RUTU FOUNDATION
FOR INTERCULTURAL MULTILINGUAL EDUCATION

ANNUAL REPORT 2021

RUTU Foundation
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RUTU FOUNDATION ANNUAL REPORT

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2021
The Rutu Foundation acknowledges and expresses grateful thanks to the following:

- Arcadia
- Christensen Fund
- CCHO Fonds voor opleiding en leiderschap
- Embloom B.V.
- Erasmus+ Programme of the European Union
- Fair Green and Global Alliance
- Global Alliance for Green and Gender Action
- Social Capital Foundation
- Stichting Autonomia
- SwedBio

A very special thank you also to our individual donors!
About us

The **Rutu Foundation for Intercultural Multilingual Education** is a non-profit organization based in the Netherlands. We work to secure the right of all children to have an equal right to a quality education that respects their cultural identity including their languages (art. 29, Convention on the Rights of the Child).

Most education systems are centered around one language and a dominant culture, ignoring and cutting off millions of children from their cultural and linguistic roots. In the process the world loses valuable knowledge passed on for centuries, but the children themselves often also lose their self-esteem, hampering their achievements. We want to change this.

**Mission**

The mission of the Rutu Foundation is to make linguistic and cultural diversity the norm in education.

The Rutu Foundation believes that all children, especially indigenous children and children from migrant and minority backgrounds, should have every opportunity to learn in and through the languages they and their families use and understand well.

The word 'rutu' means 'roots' in Sranan, the Creole (mix) language of Suriname, where the idea for the Rutu Foundation was born.

**CHILDREN SHOULD BE EDUCATED IN A WAY THAT ALLOWS THEM TO GROW AND FLOURISH, WELL-ROOTED IN THEIR OWN LANGUAGES AND CULTURES.**
What we do

- We support schools to value the cultural and linguistic diversity of their students, among others through the Language Friendly School network.

- We support indigenous leaders, parents and teachers to realize their own educational programmes based on their own needs and priorities.

- We provide training, develop multilingual learning materials and build networks of educators, parents, researchers and policy makers that support our mission.

- We advocate for full respect of article 29 of the Convention on the Rights of the Child and to reach Goal 4 (quality education for all) and Goal 10 (reduced inequalities) of the Sustainable Development Goals.
The year 2021 marked the second year of the COVID-19 pandemic. And it was as challenging as the previous for school children, teachers and parents. If not more so. Yet, in the middle of the chaos and stress of lockdowns, teachers falling ill, families having to quarantine, we were amazed that more than ten schools signed up to become a Language Friendly School and enthusiastically welcomed and embrace the multilingual identities of their students. This meant that in 2021 the Language Friendly School expanded to 20 schools in 5 different countries, offering inclusive learning environments to almost 6,000 children! We are truly humbled by this achievement and we want to thank our partners and especially the schools for the trust they placed in us.

**New Language Friendly Projects**

In 2021 we successfully applied for two new projects funded by the EU Erasmus+ programme. Both are aimed to boost language friendly learning in Europe: with the LERI project we partner with an Austrian school network. The ALCOR project focuses on parental involvement in multilingual education.

**Indigenous-Led Education Network**

In 2021 we also made some big steps forward with the new Indigenous-Led Education (ILED) Network. As the UN Decade on Indigenous Languages kicks off in 2022, it is important to recognize that without global action the languages and knowledge of the world’s indigenous peoples will be lost forever. The mainstream education systems are for a large part to blame for this. With the ILED Network we aim to support indigenous communities in tropical forest regions who want to preserve their knowledge and pass it on to the next generation through their own education programmes based on their own priorities and needs.

**Advocacy**

In August 2021, following a report by the Rutu Foundation, the UN Committee on Racial discrimination (CERD) expressed its concerns about children in Dutch schools being punished and restricted from using their home languages in the school environment. This harmful practice is by no means limited to the Netherlands (Hurwitz & Kambel 2020) and is an important reason why the Language Friendly School was initiated.

**Consultancy and training**

At the request of a Dutch company that produces educational games for school children in Europe, we delivered a seven week Inclusion course. A follow-up is planned for 2022 for the rest of the team.

We were also asked to co-create a module on literacy for the new Educational Master’s for Primary Education at the Erasmus University in the Netherlands.

(continued on the next page)
Social enterprise
With the goal of making the Rutu foundation more sustainable and financially independent in the future, I was able to complete a 9-month course on social entrepreneurship at the University of Utrecht. An intensive and eye-opening experience!

The struggle to stay optimistic and what gives me hope
When you follow the global news cycle, including reading about all the lives lost due the pandemic, the suffering of victims of war including now those in Ukraine and the ever clearer impact being felt by the climate crisis, it can sometimes be hard to stay optimistic about the future of our planet. What gives me hope is when I meet students in one of our Language Friendly Schools who are so proud to show that they are fluent speakers of Dutch but also of Arabic or Spanish or Amharic. Or the teacher who told me about the tears she saw in a father’s eyes when she showed him a class assignment written in his mother tongue. He never knew his daughter could write in this language. The father never taught her to read and write in his language, thinking that it would hamper her chances in school. And yet, here she was, showing her skills confidently, moving him to tears.

These are only small examples but I am convinced that if we can boost the confidence of children who are marginalized in society because of the color of their skin, because they belong to an indigenous community or because of the language they speak, we can build a better future for all of us.

I am incredibly grateful to our team, our supporters and donors and most of all the teachers who are making this happen every day. Thank you.
Activities 2021

- Language Friendly School
- ALCOR Project: Involving Parents
- LERI Project: Peer Learning in Language Friendly Classrooms
- Indigenous-Led Education Network
- Advocacy & Outreach
- Publications
The Language Friendly School

A quality label for schools where all languages are welcome
Language Friendly School

The Language Friendly School was founded by Ellen-Rose Kambel and Emmanuelle Le Pichon (University of Toronto) in 2019 and is managed by the Rutu Foundation. It is a network of schools that celebrate and embrace the linguistic diversity of their students.

Key to the Language Friendly School-concept is a whole-school approach: the whole team plus the parents/families and the students participate in co-creating a language friendly school plan that works for their school. Certified schools share their activities and strategies within the network. They have access to an online toolkit and participate in network meetings where they can exchange ideas and find support from peers.

In 2020, the HundrED organisation and the Swedish Cultural Foundation selected the Language Friendly School as one of the 10 most significant innovations in bilingual education.

Impact and results

In 2021, 9 schools were certified, making a total number of 20 Language Friendly Schools. The Language Friendly School network expanded geographically with schools in Spain, Saba (Dutch Caribbean) and China to 5 countries across the globe, including Canada and the Netherlands.

The network consists of both public and private schools, offering primary to secondary education. In total, almost 6,000 students are part of language friendly learning environments.

Teachers and staff members at Language Friendly Schools have access to an online toolkit with lesson plans, school portraits and a research library. During Network Meetings they shared and exchanged language friendly strategies and pedagogies.

Read more: www.languagefriendlyschool.org

Number of Students in Language Friendly Schools 2019-2021

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>2,000</td>
</tr>
<tr>
<td>2020</td>
<td>4,000</td>
</tr>
<tr>
<td>2021</td>
<td>6,000</td>
</tr>
</tbody>
</table>

RUTU FOUNDATION 2021
17 Schools offering primary education

4 Schools offering secondary education

11 public schools

5 (partly) private international schools

Locations:
Canada: Toronto (1 school)
China: Suzhou (1)
Saba: St. John (1)
Spain: Benidorm (1)
The Netherlands: Amstelveen (1), Amsterdam (5), Breda (1), Gilze (1) Eindhoven (5), Hilversum (1), Hoofddorp (1), Monster (1)

Total: 20 schools
Why schools join

Schools indicate different reasons for joining the network. Some are already language-friendly and want to demonstrate their commitment to linguistic and cultural inclusion. For others, it is a way to enhance the cohesion within the school community. And for most, it is about boosting students’ social skills, increasing their well-being and supporting their cognitive development.

Impact

While it is still early to measure the impact, the first results from our interviews with principals and teachers (Le Pichon & Kambel 2021) show that there is greater engagement from both students and parents at Language Friendly Schools. Teachers indicate the pleasure of watching the kids brighten up:

"I can’t explain it but I can see the sparkle in their eyes"

Teacher CEIP Puig Campana, Benidorm, Spain
(Language Friendly School since 2021)

"The Language Friendly School made my job easier"

Vice-principal St.Janschool, Amsterdam, the Netherlands (Language Friendly School since 2019)
In July 2021, we received funding for a new European project to improving teacher competence in multilingual education with a special focus on parental involvement and digital multilingual learning. ALCOR (2021-2023) is a follow-up of the AVIOR project which aimed at improving literacy and numeracy among minoritized and migrant pupils in multilingual classrooms.

The 'Forgotten One'
Like AVIOR, ALCOR is named after a bright star which means the “forgotten one” or the “neglected one” in Arabic, because its partner star Mizar is a much brighter star. Mizar symbolizes the language of schooling, whereas ALCOR refers to the languages that migrant and minority children speak at home and which are frequently unseen, unheard and neglected in the classroom. We want to change this.

Objective:
ALCOR intends to support the teacher to build inclusive classrooms together with parents, families and caretakers, where all languages are welcomed.

Our partners are: Risbo Research Institute (connected to the Erasmus University), project leader, Step by Step (Croatia), NEPC (Croatia), Praxis (Estonia) and Terremondo (Italy).

ALCOR is built around four main activities:
- Train-the-trainer peer learning activities for teachers,
- Language Friendly Learning Festivals for teachers and parents
- White board animations
- A MOOC (Massive Open Online Course) on how to become a language friendly teacher

In October 2021 the first Transnational Partner Meeting took place in Zagreb, Croatia. For 2022, exchanges and school visits are planned to the Netherlands, Italy and Estonia.
In November 2021 we received the green light for another EU-funded new project LERI: Peer Learning in Language Friendly School Networks.

The acronym LERI stands for ‘Learning, teaching, Experiencing and Reflecting on Inclusion’. The word ‘leri’ means both teaching and learning in Sranan, the lingua franca of Suriname.

LERI (2021-2023) is funded by the Erasmus+ programme of the EU, and it is the first EU-project led by the Rutu Foundation.

LERI brings together two school networks: the Language Friendly School and voXmi, which is managed by University College of Teacher Education in Vienna (PH Wien) and its sister colleges in Austria.

The objectives of LERI are to:
1. help more schools integrate language friendly pedagogies over the long term;
2. increase the professional expertise of teachers in language friendly pedagogies and
3. improve the digital competence of partners and teachers in blended and digital learning.

The first activity in November was a meeting with both partners to plan and coordinate online and in-person Teacher Workshops for teachers from Austria, the Netherlands, Canada and Saba in 2022, as well as setting up board meetings to strengthen both networks.
THE ILED NETWORK

Pass it on! The Global Network on Indigenous-led Education (ILED)
The ILED Network

2021 marked the second year of the Global Network on Indigenous-led Education (ILED). ILED is a growing, collaborative network of organisations in support of Indigenous-led education in tropical forest regions.

The network has a wide geographical reach with partners in India, Kenya, the Philippines, Thailand, Panama, Ecuador, Peru, Uganda, Suriname, Costa Rica, the Netherlands and the United Kingdom. The ILED network centres Indigenous grassroots initiatives that uphold, preserve and pass on their way of life, knowledge and language to Indigenous youth. This includes informal, non-formal and formal education activities. The shared intention of these impact-first organisations is:

Objective:

to harness the power of Indigenous-led education in order to make Indigenous communities, especially Indigenous children and youth, more resilient for the future.

The ILED Network is supported through our partners Both ENDS and Forest Peoples Programme by the Fair Green and Global Alliance (FGG), Global Alliance for Green and Gender Action (GAGGA), Arcadia, Christensen Fund and SwedBio.
ILED activities in 2021

In 2020 the founding group of the network was created to build sustainable and cooperative partnerships. Together we created the ILED Network’s Theory of Change, mission and vision.

This led to three main interrelated strands of work of the ILED Network, which formed the basis of our main activities in 2021.

It was agreed that the Rutu Foundation will serve as the secretariat for ILED initiatives.

Networking & Exchange

- **3 regional coordinators** were appointed in Africa, Asia and Latin America & the Caribbean who start their activities in 2022: acting as a driving force in the network by supporting existing ILED activities and expanding the scope of the network.

- **3 webinars** were held on relevant topics to exchange partners’ activities.

Catalyse traction and financial support

- financial support was secured for six small scale **ILED projects** in Kenya, Costa Rica, Panama, India, the Philippines and Thailand (starting in 2022).

- **Outreach** to potential new supporters and donors.

- A small **secretariat** established at the Rutu Foundation.

Raising Awareness & Increasing Visibility

- **first ILED publication** (forthcoming 2022) focusing on the importance of Indigenous languages in light of the 2022-2032 UN Decade of Indigenous Languages, spotlighting different ILED initiatives in Kenya, Uganda, Costa Rica, Suriname, Thailand and India.
Educating Sengwer children about the importance of restoring the eroded ecosystem by growing trees

In Kenya, our ILED partner Sengwer CBO (community-based organization) will start a project together with the local tree nursery. This tree nursery is run by Perur women and actively involves the youth in their activities.

The project is aimed at educating the children of the Sengwer community of Kabolet of the importance of restoring the eroded ecosystem by growing trees.

The women inspire Sengwer children to act for their community and the natural environment by planting their own trees. This tackles a pressing issue in the region, namely the problem of soil erosion and landslides. The Sengwer peoples are a forest-dwelling community with intricate knowledge of the natural world. In this project, the women play an important role in passing on this valuable knowledge to the next generation.
Proud to be Indigenous

In the Philippines, our ILED partner SPNKK will start the follow-up of their ‘Proud to be Ata’ initiative. This project focuses on the production and sharing of culturally appropriate learning materials with Ata elementary schools.

Their aim is to create a second bilingual illustrated workbook which invites students to discover the Ata forest-oriented cultural heritage and the landscape of their ancestral domain, the forests and rivers etc. The creation of the book will be in the hands of teachers, Ata youth and elders.

Once the book is done, it will distributed to other schools and a workshop on ‘culture in education’ will be organized.
UN Committee: Dutch schools must welcome mother tongues

Events

Publications

In the Media
UN Committee: Dutch schools must welcome mother tongues

On the 25th of August, the United Nations Committee on Racial Discrimination (CERD) urged the Netherlands to take measures ensuring that multilingual pupils are not restricted or punished when they use their mother tongue at school.

The Committee expressed its concern about discrimination experienced by pupils with a migration or minority background in Dutch education. Based on the Convention on the Elimination of Racial Discrimination, the use of the home language may not be prohibited in the school environment.

Prohibiting mother tongues common practice at Dutch schools

In 2020, the Rutu Foundation submitted a report to the Committee presenting the many instances of children being prohibited from speaking other languages at school than Dutch. Parents are also frequently asked to speak only Dutch with their children when picking them up or taking them to school. The Rutu Foundation has been receiving and collecting these signals for years. It is still widely believed that restricting the home language will help students to learn the Dutch language.

However well-intentioned, research consistently shows that discouraging or punishing by condemning home languages has exactly the opposite effect. When school rejects part of the child’s identity, it restricts the child’s social-emotional and cognitive development.

Restricting or punishing mother tongue at school is a form of discrimination

With these conclusions and recommendations, the Committee has confirmed - for the first time - that restricting or punishing the use of the mother tongue at school by multilingual pupils with a migration or minority background constitutes a form of discrimination on the grounds of race or ethnicity.

The Committee recommended that the Netherlands expands its teacher training to include multilingual education. Within one year, the Netherlands must report back to the Committee on the measures it has taken to implement the recommendations.
Events

Multilingualism and equal opportunities in education

The Rutu Foundation organized several events in 2021. We were also frequently invited to participate in panel discussions or give presentations for various audiences.

On 3 November 2021, Rutu director Ellen-Rose Kambel was invited by the Kohnstamm Institute and the University of Amsterdam to a panel discussion held at De Balie, Amsterdam on the topic: ‘Do we only speak Dutch at school or do we use multilingualism in the classroom?’ The full discussion was recorded and can be viewed here. Prior to the panel discussion, the University of Amsterdam also interviewed three of the speakers for a podcast.

Since 2018, the Rutu Foundation has co-hosted the Sirius National Roundtables on Migrant Education together with Risbo Research Institute.

The Sirius Roundtables are held in 17 European member countries to gain insight and find creative solutions for the education of migrant children.

In the Netherlands, the focus has been on multilingualism in education. This year we looked at the role of school boards and policymakers. Read the full report here.
Publications

The Language Friendly School and the work of the Rutu Foundation was featured in more than 20 publications, including four books:

In his latest book, *Rethinking the Education of Multilingual Learners*, Jim Cummins reviews the most important theories he developed around multilingual learning during his long career. He also refers to the Language Friendly School as one of the best practices for inclusive education.

In her book, *Talen die de school in komen. Kansen voor een multidiverse basisschool* ('Languages that enter the school. Opportunities for a multidiverse primary school'), Lidy Dekkers describes the process on how the Dubbeldekker school became a Language Friendly School.

In *Powerful Practices for Supporting English Learners*, the authors provide practical solutions for teachers working with English language learners. The Language Friendly School features as a good practice for creating a whole school approach.

Emmanuelle Le Pichon (co-founder of the Language Friendly School) and Nathalie Auger provide both theoretical background and practical strategies for teachers working in multilingual classrooms in their book *Défis et richesses des classes multilingues* ('Challenges and resources in multilingual classrooms').
Publications

The first findings on the impact of the Language Friendly School were published in the American journal *Childhood Education Innovations*, an article written by Emmanuelle Le Pichon and Ellen-Rose Kambel based on interviews with school principals and teachers of Language Friendly Schools.

*School Education Gateway*, the online platform for education of the European Commission, published an article which highlighted the reasons why schools want to join the Language Friendly School network.

The Language Friendly School was also mentioned as a promising practice for refugee and newcomer education in ‘Holistic refugee and newcomer education in Europe. Mapping, upscaling and institutionalising promising practices from the Netherlands, Germany and Greece’, an Education Working Paper by the Organization of Economic Cooperation and Development (OECD).
In the Media

“The Dubbeldekker is now officially a Language Friendly School. “Using the mother tongue will never again be prohibited at our school”. Article in local newspaper Gooi en Eembode (6 maart 2021) featuring the celebration of the Dubbeldekker school in Hilversum becoming a Language Friendly School.

“United Nations: ‘Stop with discrimination at Dutch primary schools’. Nederlands Dagblad, 2 September 2021 reporting on the UN Committee on Racial Discrimination which issued its report on the Netherlands, urging the government to ensure that home languages are allowed and not restricted in schools.

“Allow pupils to use their home language at school, this increase their performance”, opinion article by Amsterdam city council members Simion Blom, Tirza de Fockert and Numan Yilmaz, referring to the Language Friendly School as an example (Het Parool, 10 December 2021).
The Rutu Foundation was established as a not for profit organization ('stichting') in 2011 and is registered with the Dutch Chamber of Commerce.

Rutu is recognized as a Dutch charity with ANBI status.
Governance

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 (Ellen-Rose Kambel) 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 GoodGovernance Code forCharities (Commissie Wijffels).

The members of the Supervisory Board are appointed for four years and can be reappointed twice.

Members of the Supervisory Board are not employed by the foundation and receive no remuneration.

Paul Wolvekamp
Chair Supervisory Board

Mercedes de Miranda
Member Supervisory Board

Carrie van der Kroon
Member Supervisory Board

Maayke Botman
Member Supervisory Board

RUTU FOUNDATION 2021
Team

In September 2021, Cecilia Uitermark joined our team as project advisor for the ILED Network.

Student interns and volunteers:
- Nuni Ramnath (Free University of Amsterdam)
- Priscilla Boyce (Erasmus University)
- Chris Gradin (University of Toronto)
- Justine Jun (University of Toronto)
- Reshara Alviarez (University of Toronto)
International Advisory Board

Rutu’s international advisory board serves as a sounding board for 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 de Beer 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.

Carol Benson, USA
Carol Benson is a specialist in mother tongue-based multilingual education based at Teachers College, Columbia University, USA. She has worked in various countries to guide the development of curricula, train teachers and researchers and provided technical assistance to educational reform programs that include learners’ own languages. In 2021 she co-edited with Kimmo Kosonen a second volume on Language Issues in Comparative Education.

Carol Anne M. Spreen, USA
Carol Anne Spreen 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.
International Advisory Board

Deena Hurwitz, USA

Deena Hurwitz 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.

Martha Many Grey Horses, Canada

Martha Many Grey Horses 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.

Emmanuelle Le Pichon-Vorstman, Canada

Emmanuelle Le Pichon 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.

Sabine Severiens, the Netherlands

Sabine Severiens 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. She is one of the leading figures in so-called route on Youth in the Dutch Research Agenda.

Salim Vally, South Africa

Salim Vally 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.

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

Alí García Segura and the Bribri community, Costa Rica
Allianza Ceibo, Ecuador
Federación de Comunidades Nativas de Ucayali y Afluentes (FECONAU), Peru
Federation of Negrito Tribes (SPNKK), the Philippines
Fundación para la Promoción del Conocimiento Indígena (FPCI), Panama
IMPECT Association, Thailand
Keystone Foundation, India
NEPC, Croatia
Non-Timber Forest Products - Exchange Programme (NTFP-EP), the Philippines
OISE, University of Toronto, Canada
Open Academy Step by Step, Croatia
Praxis, Estonia
RISBO Research Institute, the Netherlands
Sengwer of Embobut Community Organisation, Kenya
Terremondo, Italy
University College of Teacher Education in Vienna, Austria
Partners
Language Friendly Schools

We proudly welcome the following Language Friendly Schools in 2021:

DENISE, Amsterdam, the Netherlands
St. Janschool, Amsterdam, the Netherlands
Silver Creek School, Toronto, Canada
Saltoschool Floralaan, Eindhoven, the Netherlands
Optimist International School, Hoofddorp, the Netherlands
Saltoschool Hobbitstee, Eindhoven, the Netherlands
Saltoschool Reigerlaan, Eindhoven, the Netherlands
Salto International School RISE, Eindhoven, the Netherlands
Winford Bilingual School, Amsterdam, The Netherlands
Openbare Basisschool De Dubbeldekker, Hilversum, The Netherlands
Puig Campana, Benidorm, Spain
Saltoschool De Ontmoeting, Eindhoven, the Netherlands
Huiberschool, Amsterdam, the Netherlands
International School Breda, Breda, The Netherlands
Amstelland International School, Amsterdam, the Netherlands
Dulwich College, Suzhou, China
Schakelklas Westland, Monster, The Netherlands
Openbare Basisschool Prinsenbos, Gilze, the Netherlands
Kindercampus Zuidas, Amsterdam, the Netherlands
Financial Summary

The Rutu Foundation is very grateful for the project grants we received this year. We are also thankful for the unrestricted donations which allows for more flexibility and reduced project administration.

The grants and donations will allow us to continue building our capacity, broaden our global networks and increase inclusive education in formal education, as well as empower indigenous communities to pass on their knowledge in a culturally appropriate manner both inside and outside the formal classroom.

As part of our strategy to diversify our income, in 2021 we increased the number of workshops and trainings delivered by the team along with other consultants and experts. This included a Diversity and Inclusion-training which resulted in a more inclusive approach for a company active in the education sector. In total we saw an increase of our income of 119%.

Our full annual financial statement for 2021 is available on our website.
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The Rutu Foundation is registered at the Dutch Chamber of Commerce registration nr: 52345084
For tax purposes the Rutu Foundation is recognized as an organization for the general benefit (Algemeen Nut Beogende Instelling – ANBI).

Bank Account: IBAN NL81 INGB 0006043020.