

PRINCE CLAUS CHAIR ANNUAL REPORT 2013



THE INTERNATIONAL INSTITUTE OF SOCIAL
STUDIES OF ERASMUS UNIVERSITY
ROTTERDAM AND UTRECHT UNIVERSITY WILL
ALTERNATELY APPOINT AN OUTSTANDING
YOUNG ACADEMIC FROM AFRICA, ASIA, LATIN
AMERICA, THE CARIBBEAN OR THE PACIFIC
TO THE PRINCE CLAUS CHAIR, FOR THE
ADVANCEMENT OF RESEARCH AND TEACHING
IN THE FIELD OF DEVELOPMENT AND EQUITY.

2013

FOREWORD

For over 10 years, passionate young scientists have dedicated their time and research efforts towards furthering the goals laid down by my late father-in-law, Prince Claus, working to realise his vision for equitable development. During this time, it has become clear that there is a great deal of work to be done. It is, however, reassuring to see that the commitment of the holders of the Prince Claus Chair, past and present, is helping keep his vision alive.

Celebrations to mark the 10th anniversary in 2012 enabled these talented scientists to get to know each other better and to discuss potential areas of cooperation. This has led indeed to some new collaboration among them. One example of these positive developments is the joint research being carried out by the current chair holder, Professor Aylin Küntay and her predecessor, Professor Stella Quimbo, and Dr Natascha Wagner, of ISS/EUR. Together, they are looking at environmental determinants of cognitive development in children living in the Philippines.

The anniversary also served to strengthen ties even further between the chair holders, the Institute of Social Studies and Utrecht University, leading to joint events such as the Partos/ISS seminar, held at ISS in July 2013, around the work of Professor Stella Quimbo on access to health insurance.

To mark this special anniversary, we are publishing a book entitled 'Development and Equity: An interdisciplinary exploration of equity and equality', to be launched in 2014. In the book, the ten chair holders of the first decade present their vision on the underlying theme of the Prince Claus Chair. The volume concludes with essays from the three young winners of the competition for best Master's thesis in development, equity and citizenship (the *Cheetah Challenge* competition), organised by the Netherlands Committee for Sustainable Development (NCDO), at the request of the Prince Claus Chair Curatorium.

This year has seen our chair holders continuing to work hard to strengthen international ties and share knowledge. Professor Aylin Küntay was in residence at Utrecht University from May to July of 2013. In her inaugural address in May 2013, Professor Küntay, a professor at the Department of Psychology, Koç University in Istanbul, Turkey, presented her research on language and the socio-cognitive development of young children.

Professor Küntay's work will shed new light on ways to maximise opportunities for Dutch-Turkish children growing up in the Netherlands. She has also enhanced the research being carried out in the focal areas of Neuroscience & Cognition, Coordinating Societal Change and the Educational & Learning Sciences research programme at Utrecht University. We wish her well with her important work.

Professor Küntay is succeeded by Nigerian trade and human rights researcher, Jumoke Oduwole, whose research interests include International Trade and Development in China and Africa. During her 2-year tenure, Dr Oduwole will collaborate with researchers at the Institute of Social Studies of the Erasmus University Rotterdam and The Hague Institute of Global Justice on research into the Right to Development in the African context and in relation to trade arrangements and human rights. Dr Jumoke Oduwole is a talented researcher and lecturer at the Faculty of Law of the University of Lagos in Nigeria. We wish her every success during her tenure and look forward to her inaugural lecture in the spring of 2014.

The willingness to share knowledge and expertise, and to actively learn from each other's work, is at the heart of the Prince Claus Chair. I congratulate all our chair holders on their personal and joint endeavours. I am confident that together we can make a meaningful contribution towards enabling citizens everywhere to bring about relevant change in the pursuit of greater equality.

Her Majesty Queen Máxima of the Netherlands

Chair of the Curatorium

1 MAY 2014

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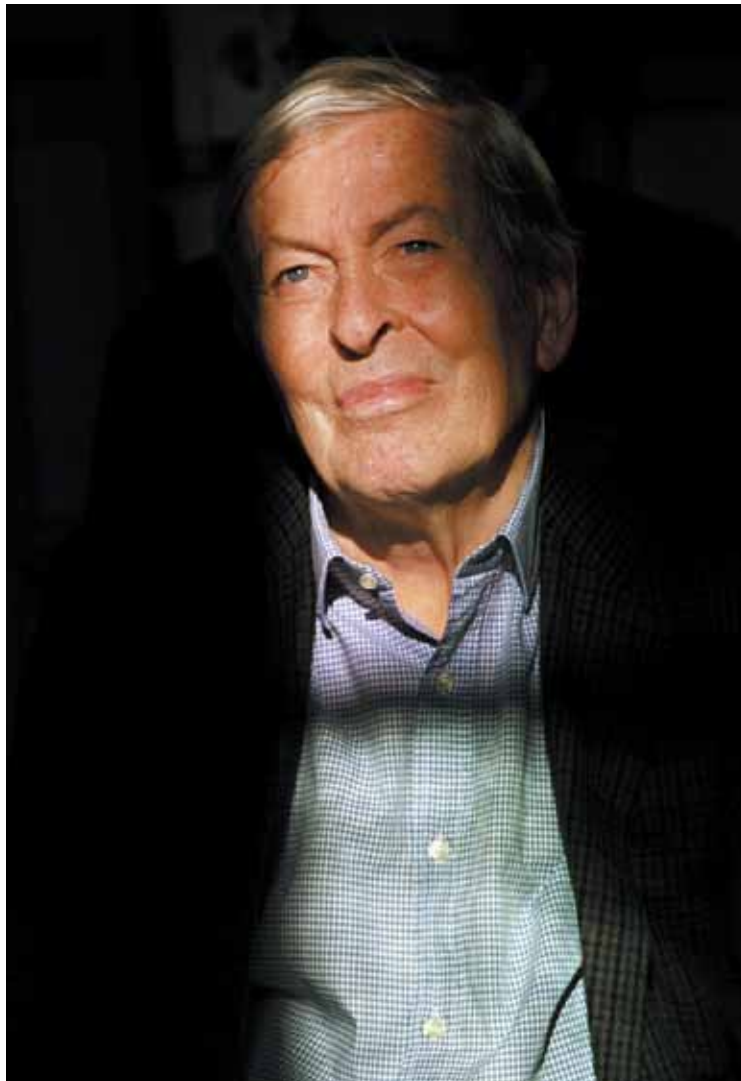
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OBJECTIVES OF THE PRINCE CLAUS CHAIR

To continue the work of HRH Prince Claus of the Netherlands (1926-2002) in development and equity, by establishing a rotating Academic Chair.

Since the Chair was established in December 2002, Utrecht University and the International Institute of Social Studies of Erasmus University Rotterdam have alternately appointed an outstanding young academic from Africa, Asia, Latin America, the Caribbean or the Pacific to the Prince Claus Chair. The objective is to advance research and teaching in the field of development and equity. Candidates for the Chair are nominated by a Curatorium, under the chairmanship of HM Queen Máxima of the Netherlands.



PRINCE CLAUS, THE INSPIRATION FOR THE CHAIR

HRH Prince Claus of the Netherlands was strongly committed to development and equity in North-South relations. Through his work, his travels and his personal contacts, he gained a deep understanding of the opportunities for, and the obstacles facing equitable development. He was tireless in his work for development and equity throughout the world, bringing people together to solve problems and make the most of opportunities. His knowledge, his accessibility and his personality all made an important contribution to his work. As a result, he was – and remains – a source of inspiration to many.

In 1988, Prince Claus received an Honorary Fellowship from the International Institute of Social Studies (ISS) ‘in recognition of his continued insistence on the importance of reducing the differences between the rich and the poor in national and international fora, while emphasising the human dimension of this process and not only that of international policy and strategy.’ At the official ceremony for the award of the Fellowship, Prince Claus gave an acceptance speech stating his views on development and equity in the form of 23 propositions.

The establishment of the Prince Claus Chair attests to the deep respect and appreciation of the academic community of Utrecht University and the ISS for Prince Claus as a person, for his work, and for his commitment to and authority in the field of development and equity throughout the world.

Prince Claus was born Claus von Amsberg in 1926, in Dötzingen (Hitzacker), Niedersachsen. He studied at the University of Hamburg in the Faculty of Law and Political Science (1948 - 1956), after which he worked at the German embassy to the Dominican Republic and as Chargé d’Affaires to the Republic of the Ivory Coast. From 1963 to 1965, he worked at the Ministry of Foreign Affairs in Bonn, in the Department of African Economic Relations.

After his marriage to HRH Princess Beatrix of the Netherlands in 1966, Prince Claus focused his efforts on development cooperation. He was appointed as a member of the National Advisory Council for Development Cooperation (Nationale Adviesraad voor Ontwikkelingssamenwerking, NAR). In addition, he was Chair of the National Committee for Development Strategy (Nationale Commissie voor de Ontwikkelingsstrategie), a position he held from 1970 to 1980, and Special Advisor to the Minister of Development Cooperation. In 1984, he was appointed Inspector General of Development Cooperation. To commemorate the Prince’s 70th birthday, the Dutch government established the Prince Claus Fund for Culture and Development (Prins Claus Fonds voor Cultuur en Ontwikkeling), of which Prince Claus was Honorary Chair. The objective of the Fund is to increase cultural awareness and promote development.

"BY CONDUCTING RESEARCH INTO THE LANGUAGE AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN, PROFESSOR KÜNTAY IS MAKING AN EDUCATIONAL CONTRIBUTION TO EQUALITY"



WILLEM KOOPS

Willem Koops, Distinguished Professor in Developmental Psychology at Utrecht University and Chair of the Prince Claus Chair Search Committee 2012:

"Some people were surprised by our choice of Aylin Küntay as chair holder. The research carried out by previous chair holders often had a direct link to foreign development cooperation or cultural anthropology. But I believe it is also possible to look at the issue of global poverty from a different perspective.

By conducting research into the language and social development of young children, Professor Küntay is making an educational contribution to equality. Her research is improving the language level of children with less well off parents, enabling these children to achieve a better social status. She is also studying bilingual situations, for example that of Turkish Dutch children in the Netherlands. A much lower proportion of these children enters into higher education than is the case with native Dutch children. Through her research, Aylin Küntay is able to change this.

We specifically chose Aylin because she's young, ambitious and has both an international and a cross-cultural perspective. Moreover, the interdisciplinary appeal of her work makes it of interest to behavioural psychologists and educationalists, as well as to linguists and social scientists. This cross-pollination of expertise between the disciplines is particularly beneficial for the scientific community."



PROFESSOR AYLIN KÜNTAY, CHAIR HOLDER 2012 - 2014

Professor Aylin Küntay (1967) is professor at the Department of Psychology, Koç University in Istanbul, Turkey. She was appointed by Utrecht University as holder of the Prince Claus Chair 2012-2014 on the recommendation of the Curatorium of the Prince Claus Chair in Development and Equity. Professor Küntay's research focuses on the Language and Communication Development of Infants and Preschool Children. She delivered her inaugural address on 22 May 2013 in the University Hall of Utrecht University, in the presence of Her Majesty Queen Máxima, members of the Curatorium of the Prince Claus Chair and many distinguished guests.



LEARNING TO TALK ABOUT CHAIRS (AND OTHER THINGS): EMERGENCE AND DEVELOPMENT OF LANGUAGE-AND-COMMUNICATION IN CHILDREN

ABSTRACT OF THE INAUGURAL LECTURE

Language and communication abilities of children have an impact on the further development of knowledge acquisition and social interactions. Development of language and communication is a protracted and malleable process, which displays large individual differences from the beginning. Although language is commonly hailed as a universal human-specific capacity, the knowledge and use of language is not uniformly distributed across individuals. This uneven distribution could be a source of social inequality.

Anecdotal evidence shows the degree of effort it takes for children to develop adult-like representations of words. We know that children, even those as old as 8 or 10 years, often still fail to comprehend the full meanings of words, such as their metaphoric extensions.

A simple demonstrative pronoun system such as 'this' or 'that' in English, can be acquired by the age of 2. Learners of Turkish need longer to develop a mature paradigm, pertaining to language in which addressee attention is taken into account in the choice of specific pronouns.

A training study with 3 and 4 year old Turkish learners, demonstrated that children were able to learn to use referentially clear expressions to ask for objects when modelled with relative clauses.



Photos pp. 12, 13, 14: Courtesy of researchers Brigitta Keij & René Kager (Utrecht Institute of Linguistics OTS)
Video: ValueMedia

Large-scale research among disadvantaged children (with low income and high maternal distress) showed the benefit of social support in the number of words comprehended at the age of 3. The results of this research have provided the basis for a framework for future studies.

Uncovering early individual differences in the rate and nature of language and communication development, and the sources leading to these differences, is of paramount importance in understanding equity in human development. Children who show relative delays in early language processing and word learning show lower degrees of academic success: an indicator of wellbeing.





We know (somewhat crudely) that contexts of deprived socioeconomic conditions and immigration are associated with delays in children's language development. Further research is, however, needed to discover the neurocognitive and environmental mechanisms underlying these associations, in addition to protective factors (such as positive effects of bilingual proficiency on cognitive development). It is important that these contexts are comparative in nature, across languages, across communities of immigration, across cultures, across different gradients of socioeconomic conditions. Comparative research will help us understand the environmental determinants of optimal language and communicative development. In turn, this will lead to streamlined remedies to early conditions that can result in inequity in language and communication development.

Given that early language predicts later language, reading and academic achievement, uncovering the mediating socio-communicative skills and neurocognitive mechanisms between socioeconomic status and language during early years has paramount priority. The widening income inequality and increasing academic achievement gaps between high and low income children in many parts of the world underscore this priority. A clearer understanding of the relationship between environmental contexts and child-level neurocognitive and communicative tools will help efforts aimed at preventing and remediating the effects of disadvantaged status during the formative years of language development.



Professor Aylin Küntay contributes to research into the initial phases of a child's language acquisition. During her tenure as holder of the Prince Claus Chair, she is working closely with researchers at the Utrecht Institute of Linguistics OTS (Uil OTS), the home of linguistic research at Utrecht University. In this video, Brigitta Keij, PhD student at Uil OTS, demonstrates how researchers test the development of language and communication in babies. Scan the QR code to see researchers at work, or visit <http://video.uu.nl/videos/kanalen/faculteit-geesteswetenschappen/onderzoek-het-babylab-van-de-universiteit-utrecht-0>



PERSONAL PROFILE

Professor Küntay's research is in the field of language and socio-cognitive development of young children. Her expertise is closely related to the research conducted in the focal areas of Neuroscience & Cognition, Coordinating Societal Change and the research impulse programme Educational & Learning Sciences at Utrecht University. She has also published extensively on a range of issues related to language acquisition.

CURRENT POSITIONS

December 2010 - to date Professor at Koç University, Istanbul, Turkey

July 2007 - to date Member of the Executive Board of the International Association for the Study of Child Language

January 2014 - to date Associate Editor for Journal of Child Language

EDUCATIONAL BACKGROUND

May 1999 University of California at Berkeley, USA: MIS in Information Management & Systems
Thesis: End-User Search Behavior on MelWeb: A Longitudinal Study

May 1997 University of California at Berkeley, USA: Ph.D. in Psychology
Dissertation: Extended Discourse Skills of Turkish Preschoolers Across Shifting Contexts

May 1995 University of California at Berkeley, USA: M.A. in Psychology

May 1989 Boğaziçi University, Istanbul, Turkey: B.A. (Hons) in Psychology

PREVIOUS POSITIONS

April 2005 - December 2010 Associate Professor at Koç University, Istanbul, Turkey

September 1999 - April 2005 Assistant Professor at Koç University, Turkey

May 1995 - December 1998 Postdoctoral researcher and Research Assistant in Turkish Electronic Living Lexicon (TELL) project, Department of Linguistics, UC Berkeley, USA

ACTIVITIES AS HOLDER OF THE CHAIR SPEECHES, LECTURES, PANELS, WORKSHOPS AND PUBLICATIONS

In 2013, Professor Küntay lectured and spoke extensively at various universities and events. She has also continued to submit papers to specialist journals and publish widely. Below is a selection of her activities.

29 October 2013 'Development of referential communication: impact of caregiver feedback and interaction' a lecture given as part of the LOT (Netherlands Graduate School of Linguistics) 'Discourse op Dinsdag' series, Utrecht University, the Netherlands

5 October 2013 'Workshop on Mother Tongue and Multilingualism-based Education', Diyarbakır Political and Social Research Institute (DİSA), Ankara, Turkey

22 May 2013 Inaugural lecture, 'Learning to talk about chairs (and other things): Emergence and development of language-and-communication in children', Utrecht University, the Netherlands

21 March 2013 'Development of integration of linguistic knowledge and effective reference in children', introducing the audience to how research into early language could serve to foster the Prince Claus Chair notions of development and equity, Boğazici University, Istanbul, Turkey

2 October 2012 'Word learning opportunities in extended conversational interactions' as part of a symposium titled 'Challenges for the field of language development' at Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands



KNOWLEDGE-BUILDING AND SHARING

28 October 2013 ‘Roundtable discussion about research about bilingualism in Turkey and the Netherlands’, Educational and Learning Sciences, Utrecht University, the Netherlands

9 October 2013 Interview conducted by journalist Will Tinnemans for the magazine ‘De kracht van meertaligheid’ (The power of multilingualism), the education section of the FORUM, Institute for Multicultural Affairs, Utrecht, the Netherlands

NETWORKING AND PARTNERSHIPS

In addition to various networking and knowledge sharing activities, Professor Küntay has continued to foster research cooperation between Dutch institutions and Turkish universities, including her own Koç University, and there are concrete plans to co-host symposia on bilingualism and its effects on early language development and education, in Utrecht and in Istanbul.

New research in collaboration with Utrecht University, Tilburg University and the Max Planck Institute for Psycholinguistics in the Netherlands has covered the following areas:

- Effects of early language-stimulating experiences and infant characteristics on vocabulary development in monolingual and multilingual children
- The cognitive outcomes of bilingual exposure and bilingual proficiency
- Development of narrative assessment instruments and techniques for multilingual children
- Effect of book-based interactions on early language
- Effect of speech accompanying gestures on vocabulary learning and referential communication

July 2013 Professor Küntay established a new research collaboration with Professor Stella Quimbo (holder of the Prince Claus Chair 2011-2013) and Natascha Wagner, a postdoctoral researcher at ISS/EUR, on the topic of environmental determinants of cognitive development in the children living in the Philippines

Summer 2013 Informal training of Turkish research interns visiting Utrecht University from Boğaziçi University

28-29 November 2012 10th anniversary celebrations of the establishment of the Prince Claus Chair with previous chair holders, hosted at Noordeinde Palace in The Hague

4 October 2012 Plenary meeting of the Department of Educational and Learning Sciences of the Faculty of Social & Behavioural Sciences, Utrecht University

CONTRIBUTION TO THE ACADEMIC ACTIVITIES AT UTRECHT UNIVERSITY AND ELSEWHERE

For the duration of her tenure as Prince Claus Chair, Professor Küntay is based within the Department of Behavioural Sciences of the Faculty of Social and Behavioural Sciences of Utrecht University. In 2013 she collaborated with colleagues from research programmes in the domains of Educational and Learning Sciences, Language and the Socio-cognitive Development of Young Children. Professor Küntay’s contribution to academic activities in the Netherlands has also included the co-supervision of MA projects and participation in a PhD committee at Tilburg University.

WOTRO

Professor Aylin Küntay has received financial support from WOTRO. WOTRO supports scientific research on development issues, in particular poverty alleviation and sustainable development. Its scope includes all low and middle-income countries. WOTRO is a division within NWO (the Netherlands Organisation for Scientific Research). For its activities, WOTRO receives funding from the Dutch Ministry of Foreign Affairs.

The WOTRO funding has enabled Utrecht University to finance a research assistant, Susanne Brouwer, for Professor Küntay. Susanne supports the professor in preparing and carrying out her various activities, including outreach and drawing up a research proposal.

The support from WOTRO represents an important contribution towards the expansion and broadening of the Prince Claus Chair. The Curatorium is delighted with the continued WOTRO support and the role this plays in helping achieve the aims of the Prince Claus Chair.

"THE MORE COMPETENT PEOPLE ARE IN THE DUTCH LANGUAGE, THE GREATER THEIR CHANCE OF SUCCESS IN DUTCH SOCIETY"



SUSANNE BROUWER

Susanne Brouwer, postdoctoral researcher in the special education department in the Faculty of Social and Behavioural Sciences Department at Utrecht University, and research assistant to Professor Aylin Küntay:

"During my time working as research assistant to Aylin we have established collaboration between Utrecht University and Koç University in Istanbul in Turkey. Together we are setting up research into how the language development of bilingual Turkish-Dutch children in the Netherlands differs from that of monolingual Turkish children raised in Turkey. This is important, as language development in native Dutch children currently receives much more attention than that of Turkish Dutch children in the Netherlands, even though the number of children in the latter group is growing.

The more competent people are in the Dutch language, the greater their chance of success in Dutch society. With our research we hope to be able to predict how well young children will do at school. We are also trying to gain greater insight into how the development of a first language can stimulate that of a second language. Our research is making a contribution to our multilingual society, and that gives me a great sense of satisfaction."



'EVERY SOCIETY NEEDS DIVERSITY'

IN A JOINT INTERVIEW, PROFESSORS AYLIN KÜNTAY AND PAUL LESEMAN EXPRESS THEIR VIEWS ON THE RELATIONSHIP BETWEEN THEIR RESEARCH FIELD, LANGUAGE AND SOCIO-COGNITIVE DEVELOPMENT OF YOUNG CHILDREN, AND THE DEVELOPMENT AND EQUITY OF MINORITY GROUPS. THEIR RESEARCH TOPIC HAS AN IMPACT ON THE CHOICES THAT CONTRIBUTE TO EQUITY AND EQUALITY FOR MINORITIES.



LANGUAGE ACQUISITION IN EARLY YEARS OF INFANCY

Aylin Küntay's arrival adds new depth to the research into children's language and socio-cognitive development at Utrecht University. Her research into language and gesturing in Turkey further expands the research area covered in Utrecht. Paul Leseman explains, "We expect that Aylin will make a valuable contribution to language and communication development research at Utrecht University. Her research also sheds new light on the position of Dutch children who grow up in bilingual families. Looking at gesturing will tell us more about how children with a different first language can learn Dutch using gestures." But Professor Küntay's main contribution lies in her experience of research into the initial phases of a child's language acquisition. "In this context, we primarily observe interaction with the child and we make use of new technology, such as eye tracking methods." After the early years of infancy, a child is often immersed in a completely new second language, in day care or at school. Paul Leseman comments, "Children manage to cope with these changes, but how do they do it? This is what Aylin Küntay will be investigating." All these aspects will enrich and deepen Utrecht's research in the field of language and communication development.

PREVENTION OF LANGUAGE DEFICITS

"If someone points to a ball, everyone understands that he or she is referring to that ball," says Professor Küntay, explaining the relationship between language acquisition and spatial cognition. "Even without any word being associated with it. This language of spatial relationships, spatial cognition, is universal. New words can be associated with this universal language." Professor Leseman adds, "Together, we will conduct further research into how children are able to make this connection, as this is an excellent tool for bridging the gap between one language and another."

And that's not all. "This form of language acquisition takes place informally," explains Aylin Küntay, "with various contributions by family and neighbours, and interaction with other children. It occurs before formal education even starts. If you have a language acquisition delay at this age, it is difficult to catch up. Of course, you can learn new words. But if your language development is delayed until you reach the age of 3 or 4, it is difficult to catch up with reading and using language in a sophisticated fashion. It is likely that you will not acquire formal education beyond a relatively low level and that you will ultimately find employment in a less well-regarded position. We can remedy this inequity by devoting attention to language acquisition at an earlier stage, even before a child goes to school. If our understanding of the learning mechanisms that are used for early language development improves, this may lead to appropriate interventions for specific communities."



"IF OUR UNDERSTANDING OF THE LEARNING MECHANISMS THAT ARE USED FOR EARLY LANGUAGE DEVELOPMENT IMPROVES, THIS MAY LEAD TO APPROPRIATE INTERVENTIONS FOR SPECIFIC COMMUNITIES"

RELATIVELY NEW RESEARCH FIELD IN TURKEY

Aylin Küntay: "I have conducted research in families with different backgrounds, incomes and education levels. The appointment to the Prince Claus Chair came at a fortuitous point in my research: it corresponds perfectly with my interest in multilingualism and how this influences the mental processes. I was already conducting research within a cross-linguistic framework involving Turkish, Finnish, Japanese, English and other languages. I was also planning to carry out research

among bilingual children living in Turkey. It is clear that children in minority groups experience comparable disadvantages in Europe. In Turkey, dealing with minorities is a political issue, and this is often an equally sensitive subject elsewhere in the world. The Prince Claus Chair is an excellent opportunity to research the topic further and make connections with the research that has already been carried out internationally. This is a relatively new field of research in Turkey.

"10 YEARS AGO NO-ONE CONDUCTED RESEARCH INTO SOCIO-COGNITIVE DEVELOPMENT IN TURKEY, BUT I'M NOW NOTICING THAT INCREASING NUMBERS OF TURKISH STUDENTS ARE INTERESTED IN THIS FIELD"

New links are emerging, but few PhDs, for example, have been completed on language and socio-cognitive development in Turkey. I expect that this number will grow as a result of new collaborative associations, thanks in part to the Prince Claus Chair. 10 years ago no-one conducted research into socio-cognitive development in Turkey, but I'm now noticing that increasing numbers of Turkish students are interested in this field."

MULTILINGUALISM INDICATES COGNITIVE ADVANTAGE

Aylin Küntay and Paul Leseman are currently also conducting research among Dutch-Turkish and Dutch children. They talk about the preliminary results of their research and Professor Leseman explains, "We ensure that the two groups are as similar as possible, in socio-economic terms and regarding non-verbal intelligence. It's important that the groups match each other as closely as possible, as only then will we be able to compare the differences in linguistic and cognitive development properly. From the outset we expected this research to show that children who are raised multilingually have a purely cognitive advantage. The research bore this out: the Turkish children have a better working memory, both in verbal and visuo-spatial terms. This gives us a clear indication that multilingualism does indeed provide a cognitive advantage."

"In a different programme, we are carrying out longitudinal research among Dutch-Turkish children aged between 3 and 6 years," explains Professor Küntay. "Between these ages, the language exposure often changes from Turkish to Dutch. We investigated the way in which the first language, Turkish, plays a role in the acquisition of a second language, in this case Dutch. It seems that knowledge of the first language assists in the acquisition of a second language. If parents continue to speak Turkish to their child, this has a positive effect on the acquisition of Dutch. So Turkish parents are better advised to continue reading to their children in fluent Turkish, rather than reading to them in less fluent Dutch." Professor Leseman continues, "Research also shows that if parents play games involving counting and arithmetic in Turkish, this has a positive effect on arithmetic and mathematics in Dutch at school. All these results indicate that multilingualism has advantages."

THE SAME RESEARCH IN DIFFERENT CONTEXTS

“Research gives us tools to develop our approach to multilingualism in society,” says Professor Leseman. “Not just in the Netherlands, but elsewhere as well. For that reason, we aim to compare the results of different studies whenever possible. For example, we aim to compare the Dutch study with Dutch-Turkish children with the results of comparable research in Turkey, where the migration situation is not a factor. This will make the results even clearer and more precise. We also want to conduct research among multilingual children in Turkey, such as Kurdish children.” The different research situations research situations (including the national situations) show what the cognitive advantages of multilingualism are and provide insight into how it works. Aylin Küntay explains, “The results could indeed apply to the Kurdish language minority as well. In Turkey, little attention has yet been given at policy level to language development in minority groups. I think that this research will allow us to better understand the situation of minority children in Turkey.”

“IN TURKEY, LITTLE ATTENTION HAS YET BEEN GIVEN AT POLICY LEVEL TO LANGUAGE DEVELOPMENT IN MINORITY GROUPS. I THINK THAT THIS RESEARCH WILL ALLOW US TO BETTER UNDERSTAND THE SITUATION OF MINORITY CHILDREN IN TURKEY”

‘PEELED ONION’ REVEALS LINGUISTIC CAPITAL

“We want to know how we can improve the position of people in minority groups,” says Paul Leseman. “I think that the arrival of Aylin Küntay will give a significant boost to this mission. Research into language and socio-cognitive development can make a contribution to people’s development. Not just in the Netherlands and in Turkey, but worldwide. Public opinion



about multilingual groups in society can be negative, and politicians don’t know how to deal with this situation. As a result, minority groups are put under pressure: they don’t know how best to adapt to the situation, and in some countries there is a great deal of pressure to fit in and give up their own language and culture. This puts the groups affected at a disadvantage: they never really belong, and have little or no opportunity to make use of their strengths. Imagine multilingualism in our society as an onion. If you only look at the outer layer, multilingualism appears to have a negative influence, with multilingual children often performing less well at school, for example. But multilingualism is interconnected with other factors: poverty, living in disadvantaged areas and so on. If you peel away the layers of the onion, you discover that they conceal a valuable reserve of linguistic capital, corresponding to the cognitive advantages of multilingualism. If we are to correct the negative associations of multilingualism, then it’s important that we find a way of making this capital grow.”

RE-EVALUATION OF CULTURAL DIFFERENCES

“Working together with other researchers in the fields of education, sociology and linguistics, we are better placed to discover the positive effects of multilingualism,” argues Professor Küntay. “This research can then be used to form the basis for policy on matters such as education. We offer a scientific foundation for tackling these issues and provide evidence of the cultural capital of multilingualism. This can be seen in a number of ways: for example, it appears that the acquisition of a first language contributes to the acquisition of the second language. So the individual’s own language, knowledge and cultural identity actually have a positive influence on integration. I hope that our research has a positive effect and contributes to creating a different, more positive image for these

“WORKING TOGETHER WITH OTHER RESEARCHERS IN THE FIELDS OF EDUCATION, SOCIOLOGY AND LINGUISTICS, WE ARE BETTER PLACED TO DISCOVER THE POSITIVE EFFECTS OF MULTILINGUALISM”

groups of people. Greater equality will be achieved if we are able to change the way we view cultural differences. Rather than adopting a perspective of negativity or inferiority, the difference can be viewed as extra capital. This influences the way these groups of people are perceived. Using education and other means to support multilingualism can contribute to improved school performance. If performance improves, greater equality will result. Of course, we shouldn’t overestimate the power of research; there are a great many factors influencing an individual’s position. The role of science is to try to identify arguments and facts that we can use to conduct a rational debate. Rational debate on this topic should result in decisions that contribute to emancipation and equality. After all, every society needs diversity to ensure continuous improvement.”

PROFESSOR STELLA QUIMBO, CHAIR HOLDER 2011 - 2013

During my tenure as holder of the Prince Claus Chair, my research focused mainly on health insurance: how to increase access to health insurance, and evaluating the impact of health insurance on financial risk protection and quality of care.

I worked closely with Dr Natascha Wagner, a postdoctoral fellow at the ISS, on a long-term follow-up study of a randomised health insurance experiment that was conducted from 2003 to 2008 in the Philippines. This research was funded by the Rotterdam Global Health Initiative. It involved a survey of physicians in 30 district hospitals on the central islands of the Philippines. We are currently completing our manuscript and will begin disseminating our results shortly.

In related research, Dr Wagner and I are working with the current Prince Claus Chair holder, Professor Aylin Küntay, to investigate the link between IQ and the health status of children who were beneficiaries of the same health insurance experiment. This interdisciplinary collaboration will help deepen our understanding and analysis of IQ data.

During my period at the ISS, I also had the opportunity to continue my research under the Health Equity and Financial Protection in Asia (HEFPA) project, which is being undertaken by a consortium of universities led by the Erasmus University Rotterdam. The HEFPA-Philippines group conducted another randomised health insurance experiment involving premium subsidies. Through support from the Prince Claus Chair, I was able to disseminate the findings of this study at Passau University in June 2013 (in collaboration with Professor Michael Grimm), at a seminar organised by ISS in conjunction with Partos in July 2013, and at the International Health Economics Association conference, held at Sydney in July 2013.



I consider giving one of the keynote speeches at the Access to Health Insurance Conference in June 2012 as a highlight of my tenure. The conference was attended by Her Majesty Queen Máxima, and attracted high-level policy makers and partners from development agencies and the private sector.

My participation in the events marking the 10th anniversary of the PCC, in November 2012, was an equally important part of my time as holder of the Prince Claus Chair. This was a rare opportunity to meet the other chair holders and hear details of their work. I also had an opportunity to expand my own research frontiers in writing a short note (in response to Professor Jabeen) on women's empowerment and gender equality. This note inspired me to continue working in this fascinating area of research. In June 2013, also while in residence at ISS, I completed a working paper on the economic empowerment of Filipino women and how this can help mitigate the risk of domestic violence.

Although my term has now ended, I continue to participate in events in the Netherlands via my continued association with ISS. In October 2013, I gave a presentation on the economic effects and impact of health Insurance at an expert meeting at the Ministry of Foreign Affairs on the results of the HEFPA experiment. I am committed to working with HEFPA and look forward to continuing to participate in this important network of health insurance students and experts.

“I HOPE WE CAN CONTINUE OUR JOINT RESEARCH EFFORTS TO GAIN A BETTER UNDERSTANDING OF HOW THE HEALTH CARE SYSTEMS, AND ULTIMATELY THE OVERALL LEVEL OF HEALTH OF FILIPINO SOCIETY CAN BE PERMANENTLY IMPROVED”



NATASCHA WAGNER

Natascha Wagner, postdoctoral researcher in development economics at the International Institute of Social Studies (ISS), assistant to Professor Stella Quimbo:

“It is through Stella that I have been introduced to Asia. My work had previously been predominantly in Africa, so it is interesting for me to look at what is – and what isn’t – working in Asia, compared to Africa. The broad question we have been addressing is: why are developing countries lagging behind developed countries? We looked at this general problem from the perspective of the health care systems and the way in which the quality of health care delivery is monitored. We are carrying out a long-term analysis of the Filipino Quality Improvement Demonstration Study (QIDS) – a study in which Stella has been involved from its start, in 2003. We are not trying to solve the larger macroeconomic issues; the focus of our research lies at the micro-level of families and children, as well as hospitals and doctors.

Where some researchers might rely on existing data, Stella and I have collected our own data. We went out into the field and trained our own survey teams. We collected information about the hospitals and the doctors in the central regions of the Philippines, to see whether earlier results were still valid. Stella has already contributed to the existing literature, and we are now collating new evidence.

Personally, I hope that the research Stella and I have carried out together for the Prince Claus Chair is just a starting point of our collaboration. I hope we can continue our joint research efforts to gain a better understanding of how the health care systems, and ultimately the overall level of health of people in Filipino society can be permanently improved. To this end, we also plan to carry out further research into the link between health and cognitive development in children.”



DR JUMOKE ODUWOLE, CHAIR HOLDER 2013 - 2015

On the recommendation of the Curatorium of the Prince Claus Chair, the International Institute of Social Studies/Erasmus University Rotterdam has appointed Nigerian trade and human rights researcher Jumoke Oduwole as holder of the Prince Claus Chair 2013-2015. Dr Oduwole's research is in the field of The Right to Development. During her 2-year tenure, she will collaborate with researchers at the Institute of Social Studies/Erasmus University Rotterdam to define this theme in the African context and in relation to trade and human rights.

Dr Jumoke Oduwole has an LL.M. degree from Cambridge University in the UK, as well as a master's degree in International Legal Studies and a doctorate on International trade and development from Stanford Law School in the USA. Dr Oduwole is a researcher and lecturer at the Faculty of Law of the University of Lagos in Nigeria. Her current research interests include International Trade and Development in China and Africa and she is an elected member of the University of Lagos Senate. Dr Jumoke was recently selected as one of 25 fellows in the 2012/2013 "Leadership for Change in Africa" programme (West Africa), an initiative by the Private Investors for Africa (PIA). She is also a member of the BMW Foundation Global Young Leaders' Network and currently sits on the Board of the "Know Your Constitution" initiative pioneered by a United Nations Young Ambassador for Peace, one of her former students. She also assists the Nigeria Economic Summit Group (NESG) research department in an advisory capacity. In addition, Jumoke volunteers her time for the advancement of a number of social causes and has mentored Nigerian youth in various capacities for over 15 years. She is passionate about development issues in Africa.



PREVIOUS HOLDERS OF THE CHAIR



2010 - 2012

Professor Atul Kumar was appointed to the Prince Claus Chair by Utrecht University. Indian-born Professor Kumar has extensive experience in researching climate change, energy policy, energy-system technology and how a sustainable lifestyle can combat climate change.



2009 - 2011

Professor Patricia Almeida Ashley was appointed to the Prince Claus Chair by the International Institute of Social Studies. The Brazilian professor is known for her interdisciplinary approach to Socially Responsible Entrepreneurship (SRE) and her research on the relationship between SRE and important social issues.



2008 - 2010

Professor Irene Agyepong was appointed to the Prince Claus Chair by Utrecht University. As a public health expert, Professor Agyepong is a strong advocate of investing simultaneously in research into public health and the development of health policy. In her research she has been concentrating on how to manage and transform health systems in Sub-Saharan Africa.



2007 - 2008

Professor Alcinda Honwana was appointed to the Prince Claus Chair by the International Institute of Social Studies. Born in Mozambique, Professor Honwana is an authority on child soldiers in Africa and on the predicament of young Africans in the context of ongoing globalisation processes in postcolonial Africa.



2006 - 2007

Professor Nasira Jabeen was appointed to the Prince Claus Chair by Utrecht University. Coming from a Pakistani background, Professor Jabeen focuses her teaching and research on the possibilities and constraints of good governance as a concept in the developing world.



2005 - 2006

Professor Rema Hammami was appointed to the Prince Claus Chair by the International Institute of Social Studies because of her impressive academic contribution, as an intellectual champion, to peace and co-existence in the Palestinian Territories. Her gendered approach provides a valuable point of entry into issues of governance, civil society, citizenship, rights and peace.



2004 - 2005

Professor Gaspar Rivera-Salgado was appointed to the Prince Claus Chair by Utrecht University. The Mexican professor was appointed on the basis of his academic work in the field of indigenous rights, particularly in Latin America and the United States.



2003 - 2004

Professor Amina Mama was appointed to the Prince Claus Chair by the International Institute of Social Studies. The Nigerian professor Mama was appointed for her contribution to the academic field of African culture and its relationship to development.



2002 - 2003

Professor S. Mansoob Murshed was appointed as the first holder of the Prince Claus Chair by Utrecht University. Professor Murshed is an economist from Bangladesh and was appointed for his academic work in the fields of trade and freedom of trade and in the field of peace and conflict management in relation to economic development.

THE CURATORIUM OF THE PRINCE CLAUS CHAIR



The Curatorium is responsible for appointing new Prince Claus Chair holders. In 2013, the Curatorium comprised the following members:

- HM Queen Máxima of the Netherlands *Chair*
- Professor Ton Dietz *Vice Chair*
Director of African Studies Centre Leiden
- Professor Bert van der Zwaan *Member*
Rector Magnificus of Utrecht University
- Professor Leo de Haan *Member*
Rector of the International Institute of Social Studies
Erasmus University Rotterdam

Linda Johnson, BA (Hons), MBA is Secretary to the Curatorium

THE INTERNATIONAL INSTITUTE OF SOCIAL STUDIES

The International Institute of Social Studies (ISS) in The Hague is part of the Erasmus University Rotterdam (EUR). It is a graduate institute of policy-oriented critical social science, founded in 1952 and able to draw on 60 years of experience.

ISS is a highly diverse international community of scholars and students from the global south and the north, which brings together people, ideas and insights in a multi-disciplinary setting which nurtures, fosters and promotes critical thinking and conducts innovative research into fundamental social problems. ISS offers a PhD programme, a Masters programme and various short courses. Annually 300 to 400 students, from over 50 different countries, enrol at ISS.

Key to the ISS philosophy and practice is the wish to make a contribution to achieving social justice and equity on a global level. The strong partnerships with organisations and individuals in developing countries make up a network in which the co-creation of knowledge and an integrated approach to research and teaching can flourish and remain societally relevant.

ISS research focuses on studying political, economic and societal developments in Africa, Asia, Latin America, the Middle East and transition countries. Research is organised within four programmes: Economics of development and emerging markets; Civic innovation; Governance, globalisation and social justice; Political economy of resources, environment and population.

ISS shares expertise with a wider public by providing high-level policy advice, serving as a platform for debate and the exchange of ideas and engaging in consultancy.

Further information about ISS can be found at www.iss.nl



UTRECHT UNIVERSITY

Utrecht University is one of Europe's leading research universities, recognised internationally for its high quality, innovative approach to both research and teaching.

Founded in 1636, the University has always focused strongly on research. Owing to its solid grounding in discipline-based scholarship, Utrecht University is at the forefront of developments in interdisciplinary knowledge. The University participates in various thematic multi-disciplinary collaborations that conduct excellent research. The Shanghai Ranking of World Universities puts Utrecht University in first place in the Netherlands, in 13th place in Europe and in 52nd place in the world.

Utrecht University offers 50 Bachelor's and 169 Master's degree programmes, 81 of which are English-taught. The University is home to 30,000 students and 6,500 staff members. Each year, more than 2,000 students and researchers from abroad come to Utrecht for a short or longer time.

Utrecht University conducts fundamental and applied research in a wide array of disciplines. Its wide-ranging research activity provides an inspiring basis for multidisciplinary research inside and outside the University. Utrecht University has designated four strategic themes: Sustainability; Institutions; Life Sciences and Youth & Identity.

Commitment, inspiration, ambition and independence are Utrecht University's core values. The University works collaboratively with the business sector to undertake societally relevant and innovative research.

More information can be found at www.uu.nl



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Editorial Assistance: Sabel Communicatie and Cumlingua

Photography: UNICEF/Roger LeMoyne (cover, pp. 21, 24, 26),

Robert Vos ANP (p. 6), Wieke Eefting (pp. 9, 10, 11, 36), Kees Rutten (pp. 17, 22)

Photos pp. 12, 13, 14: Courtesy of researchers Brigitta Keij & René Kager

(Utrecht Institute of Linguistics OTS) Video: ValueMedia

Unicef/Alex Baluyut (p. 31), Echt Mooij fotografie/Arnaud Mooij (p. 34),

Beni Jr. (p. 34), Rula Halawani (p. 35), Evelyne Jacq en Maarten Hartman (p. 35),

René Miranda (p. 35), Jager en Krijger Studio's (p. 35)

Design: Rita Ottink, Kantens

Printed by: ZuidamUithof Drukkerijen, Utrecht

ISBN: 978-90-393-6125-2

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PROPOSITION #2

HRH Prince Claus of the Netherlands, in his acceptance speech upon receiving an honorary fellowship at the International Institute of Social Studies, 1988:

“WHILE MONEY IS IMPORTANT AS A
MEANS OF PROMOTING THE ECONOMIC
DEVELOPMENT PROCESS, DEVELOPMENT
IS ESSENTIALLY A CULTURAL PROCESS.
IT IS NOT A QUESTION OF MATERIAL GOODS
BUT OF HUMAN RESOURCES. IN FACT,
IT IS IMPOSSIBLE TO ‘DEVELOP’ ANOTHER
PERSON OR COUNTRY FROM OUTSIDE;
PEOPLE DEVELOP THEMSELVES, AND SO
DO COUNTRIES. ALL THAT WE CAN DO IS
ASSIST THAT PROCESS IF ASKED TO DO
SO AND THEN IN A PARTICULAR CONTEXT
OR SOCIO-CULTURAL ENVIRONMENT.”

