



# Rutu Foundation Annual Report

**2018**

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# Giving parents a voice

## Message from the Executive Director

*"I want my children to do well at school but I also want them to embrace my language and culture. So I want them to learn Dutch well, but the school does not acknowledge their bilingualism. When I take my kids to school, the teachers don't want me or the other parents to speak our home language with them. What can I do?"*

Rutu regularly receives questions from parents expressing their concern about the monolingual attitude exhibited in Dutch schools. Amsterdam, where we are based, is home to an estimated 185 nationalities who speak more than 300 languages. Over half the school children in Amsterdam speak a different language at home in addition to Dutch.

## Non-native speaking migrant students at risk

A new study on industrialized nations, including the Netherlands, lists 'language' as one of the risk factors when considering the resilience of students with an immigrant background (OECD 2018). The study found that "non-native speaking immigrant student were less likely to feel like they belong at school and less likely to be socially resilient." (p.133).

Whether families are relocating to Amsterdam due to Brexit, because they found the love of their lives here or are trying to secure a safe space after fleeing war, almost all parents share the desire to find a school that will help their children develop their full potential. Having a good command of Dutch is a priority considering

that all school exams are in Dutch and the level of fluency in Dutch determines to a large extent economic success. The question however, is not whether Dutch should be taught, but how?

## Parental involvement critical for school success

We know that parental involvement is critical when it comes to academic success (Wilder 2014, Hill & Taylor 2004). Children whose parents are able to follow their child's progress at school and who can help them with their homework are more likely to do better at school. Unfortunately, parents with a migrant background face greater challenges to be involved in their children's education, among others because of the resistance of schools to acknowledge their children's multilingualism.

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# Giving parents a voice

## **Developing children's linguistic repertoire**

The Rutu Foundation advocates a multilingual education approach that supports the development of the full linguistic repertoire of all school children. This approach has been proven to result not only in better command of the school language but also in higher levels of students' emotional well-being (Collier & Thomas 2017, NESET II 2017). In schools where often more than 30 languages are spoken, schools cannot be expected to provide language instruction in each and everyone of these languages. This is where the parents come in.

## **What parents can do**

Parents can provide valuable information about the home languages (often more than one). They can read stories or help students speaking the same language in their home language during or after school hours.

They can donate books in their home languages for the school library. They can also help educate other parents (and teachers) about the benefits of a multilingual approach. All that schools need to do is invite them!

## **Multilingual Parents Network Amsterdam**

In 2018, in response to the needs expressed by parents of multilingual children, we helped initiate a Multilingual Parents Network Amsterdam. By organizing public events around multilingualism and education we hope to give parents a voice in the education policy of their children, to inform policy makers about the importance of multilingualism and to provide educators with tools to create an inclusive learning environment for all children.

Other activities involving parents in 2018 included our **Erasmus+ project AVIOR**.

Parents and teachers were invited to experiment with bilingual teaching materials at school and at home, hopefully leading to improved relationships between parents and teachers and encouraging greater parental involvement.

I am very proud of and would like to thank all our supporters, donors and volunteers who have helped to make 2018 another successful year for the Rutu Foundation.

I hope you enjoy reading this Annual Report 2018.

Dr. Ellen-Rose Kambel

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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 2018

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

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*Multilingual Parents Network*

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*Empowering Indigenous Youth &  
Their Languages*

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*Communication and Outreach*

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# Multilingual Learning Materials for Migrant Children in Europe

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## AVIOR Project



The Rutu Foundation is one of the Strategic Partners of AVIOR: a three year Erasmus+ (EU-funded) project 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. AVIOR is one of the spin-offs of the [Sirius European Policy Network on Migrant Education](#) and builds on key policy recommendations from Sirius to reduce the achievement gap between native and non-native pupils in Europe. The partnership brings together seven organizations from six countries. Together with Risbo, a research institute associated with the Erasmus University Rotterdam, who serve as project leader, Rutu coordinates the project.

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 exiting bilingual materials;
- 2) Building teacher competences
- 3) Creating teacher/ parent collaborative networks.

AVIOR will run from December 2016 to August 2019.

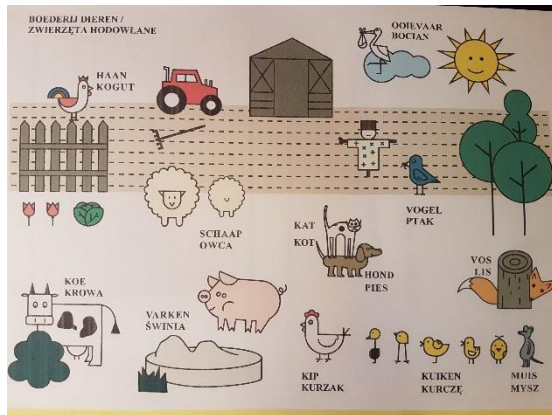
### Activities in 2018 included:

#### Case studies:

Each partner supervises a case study with the bilingual materials to find out how these can be used to improve parental involvement. In Amsterdam, Rutu worked with the St. Janschool (Amsterdam West) and in Rotterdam, we work with the Kameleonschool. Laurinde Koster is the coordinator for both. We established a sounding board with teacher trainers from 3 different teacher training institutes in Amsterdam, Rotterdam and The Hague.

# Multilingual Learning Materials for Migrant Children in Europe

## AVIOR Project



*Bilingual wall poster (Dutch/Turkish)*

They provide advice and we hope that they will use the materials/approach with their students to increase the impact.

### Study visits:

Study visits were organized to Greece and to Estonia where we were able to observe how schools are using bilingual materials, to talk to teachers, school principals, teachers trainers and in some cases also with parents. Short video clips are made of the visits.

### Partner meetings:

We attended two partner meetings this year: in Zagreb, Croatia (in January) and in Tallinn, Estonia (November) to discuss progress and planning. All materials have been translated into 14 languages in total. A user guide is being written to explain how we did it, what were the barriers encountered and also how the materials should be used.

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

*Partner meeting Zagreb*



*Photo below: children at a bilingual (Estonian-Russian) Kindergarten in Tartu, Estonia.*





# Multilingual Parents Amsterdam



*The Multilingual Parents Amsterdam Network is set up by parents of bilingual children and bilinguals who are committed to the cause.*

In February of 2018, we initiated a pilot programme with multilingual parents in Amsterdam. The goal was to mobilize and empower parents with a multilingual migrant background.

The language exclusion sometimes experienced by parents, is not limited to immigrant parents from lower socio economic backgrounds, but also by higher educated expats. By reaching out to both groups we hope to create a powerful grassroots network that can help influence education policy in Amsterdam and in the future possibly also other cities. We compiled information about schools, and contacted language schools and migrant and refugee organisations.

## Multilingual Amsterdam events

We partnered with [Rethink Amsterdam](#) and several weekend language schools to organize public events in Pakhuis de

Zwijger, a popular debating house in Amsterdam. The meetings were both sold out and the audience was clearly happy to have found a safe space to share their concerns and learn from experts about the benefits of multilingual education.

## [More information](#)

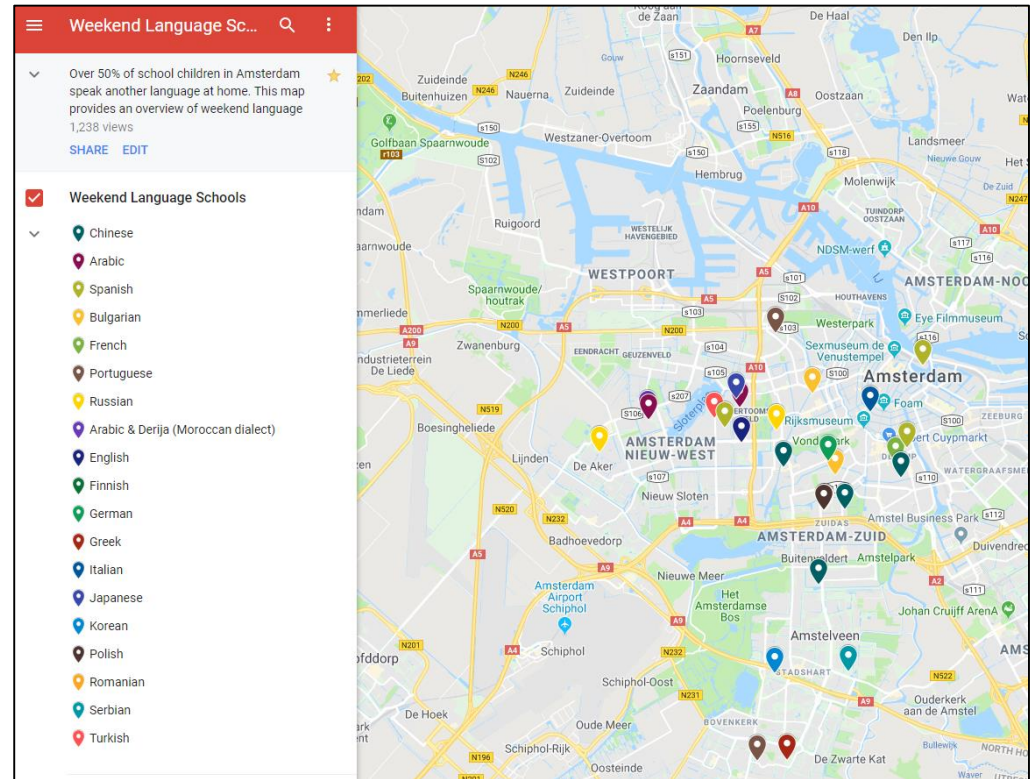


*Rutu Director Ellen-Rose Kambel at Multilingual Amsterdam #2*

# Multilingual Parents Amsterdam

## Map of weekend schools

We identified 30 weekend schools where children can learn almost 20 languages in Amsterdam. A google map was created so parents can easily find a school where their children can learn to read and write the languages spoken at home. The map is also an opportunity for regular schools in Amsterdam to connect with the weekend schools. Given the research evidence that shows the many benefits for children when their home languages are part of the school curriculum, weekend schools could provide valuable learning materials and expertise that may not be available at school.



*To view the Weekend Language School map, click on the map above.*

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# Indigenous Youth and Education

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## Mobile Forest School Philippines

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The Rutu Foundation is committed to supporting indigenous peoples. Our focus is on activities that empower indigenous youth, that protect and transfer traditional knowledge and language whether through formal or informal education. This is based on research which found that speaking an indigenous language and/or knowing indigenous traditions may serve as a protection against mental breakdown among indigenous youth.



Since 2016 we have been supporting our local partner, the umbrella organization of Negrito indigenous peoples in the Philippines Sentrong Pagpapalakas ng Negritong Kultura at Kalikasan (SPNKK) with a **Mobile Forest School**.

In a unique collaboration with the National Museum of the Philippines and SPNKK, the **first permanent exhibition on Negrito culture and knowledge** opened in Manila in October 2018.

It is the first time the National Museum of the Philippines has dedicated an entire gallery to the knowledge, history and culture of the Negrito population, who are the least understood Philippine ethnolinguistic group.

The exhibition will also serve as an important element of the Mobile Forest School to safeguard the knowledge and culture of the Negrito people.

**[Read more.](#)**

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# Indigenous Youth and Education

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## Suriname and French-Guiana

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In October 2018, the Rutu Foundation together with partners the University of Utrecht and the Christelijke Pedagogisch Instituut Paramaribo (CPI - Christian teacher training institute in Suriname) published a **teacher training manual on cultural diversity and multilingualism**. In December 2018, two of the authors, Ellen-Rose Kambel and Emmanuelle Le Pichon (University of Toronto and Rutu Advisory Board member) traveled to Suriname to present the manual along with our book *Meertaligheid & Onderwijs* which includes several chapters on Suriname. During this trip Ellen-Rose and Emmanuelle



visited indigenous schools in Suriname and French-Guiana and spoke to parents, village leaders, teachers and also met with teacher trainers and members of school boards. The aim was to assess the current educational

*Picture below: conversation with indigenous village councils in Galibi, Suriname about bilingual education.*



needs of the indigenous communities along the border. Although the bilingual education project (2010-2014) was no longer active, indigenous leaders, parents and teachers all expressed eagerness to start again. French-Guiana is moving ahead swiftly with multilingual education policies. Among others mother language teaching assistants function as a 'bridge' with the school language, but also support the children's mother tongues and cultural knowledge as a valuable part of their identity. Based on the results, Rutu will develop a new Suriname strategy for the years ahead.



# Communication & Outreach

## Events

In 2018, we facilitated various workshops, discussion evenings and guest lectures.

Some highlights:

- Book launch Meertaligheid & Onderwijs and presentation of a video clip for teachers on multilingual education, developed together with the University of Amsterdam, February 2018.
- Consultation meeting on Language Learning at the European Commission, Brussels, February 2018.
- Conference on multilingual education with keynote speaker Prof. Jim Cummins, April 2018.
- Workshop on translanguaging for Amsterdam city council workers.



## Social Media

Different social media platforms are used to share news, articles and events related to mother tongue and multilingual education and to communicate with our followers, reaching an estimated 40,000 people in 2018. Our website generated between 18000-24000 visitors (up from 12.000 in 2017).

## Regular media

Rutu director Ellen-Rose Kambel was featured in de Groene Amsterdammer, a Dutch weekly journal, in an article about parents' choices to raise their children bilingually. In Suriname, Ellen-Rose was interviewed on national radio and television about the book Multilingualism and Education.

We were also invited for a podcast interview by a local radio station in Amsterdam to speak on mother tongue education in Suriname, Ghana and Curacao.

Well-known Dutch psychiatrist Glenn Helberg was interviewed for a podcast about our Multilingual Amsterdam event, which he moderated.

[Read more](#)



*Photo left: Unesco Netherlands Secretary General Marelies Schelhaas was presented with the first copy of our book Meertaligheid & Onderwijs.*

# Communication & Outreach



## *The Role of the Teacher in Making Multilingual Students Feel at Home*

*"I was born in Iran and immigrated to Norway with my family when I was 9 years old. Farsi was the language I spoke at home with my parents and siblings, and at that time, the only language I actually could communicate in. As a child, I never felt different although I spoke another language at home. Reflecting back to why I felt such way, I remember my teacher's role as a big factor in why I wasn't ashamed. She had prepared the class for my arrival. She had told them that I knew a language they didn't know, and that they could try to learn from me in the same way that I naturally would try to learn from them. So, I was met with curiosity, excitement and questions. At the same time, my language skills in Farsi were used as a foundation to learn Norwegian. Because I had already discovered rules and systems in Farsi, and could transfer that understanding to learning a new language.*

*I will not go further into how and so on, but I think it is important to understand that schools' understanding and actions towards what it means to have a multilingual pupil will shape the understanding and experience of the pupil about knowing language that are not native. It can be a strength, or a weakness. It can be a tool, or an unnecessary challenge. It can be a resource for the school, or a curse. It can be a benefit or a limitation. How we view it will also affect our actions."*

One of the posts in our series: "Being Multilingual", posted on [Instagram](#) and Facebook post, November 2018.

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# Outlook for 2019



## **Language Friendly School**

2019 will be an exciting year where we will launch our new flagship programme: the [Language Friendly School](#).

We will start a pilot programme with schools in Amsterdam and using our international network of partners we hope to expand quickly to other cities and countries by the end of 2019.

## **AVIOR**

Next year will be the final year of the AVIOR project: we will be wrapping up the case studies, finishing reports, participating in the last study visit and partner meeting and present the results during a working conference.

## **Multilingual Amsterdam**

In 2019 we have several Multilingual Amsterdam events planned, to bring together parents, as well as educators, researchers and policy makers to discuss the myths, realities, evidence and practices associated with multilingualism in education.

## **Indigenous Education**

We are extremely grateful with a generous grant bequeathed to the Rutu Foundation, which will allow us to develop a new programme supporting indigenous-led education initiatives. Details will be made public later in 2019.

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# Finances

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*Financial Statement*

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# Financial Statement 2018

In 2018, we received the first instalment of a three year capacity building grant from the Social Capital Foundation. With income received from workshops and training we were able to build up a small reserve to cover expected costs related to the Language Friendly School programme in 2019.

Funds from the AVIOR project received in 2017 and 2018 were spent according to plan.

Our annual financial statement 2018 is published as a separate document and can be downloaded [here](#).

Our work is made possible with grants and (in kind) donations from:



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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).*

The majority of the work is done on a volunteer basis. We have 10-12 volunteers active in the Netherlands and Suriname.

In 2018, the core Rutu team based in Amsterdam consisted of:

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

**Sietske de Haan (until 1 July 2018)**  
business manager

**Laurinde Koster**  
Programme officer

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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.*

## **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 Commission Sustainability Issues Bio Mass.

## **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.

## **Carrie van der Kroon!**

Carrie is programme officer at Defence for Children, Leiden the Netherlands 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 director of the Atrocity Prevention Legal Training Project, at the Benjamin N. Cardozo School of Law in New York. She was a professor of law teaching human rights clinics at the University of Virginia School of Law, Yale Law School, American University/Washington College of Law, and Duke Law School, USA. She directed

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# International Advisory Board (cont'd)

students in multiple projects concerning the rights of indigenous peoples to education and other social and economic rights.

**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 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, Canada**

Emmanuelle is Assistant Professor at the University of Toronto, OISE. Previously, she has worked at the Department of Languages, Literature and Communication and at the Utrecht Institute of Linguistics, in the Netherlands. Since 2009, she has led several projects on the inclusion of minority pupils in education. Emmanuelle has worked as a consultant, researcher, evaluator and reviewer for several international organisations and international journals.

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# Partners

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*The Rutu Foundation relies on an extensive network of 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)

Rethink Amsterdam (Netherlands)

Lokomotywa Pools Centrum voor Onderwijs en Cultuur 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 and Central America

Apitikatxi (Brazil)

Association of Indigenous Village Leaders in Suriname (VIDS)

Foundation for Intercultural Bilingual Education in Suriname (ITOS)

Christelijk Pedagogisch Instituut Paramaribo (CPI) Suriname

The Autonomous University of Querétaro (Mexico)

## North America

New York University, USA

University of Toronto, Canada

## Africa

University of Johannesburg, South-Africa

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# Acknowledgements

Many people have contributed to our work in 2018. We cannot name them all, but we are extremely grateful for your support.

We would like to extend a special word of thanks to:

**Sietske de Haan**, for supporting Rutu as financial administrator and business manager since 2013. Wishing you all the best!

Also a special thank you to our student interns:

**Hilda Heyde**, University of Groningen

**Daniel Lyu**, University of Groningen

**Linda Edvardsdottir**, University Utrecht

And (in alphabetical order):

Bozena Kopczynska

Danielle Nijboer

Diego Gonsalves (More Life)

Fadie Hannah and Inti Soeterik (Werkplaats Onderwijs Amsterdam/Universiteit van Amsterdam)

Gerard Essed

Glenn Helberg (Rethink Amsterdam)

Hans Kaufman

Loreen Jubitana (VIDS)

Manon Plasschaert

Mari Varsanyi

Max de Ploeg (Pakhuis de Zwijger)

Nello Allocca

Pamela Mercera

Umayya Abu-Hanna (Rethink Amsterdam)



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

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For tax purposes the Rutu Foundation is recognized as an organization for the general benefit (Algemeen Nut Beogende Instelling – ANBI).



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