ASSOCIATION MONTESSORI INTERNATIONALE

AMI®

Association Montessori Internationale

Annual Report 2019

Contents to AMI's 2019 Annual Report that explores some of the innovative work done in the spirit of the pioneering work of Maria Montessori

2	Editorial— Pioneering the Principles
3	Communicating the Vision
4	Moving the Movement (affiliated societies)
5	Trailblazers in Course Development
6	New Educational Leaders
7	Global Research Group
	Montessori for Dementia and Ageing
8	Outreach, Educateurs sans Frontières
9	Corner of Hope
10	Peter Hesse Foundation
	Promoting the Mission at the UN and UNESCO
11	Montessori Football
12	Montessori Architecture
13	The Privilege of Publishing
14	A Permanent Home
15/16	Thank you to all

We were delighted, in AMI's 90th year, to celebrate the continued relevance and genius of our founder, Maria Montessori. Our focus during this birthday year was to continue our commitment to support the natural development of human beings from birth to maturity, enabling them to become the transforming agents in society leading to a more harmonious and peaceful world. Following the example of Maria Montessori, we continued to be guided by the children, continued in the preparation of adults committed to creating supportive environments and continued on our path of reform in education, rather than celebrating our own achievements.

We take our cue from Maria Montessori — who is increasingly being recognised for the amazing pioneer that she was. It is interesting to realise that the word pioneer has a humble origin, from French peonnier — a foot soldier who scouts and prepares the way for others, and this meaning also beautifully characterises the work of an outstanding educator who prepared the ground and by doing so served childhood, and humanity.

Preparing the environment so that the human child may develop successfully, realise their potential and thrive, has proven an inspiration for us to serve; it has brought many insights that can be applied to the many stages in our lives.

Maria Montessori was audacious and curious, excited by experimenting in the learning environment, keen to see what the outcomes would be, and how human development might be optimized.

In that vein, we are introducing new formats of our courses, which respond to the needs of today and offer innovative ways of delivery. We also nalised the curriculum for a 12-18 training course, another vital step in offering Montessori during each of the Four Planes of Development.

A "new" stage of development in the human life cycle that also bene ts from Montessori principles is the time when ageing and dementia may challenge us in our human dignity and independence. Much work is being undertaken and pioneered, with rewarding results.

Our outreach work, under the banner of Educateurs sans Frontières, is growing. The mission of this division is championing the cause of children's rights and working to raise awareness in the Montessori movement, whilst making connections with other international, like-minded organisations.

It remains our great privilege to continue pioneering and in uencing the climate in society so it may fully implement the revolutionary principles and practice of the Montessori approach, helping to create a more equitable and just society.

Philip D. O'Brien
President

Lynne Lawrence
Executive Director

When AMI committed to its new strategic plan in 2018, an overarching element was to develop a communica - tions strategy alongside it to help deliver on our goals. Following the appointment of a strategic communicati - ons consultant at the beginning of 2019, the AMI team restructured and relaunched its communications chan - nels, with very speci c objectives in mind.

The team worked to develop clear messaging represen - tative of AMI's unique place in the world and leadership role in Montessori education. AMI further developed our branding, which was established through the partnership with the Neimand Collaborative, and relaunched mem - bership communications.

We analysed our presence on social media channels and launched ourselves on LinkedIn and Instagram for the rst time, with excellent engagement and much appreci - ation from the Montessori community.

A large part of the communications strategy is to have a clear approach to content. What is used to represent AMI's work, how it is distributed and how effectively it is reaching all members of our Montessori community as well asin uencers in the education world is something the team work on regularly.

AMI also worked on special events, with communicati - ons an integral part. In November 2019, the Educateurs sans Frontières Division widely announced their decla - ration in support of the 30th Anniversary of the Conven - tion on the Rights of the Child, inviting submissions from schools for a Montessori Global Book, highlighting what the Convention means to children themselves.

We continued to respond collaboratively to requests from television channels and journalists working both for print and digital media, where we saw heightened activity in preparation of the celebratory year.

The plans for our communications work for 2020 include the creation of some short lms raising awareness of the value of a Montessori education in a variety of different socio-economic settings. AMI has collaborated with BBC Global News and Bright Vibes to produce these new resources.

Websites, Digital Initiatives

In 1948, Maria Montessori wrote that we are 'living at a time that is characterised by the progress of science and its tech - nical applications. (From Childhood to Adolescence).This insight and Montessori's pioneering spirit of innovation continues at the heart of AMI's work. Harnessing technology to support the full development of the human being and offer greater accessibility for quality Montessori is the cornerstone of AMI's work across its many websites. As part of an initiative to enhance membership services, AMI Digital is being converted from an eCommerce website to a membership service. AMI members will be able to download a range of digital resources including classi ed cards, elementary charts, journal articles and publications. In addition, some resources will be available for free to all users of the site.

In preparation for the 150th Anniversary of the birth of Maria Montessori in 2020, AMI launched the 150 website: www.montessori150.org celebrating the pioneering work of Maria Montessori and the work of AMI and others globally to bring Montessori education to communities around the world.

Work on translating the Aid to Life website aidtolife.org continues by many volunteer translators contributing their time to bring this valuable resource to as many parents as possible.

The AMI af liated societies developed many activities to disseminate information via their communities and promote Montessori through events, and training. They also develo - ped initiatives to lobby for government recognition.

Several af liates, such as Montessori Mexico, Bulgaria and AMI/USA, underwent major changes in their branding and communications, creating new logos and re-assessing their strategic plans as to how to improve their messaging.

In Mexico, Gabriela Molinar was elected as president, follo - wing in the footsteps of Christian Schjetnan who had given many years of dedicated service to the society; Eder Cuevas lled the newly created position of Executive Director. Mexico were instrumental in hosting the 7th Assembly of the Educateurs sans Frontières in Tepoztlan, and are develo - ping many activities to help forge new and exciting links to help build a stronger Latin America connection.

Spain organised its rst ever general meeting in Malaga, whose theme was El Niño es el Maestro (The Child is the Teacher); speakers included university professors in Neuro-science, Medicine and Psychology.

China held their 5th Annual Conference in Hangzhou and offered a programme that focused on Sustainability and the Return to Humanity. The event included several workshops throughout the weekend and featured a number of AMI trainers.

Latvia organised the rst Baltic Montessori Conference in Riga on the theme Montessori – Education for Life; speakers included AMI trainers and diploma holders.

France hosted their rst Montessori Administrator's Course, which attracted a great many participants.

To celebrate 100 years of Montessori teacher training in the UK, the Maria Montessori Institute alongside other Montes - sori Training Centres co-hosted The Montessori Conference 2019 in London, with a wide range of well-known Montes - sori presenters as well as specialists in related elds.

AMI USA's Refresher Course, Seattle– With over 1400 atttendees it was the largest gathering in the history of the Refresher course. This event was excited to feature Richard Louv as keynote speaker (author of “The Wild Calling” and “Last Child in the Woods”).

Representatives from the new affiliates that signed in Amsterdam in 2019: from left to right Armenia, Kenya and Qazaqstan

Trailblazers in Course Development

We piloted an innovation in AMI training with the introduction of the blended training format, combining on-site and distance learning. The result of 18 months' work by AMI trainers at all levels, and funded by Wendtures, this pioneering approach appeals to learners who enjoy self-guided, independent learning and makes the rigorous AMI training accessible to working professionals and those who cannot leave home to study full time at a training centre.

With 120 hours of on-site and distance learning, the Montessori Core Principles Certificate Course is a deep dive into Montessori theory and principles of practice delivered by AMI trainers and lecturers at all levels. Designed as a foundation for all diploma courses, it also provides an introduction to Montessori theory and principles for school administrators and staff; policy makers, education advocates, academicians, and researchers; those working with the elderly, people with special needs, and underserved communities; children's rights activists; and those interested in human development, peace, and nonviolence.

Built on the foundation of the Montessori Core Principles Course, the Blended 3-6 Diploma Course uses technology to create effective remote learning modules. It includes all elements of the 3-6 diploma course in ten weeks of on-site work and two semester distance blocks. Students earn both the AMI 3-6 diploma and the Montessori Core Principles Certificate in 12 months.

The Montessori Institute of North Texas (MINT) launched the pilot courses in July 2019 with an enrolment of over 70 and a waiting list of more than 60. Of the 73 students who completed Montessori Core Principles, 39 continued in the Blended 3-6 Course. Almost 50% are public-school educators and almost 50% are people of colour. All are working while taking the training.

Committed to bringing Montessori to more children through AMI-accredited teacher training programmes and expanding the awareness of Montessori principles in society, we are confident this will be a revolutionary instrument in creating greater accessibility to more students around the world.

Participants walking "the line" towards deepening their knowledge. Photo courtesy MINT.

New Educational Leaders

Our ambitions to bring Montessori education to as many children as possible must go hand in hand with preparing trainers who can deliver quality AMI training across the world. The demand for our unique Training of Trainers programme re ected the growing and global spread of Montessori. We innovated the programme by offering a Spanish language, 3-6 Seminar in Buenos Aires, Argen - tina, with an enrolment of 14 trainees. Five more sessions will follow over the next 3 years. Simultaneously the rst ever Eastern European Primary Seminar format began in Iasi, Romania, with 15 trainees from France, Ireland, Pa - kistan, Romania, Russia, Spain, Switzerland, UK and USA. China saw its second 3-6 seminar.

An Assistants to Infancy Seminar began at the Univer - sity of Vic in Barcelona. The 19 participants come from all around the world — ranging from Australia, China, India, Romania, Spain, UK, Ukraine and USA.

With this substantial growth, the Training Group has been thinking of ways to regionalise its members to ful l the capacity that is needed and continues to bring new and creative ways to meet our strategic goals.

Full AMI Trainers

Merry Hadden	0-3
Seiko Ohara	0-3
Kim Altmeyer	3-6
Setsuko Miura	3-6
Nia Seale	3-6
Lakshmi Shekhar	3-6
Ramya Sridhar	3-6
Mariana Ulita	3-6
Jack/Tien Yu	3-6
Ellen Lebitz	6-12

Auxiliary Trainers

Anna Pugacheva	0-3
Monica Kleiner Due	0-3
Didier Herbin	3-6
Maria Makri	3-6
Marilyne Maugin	3-6
Pavithra Rajagopalan	3-6
Kay Urquhart	3-6
Madhavi Gaddam	6-12
Hadrien Roche	6-12
Theresa Tsai	6-12
Virginia Viscovic	6-12

The Future: Trainers in Training

2015: 97 **2018: 133** **2019: 151**

Global Research Group

AMI held a very successful Research Day on 8 April as part of the 2019 AGM, incorporating presentations and discussions with researchers from around the world. Lynne Lawrence opened the day by introducing AMI's re-invigorated research efforts, which included a new direction for the Global Research Group (GRG), now formally embedded within AMI's structure.

Dr Ann Barrameda, a Montessori researcher from the Philippines, gave a presentation titled "The Cognitive Impact of Successive Montessori Programmes". Researchers then discussed the development of communities of practice, before breaking into groups to further refine their ideas about how best to connect.

The GRG continues to meet regularly and is gradually strengthening its relationships with the scientific world, academic institutions and other Montessori organisations. AMI aims to seek out and highlight the work of like-minded innovators who are pioneering new efforts and research, developing our understanding of the effect of the growth and development of children and elders and how best to serve them using Montessori principles.

The Researchers Connect Community of Practice online facility is now established for Montessori researchers.

The GRG is also liaising with the Program Planning Committee for the International Montessori Congress to be held in Bangkok, in order to support the planned research component.

A research component will again be included for the next AMI AGM and the GRG plans to hold its first major strategy meeting during this event.

Montessori for Dementia and Ageing

Montessori for Dementia and Ageing work is continuing in the pioneering tradition of Maria Montessori. Where she prepared the ground to serve childhood and humanity, we now prepare the environment so that elders remain connected to their community, can be independent, realise a life worth living and thrive.

AMI Educators, Michelle Bourgeois, Jennifer Brush, Anne Kelly and their teams introduced the Montessori philosophy to several new long-term care communities and audiences across the US, Australia, Japan, Korea, Switzerland, United Kingdom, Mexico, Ireland, Spain, and Norway.There have been some exciting new projects. Amaran Senior Living is a community currently being built on the campus of an AMI recognised school. The Montessori philosophy has guided each and every design decision from the layout of the building to the furniture. Another new building that is incorporating the Montessori philosophy is Summit Square in Virginia. Using an open floor plan, the community has created a prepared environment that provides easy access to interesting materials, engagement in household routines, and cues for way-finding and independence. Staff participated in nine months of education and preparation to welcome new residents into this Montessori community. In Australia a leading care organisation has opened the first Montessori memory care unit. As a centre of excellence, they will provide training and support to team members across all their elder communities. The largest aged care provider in Australia has also started their Montessori journey. Care organisations in Toronto and Seattle have also created Montessori schools within their residential buildings. In addition, preparations are underway to create more intergenerational Montessori communities where elders and Montessori children interact.

Jennifer Brush and Michelle Bourgeois concluded a Montessori research project and began work on an NIH (US National Institute of Health) funded research study to examine way-finding that will help to guide the creation of better prepared environments. A study being conducted by Curtain University in Australia will examine the outcomes of a Montessori Environment on quality or life and the use of psycho-tropic medication. Some notable study findings this year have included improved affect, increased sense of well-being, and increase engagement as a result of living in a Montessori care community.

Outreach — Educateurs sans Frontières

Educateurs sans Frontières' (EsF) is an AMI Programme in which the participants revisit the Montessori principles and practices from the perspective of society at large. As individuals, the participants of 'Educateurs sans Frontières' will contribute to the aims of the Association Montessori Internationale, in particular as laid down in Article 4f of the AMI Articles of Association.

The EsF assemblies are a great opportunity for participants to bring inspiration to each other and share important work.

65 PARTICIPANTS

The 7th Educateurs sans Frontières Assembly was held from 21 July - 3 August 2019 in Tepoztlán, Mexico, in collaboration with AMI Affiliate Montessori Mexico. This Assembly, themed "The Mind and Hand Together - Community in Action", brought together 65 participants from every continent, with a large representation from Latin America. Among many activities, including presentations, reading sessions and workshops, the participants collectively worked on a number of topics as a foundation for EsF work: involving adolescents, measuring impact and children's rights.

CONVENTION OF THE RIGHTS OF THE CHILD

The children's rights working group proposed to start a campaign around the 30-year anniversary of the UN Convention of the Rights of the Child, with the aim to create awareness around what rights children have and how adults can best support and talk to children about their rights. Schools were asked to discuss the Convention with the children and to encourage the children to draw or make another kind of creative expression on how they see their rights. The submissions from all around the globe, together with the child friendly version of the Convention, will then be made into a digital publication.

AFRICA ROUND TABLE

In 2017, AMI launched the Africa Round Table, a gathering for practitioners working on the African Continent. As interest was rapidly growing and more courses were held, a need for closer collaboration was felt in order to share experiences and resources. At the third Africa Round Table, the idea was brought forward that the most effective way to facilitate collaboration would be through a designated coordinator for the African Continent. We are fortunate that funding has been obtained to facilitate this position for a 3-year period.

TANZANIA

In December, a workshop was organised to discuss possibilities for closer and more coordinated coordination in Tanzania. Montessori for Kenya was presented as an example of an effective organisation to promote Montessori education in-country, with a direct relationship to AMI as affiliated organisation and a supporting role for training centres. This workshop took place against the backdrop of a fully funded AMI 3-6 International Diploma Course held in Dar Es Salaam with places for 50 students from the region.ore work will be ongoing to identify strategies to foster Montessori education on the African Continent and to facilitate collaboration.

PIONEERS IN OUTREACH – OPENING UP PATHWAYS

The Corner of Hope –New Canaan and Kisima are serving 210 children a year from 3-6 and 20 children in the new Elementary class at New Canaan. The school is considered a fully functioning Primary School. The two head teachers regularly attend principals' meetings where developments in the Kenyan education sector are discussed. Since the new child-centred Kenyan Primary Curriculum draws heavily from the Montessori approach, the Corner of Hope teachers are often called upon to help teachers to understand the key aspects of the new curriculum. Parents and children are excited by the development of the Elementary class and are amazed at what and how the children are learning.

The Kenya Institute of Curriculum Development (KICD) has issued the letter approving the Kenya Montessori 3-6 Curriculum. This signi cant achievement is a rst in Africa and work is underway to complete the nal formalities with the Teachers Service Commission. Graduates can then begin registration for a TSC number that enables them to work in public and private nursery and primary schools across the country.

Professional Development — Further professional development is underway with one member of the community attending the AMI 0-3 Diploma Training in South Africa and India and a further 6 members attending the AMI 3-6 Diploma Training in Tanzania.

Working with the Sarara Foundation, Montessori schools for the nomadic Samburu tribe in Northern Kenya have been established. The current team of six (2 mentor-teachers from Corner of Hope and 4 teachers from the Samburu commu - nity) continue to work in the Ntaparani and Tintil settlements in the Namunyak Conservancy. Both school sites are cur - rently working with 40 children - the number uctuates as young boys take their turn to look after the family livestock.

The community helped the teachers at both sites to demarcate the school area with stones and the new, wider tents provide more space as well as indoor and outdoor work areas for the children. The local teams are working with the community to create culturally appropriate materials. School "uniforms" are being made from local Samburu fabric.

Outreach with Peter Hesse Foundation

Haiti, Ivory Coast and Senegal

AMI works in close collaboration with the Peter Hesse Foundation which has been bringing Montessori to Haiti for several decades, which country knew a most disturbing year as it often was impossible for students to attend classes because of violent demonstrations and roadblocks. In spite of the challenges, 28 new Montes - sori teachers were ready to start out in schools by the summer.

With schools closed for a prolonged period, there was time to produce two work books, one for teachers to evaluate children's progress, and a language workbook. These books will be used in Haiti as well as Ivory Coast and Senegal, where the Peter Hesse Foundation is wor - king towards strengthening and opening programmes.

AMI promotes partnerships with UNESCO, NGOs, and governments to expand quality lifelong education for all, respecting hu - man rights, cultures, languages and communities. It encourages Montessori children and youth to become global citizens using simple pioneering principles, with stories and materials including spheres, maps and other materials showing how human ma - terial and immaterial needs for food, housing, clothing, are met worldwide, emphasising solidarity and our interconnectedness.

In July 2019 AMI designed a 'one-page advocacy tool' and distributed it to all government delegations and UN-accredited orga - nisations at the UN High Level Political Forum (HLPF) for the rst review on SDG4 on Education, one of 17 Sustainable Develop - ment Goals (SDGs). In 2015 the UN General Assembly voted a new trailblazing goal, 'quality of education'. AMI also collaborated with the NGO-UNESCO Liaison Committee on a joint statement to the Collective Consultation on Education 2030.

Drawing from Poland

Montessori children contributed artwork to the 2018-2019 NGO-UNESCO initiative for the International Day of Peace, "Drones and Robots for Peace", which was organised in Tunis, followed by a forum on Migrati - on and a celebration with the Tunisian Human Rights League, awar - ded the 2015 Nobel Peace Prize.

A book on Drones and Robots for Peace is in preparation. Videos, inclu - ding Montessori children's drawings, are available at:Drones et Robots pour la Paix / 12mn https://youtu.be/uxQMwsQnHEk .