

# ANNUAL

# REPORT

# 2020



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# WHO WE ARE

The Association Montessori Internationale (AMI) is a global NGO which was founded in 1929 by the pioneering scientist and educator, Maria Montessori, to develop, propagate, and protect her work. AMI is the world leading authority on Montessori principles and practice, with a vision to support the natural development of human beings throughout their lives, enabling them to contribute positively to society, fostering a more peaceful world through education.

## Our Mission

AMI will use its internationally recognised authoritative voice regarding the unique nature of childhood and natural human development to advocate for the rights of children and adults to have access to nurturing, developmentally appropriate, educational environments.

AMI will do this by preserving the legacy of Maria Montessori's vision whilst continuing to innovate and increase the impact and reach of Montessori principles and practice. We will continue to uphold AMI quality standards whilst reaching out to collaborate and partner with individuals, communities and organisations who share our vision.

## Why Montessori Education?

Montessori education is about creating the right environment for healthy human development, whether that be for very young children or elderly members of society.

Montessori education is based on scientific foundations of the natural development of human beings and is therefore universally applicable to children and adults.

Children who experience a Montessori education are able to work collaboratively, whilst having respect, tolerance and appreciation for the environment and the diversity around them. The result is an educational approach which has a truly social impact on the world.



Maria Montessori in her lifetime took her approach across the world, to train teachers and work with children in all societies. Through her passion and charisma, her ideas were received far and wide. She was a truly global influencer and today Montessori education is the largest international education movement in the world, with Montessori education present in almost **150** countries.

AMI works with educators, school leaders, governments, community leaders and researchers to continue Montessori's legacy of education for a more peaceful and just society.

## Where we work

AMI teacher education programmes are run in **75** training centres across **33** countries and many more countries are reached through short online courses.

AMI works with schools, parents and teachers through its global network of affiliated societies in **37** countries.

## Our Impact in 2020

AMI Trained **13** new Trainers and **5** Auxiliary Trainers for the age-groups 0-18 to build the next generation of AMI Trainers across the world which now totals **161**.

AMI is excited to announce that there are currently **157** AMI Trainers in Training representing countries across all continents.

We launched our first new AMI Diploma courses for 12-18 educators in the USA and Sweden. Plans are also underway for a course in Mexico.

We ran **20** courses to train adults in Montessori for Dementia and Ageing across Australia, Ireland, Mexico, the USA and the UK. There are **5** Trainers currently AMI certified and since January 2020, **599** took workshops and **46** gained full certification.

**7** Trainers are now certified to deliver the AMI Administrator Course. In 2020, **117** Certificates were awarded.

Since our partner, Montessori Sports, started its online courses it has educated **400** trainees from **51** countries.



# INTRODUCTION

## 2020 - A Year of Resilience and Connection

As we look back on 2020, we feel an overwhelming sense of pride in the collective resilience of the AMI community. While the year started as usual, we very quickly had to adapt to a new normal, which enabled us to rethink all of our interactions and connections.

What the experience showed us was the incredible resilience of the AMI community, wherever they live and work across the world. The foundations which have been built over many years between trainers, educators, affiliates, schools and community groups gave us all a firm base from which to review our world, and work on ways to adapt as quickly as we could for our students, our children and our elderly communities.

As the pandemic took hold, our immediate attention was drawn to the continuation of AMI training wherever possible, and sharing as much best practice and free resources as we could to support our global community. Not only did we learn how to adapt, we were reaffirmed in acknowledging the power of the strong network our global community has.

While keeping our work to support the AMI community going, we also introduced new communications to wider audiences in the form of a free weekly digest newsletter, which spread knowledge of Montessori, and articles to help parents and teachers with ideas for home schooling.

While schools were closing and reopening at different times during the year across the world, one factor united everyone – the ability of Montessori children to work independently, creatively, and to adapt to their new pandemic classroom environments. We heard from schools, training centres and affiliated societies, from South Korea to South Africa, from Colombia to China, from the USA to the UK, from Argentina to Australia, in short, our friends and partners from all over the world shared how they were supporting education in the home and making provisions for the safe and hygienic return of children and educators, all of which served to show the world of education how well prepared a Montessori child already was to adapt.

Perhaps paradoxically, 2020 was a year to demonstrate to the world what the Montessori approach to education can achieve, in a year when the pandemic exposed the true flaws in education provision for our children on a global scale, we acknowledged Montessori’s approach for its ability to put the child at the centre and to lead with the fundamental respect for the rights of every child.

It was a year in which human rights across the whole of society were brought into the spotlight, with the power of the Black Lives Matter movement and the efforts of UNESCO to highlight child inequality and injustice to the devastating impact on our elderly community.

## **2020 WAS A YEAR TO DEMONSTRATE TO THE WORLD WHAT THE MONTESSORI APPROACH TO EDUCATION CAN ACHIEVE**

It was therefore significant that in 2020 we celebrated the 150th anniversary of the birthday of Maria Montessori – the pioneer, scientist, educator, advocate for children’s rights, and founder of AMI.

While the pandemic prevented us from face-to-face celebrations, we marked her amazing legacy by honouring her work virtually, through online events, social media, access to otherwise unseen archival material, and by amplifying the message of what Maria Montessori’s work was about.

We highlighted her commitment to working with disadvantaged children, her

vocal support for women’s rights and her unwavering work to bring her knowledge and understanding of the development of the whole human being to a global audience.

As we work through 2021 and continue to face the challenges of a world attempting to recover from the pandemic, we are grateful to our AMI community for their continued resilience, creativity and support in communicating the true value of Montessori’s work, and why this is more relevant today than ever.

**Lynne Lawrence,**  
Executive Director, AMI



**Philip O’Brien,**  
President, AMI



**IN A YEAR WHEN THE  
PANDEMIC EXPOSED THE  
TRUE FLAWS IN EDUCATION  
PROVISION FOR OUR  
CHILDREN ON A GLOBAL  
SCALE, WE ACKNOWLEDGED  
MONTESSORI'S APPROACH  
FOR ITS ABILITY TO PUT THE  
CHILD AT THE CENTRE AND  
TO LEAD WITH THE  
FUNDAMENTAL RESPECT  
FOR THE RIGHTS OF EVERY  
CHILD.**





# AMI TEACHER EDUCATION

## 2020 - A Year of Challenges and Innovation

2020 was a year of challenges and innovation for the AMI pedagogical team. Responsible for all AMI teacher education courses across the world, the team embraced the opportunities that technology gave, and the knowledge gained from the Blended 3-6 project, to ensure that AMI teacher education courses could continue, with online adaptations, and as few as possible needed to be cancelled or postponed.

Weekly Zoom meetings with AMI trainers at all levels created valuable connections, when so many were unable to work in the normal way and experience the true value of Montessori education in the classroom. The weekly global meetings sparked rich and meaningful discussions, leading to shared learning and new projects such as adaptations for managing observation and teaching practice.

It therefore became a priority for AMI in 2020 to design policies to guide its Certificate and Diploma course adaptations for remote learning, all while ensuring courses uphold Montessori principles and maintain AMI quality. AMI has done this through facilitating discussions with its different committees and training community. The work in 2020 has led to a commitment to roll out programmes for blended diploma courses at 0-3, 3-6, 6-12 and 12-18 levels.

In 2020, AMI welcomed the first of its Diploma programmes for educators at the 12-18 level. While these also had to be adjusted for the pandemic situation, it was a significant milestone in AMI's teacher education work and was welcomed by the community of Montessori educators of this age group.



AMI has also seen continued success with its Core Principles Course, which provides a deep dive into Montessori theory and philosophy for those who are looking for a solid grounding in Montessori Principles and Practice. The course is open to school administrators, academics and researchers, parents, policy makers, education advocates and those who support Montessori education in a variety of contexts.

In 2020, a total of 224 students enrolled on the courses. These courses included a high proportion of US public school teachers (32%) with many participants continuing on to full AMI Diploma programmes at 3-6 and 6-12 levels in 2020.

The Montessori Institute of San Diego, USA ran its third successful two Summer Inclusive Education Diploma Course with 16 graduates. The graduates were made up of students from the USA, Turkey, Iran, Switzerland, China and Canada.

The Montessori Administrators Courses have been running across the world in 2020. During the year the number of AMI Administrator Trainers rose to 7 from Australia, France and the USA. This is an exciting development globally and an acknowledgement of the importance of high quality leadership in Montessori schools.

The Training of Trainers Programme, guided by the Training Group, began a new Elementary Seminar Programme in Hartford, Connecticut with **17** new elementary trainers-to-be, from **8** different countries, representing our global outreach.

Due to the global pandemic, the three ongoing Primary Seminar format programmes in Romania, China and Argentina were postponed, along with the Assistants to Infancy Seminar format programme in Barcelona. At this time, the participants were asked if they would like to follow the seminars online, but they all chose to wait until face-to-face was possible.

It is expected that the next seminars will be held online due to the current circumstances. The next seminar in Romania currently has **14** people enrolled and will be led by AMI Primary Trainer, Irene Fafalios.

The Primary Seminar format programme in China will be led by AMI Primary Trainer, Louise Livingston with **23** enrolled and the programme in Argentina will be led by AMI Primary Trainer, Claudia Guerrero and has **14** participants enrolled. The next Assistants to Infancy seminar in Barcelona with **19** enrolled will be led by both 0-3 AMI Trainers, Silvia Dubovoy and Patricia Spinelli. The seminar programme in Thailand run by Shannon Helfrich has **12** participants.

The Training Group also recognised **6** new trainers at the Adolescent Level and a number of “trainers-in-training”, to be able to roll out additional adolescent courses globally in the near future. This year there are **5** Trainers with Dementia and Ageing Trainer status.

Though the pandemic created a number of challenges for the participants, the programmes at all levels went on during 2020 and continue to enrol participants globally.



The need to communicate with trainers globally has been more important than ever in 2020, and to facilitate that connection further, AMI launched its new Trainers website. A one-stop location for updates, resources and discussion groups, this has proved an invaluable resource for connecting AMI trainers.

AMI is grateful to its training community for the tremendous effort it has undertaken to keep training courses going during the pandemic, making innovative adaptations and enabling important discussions on how to approach adult learning in times of great change. The community has grown stronger and more resilient together.

To streamline the administrative procedures required to offer and deliver an AMI training programme, the Pedagogical Team have also worked throughout 2020 on a new course administration system.

Aided by generous philanthropy, this new system is currently being piloted with the AMI community, to understand their needs when it comes to efficient course administration, and the team look forward to a global collaborative roll-out. This work is key to enable AMI to meet expanding global demand for its training courses.



During 2020, the team also worked on the development of the new AMI Global School Accreditation, which has been a collaboration between the Pedagogical and Outreach teams and will be an important mark of quality for Montessori schools across the world.

The AMI Pedagogical Team is supported by some key committees, most notably the Scientific Pedagogy Group and the Training Group. In 2020, two new sub-committees were established – one to support the development of the 12-18 programme, and the other to support the work of Montessori for Dementia and Ageing.



## EDUCATEURS SANS FRONTIÈRES

### Our Global Outreach

Educateurs sans Frontières (EsF) is the division of AMI which supports Montessori education for diverse and under-resourced communities across the world. Many of the EsF initiatives were affected by the global disruption caused by the pandemic, and the community responded with great resilience as it worked to find new ways to support communities in need. 2020 also drew attention to the importance of, and the right to education, especially for children who are marginalised.

#### **Corner of Hope - Kenya**

The Corner of Hope New Canaan and Kisima schools serve around 230 children at the 3-6 level and forty children at the 6-12 level. The schools continue to be a source of inspiration and an example for initiatives

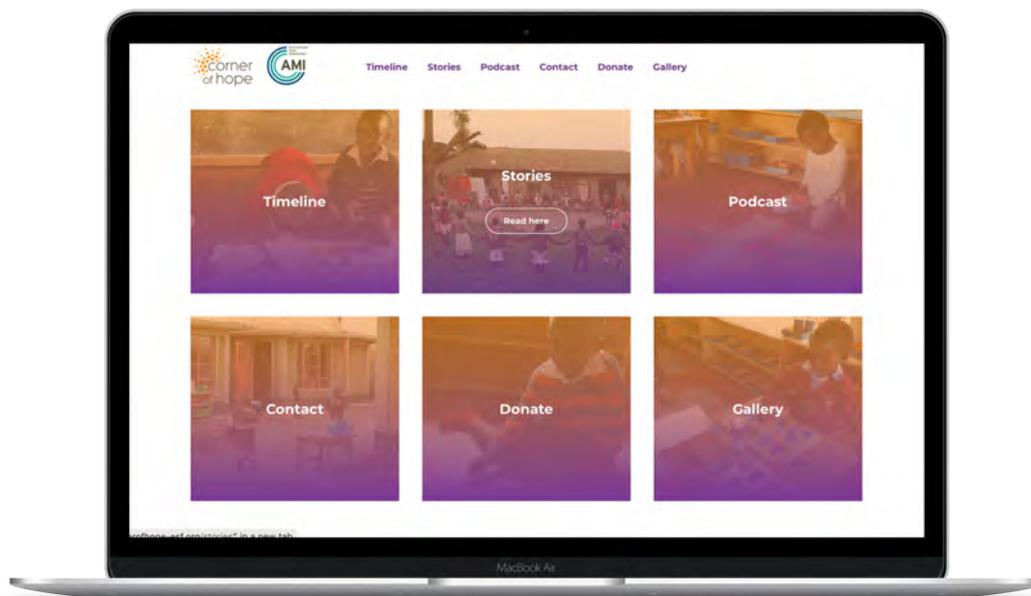
that aim to increase accessibility to quality education for children from under-resourced communities. Collaboration and community engagement are at the heart of the Corner of Hope model, ensuring independence, agency and ownership.

The Corner of Hope schools were forced to close for most of 2020 due to COVID-19 restrictions. As in many other communities and countries, there were no options for any form of online connection with the families and children, as many lack access to internet and at most, only have access to a phone.

The Corner of Hope teachers kept in touch through daily sessions on WhatsApp, where Montessori concepts and principles were discussed.

Sessions by trainers around specific topics were also held on Zoom. The teachers were also able to participate in online Orientation Courses, which allowed them to connect with Montessori teachers in other parts of the world.

2020 marked the 10th anniversary of Corner of Hope, and while many celebrations had to be postponed, a dedicated website was created to share the stories and experiences from Corner of Hope: [cornerofhope-esf.org](http://cornerofhope-esf.org)



During the long period of closure, repair works were carried out at both schools, including roof repairs, painting and work on classroom materials which the whole community was excited to see when the schools reopened in January 2021.



The new roofs of the Corner of Hope school, August 2020, Nakuru, Kenya.



Head teacher Milcah Jerotich and a former student on the new roofs of the Corner of Hope school, August 2020, Nakuru, Kenya.



Samburu tent school,  
October 2020, Samburu, Kenya.

## Samburu – Northern Kenya

The Samburu initiative started in 2018, in collaboration with the Sarara Foundation, with the aim to establish mobile schools and training, in line with the cultural and natural heritage of the Samburu people and lands.

Tented schools in Tintil and Ntaparani opened in January 2020 but were forced to close in March, when all schools in Kenya were closed to halt the spread of the COVID-19. The teachers used the time to support health work around good hygiene and also to work on additional language materials in the local Maa language.

When the Ministry of Education indicated that Community-Based Education Sessions

could continue, taking into consideration COVID-19 protocols, the schools at Tintil and Ntaparani reopened after careful preparation.

A third school opened at a new site, Lengusaka, in October 2020. There was a large turnout of children at this new site due to all other schools being closed, with some 100-140 children coming to the school each day.

The team in Samburu now consists of two mentor teachers from Corner of Hope and five Samburu teachers. Six more Samburu teachers are currently undertaking training.



Samburu Mentor Teacher,  
October 2020, Samburu, Kenya.



Samburu children outside,  
October 2020, Samburu, Kenya.



Children playing football.  
October 2020, Samburu, Kenya.

## East Pokot – Northern Kenya

2020 marked a new initiative inspired by the success and impact of the Corner of Hope. East Pokot is an under-resourced area of Kenya, characterised by rapid population growth, weak infrastructure and low literacy rates. Children have little access to quality education due to a lack of trained teachers and poor infrastructure in the region. In consultation with local partners it was decided to look into the possibility of training Montessori teachers from the Pokot region.

In December 2020, a fundraising effort was launched to support the training of teachers from this region. Thanks to the many individual donors, the great contributions of the Montessori Global Growth Fund and Cardiff Montessori School, who designated their December fundraising campaign to the East Pokot initiative, a total of 30,000 euros has been raised.

The first three trainees started their training at St. Ann's Montessori College in Nakuru in January 2021. It is planned that another cohort of three trainees will start their training in August 2021.



East Pokot Trainees starting training, February 2021, St Ann's College, Nakuru, Kenya.



The trainee with the Colour tablets made during the training, February 2021, St Ann's College, Nakuru, Kenya.

## The Peter Hesse Foundation

The Peter Hesse Foundation has extensive experience in supporting Montessori education in Haiti, the Ivory Coast and Senegal. Despite the challenging circumstances due to safety issues and widespread unrest in Haiti, along with the travel restrictions due to the pandemic, the foundation was able to pay technical visits to five of their partner schools in Haiti and provide mentoring support and Montessori materials to the schools. The Montessori partner schools in Ivory Coast and Senegal worked for the greater part of the year.

In January, a technical visit to Senegal was made to conduct a workshop on the Montessori Environment and to organise future teacher training. As a consequence of COVID-19, the other meetings and workshops had to be conducted online.

A teacher from Mali was trained, with the plan to open the first Montessori school there. Unfortunately, due to political unrest and COVID-19, this was delayed but preparations are being made to open the school in 2021.



Montessori school,  
Dakar, Senegal, January 2020



Wigens school,  
Tabarre, Haiti, November 2020



School in Les Cayes,  
Haiti, November 2020

## The Social Mission of Montessori

One of the key objectives of EsF is to raise awareness of the social mission of Maria Montessori and to offer inspiration. The restricted possibilities for in-person meetings have resulted in cancellation of most events that had been planned for 2020, including the EsF Assembly, which was scheduled to take place in Montana, USA. At the same time, it has created possibilities to focus more on online content at times when people are spending more time in the home and are looking for ways to connect and deepen their understanding. This has opened doors to a new audience that did not always have easy access to in-person events. A lot of content has been shared and AMI has hosted and participated in different online events. These include participating in a Kenyan radio talk show, an online presentation on the Corner of Hope, and a presentation at the Geneva Peace Week in November.

In the autumn, UNESCO invited partners to organise focus groups around what education should look like in the future, as far as 2050. AMI focus groups from across the world were encouraged to form, and we received reports from Egypt, Ghana, Kenya, Morocco, Nigeria, South Africa, Tanzania, Uganda, Russia, the UK, the USA, Thailand, Spain and Mexico. UNESCO will include these contributions in a published report later in 2021. AMI has been in official partnership with UNESCO for more than fifty years and been connected to the UN department of public information since 1987. These partnerships are dedicated to communicating the ideals and work of the United Nations to the world; interacting and partnering with diverse audiences; and building support for peace, development and human rights for all.

AMI would like to thank its UNESCO and UN representatives for the excellent voluntary work they do in continuing to foster these relationships.





In 2020 AMI has joined forces with 7 NGO partners of UNESCO to fight the pandemic and initiate a solidarity network. Since its founding, UNESCO has sought to collaborate with NGOs, which are fundamental civil society partners for the implementation of the organisation's activities and programmes. Over the years, UNESCO has built up a valuable network of cooperation with NGOs having an expertise in its fields of competence, i.e. education, science, social and human sciences, culture, communication and information. The project report was published at [en.reseausolidariteong.com](http://en.reseausolidariteong.com) and is available for download.

In 2021 AMI aims to further explore online opportunities to encourage conversations on the social mission of Maria Montessori. There will be a greater focus on consolidating the initiatives in Africa to plan for further growth and sustainability. Part of that work are the next steps to further support the development of the initiative in East Pokot, Kenya leading to greater access to quality education for the children from the community. 2020 has underscored the importance of access to quality education and AMI will continue to support that mission.

**MANY OF THE ESF  
INITIATIVES WERE  
AFFECTED BY THE GLOBAL  
DISRUPTION CAUSED BY  
THE PANDEMIC, AND THE  
COMMUNITY RESPONDED  
WITH GREAT RESILIENCE AS  
IT WORKED TO FIND NEW  
WAYS TO SUPPORT  
COMMUNITIES IN NEED.**





## AMI'S GLOBAL NETWORK OF AFFILIATES

**Bringing AMI's mission of quality Montessori to diverse communities**

To bring its mission of quality Montessori to diverse communities, AMI works with an engaged and active global network of affiliate organisations. While the pandemic meant so many face-to-face events were not possible, the affiliate community and AMI met regularly in online meetings, increased their communications around key issues and supported one another through access to expert guest speakers.

Several affiliates organised regional online events in 2020 to commemorate Maria Montessori's 150th birthday, one of which was led by the Peruvian affiliate in collaboration with all Spanish speaking societies. The eleven-hour event reached

3000 views on Youtube, where it remains accessible to all.

New Board changes took place across different societies, including AMI/USA who welcomed Dr Ayize Sabater as their new Executive Director in December 2020.

There was a great deal of activity across all AMI affiliated societies in 2020, and some of the highlights include:

- FAMM, the AMI affiliated society in Argentina, established 0-3 Montessori environments in partnership with 3 NGO's in different locations in the country, one of which is an indigenous community in the northern province of Salt.

- The Bulgarian affiliated society obtained government approval for their Montessori Quality Assurance Programme (MQAP) to be used with schools, children's houses and children's centres in country.
- The AMI Chinese affiliate produced a short film celebrating the 150th birthday of Maria Montessori, which was shared on their WeChat channel to 26,000 followers.
- The Colombian affiliate organised an online Congress in October 2020.
- Those running and supporting the affiliated society and training centre in Prague established a separate entity called 'Lead Montessori' in the Czech Republic in a response to the COVID-19 pandemic. Their aim was to bring communities together in this very difficult period and to create a safe place online for educational leaders. The team worked very hard to provide an online platform for those to stay connected and also learn from each other's experiences. They successfully managed to engage with their local and international communities thanks to their quick response to the physical restrictions caused by the COVID-19 pandemic.
- The Indian affiliate organised a live webinar on the 150th birthday of Montessori in collaboration with the training centre in Greece. Various AMI Trainers were invited to speak, and many people attended. In response to the lockdown measures, which forced schools to close, a webinar series titled "Montessori in our home" was organized in which AMI-trained adults discussed how Montessori principles can be implemented at home and how best to prepare the home environment for the child. These were given for free and were hugely successful in terms of number of attendees and in helping to bring the Montessori teaching and parent community together
- The Mexican affiliate contributed to the publication The Blue Dot (Blue Dot) published by the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO MGIEP's flagship publication). Moreover, Eder Cuevas, Executive Director of Montessori México, has written an article on Montessori Education for the latest Issue 12, Reimagining Learning Spaces in Uncertain Times.
- The Foundation for Montessori Education in Nigeria, the Nigerian AMI-affiliate, put a lot of effort in addressing the challenges COVID-19 caused in the densely populated communities of Nigeria. The affiliate staff members set up a fundraiser and travelled to a number of communities to help educate the children and adults on the Coronavirus and the way in which it is transmitted. They provided the communities with handwashing stations and showed the children and parents how to wash their hands in order to keep safe.
- The Norwegian affiliate achieved a milestone. Following an extensive revision of the national curriculum focusing on Montessori principles and practice in all areas, they have successfully achieved national approval of the curriculum in Norway for all aged 6 to 15 Montessori schools.

Since the beginning of 2020, AMI has welcomed a new affiliated society from Bergamo, Italy and received applications from Chile, the Ivory Coast, Nepal, Lebanon, The United Arab Emirates, and the Philippines.

AMI is also grateful for the work of the affiliated societies in their support of the implementation of the upcoming Global School Accreditation. AMI's affiliated societies will oversee the pilot programmes and support the roll-out of the accreditation in country, beginning in 2021.





## MARIA MONTESSORI'S LEGACY

### Celebrating 150 Years

The Legacy department helps support the knowledge base of Montessori, her life and work, both within and outside of our own community. Questions from young students, trainees to seasoned journalists, and university professors are all received with interest and researched with care.

2020 started full of anticipation for the 150th birthday of Maria Montessori on 31 August. There were plans for celebrations around the world by the AMI community, to culminate in a two-day international congress in Rome. The year was to be a special time for the AMI Legacy department, helping document the progress and spread of Montessori's ideas, and demonstrating the interconnectedness of our world being at the core of AMI's work.

The Legacy department smoothly adapted to the pandemic reality by providing our services via online channels; it took responsibility for generating and producing content and ideas for digital celebrations of Maria Montessori's 150th birthday, including a dedicated 150 website. It connected with many journalists who were inspired to highlight the developmental approach of Montessori, whose work has been gaining popularity rapidly around the world in recent decades, offering an inspirational alternative. AMI's own video, in collaboration with BrightVibes, on the life of Maria Montessori and featuring her great granddaughter Carolina, went live in July and was shown via multiple platforms, receiving huge engagement.

In spite of the restrictions on returning to work in offices, the flagship AMI Journal was launched on Maria Montessori's birthday, 31 August. The 320+ pages focused on Human Development—Passages to Montessori Adulthood. Conceptualised by David Kahn and filled with articles by Montessori trainers, experts and philosophers, the journal provides profound Montessori knowledge of the young person on their way to adulthood.

Each year the Legacy department shares a "Treasure Article" with AMI members. This is a previously unpublished article from the Maria Montessori Archives. The events of 2020 inspired us to select an article on "The Unconscious in History". In this article Maria Montessori ponders on our outlook and interpretation of history – as we examine the very foundations of our global human society and recognize the right of all members of our community to have their voices heard if we are to serve all children.

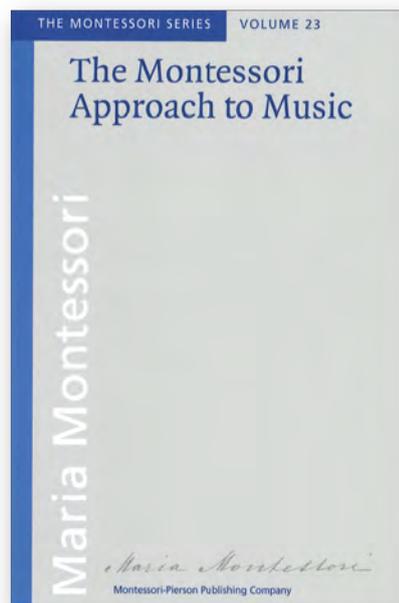
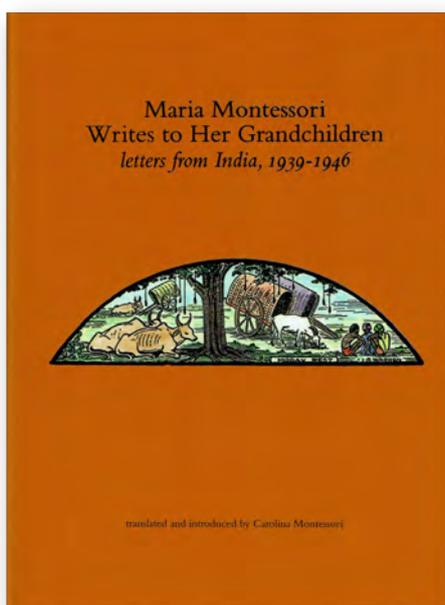


In commemoration of Maria Montessori's 150th birthday, a tulip was grown and dedicated to her. Graphic artist Iwona Tuge was commissioned to create a special publication to accompany the launch of this commemorative tulip. This exquisite "Tulip Book" includes facts and tips on the tulip's history and tulip-inspired creative practical life activities, a book to be enjoyed by all ages. The tulips themselves, available in a limited edition in 2020, sold out quickly; new crops will be harvested this year and go on sale for planting in the autumn of 2021.

The Montessori-Pierson Publishing Company (MPPC), a valued partner of AMI, also invested heavily in the celebratory year, which saw the launch of two exciting titles. The first: *Maria Montessori Writes to Her Grandchildren, Letters from India 1939-1946* is a selection of letters made by Carolina Montessori, who was also responsible for their translation, while providing helpful and insightful context to this defining period in Montessori's life.

The second, introduced by AMI trainer Sarah Werner Andrews: *The Montessori Approach to Music*, not only includes reflections by Maria and Mario Montessori on the topic, but also much of the music legacy of Anna Maccheroni, who was responsible for developing the music curriculum.

Many publishers from other parts of the world also wished to mark the year with special publications or new editions.



The Legacy department provided support for editions in Bulgarian, Danish, French, German, Hungarian, Japanese, Polish, Spanish, and Vietnamese. We are delighted by the commitment of the various translation teams, who through their close reading of the texts help bring greater clarity to translated editions.

The Montessori-Pierson Publishing Company (MPPC) has made a great commitment to ensuring the availability of Spanish language editions. New translations are being added and old translations are being corrected with the help of a small team of AMI educators. MPPC have also made arrangements for easier distribution within the Latin American community, by granting a special licence to a Mexican publisher.

The department is also responsible for ensuring that all original furniture, objects and books curated remain in good condition. We therefore took advantage of the lack of visitors to the Maria Montessori House to have repairs carried out to the furniture in Montessori's study.

## The Community Celebrates

AMI celebrated Maria Montessori's 150th birthday by sharing digital content throughout the day including various archival footage and a speech given by the President of Italy Sergio Mattarella.

The celebrations were kicked off by a #Montessori150 birthday message from AMI's Executive Director, Lynne Lawrence followed by a short #montessori150 movie with a selection of special photos of Maria Montessori taken on some of her birthdays. We also shared exclusive archival footage of an interview with Maria Montessori upon her return to Italy after the years spent in India (1947).

Here is how some of the celebratory content performed across all AMI's social media platforms:

### Video Footage of Maria Montessori Interviewed in 1947

- Reached **86.7k** people
- Was viewed **27.5k** times
- Our community reacted, commented and shared this video **5.5k** times

### Maria Montessori Birthday Movie

- Reached **176.3k** people
- Was viewed **44.2k** times
- Our community reacted, commented and shared this video **6.1k** times

### Birthday Message from AMI's Executive Director, Lynne Lawrence

- Reached **98k** people
- Was viewed **36.3k** times
- Our community reacted, commented and shared this video **5.5k** times



Interview with Maria Montessori, 1947



# MONTESSORI SPORTS

## Strategic Partnership

AMI has a strategic partnership with Montessori Sports, with the aim to bring Montessori principles to sports environments, and to bring sports into the Montessori curriculum. In 2020, the pandemic meant that all training was offered completely online, the first of which was delivered in English, with optional Spanish subtitles. Some 400 people, from 51 countries have enrolled on the Sports Fundamentals course since its launch in August 2020.

In cooperation with the material manufacturer Nienhuis Montessori, the first sports materials were created and offered through its distribution network.

Partnerships with AMI Training Centres and Affiliates and other Montessori organisations have been established to promote Montessori Sports, including working with FC Volendam, a Dutch professional football club, where

Montessori Sports principles are used with the youth academy. A Montessori Sports programme for 2-6 year old children will also be started in the town of Edam-Volendam.

For the coming year Montessori Sports hopes to expand its offerings to the online platform, to include translations in several more languages and launch a sports course focused at the 3-6 age level. A membership platform will also be created where course alumni are able to access a repository of materials.

The establishment of a Montessori Sports Fund is planned to reach under-resourced and underserved communities. By offering innovative and accessible programmes, which enrich current offerings, and have the potential to go well beyond the classroom, Montessori Sports are aiming for a wider reach and larger impact for children and educators.



# MONTESSORI ARCHITECTURE

## Educational Spaces

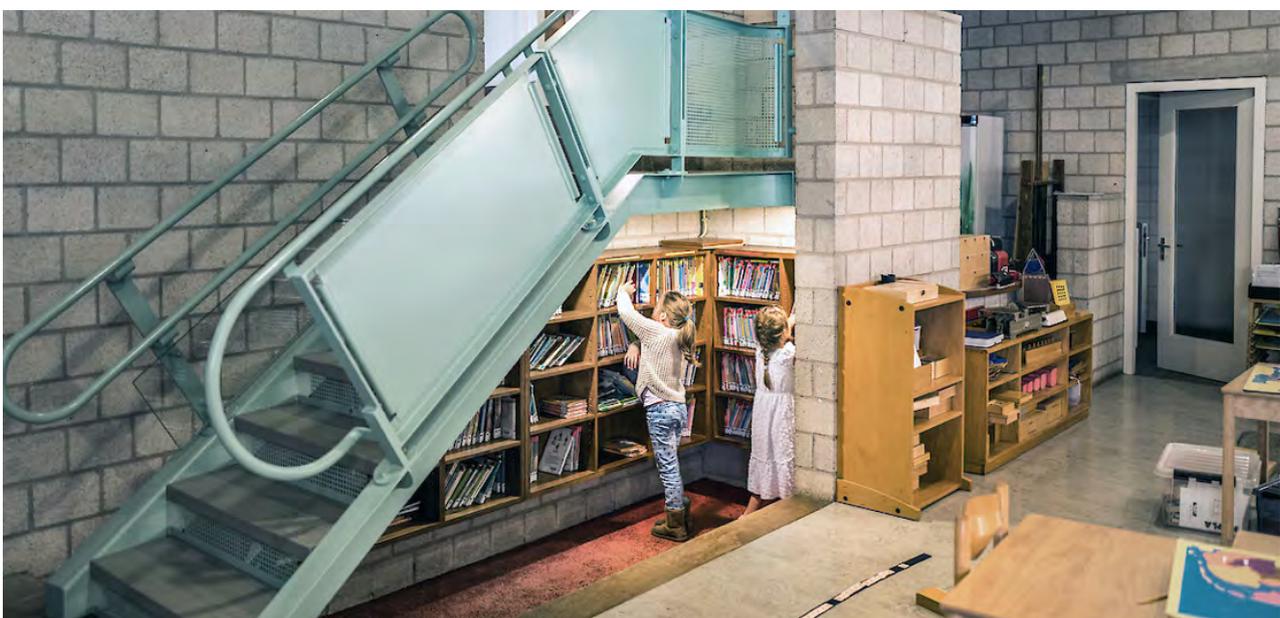
In Montessori education it is essential to prepare the environment for the children's self-construction.

The prepared environment must encompass both the thoughtful layout of Montessori materials and the design of the physical learning spaces (internal and external) in which this environment is created.

In partnership with the Arthur Waser Foundation and working with architect Benjamin Staehli, a design tool for Montessori learning environments and architecture has been created, to bring pedagogical principles to the construction of educational spaces, applying universal principles, while taking into consideration the variations in cultural contexts. Incorporating these principles in the creation of spaces aims to enhance the learning experience in Montessori schools and can be applied in any school anywhere in the world.



International Montessori School  
Brussels, Belgium



Amsterdams Montessori School  
Amsterdam, Netherlands

The suitability of the tool was tested in 2019 in Tanzania, through an architecture competition for the design and construction of two Montessori school campuses. Two of the bids were selected for execution.

In 2020, some adjustments were made to the winning designs to meet the Foundation's requirements, and adapt them fully for their local context, by engaging local contractors, labour and volunteers, without compromising on the principles for sound Montessori architecture. Construction work for the Simba Vision Montessori Campus,

in Arusha, Tanzania started in December 2020, with plans for the Kabuku Montessori Campus, in Tanga, Tanzania to start in Spring 2021. This will also coincide with the launch of a book and architecture website.

In Tanzania there are plans to organise a series of workshops for local and international architects in the second half of 2021. The aim is to share the design instrument to enhance the quality of Montessori Architecture, while exchanging expertise and experience.



At the construction site of the 'Simba Vision Montessori Campus' in the Maasai and Meru Region of Tanzania. It shows Africa Amini Alama's vice president Dr Cornelia Wallner together with her teachers and construction workers at the ground breaking, December 2020



## MONTESSORI FOR DEMENTIA AND AGEING

### Improving quality of life for elders

Montessori for Dementia and Ageing uses Montessori principles in the care and support of those living with dementia. This unique and hugely successful approach helps elders to live a purposeful and independent life for as long as possible, providing a manageable support system for those who care for them within families or residential care. Qualified AMI trainers provide certificate courses in the techniques and principles, so that they can be used in care home or family settings.

2020 was an extremely difficult year for the aged care community and the impact of the pandemic was immense.

As a result, many of the workshops scheduled for 2020 had to be cancelled or postponed.

The situation called for creative thinking and eLearning courses were developed to enable students to still gain AMI certification. Many students from around the world were in the process of completing their assessment tasks for certification when the pandemic hit. However, thanks to extensions, creativity, reassurance, understanding and kindness, they were able to continue.



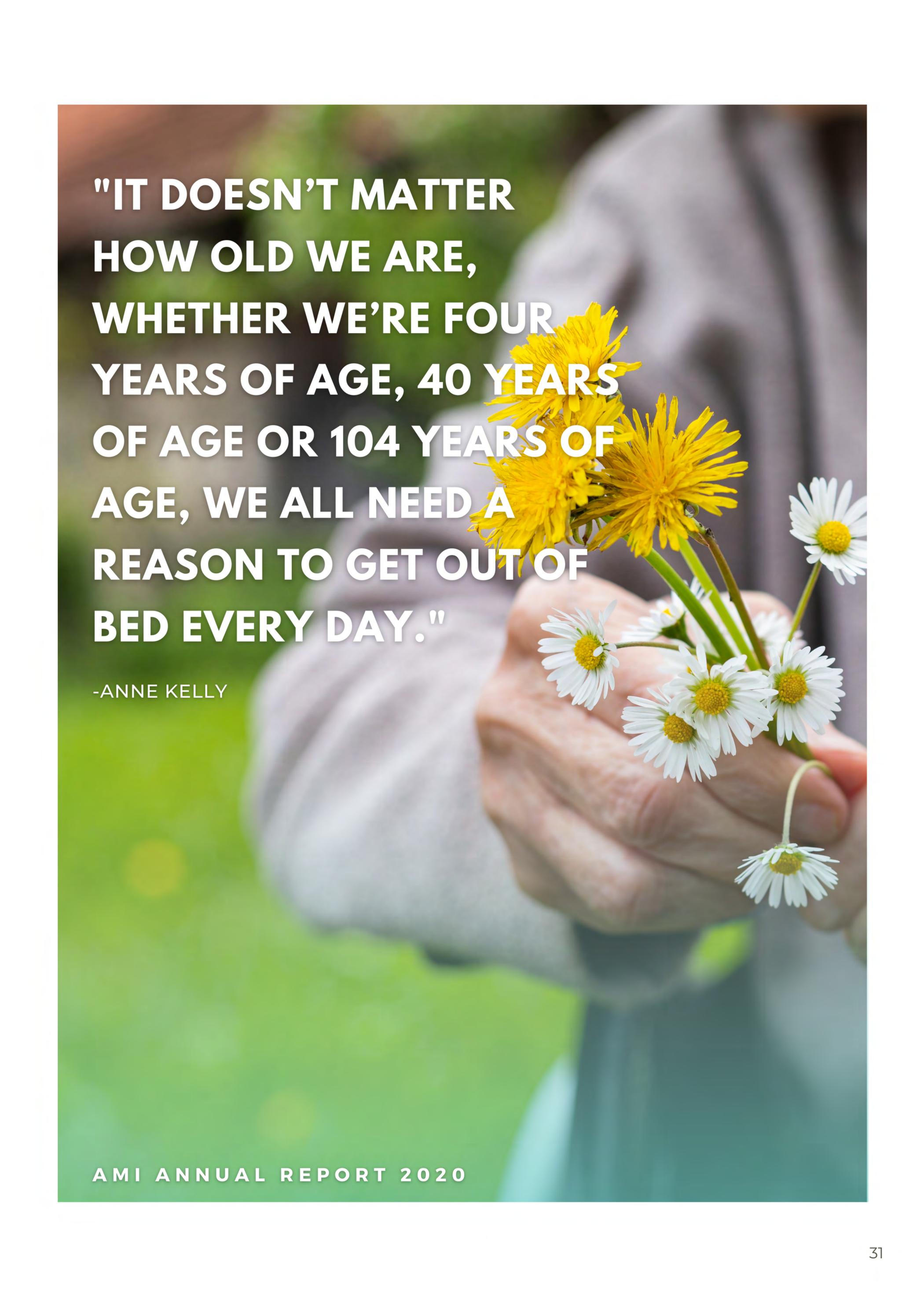
AMI collaborated with the BrightVibes organisation in 2020 to release a video in December, highlighting the work of Montessori for Dementia and Ageing, which was viewed over 1 million times in less than two months. This has helped immensely with AMI's mission to continue spreading the word about Montessori for elders, even in these challenging times.

- This video reached **941k** people online
- Our community engaged with this video **67.3k** times
- Our followers commented, liked or shared this video **11.3k** times
- The video was viewed **1.42 million** times.

As interest in the training spread, the first ever Montessori for Dementia and Ageing certifications were delivered in Brazil, Finland, Norway, and the UK, and the endorsement of Julia Ballesteros Senties as an AMI Trainer increased AMI's capacity to reach more trainees. There are also three certified practitioners working towards becoming AMI Trainers in Spain, Switzerland and Brazil.

In 2021 AMI will continue to promote Montessori for Dementia and Ageing through training, mentoring and informing design for long-term elderly care in order to create supportive, prepared environments.





**"IT DOESN'T MATTER  
HOW OLD WE ARE,  
WHETHER WE'RE FOUR  
YEARS OF AGE, 40 YEARS  
OF AGE OR 104 YEARS OF  
AGE, WE ALL NEED A  
REASON TO GET OUT OF  
BED EVERY DAY."**

-ANNE KELLY

AMI ANNUAL REPORT 2020



# DIGITAL SUPPORT IN A PANDEMIC WORLD

## Our digital response

The Montessori approach to education embodies an attitude to life and underlying principles that can be applied to any situation and culture. During the COVID-19 pandemic many schools, educators, parents and carers are doing their utmost and remain dedicated to serving their children by finding alternative ways of connecting with students and providing Montessori experiences in different settings

To support this work AMI focused its efforts via AMI Digital ([montessordigital.org](http://montessordigital.org)) to provide freely available, high-quality and accessible resources that are relevant to different communities, cultures and languages.

Carefully curated sets of Classified Cards offering children both language and cultural resources have been particularly popular. These resources have now been provided in 20 languages: Chinese Simplified, Chinese Traditional, Dutch, English, Finnish, French, Italian, Korean, Japanese, Latvian, Polish, Portuguese, Romanian, Russian, Serbian, Slovenian, Spanish, Swahili, Thai and Vietnamese.

AMI has received many heart-warming stories from educators and families around the world regarding the impact and usefulness of these resources.



svinčnik



valkosipuli



chokoa na pestel



xe cút kit



鸭子



marakuja

Examples of AMI Digital Classified Cards in Slovenian, Finnish, Kiswahili, Vietnamese, Chinese and Polish languages

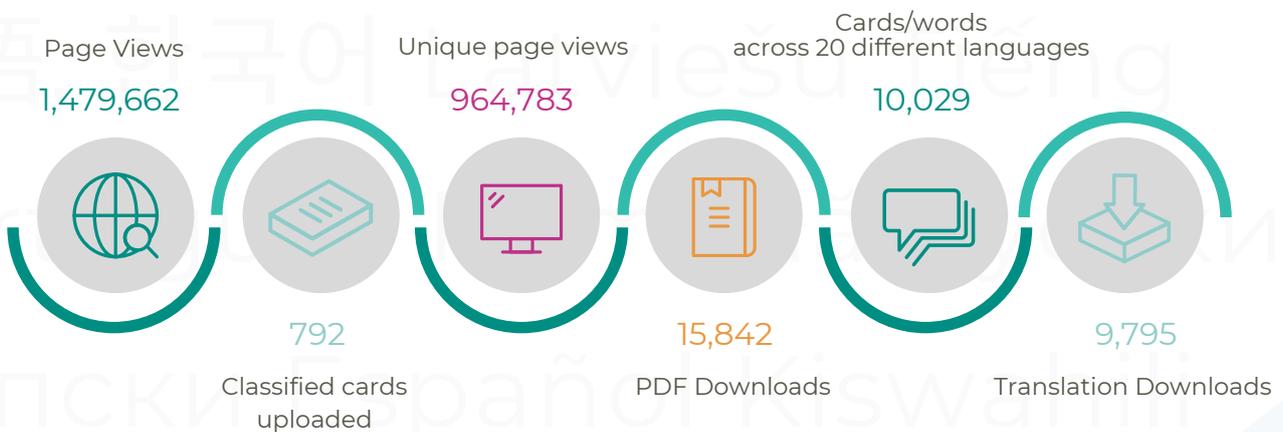
To support students in 6-12 courses, the AMI Elementary Charts have been translated into five languages and updated to make them more globally representative. Once digitised, these will be available for teacher trainees on AMI 6-12 courses in 2021.

Looking to the future AMI has also completed its analysis and recommendation for establishing its institutional, archival and digital repository platform.

This contributes to a huge extent to the goals of our Strategic Plan 2018-2023.

Collaboration with key partners and universities will be an important component for undertaking this great work to bring academic, research and policy recognition to the seminal ideas of Maria Montessori and to the global impact of Montessori principles and practices for the full development of the human being.

### AMI Digital Statistics





# 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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Monte Kenison

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- **Arthur Waser Foundation**
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- **MM 75 Fund**
- **The Peter Hesse Foundation**
- **The Indaba Foundation**
- **Sarara Foundation**
- **Montessori Sports**

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