



# ANNUAL REPORT 2022

ASSOCIATION MONTESSORI INTERNATIONALE



WE CONNECT MONTESSORI  
TO THE WORLD



## STATEMENT FROM PRESIDENT AND EXECUTIVE DIRECTOR

Our first Global Trainers Meeting for five years was held in October 2022 in Perugia, the city that holds a Montessori Day on 14 September each year and has established the world's first Montessori District. It was a moment of joy to again meet so many people in person but also a time of reflection on the impact of conflict and the pandemic on the lives of children, families and communities. Our conference theme, "From Origins to Potential", drew on Maria Montessori's lifetime of work, research and commitment to children as the starting point to consider possibilities for how our work could help build a more peaceful future.

Speakers reminded us that Maria Montessori was not only the founder of an extraordinary and long-lasting education philosophy but lived her life as a humanitarian, believer in social justice and seeker of scientific truth. They captured her vigour as a communicator who ceaselessly challenged conventional thinking and reimagined the potential of children. These insights inspire an annual report where we pay tribute to the purpose that drives our organisation, the people who pursue Montessori's dream every day of their lives and the impact we collectively have on the world.

The Trainers Meeting was just one occasion when the strength of our community of friends, colleagues, learners and decision makers was evident. We share a purpose in building networks that can shape the world for the better and have increased the number of country affiliates, sustained groups of trainers doing vital work online and established an increasing presence on the global stage. From focus groups in thirty-one countries as part of Voices of Educateurs sans Frontières to presentations at UNESCO events our voice has been carried loudly, clearly and with increasing success.

We remain deeply conscious that there are parts of the world where societies remain underserved and have worked closely with partners to build capacity and capability that can deliver immediate impact as well as long-term sustainability. Initiatives take time to realise their full benefits but the planned expansion of the Corner of Hope school in Kenya is just one example that confirms our ability to stay the course and work with partners to deliver results. The developing Africa strategy shows how our work reaches across country frontiers while the sharing of ideas across continents is evident in the CoRE project conceived in India and implemented in South Africa.

One of the greatest strengths of AMI is that every part of our work is founded on profound insights that make the original work of Maria Montessori ever more relevant to today's world. We are immensely proud that many thousands of prepared adults have graduated from our training courses and gone on to be a positive influence on the lives of children. Above and beyond that we are committed to applying our knowledge to the global challenge of dementia and ageing as well as supporting disciplines as diverse as sports and architecture.

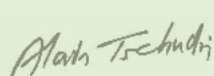
Growing interest from the public, media and governments demonstrates that Montessori is increasingly seen as offering answers to society's most deep-rooted issues. Nations around the globe are seeking new ways to build a better world and we are constantly delighted by the burgeoning interest in our online resources, social media channels, Montessori Talks, memberships and courses. Our plans for the Maria Montessori Archives and Knowledge Hub reflect our commitment to being an unparalleled source for insights and research into Maria Montessori's work.

All this takes place against the backdrop of a world where war, deprivation, fear and degradation of the environment continue to blight the lives of children and create a harsh existence for adults. This leads us to redouble our efforts to offer a distinctive and meaningful way forward which recognises the inter-dependencies of people, nature and the cosmos. Discussions of our new five-year strategy to 2029 will focus on the key areas that will enable us to make progress.

The need is urgent, and we will not be diverted from our cause. In particular, we do not accept that humanity is locked forever in a futile race where safety and security are maintained only by the threat of superior force. Our belief, underpinned by our mission and vision, is that education of the child is the route to peace.

Alain Tschudin  
*President AMI*

Lynne Lawrence  
*Executive Director AMI*



## THANKING PHILIP D. O'BRIEN

AMI wishes to thank Philip O'Brien, who formally retired as President in October 2022 after twelve years of service, nine of which he served as President of the Association. Philip led the organisation at a time of immense growth and change and AMI is extremely grateful to him for his insightful and steady leadership during these years. Philip's contribution is recognised and honoured by conferring upon him the title President Emeritus.



## RECORD OF ACHIEVEMENTS AND ACTIONS

Our Annual Report provides a record of achievements and actions in the year as we made progress towards delivering on the ambitions of our 2018-2022 Strategic Plan. The work of the team in Amsterdam, our Board, our affiliates and our many members, friends and colleagues around the world gives substance to our strategic ambitions and turns thought into relevant action. These activities are multi-layered and interconnected but driven by consistent themes that will help frame the 2023-2028 Strategic Plan taking us to the anniversary of the founding of Association Montessori Internationale in 2029.

Increasing capacity and applying Maria Montessori's philosophy to issues as diverse as education, ageing, sport, architecture and school leadership enables us to expand our presence and deliver beneficial outcomes for children, communities and entire countries. Communicating effectively is increasingly vital to provide clarity about our purpose and to help build connections that bring creativity, energy and support while raising awareness and influencing decision making. Our global reach across all continents means that we can operate effectively to bring good practice and innovative thinking that have a material impact on the lives of people in all parts of the world. In all of this we remain aware and focused that our purpose is driven by Maria Montessori's vision of education as the best route to world peace and the vital importance of providing resources and taking action that is founded on deep insights into her philosophy.

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# CAPACITY DELIVERS OUTCOMES

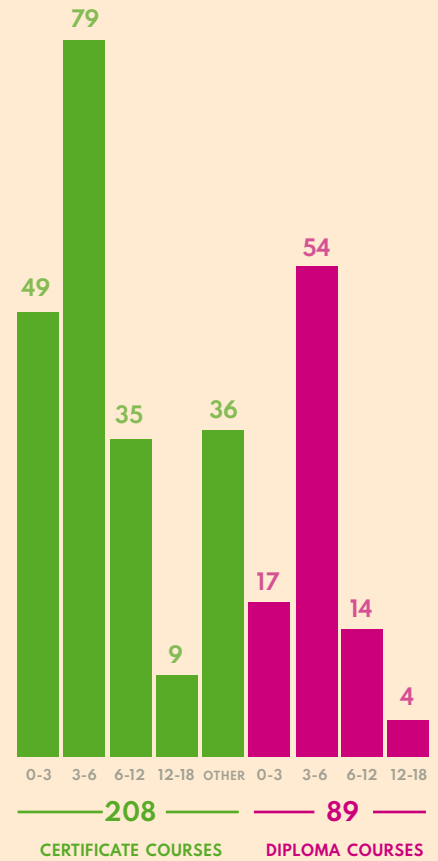
WE HAVE STRUCTURED ROUTES, ENVIRONMENTS AND OPPORTUNITIES FOR INDIVIDUALS WHO WANT TO UNDERSTAND MORE ABOUT MONTESSORI AND THEN GO ON TO SHARE THEIR KNOWLEDGE. EACH TRAINER, TEACHER, PARENT OR INTERESTED ADULT WHO TAKES OUR COURSES IS ANOTHER VITAL PART OF OUR MISSION TO CONNECT MONTESSORI TO THE WORLD. WHETHER THEY WORK WITH CHILDREN, THE AGED, IN COMMUNITIES OR WITH THEIR OWN FAMILY, THEY BRING AMI AUTHENTICITY, INSIGHT AND HOPE FOR THE FUTURE.

## New Training Centres and Satellite Courses in 2022

New AMI Affiliated Training Centres were approved in Akiruno, Japan; Lisbon, Portugal and Riga, Latvia. Satellite Courses are also running in new territories: Perth, Australia; Moinabad and Kodaikanal, India; Linsengericht, Germany; Hanoi, Vietnam; Charlotte, Cleveland and Kansas in the USA and Ukraine.

## Diploma and Certificate Courses in 2022

An expanded total of 297 AMI Diploma and Certificate Courses started in 2022 (259 in 2021). Eighty-nine Diploma Courses, compared with seventy-seven in 2021, started across 26 countries to continue building the presence of high-quality AMI teachers in classrooms around the world. The number of Certificate Courses continues to grow. A total of 208 took place across 34 countries compared to 182 in 35 countries in 2021. There is growing evidence that these are a pathway to full diploma courses for some individuals.



297

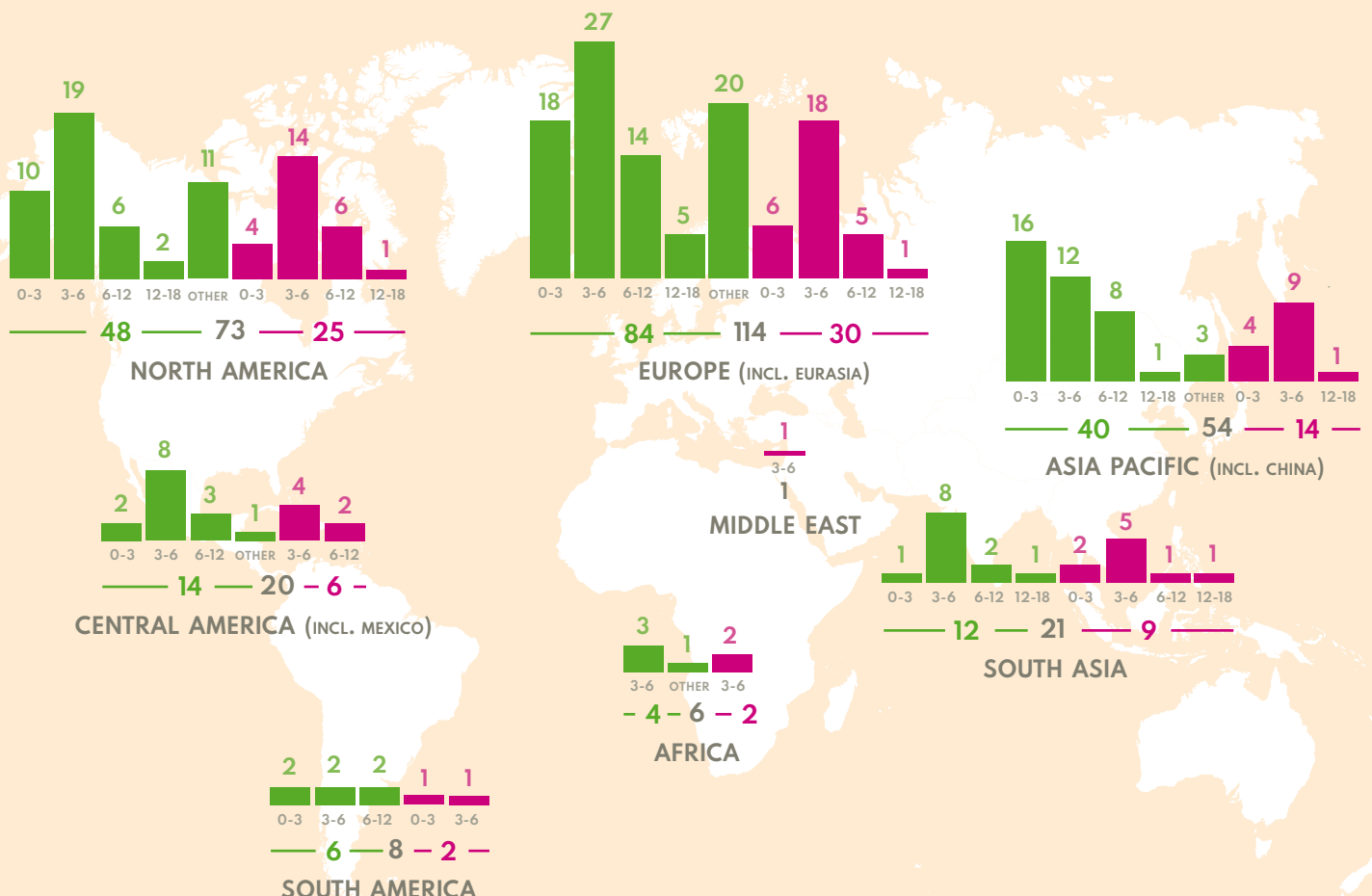
TOTAL COURSES

WORLD WIDE

### DIPLOMA AND CERTIFICATE COURSES BY AGE LEVEL AND REGION

CERTIFICATE COURSES DIPLOMA COURSES

"Other" represents Certificate Courses not categorized by age, for example, Administrators Certificate courses and Montessori Dementia and Ageing.



## Training of Trainers Programme

Trainer status was awarded to five new Trainers, with a further four reaching Associate Trainer status and 15 becoming Auxiliary Trainers during 2022. The year saw steady growth in the number of Trainers-in-Training as well as an ever wider global reach. Applications from new territories, such as Tanzania, reflected the increasing recognition of AMI as an exemplary provider of high-quality Montessori training.

There are currently 185 Trainers in Training across all 0 to 18 levels (187 in 2021), including 28 Trainers in Training at the 12–18 Level introduced in 2021, joining 24 at the 0–3 Level, 102 at the 3–6 Level and 31 at the 6–12 Level.

Eight Trainers in Training joined the pilot Montessori Awareness Practice (MAP) programme in 2022, designed to become a practical guide to be integrated into training as part of the Preparation of the Adult, a core Montessori principle. The programme has been extended into 2023 to meet the trainees' needs and provide future trainers with more resources to allow them to better serve the communities they will work with in the future.

## Administrator/School Leadership

### Courses

Online courses remained popular with 10 Administrator courses taking place in eight countries and, together with the in-person courses, presented opportunities for Administrator Trainers in Training to become Auxiliary or Full Trainers. There are now eight Administrator Trainers, four Auxiliary Trainers and two Trainers in Training.

## Montessori for Dementia and

### Ageing

Twenty-six courses ran in 2022. The 'Minding Our Futures' initiative with Harvard T.H.Chan School of Public Health and the Culinary Institute of America concluded with a written report and plans for the dissemination of the knowledge gained from the two "Think Tanks". Montessori for Dementia and Ageing (MDA) has two new Auxiliary trainers, in Spain and Switzerland. A Fundamentals Course has been developed for potential Trainers to complete as a requirement of the Training of Trainers programme. This is the equivalent of the AMI Core Principles Course but focused on work with older people.

A Care Community in Boncourt, Switzerland, aims to become the first AMI accredited residential elder care facility in Europe, which is an exciting development and reflects growing awareness of this important work. An increasing number of organisations around the world are also seeking to join an AMI MDA Quality Assurance and recognition programme.

The AMI MDA sub-committee continues to guide and support this work around the world.

*Montessori for Dementia and Ageing*





All the new Trainers at the different levels FULL / AUX / ASS :

Name		Level	Status	Country
<b>0-3</b>				
<b>Full Trainers</b>				
Vibhuti Jain		Assistants to Infancy	Trainer	India
Monica Kleiner Deu		Assistants to Infancy	Trainer	Spain
Zhou Fang		Assistants to Infancy	Trainer	China
<b>Auxiliary Trainers</b>				
Cristel Ruiz		Assistants to Infancy	Auxiliary	USA
Nancy Koderá		Assistants to Infancy	Auxiliary	Philippines
Vinkle Thakkar		Assistants to Infancy	Auxiliary	USA
Elise Arevalo		Assistants to Infancy	Auxiliary	USA
<b>3-6</b>				
<b>Associate Trainers</b>				
Bimpe Pogoson		Primary	Assoc	UK
Jing Zhang		Primary	Assoc	USA
<b>Auxiliary Trainers</b>				
Esther Ho		Primary	Auxiliary	China
Aparna Iyer		Primary	Auxiliary	India
Madhavi Polipalli		Primary	Auxiliary	India
Shriee Srinivas		Primary	Auxiliary	USA
Mariza Hefty		Primary	Auxiliary	Switzerland
Maria Luisa Del Riego		Primary	Auxiliary	USA
Sr. Othilia Lee		Primary	Auxiliary	South Korea
Diana Vargas		Primary	Auxiliary	Mexico
<b>6-12</b>				
<b>Full Trainers</b>				
Virginia Viscovic		Elementary	Trainer	USA
Teresa Tsai		Elementary	Trainer	China/Hong Kong
<b>Associate Trainers</b>				
Bo Mynett		Elementary	Assoc	Netherlands
Lisbeth Harrison		Elementary	Assoc	USA
<b>Auxiliary Trainers</b>				
Andrea Helfenstein		Elementary	Auxiliary	Switzerland
Outi Leiste		Elementary	Auxiliary	Finland
<b>Administrators</b>				
Pete Juds		Administrator	Trainer	Japan
<b>MDA</b>				
Mandy Cheskis		Dementia	Trainer	USA
Stéphanie Etievant		Dementia	Auxiliary	France

## Montessori Sports

AMI's strategic partnership with Montessori Sports has grown to almost 1000 students from 74 countries enrolled on the Sports Fundamentals Course. The course is offered in English, with translations and subtitles currently available in Chinese, Dutch, French, German, Italian and Spanish. Work is underway to have additional translations available in Arabic, Korean, Portuguese, and Thai.

Experience of the initial programmes will enable enhanced projects providing further resources and support for schools to be trialled during 2023. Partnerships with various Training Centres have led to the launch



of eight group courses. Montessori Sports is working closely with AMI to develop a Training of Trainers programme and the Montessori Sports Fund has started to work within an indigenous community in Mexico. The Sports Fund is intended to build sustainable and holistic learning environments for children in underserved communities and will extend to Thailand in 2023.

## Course Administration System

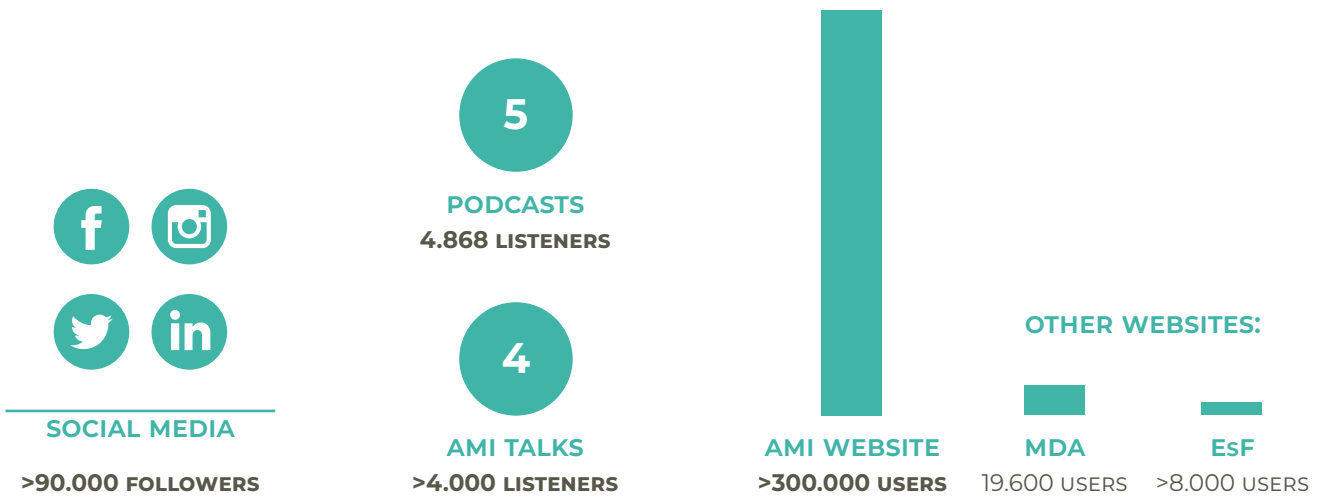
Tracking outcomes from our growing breadth and depth of activity demands investment in effective systems and structures. The Course Administration System (CAS) an online platform designed to streamline all course administration, was launched in early 2022. Training Centres have been onboarded successfully during the year, and the system has been fully implemented, with delivery meeting expectations despite a demanding timescale.

Over 400 course proposals have been received via CAS since inception, and many certificate courses have been completed using the new system. Feedback has confirmed that the system offers ease of use, and efficiency while greatly reducing the amount of manual work and duplication of effort. The first diploma course has also reached completion with all administration and diploma generation done through CAS. The existing AMI diploma has been modified so that it can be automatically populated with student and course information. Further functionality will be introduced in 2023 alongside a regionalisation of support from Amsterdam Head Office to provide increased service across the growing number of centres and courses.



# CONNECTIONS WITH PURPOSE

THE OPPORTUNITY TO TRAVEL MORE FREELY MADE 2022 A YEAR OF REUNIONS AND A GROWING NUMBER OF IN-PERSON MEETINGS WITH THE POWERFUL LESSONS OF BROADENING ACCESS AND ENGAGEMENT THROUGH TECHNOLOGY NOT FORGOTTEN. MORE THAN EVER BEFORE WE ENGAGE AROUND THE GLOBE AND BRING OUR COMMUNITIES CLOSER TOGETHER MORE FREQUENTLY TO CONSIDER, DISCUSS AND MAKE PLANS THAT WILL ENHANCE MONTESSORI'S IMPACT ON THE WORLD. THESE CONNECTIONS ARE STRENGTHENED BY GREATER ACCESSIBILITY AND A STRONG SENSE OF SHARED PURPOSE.



## Communicating to All

Growing interest in AMI is reflected in the connections on social media where over 90,000 followers keep in touch across Facebook, LinkedIn and Instagram. The main AMI website received more than 300,000 users and the number of page views was 705,000 with pages on Job Openings and Diploma Courses being the most visited. AMI websites with content for particular interest groups included Montessori Dementia and Ageing (MDA) with 19,600 views and EsF, which received more than 8,000 users.

Five podcasts were produced, including on the work of EsF, and there were four episodes of AMI Talks. The podcasts reached 4,868 listeners and the AMI Talks were watched more than 4,000 times. There has been a growing focus on cross-media activity with increasing evidence that multi-channel promotion and linking creates greater engagement and presents more opportunities for the public to learn about Montessori and AMI.

There has been an increase in short video links which reach higher levels of user engagement than text and still photography. AMI's Executive Director has led the way in producing material, with a number of trainers also providing footage that can be used to explain their work and the benefits it brings to adults and children.

Regular communication with our 6,000 members included sharing regular, specifically targeted, newsletters. A free, monthly digest provides a more general collection of content and links to open resources for more than 15,000 subscribers. The continuing Q&A sessions on Instagram with our Pedagogical Director have helped parents, teachers and many others who want to deepen their understanding of our principles and practices.

## Annual Global Meeting

Continuing travel constraints and uncertainties meant the Annual Global Meeting in April 2022 was held online for the third year running. Our theme of Changemakers highlighted the work of colleagues and partners worldwide who were contributing to fulfilling Montessori's great potential to influence and impact upon beneficial social change. While 2023 will see a return to an in-person AGM, we will continue to provide ways in which elements of this yearly event can be accessed more widely.

## Affiliated Societies

New Affiliated Societies presented at the AGM in 2022 included the Asociación Montessori de Chile (Chile), The Montessori Circle Philippines Inc. (Philippines) and Montessori for Education and Development (Lebanon).

The Lebanese affiliate organised an online Montessori Middle East and North African (MENA) Summit in May in collaboration with other affiliates from the MENA region. AMI Global Ambassador André Roberfroid shared his experiences of working in the region for UNICEF and the event included a panel of AMI trainers, EsF coordinators, and a Doctoral Researcher from the University of Cambridge. The event was in English but translated into Arabic and French making it a trilingual event. Profits went towards a fund set up to provide scholarships supporting Montessori training for teachers in the region.

Bergen, Norway was the location for the 7<sup>th</sup> Nordic Montessori Conference staged by the Norwegian affiliated society, as an in-person event in May 2022. The theme was "The Power of Language" and over 450 educators from across the Nordic region and Baltic regions attended.



AMI Global Trainers Meeting in Perugia, Italy

A reception was held at the King Haakon's Hall and speakers included Helena Uri, a Norwegian linguist, Madlena Ulrich and Carla Foster on Exploring the Patterns of Language, and Tomas Myklebust, psychologist, and specialist in clinical neuropsychology.

## Global Trainers Meeting

It was a very special moment in October 2022 when 83 colleagues met for the first time in five years at the AMI Global Trainers Meeting in Perugia, Italy. The event was themed "From Origins to Potential" and provided unique opportunities to discover and re-discover historic treasures of Maria Montessori's life and work as well as chart AMI's continuing impact. This was an affirmation of the belief and resilience of our global community in a place with strong connections to Maria Montessori.

Some will have the opportunity to meet in person again in 2023 at the Annual Global Meeting in Delft, the Congress

in Thailand or other events but online discussions of theoretical and practical considerations are held regularly. We have adapted and taken our learning from the pandemic years to inform our progress into the future.

## Global School Accreditation (GSA)

Our planned Global School Accreditation (GSA) programme is a significant project that carries the Montessori legacy from history to the future. We see it as a natural but vital link between the Montessori Knowledge Hub and the lived experience of children.

Progress was slowed by other priorities that emerged during the pandemic but 2022 saw the key documents and processes developed as we moved towards the implementation phase of the project. Formal pilots will commence in 2023. Progress has been made in drafting the training programmes for Coaches and Evaluators and these will also be piloted in 2023.



### Quality Areas

Four Quality Areas provide the cornerstones of authentic Montessori implementation.



### Quality Standards

Each Quality Area has 10 Quality Standards.



### Quality Indicators

Each standard has a number of indicators to provide guidance.



### Self-Study

The Self-Study enables schools to deepen practice and assess readiness for accreditation.



### Coaching

Coaching supports schools to work towards the quality standards and prepare for accreditation.



### Accreditation

Accreditation includes a detailed application process and onsite evaluation visit.

## AMI Talks

AMI Talks reach a wide Montessori community, beyond the framework of our network of members and supporters. In these Talks we endeavour to bring together presentations that provide both a theoretical outlook on human development as well as insights into Montessori outreach work and innovative projects. We have been fortunate in connecting with academics outside of the Montessori world, who have generously shared their wider perspective during these talks. The cross pollination of academia with the lived experience of the Montessori practitioners reflects the growing research effort that is reinforcing the benefits of Montessori principles in many areas of human activity.

The Talks are open to the global community and offered free of charge, with recordings and podcasts made available after the event. In 2022 we hosted four sessions: on “Building Schools”, “Life Skills and Learning in Communities”, Digging Deep: Connecting to Nature for a Healthy Society”, and “On the Importance of Silence”.

## Voices of EsF

The Voices of EsF programme themed “Child, Community and Cosmos – From Independence to Interdependence” was completed in May 2022. Over the course of a year about 600 people from 31 different countries participated, with 105 focused conversation reports being submitted. People of all ages, including children and adolescents, took part with the reports giving different perspectives on the challenges and opportunities for communities worldwide.

The conversations focused on three topics: Supporting Human Development, Sowing the Seeds of Culture, and Finding Our Connection to Nature. In their feedback, participants shared that the programme provided a valuable opportunity to connect, share experiences, and become inspired to take action. During 2023, EsF will launch a community platform and continue to offer online programmes with the aim of supporting the EsF community through inspiration, resources and connections.

## 2022 Global Montessori Census

Colleagues from AMI worked closely with Mira C. Debs (Yale University), Jaap de Brouwer (Saxion University of Applied Sciences) and Angela K. Murray (University of Kansas) to develop a well-founded estimate of the number and distribution of Montessori schools worldwide. The census confirmed 15,763 schools with 9% being government funded. The Census represents a robust resource for further development and engagement with schools around the world and a published paper was presented at the American Educational Research Association Conference in early 2023.

The Census was a further element in AMI's expanding work with the growing Montessori research community. AMI is widely recognized as a primary source for researchers and actively engages with academics to provide support, insights and access to material.



Voices of Educateurs sans Frontières



*Francesca Kipsoi presenting*

## UNESCO, United Nations and Partnerships

### Transforming Education

The work of AMI's main representative to UNESCO of 20+ years, Victoria Barrès, was strengthened by the alternate representative, Marilyne Maugin, and having the dedicated support of AMI's Partnerships Manager. Part of the UNESCO team attended UNESCO's Transforming Education Pre-Summit in June 2022. Education ministers and vice-ministers of 154 countries and nearly 2000 participants came together at the UNESCO HQ in Paris as a precursor to the Transforming Education Head of State-level Summit which took place in September, in New York. The meeting reflected a growing determination to shift from reforming to transforming education with a focus on the key axis of inclusivity, quality of learning, teachers' roles, digital connectivity, and adequate and innovative financing.

AMI met with several representatives at UNESCO and submitted a paper on best practices in Montessori for the Action Track 2 on learning and skills for life, work, and sustainable development. The document was uploaded to the United Nation's website for Transforming Education Summit resources and will be used as a reference document for research into government policy in education.

AMI representative to the UN, Evelyn Greenberg, attended the Transforming Education Summit at the United Nations headquarters in New York and shared an AMI handout outlining Montessori Education and highlighting AMI Digital resources to promote education inclusion. Evelyn's work at the UN is supported by Sharon Lickerman.

### Early Childhood Care and Education

AMI representatives also attended the UNESCO World Conference on Early Childhood Care and Education (WCECCE) in Tashkent, Uzbekistan in November 2022. The aims of the WCECCE were to bring political momentum with countries from all the regions of the world declaring a new commitment and a framework for action on early childhood care and education policies and development.

The team showcased AMI's successful projects, initiatives and models, specifically on programme innovation at the early childhood level. Aims included developing partnerships with other civil society organisations, non-state actors and government ministries in education, securing greater visibility and influence at UNESCO, specifically within their scope of education, and exploring potential funding opportunities with donors and other agencies. Francesca Kipsoi, Director of Montessori for Kenya presented the Corner of Hope model at the event's Civil Society Organisation Forum and also shared experiences during a panel discussion. These talks giving insights, lessons learned, and promising practices contributed to achieving the objectives of the WCECCE and the Global Partnership Strategy (GPS) for early childhood care and education.

Positive feedback from audience members facilitated more dialogue around collaboration and partnerships for AMI to consider. It also resulted in Francesca connecting to both the Ministry of Education and the UNESCO key delegate in Kenya, both of whom have asked to meet with Montessori for Kenya to discuss implementing Montessori programmes on a larger scale.

# IMPACT ACROSS FRONTIERS

AMI HAS ALWAYS BEEN AT THE FOREFRONT OF HELPING ENSURE THAT AUTHENTIC MONTESSORI IS ACCESSIBLE AND AVAILABLE IN EVERY PART OF THE WORLD. THERE IS A LONG-STANDING COMMITMENT TO WORKING WITH PARTNERS AT ALL LEVELS TO SHARE BEST PRACTICE AND NEW INSIGHTS AS WIDELY AS POSSIBLE. THE IMPACT OF THIS WORK CAN TAKE YEARS TO BECOME EVIDENT BUT THE GROWING MOMENTUM OF EFFORTS IN AFRICA ARE TESTAMENT TO THE VALUE OF OUR INVOLVEMENT.



## Africa Coordination

The Africa Coordinator's work has centred around strategic planning at a country level, building connections and raising visibility of Montessori education, training models, and AMI's mission and vision. In the coming year, a continent-wide mapping will be done to strengthen connections, maximise resources and work on regional and national strategies.

The strategy includes the following pillars:

- **Build Capacity:** Create a pathway for accessible training and professional development up to the level of AMI international teacher trainer.
- **Accessible Education:** To offer accessible, high-quality Montessori education for children aged 0–18, with a specific focus on those who are hardest to reach.
- **Cultural Resources:** To create culturally specific resources for children and for adults in training, as well as for parents.
- **Increased Awareness:** Share AMI's mission and principles and practice to support child development with parents, organisations, and government authorities.

## Kenya

### Corner of Hope

The two Corner of Hope schools in Nakuru, Kenya, are both operating at full capacity. In Corner of Hope New Canaan, 183 children are enrolled at the 3-6 level, and 54 at the 6-12 level. Corner of Hope Kisima currently accommodates 72 children in the two 3–6 classrooms, an increase of almost 20 children compared to last year.

The 6–12 classroom in Corner of Hope had reached maximum capacity and there has been progress on purchasing a piece of land next to the camp to construct a new school building. The land purchase process was finally completed in early 2023 and conversations around the design of the school are ongoing with the support of Benjamin Staehli, architect of the Arthur Waser Foundation. Community involvement and input will be key aspects of the designing and building process.

The location also allows for related activities, such as a space for training and workshops, a material making workshop, and the Montessori for Kenya office. It will be an opportunity to showcase Montessori education across age levels and the Corner of Hope model of local Montessori teacher training and schools in Kenya and beyond.

In May 2022, the Corner of Hope schools were visited by the Italian film documentary team Montessori Road. The schools were featured in their documentary "Help Me to Do It Myself – The Montessori Idea", which was broadcast on Italian television in October.

### Samburu

The Samburu initiative started in 2018, inspired by the Corner of Hope schools, and continues to grow. The three 3–6 environments currently accommodate 118 children and 13 teachers have completed their national certificate training at St. Ann's Montessori Teacher Training College in Nakuru, Kenya.

Four teachers from Samburu completed their National Diploma training in November 2022 and an additional three Samburu teachers started with



*Corner of Hope - Kenya*



Samburu

the AMI 3–6 International Diploma Course in Tanzania. The teachers are committed to deepening their understanding of Montessori principles and practice and will support the growth of Montessori education in Kenya, for example through parent awareness workshops and community building sessions.

### East Pokot

New offshoots of Corner of Hope grew in East Pokot, a remote region of Kenya, in January 2022. Three women from East Pokot became the first to complete their teacher training and went on to set up two Montessori environments which accommodate 54 children. These first Montessori classrooms in East Pokot have generated interest from parents, community leaders, school administrators, government officials and NGOs who perceive Montessori education as a good fit with the needs of the Pokot children and families. They also experienced the contribution Montessori education can make towards building peace in the region.

Regular mentoring visits from the Corner of Hope teachers, the tutors from St. Ann's and an experienced Montessori teacher from Pokot support the teachers to refine their skills, raise awareness about Montessori principles and practices and build confidence. Four more trainees will set up at least two additional Montessori environments in East Pokot in 2023 and a mentor teacher will provide support on a full-time basis. Two of these classes will be within Government schools in the region. Three more trainees from East Pokot have been selected and will start their training at St. Ann's in January 2023.



East Pokot

## Ethiopia

AMI's Head of Outreach and an AMI 3-6 Trainer visited Ethiopia in March 2022. Their work included:

- visits to early childhood centres located in Addis Ababa and supported by Partnership for Change, an NGO founded by Ingrid Stange, from the Norwegian Affiliate. The NGO supports the establishment of these centres in the country, including those hosted at government ministries as a model Montessori programme. They are also part of an advisory group to set out a new early childhood policy for the Addis Ababa region.
- meetings with the Bruh Tesfa training centre in Wolaita Sodo which was started by AMI diploma holders under the 'Help the Children Projects'. This centre has been in operation since 1986 and has trained many teachers working in all parts of Ethiopia. The centre requested support from AMI to revise and upgrade these training programmes as per government requirements. Possibilities to strengthen the Montessori network in Ethiopia were discussed.

The Board of the Arthur Waser Foundation has approved a proposal and budget for a longer visit by an AMI Trainer in 2023. The intention is to revise training content and offer support to schools, along with designing a 3-year programme which will be offered as a National Diploma Course. Two people have been approached to apply for the International Diploma Course in Tanzania to increase capacity in-country.

## Tanzania - AMI International

### Diploma Course

In November 2022, 43 teachers from the African continent started their 3–6 AMI International Diploma course in Tanzania. The course is supported by the Arthur Waser Foundation and all students received scholarships in recognition of their strong commitment to supporting Montessori schools and training in their community. For three Course Assistants, who have become the first candidates from the region for AMI Training of Trainers, this course will be the first part of their programme.

The course will be delivered in four modules and the teachers are expected to graduate in July 2024. With students from Congo, Zimbabwe, Ethiopia, Tanzania, Uganda and Kenya, the course is also a good opportunity to establish connections between Montessori practitioners from different countries, strengthening the regional Montessori network.

*“If the students present took all that they are learning about the mind of the child, back to their classrooms, in 5 years the children of East Africa will have changed, and in 10 years East Africa will have changed because of them.”* Jael, Kenya

## South Africa - Community Rooted Education

The second pilot of the AMI Community Rooted Education programme in Klipmuts, South Africa was completed in 2022. This also provided the groundwork for the AMI training of CoRE facilitators to be devised

and delivered. The training will complete in March 2023. The next step for EsF CoRE is to scale up further across South Africa and beyond. CoRE can provide a sustainable grassroots solution to challenges around quality training for Early Childhood educators in under-resourced communities, mobilising and preparing a network of experienced AMI teachers along with a larger network of community stakeholders.

AMI Community Rooted Education (CoRE) was originally piloted in India as a community approach to support Early Childhood educators in rural communities with limited resources. The Indaba Institute in South Africa saw this as a key intervention to improve Early Childhood education in the winelands region with plans to scale up nationwide. A first pilot ran in 2021 with the support of the EsF CoRE coordinators in Kayamundi, an informal settlement close to Cape Town.

## The Peter Hesse Foundation

The Peter Hesse Foundation continued Montessori activities in Senegal, Ivory Coast, Mali and Haiti, despite difficult circumstances. Books and Montessori materials were provided to existing schools and Carol Guy-James Barratt, Programme Manager, assisted in the opening of two more Montessori schools in Ivory Coast as well as making preparations to open another school in Mali.

The Foundation started its first teacher training course in Senegal, with a trainer from their programme in Haiti. For the first time, the theoretical sessions will be held online while demonstrations of didactical materials, practice using the materials and teaching practice in a Montessori school will take place in person.



The Foundation authored and translated a Montessori workbook for student-teachers in Bambara, the most widely spoken language of Mali. Having these teacher handbooks opens the learning experience to a much larger portion of the population. Only 21% of the population speaks French, the country's official language used in government and formal education.

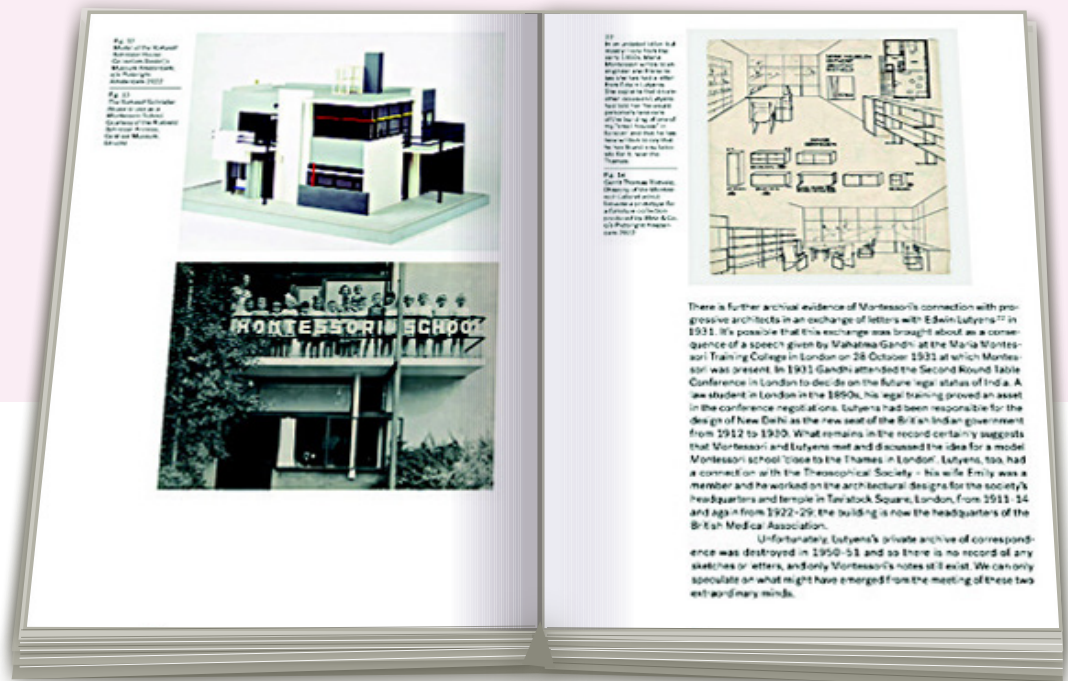
Gang violence in Haiti prevented most schools from functioning for the year. Some schools in isolated villages were able to open on a part time basis. Despite these conditions the Foundation managed to send books and classroom materials to some schools when there was a lull in the violence on the streets.

*"We jumped over all the unexpected hurdles of 2022 and did our best for children in the countries where we are active. We believe in investing in children as a way of changing the world for future generations. Montessori education represents that hope."* Carol Guy-James Barratt.

## Montessori Architecture

Schools are often the most visible expressions of Montessori education as they are embedded in communities. The Montessori Architecture initiative brings Montessori's philosophy to the architecture of schools, applying universal principles, while taking into consideration the variations in cultural contexts. An important related publication, the *Montessori Architecture: A Design Instrument for Schools* ([park-books.com](http://park-books.com)), was in preparation throughout 2022 and published in January 2023.

In partnership with the Arthur Waser Foundation (AWF), an online tool for the design of Montessori educational spaces ([montessori-architecture.org](http://montessori-architecture.org)) has been developed. So far three schools in Tanzania (two as part of large campuses) have been designed, constructed and inaugurated with the use of the online design tools and financial help from AWF. AWF and AMI intend to expand support of local Montessori architects and teachers to establish additional private and public schools in Tanzania and Kenya.



# EDUCATION FOR PEACE

MARIA MONTESSORI WAS A TIRELESS AND FEARLESS  
ADVOCATE FOR THE RIGHTS OF CHILDREN AND  
THEIR POTENTIAL TO TAKE HUMANITY TOWARDS  
A PEACEFUL FUTURE. EVERYTHING AMI DOES  
SPRINGS FROM THAT LEGACY, AND WE ARE  
A PREEMINENT SOURCE FOR MATERIAL USED EVERY  
DAY BY RESEARCHERS, WRITERS, AND PUBLISHERS  
AS WELL AS PARENTS, SCHOOLS AND FAMILIES.  
OUR INTENTION IS TO ENSURE THAT OUR ARCHIVES,  
OUR KNOWLEDGE AND THE MATERIAL WE PRODUCE  
IS ACCESSIBLE AND PROVIDES THE BASIS  
FOR BETTER UNDERSTANDING OF  
MONTESSORI'S EDUCATIONAL PHILOSOPHY.

## A Window to the Past and Future

Maria Montessori's writing and lecturing extended the range of her views on human development into the years before and after the age levels that were considered the backbone of her approach, as in her final years, this pioneer of education dedicated her attention to the adolescent and the first three years of life. Her pedagogical archive is testimony to the continuing impact of her work and vision, and AMI's Legacy team is playing a key role in curating this archive

The work is characterised by collecting and unlocking archival material to serve the educators and scholars of today. There is a shared dedication to developing insights and tools to hold the Montessori principles to the light and take the Montessori mission forward. The description of the archives reached a milestone during the year with the inclusion of letters and documents from Maria Maraini Guerrieri Gonzaga, a great friend and supporter of Montessori's. The archives continue to expand through donations and finds with the promise of even more new treasures to enrich the history.

## The Maria Montessori Archives Website and Montessori Knowledge Hub (MKH)

Much has been achieved in the first year of a three-year project to build a best-practice digital library to house AMI's archival, digital, institutional, research and special

collections. The AMI Legacy Team catalogued, contextualised and prepared the NAMTA Quarterly Review and Journal Collection, historical AMI newsletters, Communications and Journals for high resolution scanning in preparation for the inclusion in the new online knowledge hub.

An important dimension was added to the project with the design of The Maria Montessori Archives website, which will serve as an attractive and accessible window into the archives and the Montessori Knowledge Hub (MKH). The website will contain interesting narratives and archival treasures that provide insights into Maria Montessori's life and work. Short videos will also be created on special treasures, photos and documents from the archives, to bring Maria Montessori's environment to "life". The intellectual underpinning of the MKH is progressing well with foundational work largely complete.

## Bringing the legacy alive

The Legacy team is instrumental in editing and publishing original material from the archives: one such example is the annual Treasure Article that is a precious membership benefit. They also support the publishing and editing activities of the Montessori-Pierson Publishing Company, which remains dedicated to bringing out Montessori's work. The Company offers a full range of English language titles, with a considerable number of Spanish translations, and is currently modernising some Dutch translations from the past as well as preparing an upcoming collection of Montessori lectures on Cosmic Education, with main editor Alison Awes and a volume on the writing of Mario Montessori, with main editor Ginni Sackett.



The team regularly provides assistance to translators of Montessori's books when they encounter complex passages and language. In addition, there was extensive liaison with editors of titles published by AMI affiliates and Montessori authors from around the global community.

A new member to the team will help curate the treasures connected to books and publications at AMI. A large donation of books from Nienhuis Montessori instigated a complete overhaul of AMI's international library. Initially prompted by the necessity of finding new space, it led to a rigorous rethink of creating a more efficient and welcoming layout of the library.

With the pandemic's retreat and international travel picking up again the number of visitors to Maria Montessori's study, whether as individuals or in larger numbers, has increased. Groups of teachers find the visit a particularly energising experience for team building activities. Several groups of participants of the Montessori Europe Congress, which took place in Amsterdam in October, were also hosted.

## Sharing Resources

### Aid to Life

Aid to Life (<https://aidtolife.org>) has been translated into five additional languages: German, Japanese, Italian, Tamazight (Taqbaylit) and Arabic bringing the total number to 20 languages. AMI has recently added to technical capacity for Right to Left languages with Hebrew, Urdu and Farsi translations underway.

### AMI Digital

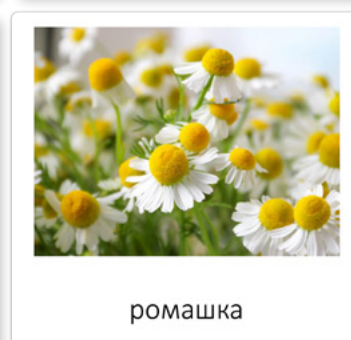
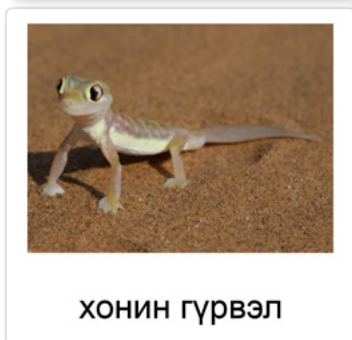
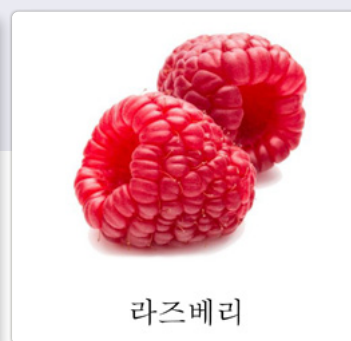
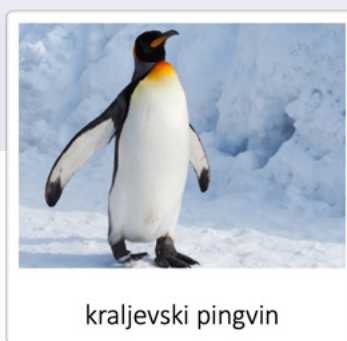
AMI Digital (<https://montessoridigital.org>) Classified Card translations now include Catalan, Estonian, Gaeilge, Greenlandic, Igbo and Maa, making a total of 34 languages available. With a focus on adding indigenous languages we are pleased that Nasa Yuwe (from the Páez indigenous tribe in Colombia) is also underway. Translations are kindly contributed by dedicated volunteers from the Montessori global community.

The work of AMI Digital was promoted at the 2022 UN Transforming Education Summit. Tremendous care is taken to find and support the typography for cursive, script and print for each language as appropriate. A custom-designed database is in development to manage the production of these materials.

### 6–12 Timelines

A project began to update the 6–12 Timelines of Human Beings. A working group of AMI Trainers, supported by a professional illustrator, has been researching and redrawing the timelines to ensure they are based on current archaeological and scientific evidence, and that there is balanced representation of all continents, biological sex and age, and fulfilment of human needs (both physical and spiritual).

The working group has researched archaeological finds for the different areas/periods that contain physical evidence of human habitation. Vignettes for the timeline have then been drawn based on the anthropological and scientific interpretation of the evidence of these sites. A detailed guidebook for educators is also being produced for each timeline. These resources are due to be available in 2024.



# THANKING AMI COMMITTEES

AMI would like to thank all of those who support its work and voluntarily give their time and expertise, advocating for AMI's work across the world:

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# THANKING OUR DONORS, FRIENDS AND GENEROUS SUPPORTERS

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**The Indaba Foundation**

**MM 75 Fund**

**Montessori Global Growth Fund**

**Montessori-Pierson Publishing Company**

**Montessori Sports**

**The Peter Hesse Foundation**

**Sarara Foundation**

**Wend Collective**

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of the Montessori family.**





**AMI Head Office**

Koninginneweg 161  
1075 CN Amsterdam, Netherlands  
+31 20 679 89 32  
[info@montessori-ami.org](mailto:info@montessori-ami.org)  
[www.montessori-ami.org](http://www.montessori-ami.org)

**Websites**

<http://aidtolife.org>  
<https://montessori-esf.org>  
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**WE CONNECT  
MONTESSORI  
TO THE WORLD**

