



Rutu Foundation Annual Report

2019

RUTU
Foundation

Message from the executive director

At the time of writing, we are in the middle of a global pandemic. Millions of children are out of school and even as schools are starting to open, the gaps are widening. Gaps between children who have access to fast internet, quiet study spaces and parents who can support them with their homework - and those who are struggling in cramped apartments, sharing a laptop with siblings or other relatives. And then of course there are the millions of children who have no access to electricity, let alone computers or internet. Clearly, these situations did not arise all of a sudden. But the Covid-19 crisis is shining a bright light on all patterns of inequality, including the unequal treatment of languages spoken by minoritized students and their families.

Linguistic inequalities in education

When parents do not speak the school language, and textbooks are in that language, they face much greater challenges to help their children meet school demands. Fortunately, technology is available, often at no or limited costs, to help the communication between school and families, including apps that work on mobile phones.

Online Learning for Multilinguals

To support families whose home languages are not the language of instruction, the Rutu Foundation has compiled lists of quality online resources that are freely available. Families can choose from [Literacy](#), Science, Technology, Engineering and Math ([STEM](#)) and more topics to follow. Also, with the [Give A Translation-campaign](#) we are giving

children access to story books in as many languages as possible.

Both activities aim at boosting the awareness among teachers and parents that learning never stops, that when children are home it is an opportunity to develop valuable skills in their home language. And when schools open again and the students are given the opportunity to combine learning in their mother tongues with learning in the school language, research indicates that they will truly flourish.

Looking back at 2019

The year 2019 has been an exciting year for the Rutu Foundation. We successfully launched the [Language Friendly School](#), our new flagship programme, which was shortlisted for the European Language

Message from the executive director

Label Award even during the pilot phase.

An [international conference](#) that we co-organized drew over 300 intercultural educators from around the world to Amsterdam. In August 2019 we completed our European project [AVIOR](#) with a very positive review from the EU, who called our project “an example for other projects on inclusion”. And as a cherry on top, our first publication “Multilingualism and Education: Dutch Plus”, won second place for Best Education Book in the Netherlands!

With our live events (workshops, lectures, meetings) we reached almost **5,000 people**, including approximately **1,000 teachers**, **2,000 parents** and **1,500 students**. Through our digital and social media channels we were able to reach some **330,000 people**.

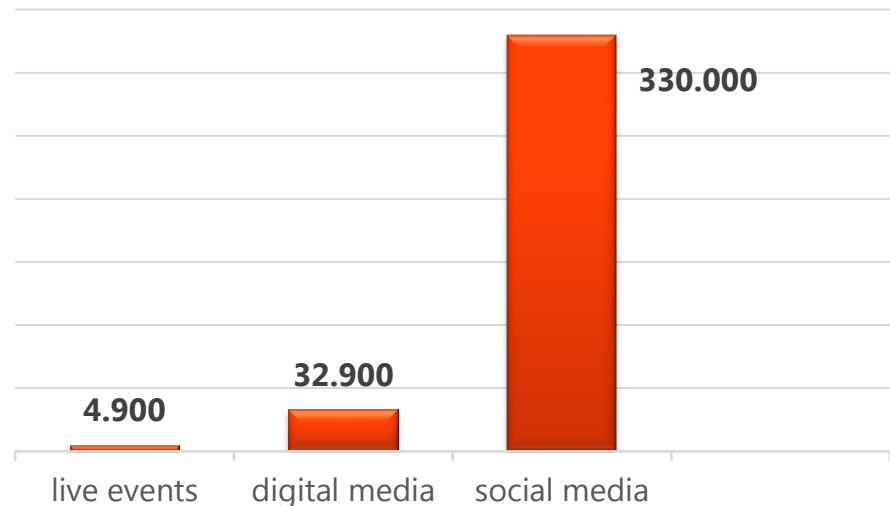
None of this would have been possible without the support of our dedicated staff, our student interns, volunteers, the members of our supervisory and international advisory board and our donors.

A special thank-you goes out to the principals and teachers of the St. Janschool,

De Nieuwe Internationale School van Esprit (DENISE) and the Silver Creek School who shared our vision and trusted us to become the first Language Friendly Schools of the world.

Ellen-Rose Kambel,
executive director/founder

People reached in 2019



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Vision and Mission

We envision mother tongue education as 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.

All children have an equal right to an education that respects their cultural identity including their languages (art. 29, Convention on the Rights of the Child). We believe a just education starts in one's mother tongue.

Our work supports [Sustainable Development Goals](#) (SDG) number 4, 10 and 16.

“Since SDG4 is so foundational to the other Sustainable Development Goals, without mother tongue-based multilingual education the other 16 goals will remain unachievable.” ([UNESCO 2017](#))



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**. Children can and often do speak more than one languages at home. Mother tongue based multilingual education takes 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.

[Read more.](#)

Activities 2019

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

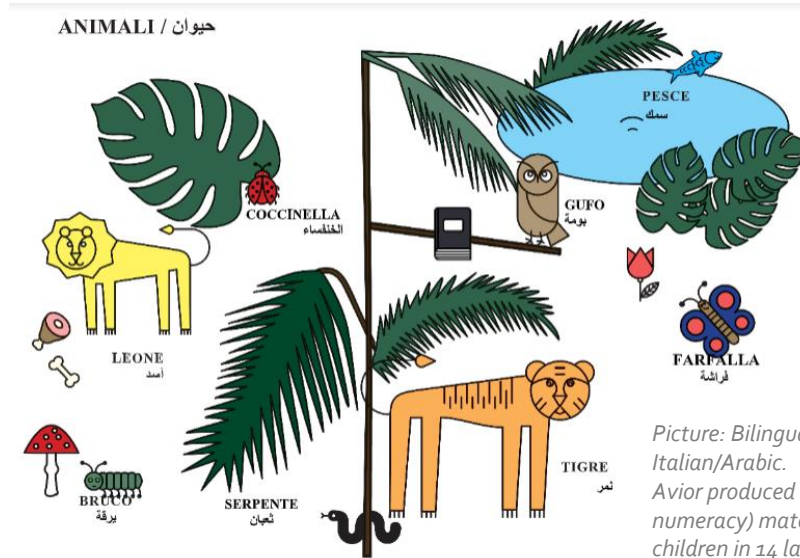
Language Friendly School

*Empowering Indigenous Youth
and Their Languages*

Communication and Outreach

Multilingual Learning Materials for Migrant Children in Europe

AVIOR Project



Picture: Bilingual wall poster Italian/Arabic.
Avior produced bilingual (literacy and numeracy) materials for 4-8 year old children in 14 languages: Albanian – Arabic – Bayash – Croatian – Dutch – Chinese – English – Estonian – German – Greek – Italian – Polish – Russian – Turkish.

From 2016-2019 the Rutu Foundation initiated and co-managed a Strategic Partnership funded by the European Commission as part of the Erasmus+ Programme. The Partnership consisted of research and training centers, NGOs and network organizations from six countries (the Netherlands, Germany, Italy, Greece, Croatia and Estonia). The project was named after a star. Avior is a bright star and

not visible from the Northern hemisphere. This refers to the multitude of language skills that migrant children bring to the classrooms, but which often remain hidden to their teachers. The **goal of Avior** was to improve the basic numeracy and literacy skills of migrant and minority children. We know that children perform better when they can use their home language as part of their learning, so

Multilingual Learning Materials for Migrant Children in Europe

AVIOR Project



we wanted to make bilingual materials freely available in both the school language and in the home language of migrant and minority students in Europe.

By collaborating and sharing best practices with partners in other countries, we hoped to reduce the costs of producing bilingual materials, improve teacher professional competence and enhance migrant parental involvement in the learning process of their children.

Challenges

Set up as a pilot, this project was not without its challenges. One of the first problems we ran into was finding bilingual materials. It soon became clear that materials that were both of good quality and available without copyright (a requirement for the EU and one of the goals of the project) were scarce. So we set about creating some of the materials ourselves!

Results

The Avior project received a 'very good to excellent' score (80 out of 100) from the European Commission official review (16 December 2019):

"The project created conditions in making collaborations between schools and migrant communities and parents more effective. More and more educational policy departments across Europe see the opportunities for disadvantaged multilingual children with migrant backgrounds to develop both their mother tongues. AVIOR helped to put the topic on the agenda more prominently and in that way is helping to increase quality of education throughout Europe." (Erasmus+ review, Dec 2019)

Multilingual Learning Materials for Migrant Children in Europe

AVIOR Results

Bilingual Materials in 14 different languages

The Avior materials are a variety of numeracy and literacy learning materials. Some are for use directly with the students. There are also lesson plans for teachers which explain how to do certain classroom activities. The materials are available in different language combinations, e.g. Dutch-Polish, Italian-Albanian, Estonian-Russian and can be downloaded from the Avior [website](#).

Literacy Materials	Description
Language Games	Bilingual games for a variety of activities to encourage vocabulary in both languages including Bingo, Completing Words, Counting Colours, Linking Words and a Three Word Puzzle
Word Posters	14 bilingual word posters with different themes, e.g. body parts, days and weeks, fruits and vegetables, forest animals
A Chocolate Cake in Hawaii	Illustrated story for reading out loud. Same story is available in many different languages
A Different Kind of Chick	Story around the theme of inclusion and exclusion with different language activities
Multilingual Word Lists (lesson plan)	A lesson plan for teachers to compare different languages in the classroom and to support grammar lessons
Creating stories with software applications (lesson plan)	A lesson plan for teachers on how to use three different (free) software apps to create stories with the students and compare the different languages in the classroom
Listen and Act: the Body (lesson plan)	Lesson plan for teachers on learning about the body in different languages, using the Total Physical Response (TPR) method
Numeracy Materials	Description
Math Cards	Bilingual math games to practice comparisons (bigger/smaller) and operations (addition, subtraction, multiplication etc)
Maths, Naturally! Part I	Bilingual math exercises for beginners
Maths, naturally! Part II	Bilingual math exercises for older/more advanced students

Multilingual Learning Materials for Migrant Children in Europe

AVIOR Results



Improving parental Involvement

To find out whether the materials could enhance migrant parent involvement, 43 teachers from 12 primary schools and kindergartens across Europe worked alongside 67 parents. Together with 211 children the materials were tested for 4-6 months.

All partners reported that the bilingual materials indeed improved relationships between teachers and parents. Read the full report [here](#).

Testimonials:

"The students reacted to the material with great enthusiasm. The fact that they were encouraged to use corresponding words in their native language brought great pleasure and particular interest to their classmates."

~ teacher, Greece

It is the "curriculum that links the parents to school. Parents need to have a reason to work together, to come out of their comfort zone. This project offers that reason, it makes the connection so that the triangle between parents, teachers and child can work smoothly." (School principal The Netherlands)

"The experiment created a sort of 'cascade effect' among the parents: if at the beginning only a few wanted to participate, others, when hearing their children reporting home what they had done in class, asked to join. As a consequence, the teachers decided to replicate the activity throughout the schoolyear. On the other side, the parents who participated were very happy to be involved in the school-life of their children and find it easier to collaborate with the teachers on a very practical way: this may represent a good starting-point for building a stable teacher-parent relationship and communication in the future."

~ reseacher, Italy

AVIOR is featured on [HundrED.org](https://www.hundrED.org) as a global education innovation.

The logo for HundrED, consisting of the word "hundrED" in white lowercase letters on a purple square background.

Language Friendly School



Image: The [Language Friendly Roadmap](#). The left column ("What we don't do") is required to become a Language Friendly School. The right column is optional, except for developing and evaluating a Language Friendly School plan.

The [Language Friendly School](#) was born out of a desire to end the harmful practice of prohibiting children from speaking their home language at school with their friends or parents, and a desire to ensure that every child is welcomed and accepted in school, with their cultural background and the languages they speak at home.

The goal of the Language Friendly School is to create a global network of schools who welcome and value all the languages spoken by their students.

A Roadmap (see below) provides schools with a variety of options from which they can freely choose. These options range from creating multilingual wall posters to make languages more visible; developing a multilingual school library and/or training all of their staff in multilingual teaching.

The poster is titled "The Language Friendly School" and is divided into two main sections: "WHAT WE DON'T DO" and "AS A LANGUAGE FRIENDLY SCHOOL'S WHAT WE DO". The "WHAT WE DON'T DO" section lists six prohibitions. The "AS A LANGUAGE FRIENDLY SCHOOL'S WHAT WE DO" section is further divided into "As a school" and "In the classroom", each with a list of recommended practices. The poster also features the Language Friendly School logo and logos for WUZZU and the Language Friendly School.

WHAT WE DON'T DO	AS A LANGUAGE FRIENDLY SCHOOL'S WHAT WE DO				
<ul style="list-style-type: none">• We do not prohibit or discourage children from speaking their home language at school.• We do not prohibit or discourage children from speaking their home language at school.• We do not prohibit or discourage children from speaking their home language at school.• We do not encourage parents to speak different languages with different children.• We do not allow exclusion on the basis of language or ethnicity.	<table border="1"><thead><tr><th>As a school</th><th>In the classroom</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• We develop a language friendly plan together.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.</td><td><ul style="list-style-type: none">• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.</td></tr></tbody></table>	As a school	In the classroom	<ul style="list-style-type: none">• We develop a language friendly plan together.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.	<ul style="list-style-type: none">• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.• We do not require children to speak English if it is not necessary.
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Language Friendly School



The Language Friendly School is shortlisted for the HundrED.org [Spotlight on Bilingual Education](#).



In October, the Language Friendly School was nominated for the prestigious European Language Label Award. In November, two of the pilot schools signed an agreement with the Rutu Foundation, co-signed by renowned international multilingual education expert, Prof. Jim Cummins, making the Sint Janschool and De Nieuwe Internationale School van Esprit (DENISE) the first to become Language Friendly Schools.

Since the launch, interest in the Language Friendly School has come from all corners of the world including Kenya, Australia, Myanmar, the Dutch Caribbean, Austria and even Central Asia.

In February 2020, the Silver Creek School in Toronto, Canada became the third school to join the global network.

Partners

In Canada, the Language Friendly School is supported by its co-founder, Dr. Emmanuelle Le Pichon-Vorstman, who serves on the International Advisory Board of the Rutu Foundation and works as a researcher and teacher at the University of Toronto. She is supported by a team of students who combine their work as teachers with pursuing a master's or doctoral degrees at the Ontario Institute for Studies in Education (OISE). The Language Friendly School is endorsed by Prof. Jim Cummins.



Photo: Dr. Emmanuelle Le Pichon-Vorstman, Prof. Jim Cummins with students from the Silver Creek School, Toronto.

Indigenous Youth and Education

Mobile Forest School Philippines

The Rutu Foundation is committed to supporting the education of indigenous youth, in particular the transfer of traditional knowledge and languages to the next generations.

In September 2019, Ellen-Rose Kambel visited Rutu partner Sentrong Pagpapalakas ng Negritong Kultura at Kalikasan ([SPNKK](#)) in the Philippines. SPNKK is an umbrella group of the oldest indigenous inhabitants of the Philippines.



L: Members of the SPNKK with Rutu advisory board member Jenne de Beer and Ellen-Rose Kambel. R: possible future students of the Mobile Forest School.

We are extremely pleased that with the help of a legacy grant from Elzamarieke Velthuisen van Zanten, the SPNKK will be able to realize a project that has long been on their priority list: in 2020, the first twenty students will be enrolled in the **Mobile Forest School**, a youth leadership programme aimed at transferring traditional ecological knowledge. [Read more about the Mobile Forest School](#)

Pass it on! A new partnership

In 2019, the first steps were made towards a new partnership with the [Forest Peoples Programme](#) and [Both ENDS](#). Together we will join efforts to raise funds for indigenous communities who wish to transfer their traditional knowledge and languages.

Communication & Outreach

Events

In 2019 the Rutu Foundation (co)organized several events:

The **Annual Conference of the International Association for Intercultural Education (IAIE)** was held in Amsterdam from 12-15 November 2019 and was attended by some 300 educators from around the world. As co-organizer, the Rutu Foundation co-chaired the panels on Bilingual and Multilingual Education. We also organized a workshop on the AVIOR materials with the Risbo Institute. The Language Friendly School was officially launched and the labels formally presented to the St. Janschool and DENISE school. Our Roundtable on the Language Friendly School was well attended by participants of the conference.



Photo: Laurinde Koster during the workshop on Avior materials at the IAIE conference in Amsterdam.



Multilingual Amsterdam

The 'Multilingual Amsterdam' events which we started last year continued in 2019. The events aim to engage a broad discussion about multilingualism in education. This year, we focused on Language Weekend Schools and explored how these schools might provide valuable language services to regular schools. At the fourth Multilingual Amsterdam event in April we explored the role of the teacher in facilitating multilingual classrooms (organised in collaboration with the Sirius European network on migrant education).

Invited guest lectures and presentations

The Rutu Foundation was invited for presentations and guest lectures at a number of academic institutes. Ellen-Rose Kambel presented at Columbia University in New York, the Universities of Utrecht and Amsterdam and the University of Toronto in Canada. Laurinde Koster facilitated workshops on the AVIOR materials in Belgium (VVOB enSpire) and at the Hogeschool Rotterdam.



Photo: Presentation on the Language Friendly School by Ellen-Rose Kambel for staff and students of the Ontario Institute for Studies in Education (OISE), University of Toronto, Canada.

Communication & Outreach

In June 2019, Rutu attended an expert meeting on the new Dutch curriculum (see photo below). A memorable event, as multilingualism will become part of the new Dutch curriculum for two subjects “Dutch” and “English and foreign languages”. The new [curriculum](#) will recognize that being multilingual is part of a student’s identity and that their multilingualism contributes to who they are. It is a significant step forward and away from the monolingual policy that has characterized Dutch education for the past two decades.



In the media:

[Should immigrants be taught in their mother tongues?](#) – Interview with Rutu director Ellen-Rose Kambel in the newsletter of the European Commission.

The Rutu Foundation presented at several international conferences:

- National Dialogue on the Future of our Education in Paramaribo, Suriname (April 2019)
- International Association of Language Commissioners in Toronto (June 2019)
- the [Inclusion, Mobility and Multilingual Education Conference](#) in Bangkok (September 2019)

Photo below: Rutu director Ellen-Rose Kambel with Rutu Advisory Board member Dr. Carol Benson at the Inclusion, Mobility and Multilingual Education Conference in Bangkok.



Second Best Education Book of the Year
The book *Multilingualism and Education*, published by Boom publishers and the Rutu Foundation, and edited by Orhan Agirdag and Ellen-Rose Kambel, came in second for the **Best Education Book of the year 2018** in the Netherlands. The book received positive reviews in several journals for teachers.



Photo: Rutu Supervisory Board member Carrie van der Kroon, presented our book to Dutch Minister of Education, Mr. Arie Slob.

Outlook for 2020

By the end of 2020, the Rutu five year strategy as laid out in 2015 (Rutu Roadmap 2016-2020) will come to an end. For our new strategy, we will consolidate our activities into **three focus areas**:

The Language Friendly School (LFS)

- Building a global network of Language Friendly Schools
- A human rights campaign to stop the practice of prohibiting and punishing the use of home languages at school

Indigenous-Led Education (ILED)

- Supporting education programmes initiated and managed by indigenous peoples, by awarding and mapping promising indigenous-led education programmes and setting up a small grant-facility.

Suriname

- As Suriname forms the roots of our organization, we will continue to support indigenous-led education and provide technical support to the education sector to encourage Language Friendly Schools.

Our new five year strategy will be further developed during 2020.

Looking forward: a new five year strategy for the Rutu Foundation

Finances

Financial Statement

Financial Statement 2019

This year we finalized the Avior project. All funds from the AVIOR project received from 2017-2019 were spent according to plan.

The reserves we built up in 2018 together with income derived from workshops and presentations were used, as planned, for investments in the Language Friendly School.

Our annual financial statement 2019 is published as a separate document and can be downloaded [here](#).

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



More Life

Belasting- & pensioenadviseurs

Elzemarieke Velthuisen van Zanten

Organization

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).

Management

Supervisory Board

International Advisors

Partners

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.

In 2019, the core Rutu team based in Amsterdam, the Netherlands, consisted of:

Dr. Ellen-Rose Kambel
executive director

Saskia Bosch (from 1 January 2019)
financial manager

Laurinde Koster
Programme officer

Students and volunteers:

Hilda Heyde
website & events

Anissa Gendis
student intern, University of Groningen
Feb-June 2019

Katja van der Schans
student intern, University of Utrecht
April-June 2019

Xiaomo Yan
student intern, Columbia University, New York
April-August 2019

Alessia Osio
Intern, Indigenous-Led Education, Sept 2019-March 2020

Nidhi Sachdeva
Language Friendly School, University of Toronto, Sept 2019-April 2020

Meet our new financial manager:

Saskia Bosch

Saskia Bosch joined the Rutu Foundation in January 2019. Before her retirement she was head of the administration department and worked as financial controller in the private sector. She has lived for 40 years in Almere, the Netherlands, with her partner.



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 receive no remuneration. A member of the Board/ Executive Director cannot be part of the Supervisory Board.

Paul Wolvekamp (Chair)

Paul is Advisor with Both ENDS. He is vice chair of the Non-Timber Forest Products Exchange Programme Asia, member of the Board of Governors of RSPO (Round Table on Sustainable Palm Oil), co-chair of the RSPO Dispute Settlement Facility Advisory Board and serves on the IUCN-NL Members Council.

Tswi Rodrigues Pereira

Tswi 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, South-Africa. 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 obtained her Master's in Law at the University of Utrecht, with specialization in children's rights. She is programme coordinator at Defence for Children-ECPAT in Leiden, the Netherlands where she coordinates child rights programmes in the global south with regards to sexual exploitation and gender. She holds several (supervisory) board positions.

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.

In January 2019, five members of the International Advisory Board met with Rutu director Ellen-Rose Kambel in New York to discuss the new Language Friendly School programme. The meeting was facilitated by Carol Anne Spreen at New York University.

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 where he works as advisor of the SPNKK, an umbrella group of the indigenous Negrito peoples.

Prof. Carol Benson, USA

Carol is an international consultant on language issues in education currently at Teachers College, Columbia University, USA, after many years at Stockholm University in Sweden. She has guided the development of curricula 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 an international human rights law consultant based in Charlottesville, Virginia, USA. Her work is broadly focused and includes the right to education and other social and economic rights; indigenous and Afro-descendant peoples' rights; legal literacy and empowerment; Islamic law and gender justice. She taught international human rights law clinics for over 15 years, and was professor of law and founding director of the International Human Rights Law Clinic at the University of Virginia School of Law.

International Advisory Board (cont'd)

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 was Director of the First Nations Métis and Inuit Centre, University of Lethbridge, Canada. She currently works in Toronto.

Prof. Sabine Severiens, the Netherlands

Sabine is full professor of Educational Sciences at Erasmus University, The Netherlands. The main theme in her scientific work is educational inequality. One of the focal points in her current work is teaching in classrooms with students from diverse backgrounds and strengthening professional capacity in this particular area. This includes projects on culturally responsive teaching and citizenship education. She is involved in the OECD TALIS project, a large scale international project on teaching and quality of education. Another focal point in her work is

mentoring in urban areas. She currently supervises several research projects that aim to investigate the effects of mentoring in different subgroups of urban youth. She manages the bachelor programme Pedagogical and Educational Sciences. She is one of the leading figures in so-called route on Youth in the Dutch Research Agenda, a large national programme aiming to bring together science and societal and economical questions.

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 students in education. Emmanuelle has worked as a consultant, researcher, evaluator and reviewer for several international organisations and international journals.

Partners

The Rutu Foundation relies on an extensive network of partners from around the globe

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

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

Acknowledgements

Every year many people contribute to our work in kind or with financial donations. We cannot name them all, but we are extremely grateful for their support.

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

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Danielle Nijboer
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Fadie Hannah
Gerard Essed
Hans Kaufman
Hilda Heyde
Inti Soeterik
Katja van der Schans
Margot van den Berg
Mari Varsányi
Marloes Buijs
Max de Ploeg
Mikko Fritze
Nello Allocca

Nina Bamberg
Pamela Mercera
Ronald Schepers
Tineke Kambel-Hout
Thomas Prade
Tom Tudjman
Umayya Abu-Hanna
Xiaomo Yan

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Rethink Amsterdam
for generously supporting the Multilingual Amsterdam events.

A special word of appreciation we dedicate to **Elzemarieke Velthuijzen van Zanten**. After her passing she enabled the Rutu Foundation to expand the Indigenous Youth and Education programme with a very generous endowment donation.

Contact

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Follow us on social media:



Bank Account: IBAN NL81 INGB 0006043020.

The Rutu Foundation is registered at the Chamber of Commerce reg. nr: 52345084.

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

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