

RUTU FOUNDATION
FOR INTERCULTURAL
MULTILINGUAL EDUCATION

LANGUAGE FRIENDLY
SCHOOL

ANNUAL REPORT 2022

RUTU
Foundation



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2022

RUTU FOUNDATION ANNUAL REPORT

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Acknowledgements

The Rutu Foundation expresses grateful thanks to the following organizations who made our work possible in 2022:

Arcadia

Christensen Fund

Erasmus+ Programme of the European Union

Fair Green and Global Alliance

Global Alliance for Green and Gender Action

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.

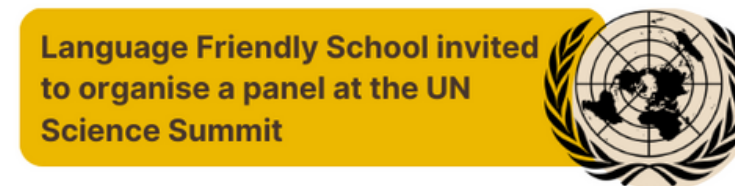
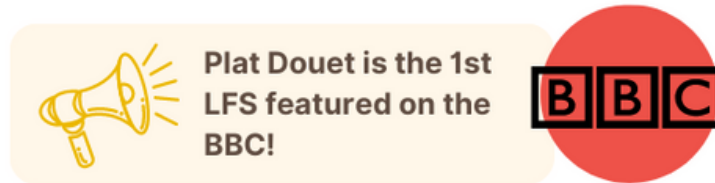
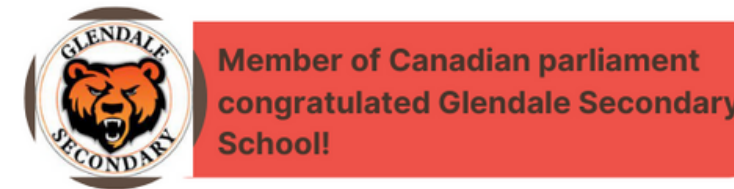
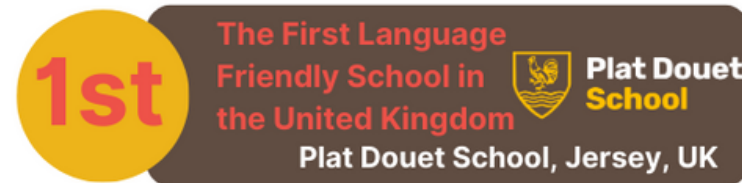
CHILDREN SHOULD BE EDUCATED IN A WAY THAT ALLOWS THEM TO GROW AND FLOURISH, WELL-ROOTED IN THEIR OWN LANGUAGES AND CULTURES.

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 Language Friendly School



A glance
at
Our
Impact
in
2022

RUTU FOUNDATION 2022

The Indigenous-led Education Network

Renewed the
Rutu Foundation
Website!

First ILED language
publication of
Spotlight: 'Pass it on!
Stories of Indigenous-
Led Education from
the Grassroots'



ILED Network present at
the Launch of the UN
Decade (2022-2032) on
indigenous languages



6 NEW ILED SMALL
GRANTS PROJECTS



The ILED Network entered
into a new partnership with
GAGGA (Global Alliance for
Green and Gender Action)

Foreword

As we reflect on our progress and achievements in 2022, we are reminded of the global context that shapes our work – the United Nations Decade on Indigenous Languages, which began in 2022. This decade marks a crucial period in the recognition and revitalization of indigenous languages, an effort at the heart of our mission.

We are proud therefore to present the first publication of the Indigenous-Led Education Global Network (ILED), for which the Rutu Foundation serves as the secretariat. Pass it on! Stories of Indigenous-led Education from the Grassroots is our Spotlight Publication on Indigenous Languages. It brings together knowledge, practices, and voices from indigenous communities worldwide to safeguard and celebrate their languages. By centering indigenous perspectives in language education, we are not only preserving linguistic heritage but also empowering communities and enriching global cultural diversity.

Another cornerstone of our work has been the Language Friendly School programme. By advocating for and helping schools to implement language-friendly policies, we are ensuring that schools become spaces where every child, regardless of their linguistic background, is valued and supported. This programme is more than an educational initiative; it's becoming a movement towards inclusivity and respect for linguistic diversity in learning spaces, transforming schools and boosting the self-esteem of children belonging to marginalized groups in society.

We were honoured and delighted to showcase the Language Friendly School at the United Nations Science Summit in September 2022.

Our commitment to inclusive education is further exemplified by our participation in two European-funded projects: ALCOR and LERI. Both projects focus on building the capacity of teachers to create more inclusive classrooms. Through training, resources, and collaborative networks, we are equipping educators with the tools and understanding necessary to embrace and celebrate the linguistic and cultural diversity of their students. These projects not only enhance educational outcomes but also foster a sense of belonging and respect among both teachers and students from diverse backgrounds.

As we present this report, I would like to acknowledge and express my deepest gratitude to our funders and supporters. Your belief in our vision and your support have inspired us to set higher benchmarks in our mission to promote cultural and linguistic diversity in education.

Looking ahead, we draw strength from the achievements of this year and are motivated by the potential of what lies ahead.

I hope you enjoy reading the report and feel free to let us know your thoughts!

Ellen-Rose Kambel,

Executive director

Programmes & Activities 2022

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



LANGUAGE FRIENDLY
SCHOOL

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

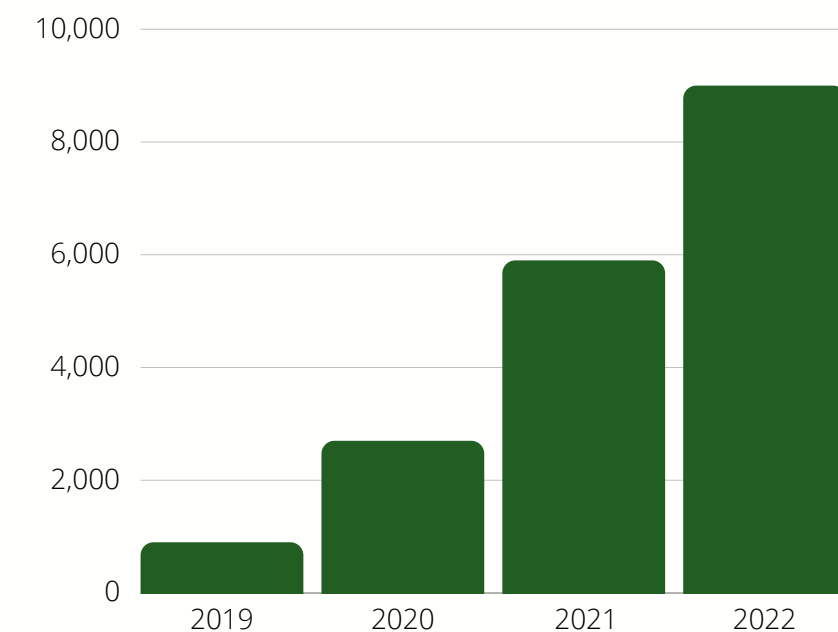
In 2022, 5 new schools were certified, making a total number of 25 Language Friendly Schools. The Language Friendly School network expanded geographically to 6 countries across the globe, including Canada, China, Spain, Saba, the Netherlands and the UK (isle of Jersey).

The network consists of both public and private schools, offering primary to secondary education. In total, at the end of 2022, almost 9,000 students were part of language friendly learning environments.

We also offer schools the opportunity to participate in European exchange projects: in 2022, 5 Language Friendly Schools collaborated in the ALCOR and LERI-projects to produce lesson plans and e-learning materials for their colleagues (see further in this report).

Read more: www.languagefriendlyschool.org

Number of Students Language Friendly Schools
2019-2022





Locations:

Canada: Mississauga, Hamilton

China: Suzhou

Saba: St. John

Spain: Benidorm

The Netherlands: Amstelveen, Amsterdam,
Breda, Dronten, Eindhoven, Gilze, Hilversum,
Hoofddorp, Monster

UK: Jersey

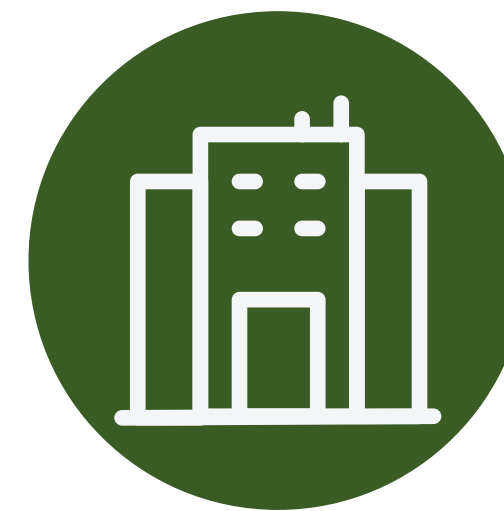
Total: 25 schools



19 Schools offering primary
education



6 Schools offering
secondary education



12 public schools



5 (partly) private
international schools



Why schools join

Most schools have multiple reasons for joining the network. Many note the importance of language to better understanding their students' identities and are looking to create **safer, more inclusive** learning environments.

Others acknowledge that, as their schools become more diverse, there is a need to change basic attitudes toward multilingualism in order to support better **learning outcomes**.

Generally, schools want to be part of a **network of other schools** working toward the same commitment to linguistic and cultural inclusion.

"It's a great opportunity for students, but also a matter of pride and identity. [...] It's a matter of being proud of your language."

Principal DENISE, Amsterdam, the Netherlands
(Language Friendly School since 2019)



Building Teacher Competences in Multilingual Education

The European project ALCOR (2021-2023) is aimed at improving teacher competence in multilingual education with a special focus on parental involvement and digital multilingual learning. The project 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'

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.

Activities

Teacher workshops:

- As part of a series of teacher workshops, the Rutu Foundation, in collaboration with RISBO, organized a partner meeting and teacher workshop in the Netherlands in May, where teachers from Italy, Estonia, the Netherlands and Croatia enhanced their proficiency and knowledge in language-friendly teaching and implementing a whole-school approach. In November, a teacher workshop on Parental Involvement and a partner meeting were held in Turin, Italy. The final teacher workshop will take place in Estonia in March 2023.

National Reports were published, outlining multilingual education policies in the four participating countries.



E-learning for teachers

We completed filming for a MOOC (Massive Open Online Course) which will be a self-guided online course freely available for teachers and the general public on how to become a language friendly teacher. The course will be available on Coursera in June 2023.

LERI

Peer Learning in Language Friendly School Networks



The Rutu Foundation partnered with the University College of Teacher Education of Vienna (PH Wien), in the LERI project, co-funded by the ERASMUS+ program of the EU (2021-2023)

LERI stands for "Learning, Teaching, Experiencing, and Reflecting on Inclusion." In Sranan, the lingua franca of Suriname, "leri" means both teaching and learning. The initiative brings together the global Language Friendly School Network and the national voXmi network of schools in Austria to promote cultural and language inclusion through peer learning.

Teacher Workshops

A series of Teacher Workshops were held throughout the year, starting with an online session in January where sixteen teachers from 8 schools in Austria, the Netherlands, Saba (Caribbean) and Canada developed the principles of a language-friendly lesson.

The second Teacher Workshop took place in Amsterdam in April and included two school visits, and the Black Heritage Amsterdam Boat Tour. Teachers were encouraged to revise their language-friendly lessons based on these new insights.

In October, the final Teacher Workshop was held in Vienna, where two school visits and feedback sessions were conducted to support the teachers in finalizing their language-friendly lessons.

Impact

The impact of these workshops was significant, with teachers reporting that they are now creating more opportunities for students to express themselves in all their languages across all subjects and becoming more aware of the importance of parental involvement.

LERI Lesson plans

The final result: a series of Language Friendly lesson plans will be presented in April-May 2023.

THE ILED NETWORK

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



The ILED Network

The Global Network on Indigenous-led Education (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.

Objective:

Harnessing 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 2022

In 2022, the ILED Secretariat and partners continued to grow our network and began to implement initiatives that support our mission and vision of Indigenous-led education.

We made significant progress across our three strategic objectives, including the growth of our team and network, commencement of our Small Grants project and some high-profile knowledge-sharing and exchange activities.

Networking & Exchange

- Our three Regional Facilitators in Asia, Africa and Latin America, appointed in 2021, commenced their activities in 2022. They have played a key role in the expansion of the network.
- Our new **Gender Project** was launched via a webinar with members of the ILED Network to explore the role of gender in Indigenous-led education. Since November 2022, two successful online and one in-person knowledge exchange were held between young women from Indigenous communities, interest groups and federations in Africa and Asia.

Catalyse traction and financial support

- During 2022, five of the six ILED small grants projects that we received funding for in 2021 commenced activities. You can read more about the progress of two of these projects overleaf.
- We have received proposals and secured funding for the continuation of the next phase of these projects for 2023.
- We have also received funding for two new projects in **Peru** and **Uganda** to commence in 2023.

Raising Awareness & Increasing Visibility

- In the first half of 2022, we published the first ILED Network publication focused on the importance of Indigenous languages in light of the 2022-2032 UN Decade of Indigenous Languages, and spotlighting different ILED initiatives in Kenya, Uganda, Costa Rica, Suriname, Thailand and India. We attended the official opening of the International Decade by UNESCO in Paris in December 2022.
- In November 2022, a presentation by ILED member FPP for the Global Indigenous and Local Knowledge Network was converted into a paper for publication (forthcoming)

ILED Initiative - India

Revitalizing traditional knowledge transmission through a tribal heritage centre

In India, our ILED partner Keystone is supporting the Thoduve Community Foundation to establish a **community museum and knowledge hub** in the Nilambur region. Indigenous communities from across the region share traditions and cultures. They are the custodians of rich knowledge about the forests and landscapes of Nilambur, which forms part of the Nilgiri Biosphere Reserve, an ecological diversity hotspot. However, they are at risk of losing cultural practices and expressions.

The project aims to revitalize traditional modes of knowledge transmission and to share sustainable ways of living with other communities in the region. It recognizes the importance of community museums built by indigenous communities who are considered Cultural First Responders.

In 2022, the Community Museum and Resource Centre:

- collected and curated artefacts, stories and interviews



- conducted eight workshops with community-based researchers to build local capacity held exposure visits with other community-based initiatives in the Nilgiris
- held community consultations with elders, communities and community researchers
- conducted local outreach to schools, colleges and community groups to increase public engagement.

In 2023, ILED has confirmed funding to support the expansion of the centre and the establishment of learning groups that facilitate learning at the village or cluster level.

ILED Initiative - Thailand

Empowering indigenous youth on the transferring of mother tongue and intangible cultural heritage of the Mawakhi community, Thailand

In Thailand, our partner IMPECT is supporting the Mawakhi Learning Centre to provide knowledge and training to young people in the Nong Mon Tha community of Northern Thailand. The project seeks to develop youth leaders' skills and knowledge to apply their learnings to their own communities.

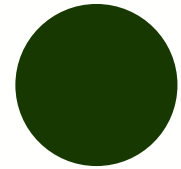
In 2022, youth leaders participated in training on how to use media to create positive stories about their community values that can help both younger and older generations learn. Activities such as creating community products like food, natural dye fabrics and weaving gave an opportunity to transfer knowledge to children and youth, who can acquire new skills.

The Mawakhi Learning Centre also held activities aimed at knowledge transmission including a nature walk to learn about the community forest, harvesting sticky rice in the rice fields for "Khao Mao", and crop rotation.

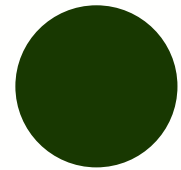
In 2023, the project will seek more opportunities for mentorship and collaboration with other initiatives for the youth leaders.



Outreach 2022



Events



Publications

Events

The Language Friendly School, newcomers and multilingual education

In 2022, the Rutu Foundation was invited to discuss the role of multilingualism in education by a host of institutions, including the European Commission, the Network for Newcomers of the Council for Secondary Education (VO Raad Netwerk voor nieuwkomers), the Union for the Dutch Language (Taalunie), LOWAN (Support Organization for Newcomers in Education), Erasmus+, Nuffic, Proominent School Board and the Commissie Onderwijsgeschillen (Foundation for Educational Disputes).

Keynotes and guest lectures were delivered at the University of Hyderabad (India), Erasmus University (Netherlands) and the University of Toronto in Canada. We were also present online at a regional event in Kyrgyzstan organized by the Organization for Security and Co-operation in Europe (OSCE), UNICEF & the National Commissioner on Minorities Kyrgyz Republic.



Language Friendly School featured in Canada

In Ontario, Canada, teachers Marci Dunhill, Karen James and Kim Finger from the Silver Creek School in Mississauga, shared their learning and how they have been working towards becoming a Language Friendly School so the multilingual voices of all students are valuable contribution to the learning environment. The webinar was organized by ERGO - the ESL Research Group of Ontario.



United Nations Science Summit

A significant highlight of the year was our symposium on the Language Friendly School at this esteemed online event. Emmanuelle Le Pichon and Ellen-Rose Kambel, along with Roberto Di Prospero (principal of the Silver Creek School in Canada) and Valentina Spyropoulou (teacher at the Optimist International School in the Netherlands), both active members of the Language Friendly School, attended the event hosted by OISE, University of Toronto. During the session, insight was gathered into how education research, education systems leaders, and empowered youth are informing educators' capability and capacity in language learning while also enabling inclusive teaching and learning environments through their language learning insights and experience. Find out more: [Language and Quality Education](#)

Publications

The Language Friendly School was featured in various publications. Several teachers were invited to write about their experience being part of a Language Friendly School:

- [Why we are a Language Friendly School](#) by **Jacob Huckle**, teacher at Dulwich College Suzhou, China.
- In [FONS](#), journal on didactics for teachers, **Carmen Aarssen** explains the approach of the Prinsenbos, a school for newcomers at an asylum center.
- [Multilingualism at Optimist International](#), by **Valentina Spyroloupou**, educator & multilingual learning specialist, Optimist International School
- Also from Optimist International School: **Margit Tera** published "[Multilingual child needs language-friendly school](#)" in VIIMANE KÜLG, an Estonian newspaper for teachers.

Book chapters:

- Researchers Ellen-Petra Kester, Eric Mijts and Nicholas Faraclos contributed to the book *Talenbewust lesgeven* (eds. Joana Duarte, Miriam Günther- van der Meij and others), with a chapter on the Language Friendly School in the Caribbean.



Publications

In September 2022, the *Indigenous-led Education Network (ILED Network)* launched our first publication: ***Pass it on! Stories of Indigenous-led Education from the Grassroots.***

In this report, Indigenous communities in tropical rainforest regions share the various ways they have developed to educate their children and youth themselves. Their stories reveal the many issues and challenges around mainstream education and language loss faced by Indigenous peoples worldwide.

We also highlight the importance of Indigenous-led education in light of the **UN International Decade of Indigenous Languages 2022-2032.**

A press release was also issued. Read it [here](#).

Pass it on!

Stories of Indigenous-led Education from the Grassroots

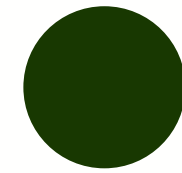


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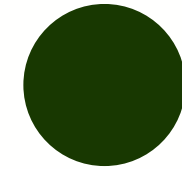
Organization

The Rutu Foundation was established as a not for profit organization ('stichting') in 2011 and is registered with the Dutch Chamber of Commerce.

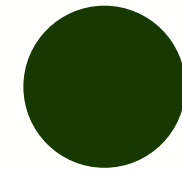
Rutu is recognized as a Dutch charity with ANBI status.



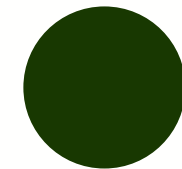
Governance



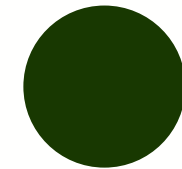
Team



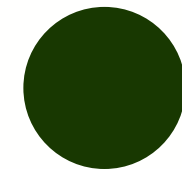
International Advisory Board



Partners & Donors



Financial summary



Contact

Governance

Rutu is governed by a Supervisory Board (Raad van Toezicht) of three to five members who appoint the board and the executive director.

In January 2022, Paul Wolvekamp stepped down as chair of the Supervisory Board. He was replaced by Mercedes de Miranda.

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.



Mercedes de Miranda
Chair Supervisory Board



Carrie van der Kroon
Member Supervisory Board



Maayke Botman
Member Supervisory Board

Team



Ellen-Rose Kambel

Executive Director



Hilda Heyde

Programme Officer
Language Friendly School



Saskia Bosch

Financial manager

Student interns and volunteers:

- Ute Limacher-Riebold
- Lieselotte Oudega (Universiteit Utrecht)
- Kate Prigaro, (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.

Paul Wolvekamp, the Netherlands

Paul Wolvekamp has served as chair of the Supervisory Board of the Rutu Foundation for 8 years. He has over 25 years of international work experience in the field of natural resource management and social equity. Since 1989 he has been associated with Both ENDS- from 2003 till 2017 as Deputy Director. Paul holds a BA in Laws, a MSc Political Science and a Diploma Environmental Science from Leiden University.

Partners

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

We proudly welcome the following Language Friendly Schools in 2022:



Certified Language Friendly Schools (31/12/2022):

Canada:

- Silver Creek School, Toronto
- Glendale Secondary School, Hamilton

China:

- Dulwich College, Suzhou

Netherlands:

- Amstelland International School, Amsterdam
- DENISE, Amsterdam
- Huibersschool, Amsterdam
- Kindercampus Zuidas, Amsterdam
- St. Janschool, Amsterdam
- Winford Bilingual School, Amsterdam
- Openbare Basisschool de Burght, Amsterdam
- International School Breda, Breda
- Salto International School RISE, Eindhoven
- Saltoschool De Ontmoeting, Eindhoven
- Saltoschool Floralaan, Eindhoven
- Saltoschool Hobbitstee, Eindhoven
- Saltoschool Reigerlaan, Eindhoven
- Openbare Basisschool Prinsenbos, Gilze
- Optimist International School, Hoofddorp
- Openbare Basisschool De Dubbeldekker, Hilversum
- Schakelklas Westland, Monster
- Stedelijk College loc. Henegouwenlaan, Eindhoven

Saba (Dutch Caribbean):

- Saba Comprehensive School

Spain:

- Puig Campana, Benidorm

UK:

- Plat Douet



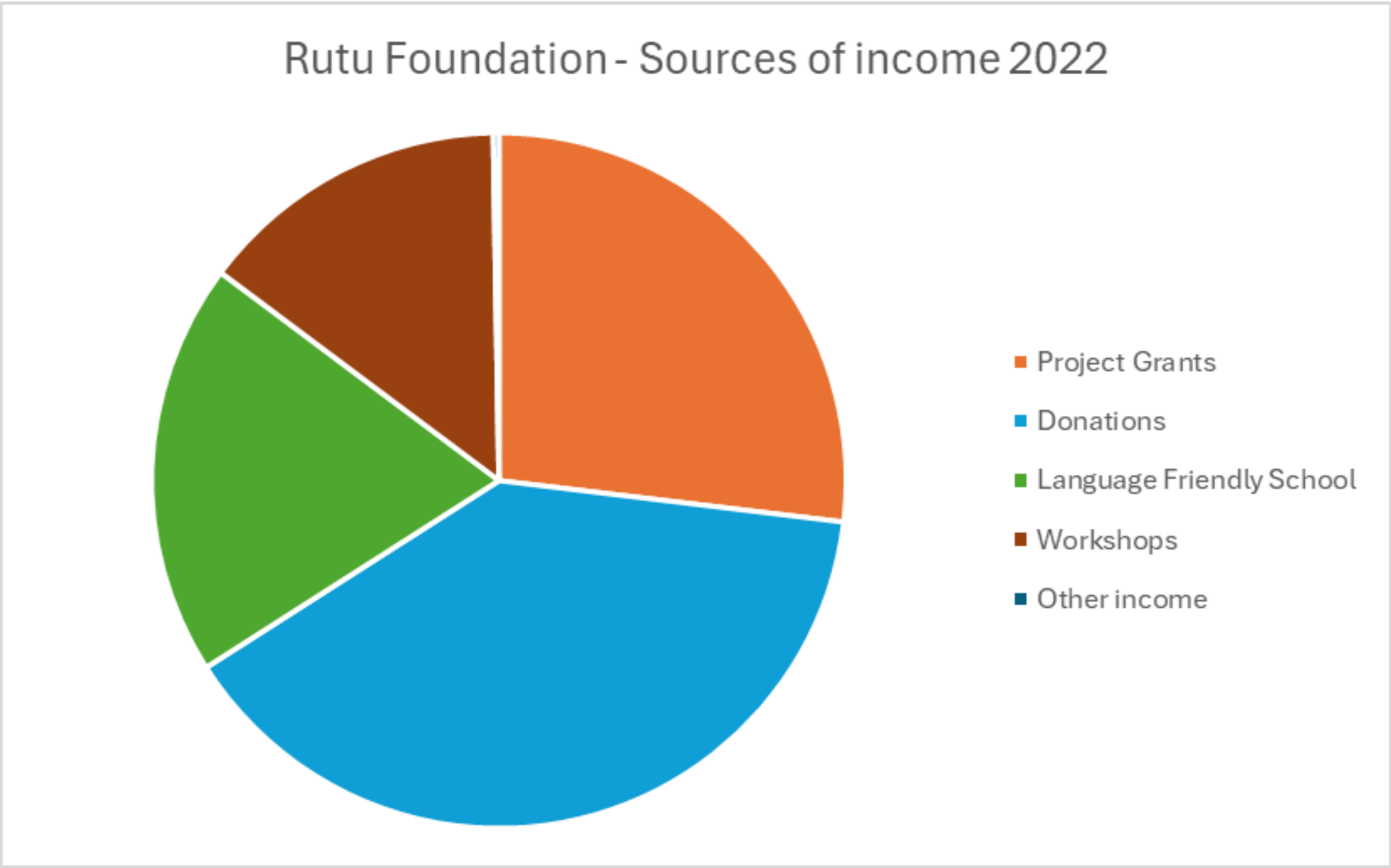
Financial Summary

The Rutu Foundation is very grateful for the project grants and donations we received this year.

The grants and donations received help 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 started to increase the number of workshops and trainings delivered by the team, consultants and experts.

Our full annual financial statement for 2022 is available on our [website](#).



Contact

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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.

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