europe.

By collaborating and sharing best practices at European level, we can reduce the costs of producing bilingual materials, improve teacher professional competence and enhance migrant parental involvement in the learning process of their children. This is achieved using a three way approach:

- 1) Translating and adapting existing bilingual materials;
- 2) Building teacher competences
- 3) Creating teacher/ parent collaborative networks.

AVIOR will run from December 2016 to August 2019.

## Partner Meeting Amsterdam

In March 2017, the AVIOR project officially started with a [kick-off partner meeting](#) organized by Rutu at the Lloyd Hotel in Amsterdam. Representatives of all AVIOR partners from Italy, Croatia, Greece, Germany, Estonia and the Netherlands (Risbo institute and Rutu) came together to select bilingual materials and plan the next year of activities.

A brainstorm session was organized with experts to develop criteria for quality materials. Using these criteria, the AVIOR partners selected 10 materials, including Rutu's [bilingual math materials](#) to be translated into Italian, Croatian, Estonian, German, Greek and Dutch.

## Study Visit Italy

From 16-17 November 2017, partners from 3 countries visited schools in Torino, Italy to learn how the materials are used in the classroom. The visits are filmed and will be included in the final handbook.

For more information: please visit our [website](#).

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# Teacher Training & Outreach

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*Photo: future teachers participating in Rutu workshop on multilingual education at the international Human Rights Forum, Lucerne, Switzerland.*

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In 2017, Rutu participated in various workshops, meetings and conferences. See our [events calendar](#) for a list of events.

A few highlights:

- workshop on cultural diversity and racism in the classroom for students at the Hogeschool van Amsterdam
- Guest lectures on [translanguaging](#) at the Hogeschool Rotterdam
- two day workshop for student teachers at the [International Human Rights Forum](#) of the University of Teacher Education Lucerne in Switzerland.
- Joint presentation at the Congress for Teacher Trainers 2017 in Amsterdam with Rutu advisory board member Dr. Emmanuelle Le Pichon-Vorstman and Dr. Ellen-Petra Kester from the University of Utrecht to share the results of the teacher training programme in Suriname (Twinning project).

## New video for teachers on multilingual education

Classrooms in the Netherlands are becoming increasingly multilingual. This might be perceived as a problem but it does not have to be.



This [video clip](#) provides practical solutions and teachers can start right away. The clip is a co-production of Rutu and the Werkplaats Onderwijs Amsterdam (University of Amsterdam) with support from the International School of The Hague who provided examples of good practices.



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# Multilingual Learners and the Sustainable Development Goals

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## SDG Goal 4: Ensure inclusive and equitable quality education

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The [Sustainable Development Goals](#) are a follow-up of the Millennium Development Goals and were adopted by all countries in 2015 with the commitment to achieve these goals by 2030.

Throughout the year the Rutu Foundation participated and engaged in discussions on the Sustainable Development Goals, particularly Goal no. 4 which calls on States to ensure quality education for all.

Rutu joined hands with the Global Campaign for Education-the Netherlands

and Edukans to write a [joint submission for the shadow report](#) that was submitted as part of the official Dutch government report to the United Nations in July 2017.

In our separate submission, we drew attention to the inequalities in the Dutch education system between children who speak a different language at home compared to native Dutch speakers.

Our recommendations to **the Dutch government:**

1. Collect data conform SDG indicator 4.5.18 (percentage of pupils who speak the language of instruction at home) and carry out a study to the development and well being of multilingual students in the Netherlands.

2. Adopt a plan of action for multilingual students with the participation of the education organisations, multilingual students and their parents.

3. Ensure that Dutch teachers develop the skills to deal with cultural and linguistic diversity and recognize the diplomas of newcomer teachers and/or make professional development available so that they can participate optimally in the education process.

Read more [here](#) (in Dutch only).

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# Empowering Indigenous Youth and their Languages

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## Mobile Forest School Philippines

As part of our effort to support indigenous communities to transmit their knowledge to the next generation, we partnered with **Sentrong Pagpapalakas ng Negritong Kultura at Kalikasan (SPNKK)**, the umbrella organisation of Negrito peoples of the Philippines to help set up the Mobile Forest School (MFS).

The aim of this project is to empower indigenous youth in rural areas in Asia by offering specialized training that incorporates both 'western' and traditional knowledge and skills, catering to the needs at the local level, including vocational skills



(computer, social media, production of non-timber forest products), but also leadership and advocacy skills.

The Negrito belong to the oldest civilization of the Philippines, going back at least 45,000 years in time. They are unsurpassed in forest-based skills and knowledge, yet belong to the most marginalized groups of the country. Despite legislation protecting indigenous peoples' rights to their ancestral lands and traditional knowledge, the Negrito territory is under severe threat from mining, logging and large scale cultivation.

The Rutu Foundation supports the Mobile Forest School with fundraising. In 2017, the Negrito were able to bring together parents from around the Philippines to organize a parent meeting and a general assembly during which the MFS was discussed and approval was given to continue.

A [Facebook page](#) was started to follow the results.

Once operational, the MFS is expected to benefit 20,000 Negritos.

# Outlook for 2018



## New book

In January 2018 we will publish an edited volume on Multilingualism and Education, published by Boom publishers Amsterdam.

## AVIOR

In 2018, we continue with the second year of the AVIOR project. On the agenda are: two study visits (Greece and Estonia), translation of all materials into 10 languages frequently spoken by migrant children in the partner countries and a case study on the use of the materials with teachers and parents.

## Multilingual Parents Amsterdam

More than half of school children in Amsterdam speak another language at home than the school language. Rutu regularly receives questions from parents of multilingual kids, on how to support their children when schools are not acknowledging or valuing their multilingualism.

In 2018 we will be organising parent meetings to find out how we can best support this group to ensure their children receive the best quality education in accordance with the Sustainable Development Goals.

## Language Friendly School

In 2018 we start piloting a new initiative to bring together schools who are dedicated to create a learning environment where all languages spoken by their pupils and staff are welcomed and valued.

During the pilot we will support schools with developing a multilingual language policy with full participation of teachers, parents and students.

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# Finances

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*Financial Statement*

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*Partners*

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# Financial Statement 2017

In 2017, the majority of income came from the AVIOR Erasmus+ project. Other funds were generated from (individual) donors in addition to consultancy work (e.g. facilitating workshops) from various organisations. This enabled us to hire a parttime assistant for the AVIOR project.

Our annual financial statement 2017 is published as a separate document on our [website](#).

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# Our Donors 2017



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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 & Staff

*Rutu is governed by a supervisory board (Raad van Toezicht) of three to five 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).*

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*In 2017, the team working for Rutu on a voluntary or project basis consisted of:*

**Dr. Ellen-Rose Kambel**  
executive director

**Sietske de Haan**  
business manager

**Laurinde Koster**  
Programme assistant

## **New Team Member: Laurinde Koster**

Laurinde joined our team in January 2017 as a student intern. From October to December 2017 she joined our staff for 1 day a week and works on AVIOR and communication and outreach.



Laurinde studied multilingualism at the University of Groningen. She finished her bachelor study as a secondary English teacher and completed a first master in Foreign Language Acquisition in Copenhagen



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# Supervisory Board

*The 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.*

*As of 1 January 2017, Carrie van der Kroon has joined the Supervisory Board.*

*Members 2017:*

## **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').

## **Tswi Rodrigues Pereira**

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

## **Dr. Salim Vally**

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. He has been a visiting lecturer at the Universities of Virginia, Columbia and York. He is a visiting professor at the Nelson Mandela Metropolitan University.

## **Welcome Carrie van der Kroon!**

Carrie is programme officer at Defence for Children where she coordinates child rights programmes in the global south. [Read more.](#)



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# International Advisory Board

*Rutu's international advisory board gives advice to the executive director and supervisory board and is composed of internationally recognized experts in the fields of education, linguistics, human rights and indigenous rights.*

## **Jenne de Beer, Philippines**

Jenne is an award winning anthropologist, the founder and former executive director of the Non-Timber Forest Product Exchange Programme for South and South East Asia. Jenne is based in Manila, The Philippines and among others coordinates the Mobile Forest School.

## **Prof. Carol Benson, USA**

Carol is an international consultant on language issues in education currently teaching at Teachers College Columbia University, USA after many years at Stockholm University in Sweden. 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.

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

Carol Anne is Professor of Education at New York University. 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.

## **Prof. Deena Hurwitz, USA**

Deena is Professor of Law, International Human Rights Law Clinic at the Washington College of Law, American University, USA. She and her students have prepared training modules on the rights of indigenous peoples to education.

## **Dr. 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

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# International Advisory Board (cont'd)

focused on the reading performance of American Indian children in secondary public schools in the USA. Martha is currently Director of the First Nations Métis and Inuit Centre, University of Lethbridge, Canada.

**Prof. Sabine Severiens, the Netherlands**

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.

**Dr. 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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*The Rutu Network is growing, with partners from around the globe*

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## Asia:

Keystone Foundation (India)

Non-Timber Forest Product Exchange Programme (Philippines)

Sentrong Pagpapalakas ng Negritong Kultura at Kalikasan (Philippines)

## Europe:

Both Ends (Netherlands)

Risbo/Erasmus University (Netherlands)

Utrecht University (Netherlands)

Hogeschool van Amsterdam (Netherlands)

Universiteit van Amsterdam (Netherlands)

Sirius European Policy Network for Education of Migrant Children (Belgium)

Forest Peoples Programme (UK)

European Forum for Migration Studies (Germany)

Network of Education Policy Centers (Croatia)

University of Western Macedonia (Greece)

Praxis (Estonia)

Terremondo società cooperativa (Italy)

## South-America

Apitikatxi (Brazil)

Association of Indigenous Village Leaders in Suriname

Foundation for Intercultural Bilingual Education in Suriname (ITOS)

Christelijk Pedagogisch Instituut Paramaribo (CPI) Suriname

The Autonomous University of Querétaro (Mexico)

# Contact

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Twitter [@RutuFoundation](https://twitter.com/RutuFoundation)



You Tube: <http://bit.ly/1lCoyZZ>

Chamber of Commerce reg. nr: 52345084

Bank Account: IBAN NL81 INGB 0006043020

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