



ANNUAL REPORT 2025

The background of the lower half of the cover is a vibrant, teal-to-blue gradient. It features a large, detailed dandelion seed head on the left side, with several seeds floating away towards the right. At the bottom of the page, a dark teal silhouette of a world map is visible, showing the continents. The text is centered over the map and dandelions.

REACHING OUT
TOUCHING LIVES
COLLABORATING
FOR
IMPACT



VISION

The Association Montessori Internationale (AMI) understands, articulates and aids the natural development of human beings throughout their lives, enabling them to contribute positively to society, leading to a more harmonious, peaceful and sustainable world through education.

MISSION

We aim to fulfil the right of children and adults around the world to have access to nurturing, developmentally appropriate, educational environments. We do this by delivering relevant and accessible training, targeted advocacy and intentional innovations that increase the impact and reach of Montessori principles and practice.



OUR CORE VALUES

- Share our knowledge respectfully and peacefully
- Believe that equity, inclusivity and diversity make us stronger
- Engage with others openly and seek to collaborate in pursuit of our mission
- Encourage our community to think global and act local
- Commit to sustainable practices
- Act with integrity, trustworthiness and accountability

OUR COMMITMENT: EQUAL FOR IMPACT

Ethical in our actions

Quality in our offerings

Universal in our application

Accessible and affordable in our reach

Leadership and lifelong learning in our culture

FOREWORD BY AMI'S PRESIDENT AND EXECUTIVE DIRECTOR

Our Annual Report for 2025 is full of evidence showing the vibrant health of the Association Montessori Internationale as it fulfils its mission to connect Montessori to the world and the world to Montessori. There has been tremendous progress in providing access to Maria Montessori's work, active training courses have reached a post-COVID high, and we continue to bring fundamental change to individuals and communities. We build sustainable partnerships based on trust, cooperation and a shared belief in education as the foundation for a better, more peaceful future for humanity.

We have immense pride in the work we have done and express our sincerest gratitude to every parent, student, trainer, educator, administrator, school, member, donor and supporter for their efforts. You are the people who have decided to make Montessori your preferred choice for education and help ensure its influence on society is growing. It is an honour and a privilege to work alongside you.

The themes reaching out, touching lives and collaborating for IMPACT summarise our work and how we are achieving the ambitions laid out in our

Strategic Plan 2023-2028. We also recognise and report on our efforts to communicate effectively to ensure that the work we do is understood, recognised and fully appreciated. In an era where many individuals and entities increasingly have access to global communications and technological tools that allow them to appear to be an expert, we must ensure that we achieve high levels of visibility and enable everyone to benefit from our expertise and credibility.

An Inflection Point

As we near our 100th anniversary in 2029, we believe society is approaching an inflection point and a moment to reinforce our belief that Montessori is the best option for humanity's future. This builds upon Maria Montessori's visionary insights into child development as well as the broader humanitarian and social justice activity that distinguished her life. It is a bold claim that we do not make lightly.

There is growing unrest and unease about the way much traditional mainstream education continues to mirror the factory lines and production techniques of the early 1900s. From populist



Alain Tschudin, President



Lynne Lawrence, Executive Director

podcasters to eminent professors there has been an increasing drumbeat for a different approach that will better suit the needs of the 21st Century. The need for creative, collaborative, inquisitive adults who are resilient and able to adapt to significant, rapid change as stewards for planetary sustainability has never been greater.

This moment arrives as we see increasing amounts of research providing ever stronger evidence to support the observations made by Maria Montessori more than a century ago. A developing part of our efforts has been the regular AMI Research Threads posting to highlight the work of researchers in the field of child psychology, neuroscience and education. Our Global Research Group is also actively engaged in presenting research that gives context and emphasis to Montessori's historical growth and influence.

In addition to long term research and well-established networks, we constantly see new, focused and practical application of our founder's philosophy. A wonderful example is the Emergency Response pilot team in South Africa tackling urban and rural poverty through implementing high fidelity Montessori for children and adults in underserved communities. We continue our planning to build on that pilot as an example of ways in which we can help people change their lives to be healthier, safer and more prosperous.

For Everyone, Everywhere, All of the Time

Training is at the very heart of our work because trainers are the invaluable multipliers who each teach hundreds of teachers who go on to teach thousands of children. There is a heartening

increase in the number qualified to provide AMI training across Diploma and Orientation courses as well as those for Montessori for Dementia, Disability and Ageing (MDDA) and Montessori Sports and AMI School Leadership. More than one hundred trainers have featured on Voices of AMI Training with the series achieving more than 500,000 views across social media and the website in two years.

Interest in MDDA has increased significantly with the world's first AMI accredited dementia day care facility being recognised in Japan. Eight countries were represented at the first Montessori Sports International Football Camp and the worldwide community involved in this collaborative initiative continues to grow. AMI Talks have covered subjects as diverse as the link between history and innovation, empowerment of women and nurturing the democratic spirit in education.

There is a growing recognition that we can serve the whole of society by providing the key to fundamental, enduring change in human relationships. Montessori can be as relevant to the way business works and countries negotiate as it is to individuals maturing over the four planes of development. Education that prepares the child for peace is a foundational principle but our philosophy addresses all human life in the context of a longer-term vision for society.

Those benefits are felt in every corner of the globe. It is easy to become blasé about the range and impact of Montessori, but the Annual Report reminds us of the amazing development of Corner of Hope which has provided a springboard for coordinating a broader strategy in Africa.

Community Rooted Education (CoRE) has expanded from India to Africa with plans in hand for even wider application. Equally impressive are the achievements in France, Kenya and Bahrain where success in national government accreditation has placed many Montessori teachers on the same level of recognition as those in traditional education.

A Gift from the Past: A Promise to the Future

The greatest gift we can give the world is hope and a roadmap to achieving peace. We believe that Montessori made a promise to the future and that her work provides that guidance. AMI is uniquely placed to be the leading global advocate ensuring policy makers listen and take action.

An important differentiator is our leading-edge archive and research hub that has, since its launch, been able to attract new Montessori resources which will provide the basis for authentic, high-quality development in the future. Translation work has seen the Aid to Life website expand to 29 languages and there have been 18 new and revised translations of other resources. The AMI Publications Collection dating back to 1937 has been published online and joins the NAMTA Journals published the year before as one of the most comprehensive, publicly accessible Montessori archives in the world.

Looking forward, our plans to support the work of schools and teachers ever more closely are the driving force behind the Global School Accreditation programme that entered a second pilot phase in 2025. On the International Day of Education and the International Day of Teachers in November 2025 we rejoiced in the wonderful work that is done every single day in schools by hard-working, dedicated teachers and administrators. We know that their work today is vital to developing a generation of children able to fulfil Maria Montessori's promise.

We look forward with excitement and confidence to the role we will play in taking Montessori forward around the world over the coming years. We are buoyed by the increasing recognition of the inherent power of the observations that Maria Montessori made over a century ago. We welcome all those who would collaborate in our mission to change the world.



Alain Tschudin
President



Lynne Lawrence
Executive Director

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REACHING OUT

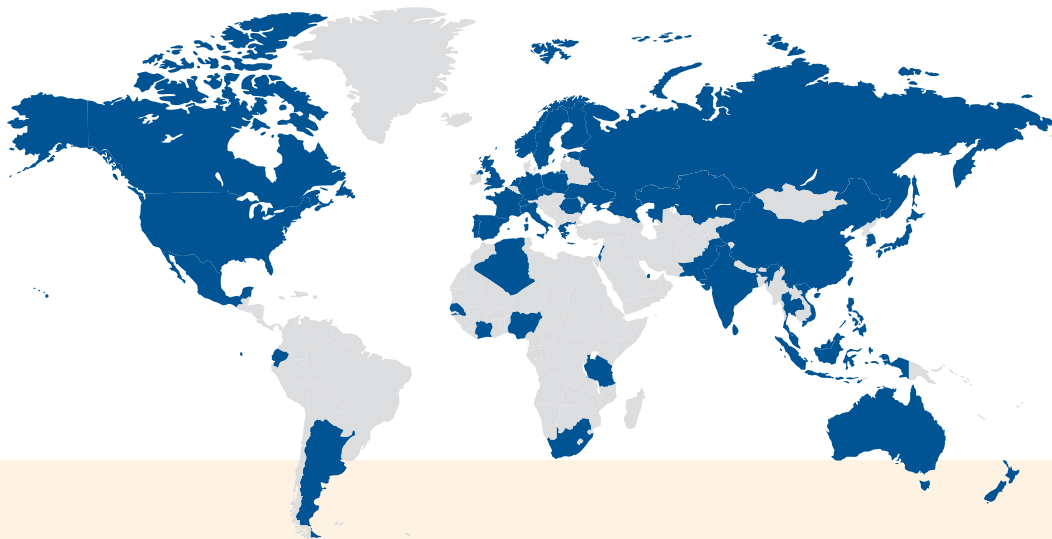
We connect Montessori to the world by engaging, communicating and delivering on our mission to provide relevant and accessible training, targeted advocacy and intentional innovations that increase the impact and reach of Montessori principles and practice.

"We shall walk together on this path of life, for all things are a part of the universe, and are connected with each other to form one whole unity."

Maria Montessori

To Educate the Human Potential, p. 6

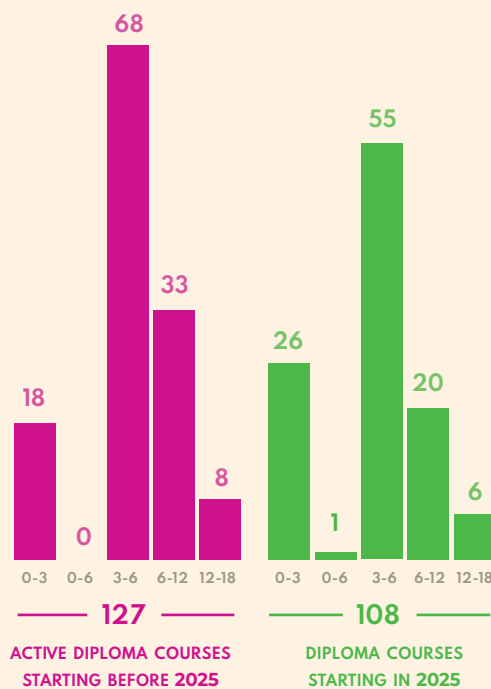
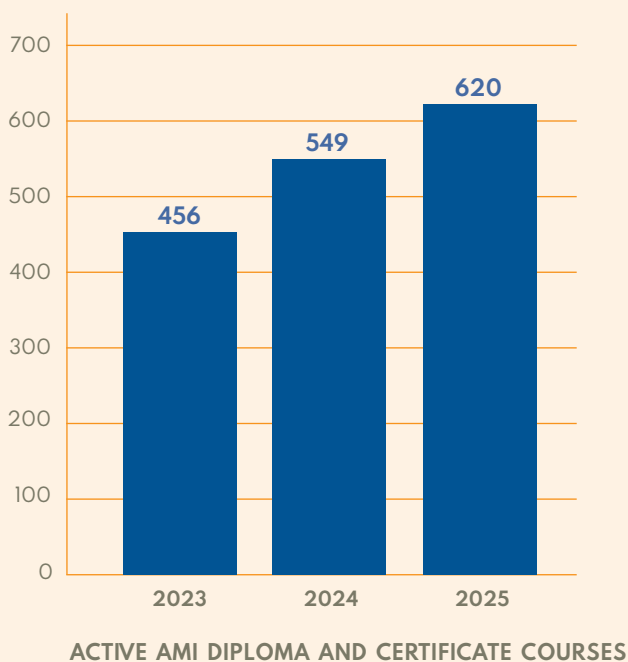
COURSES WITH AMI AWARDS TOOK PLACE IN 46 COUNTRIES IN 2025



Another Year of Growth in Course Delivery

Course formats continue to develop to meet the needs of regional and local communities. 2025 saw 620 high-quality active courses with AMI awards taking place in 46 countries, a growth of 12.9% over 2024. 482 new AMI Diploma and Certificate Courses started, an increase of 15.3%. Over the longer term this is 47.4% more than the 327 courses which started in 2023. 108 Diploma Courses started across 29 countries.

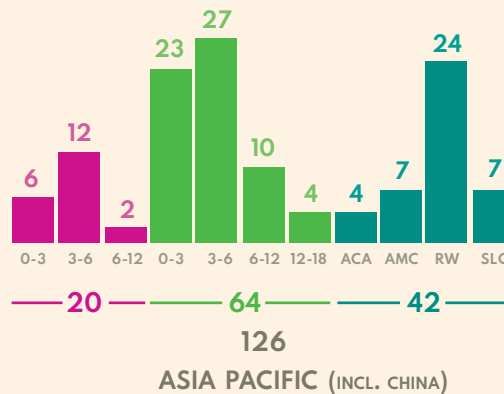
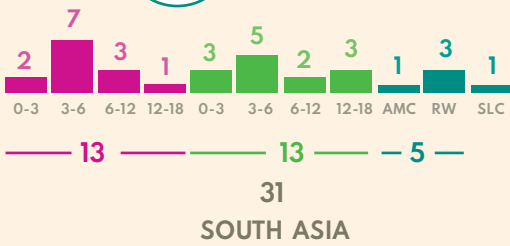
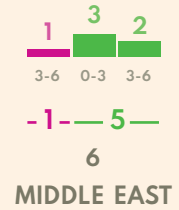
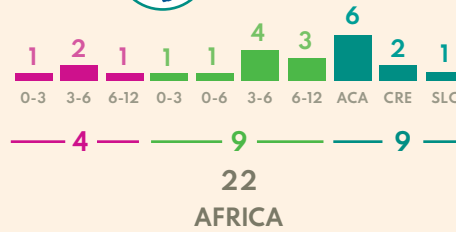
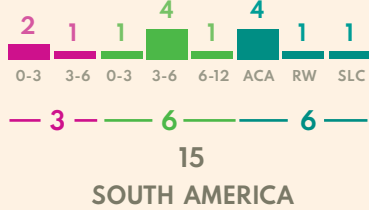
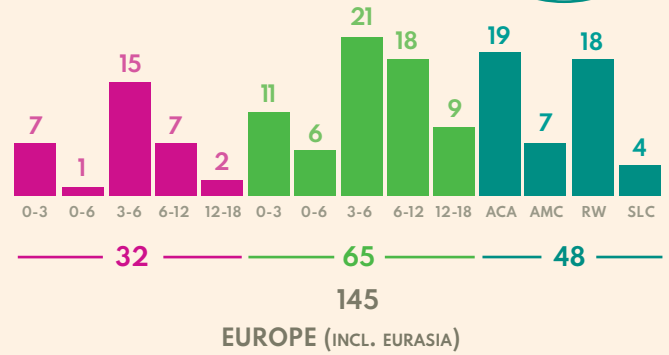
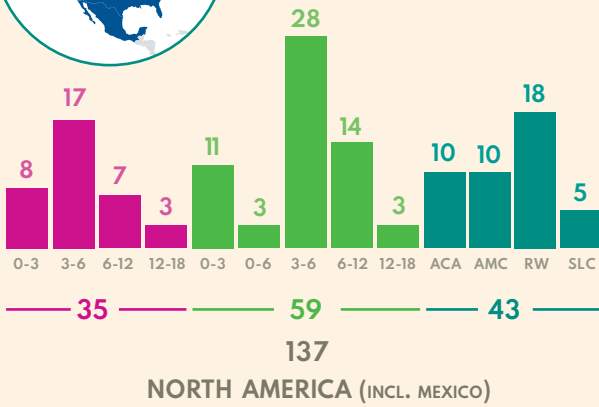
Certificate Courses continue to provide a valuable entry point to Montessori qualifications with 374 courses across 44 countries. This was a significant increase on 315 courses across 38 countries in 2024. These courses are often a stepping stone for career development and towards an AMI Diploma course.



235
TOTAL DIPLOMA COURSES RUNNING IN 2025



NEW COURSES STARTED IN 2025, PER CONTINENT



DIPLOMA COURSES	0-3, 3-6, 6-12, 12-18
ORIENTATION COURSES	0-3, 0-6, 3-6, 6-12, 12-18
OTHERS	ACA Assistants Course Adjunct CRE Community Rooted Education AMC Administrators, MDDA, Core Principles RW Refreshers and Workshops SLC School Leadership Certificate

Serving New Countries and Locations

AMI continues to grow through the delivery of courses and training centre representation in new locations. This is achieved through a combination of new partners and the expansion of existing relationships. Thirteen further locations across nine countries were approved during the year.

Satellite Courses Extending Reach

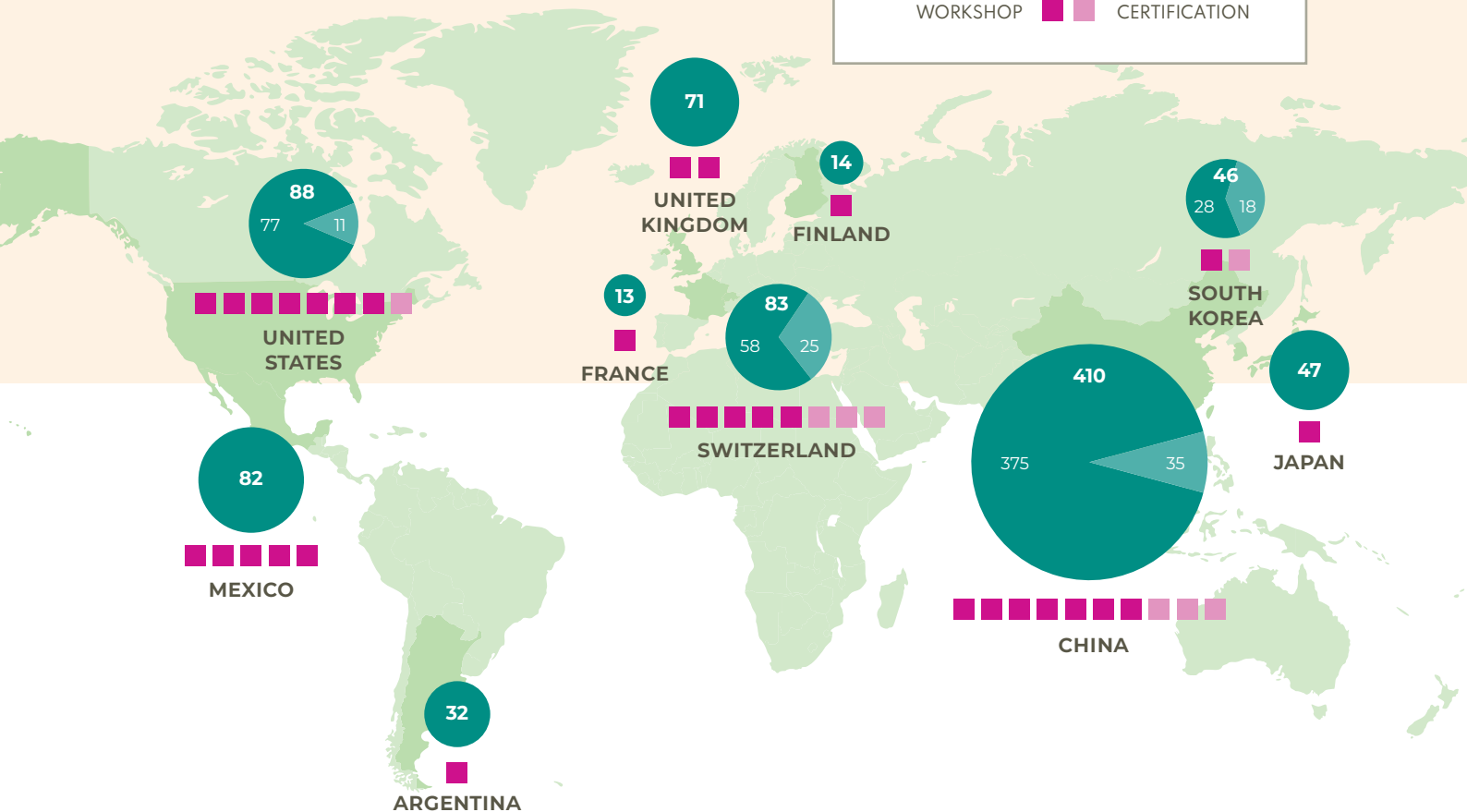
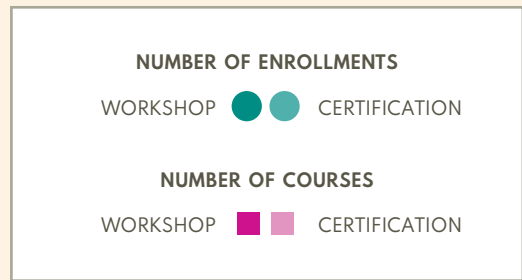
New satellite courses expanded the reach and availability of training in the US and China. The year also saw planning work for satellite courses in Paraguay and Brazil in South America.

Momentum Building for Montessori for Dementia, Disability and Ageing

Montessori for Dementia, Disability and Ageing (MDDA) is life-changing for older people, especially those living with dementia or other disabilities, as well as their families, care partners and communities. A website dedicated to MDDA launched successfully and generated strong engagement and positive feedback.

The range of workshops and number of individuals receiving certification increased rapidly during the year. Ten countries saw nearly 800 workshops and 90 certifications.

MDDA COURSES AND ENROLLMENTS



Supporting School Leadership

The Montessori School Leadership (MSL) Sub-Committee consolidated and further developed the MSL course framework and built stronger foundations for the Training of Trainers pathway. The courses bring together current and aspiring Montessori school leaders, school managers, and educational coordinators from across the world, to strengthen the core skills and understanding required to lead, guide, and sustain Montessori school communities. There are now twelve Full Trainers, one Auxiliary Trainer and four Trainers in Training.

Nineteen courses were offered in fourteen countries with 365 enrolments across a variety of formats and locations. Courses offered included online delivery in Argentina, Australia, Canada, Czechia, France, India, Mexico, Switzerland, and the United States; blended delivery in Australia, Malaysia, Thailand, and the United States; and on-site delivery in China, Senegal, and the United Kingdom.

Global School Accreditation Progress

Substantial progress was made on the digital infrastructure supporting Global School Accreditation (GSA). The GSA website and database are now established as the authoritative source for AMI's Quality Framework, ensuring consistency across published content, guidance materials and system-generated documentation.

The most significant development was the completion of the Self-Study tool, which forms the centrepiece of the GSA pilot programme. The tool enables schools to

undertake a structured process of reflection aligned with AMI's four Quality Areas and 38 Standards. It has been designed as a dynamic system, allowing it to be refined and rebuilt in response to feedback from the pilot phase.

Approved Accrediting Agencies and schools in the pilot countries (Spain, Norway, Czechia and Canada) have begun engaging with the platform. Development also commenced on the Application and Evidence submission workflows which are scheduled for release in 2026.

Expansion for Montessori Sports

More than 400 educators, coaches, and school leaders participated in the AMI-recognised Montessori Sports Fundamentals Course. The course was strengthened with 18 new lectures, reflecting current research and field experience and the AMI Diploma Adjunct pathway was introduced to enable more accessible and efficient progression.

The programme expanded internationally through a Russian translation, with initial courses delivered in Kazakhstan and Russia. In addition, the School Training & Mentoring Programme was launched to support sustained, whole-school implementation, engaging 30 schools across 17 countries.

Progress continued on plans for 2026, including additional translations (Arabic and Romanian), deeper collaboration with trainers and training centres, and the launch of a Montessori Sports Advanced Course for graduates taking leadership roles within schools.



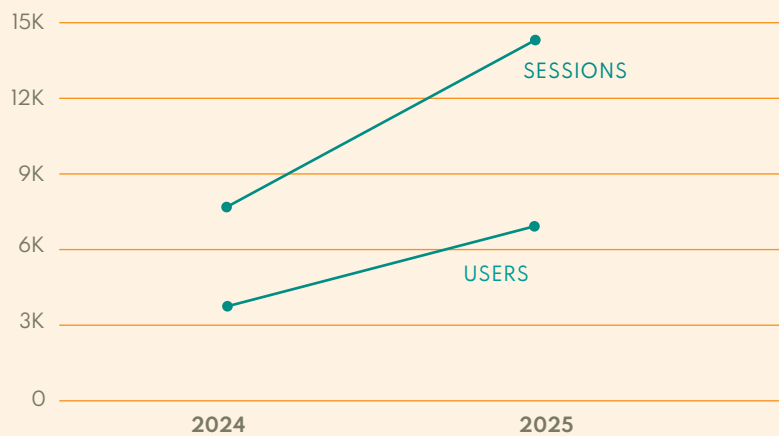
Increased Engagement Through Archives

Increasing numbers of people are discovering the valuable resources held in the Montessori Archives website launched in 2024. The site has successfully incorporated the full digital collections of the NAMTA Journal and all AMI publications from 1937 to the present. The site opens with a 360 degree video of Maria Montessori's study, which shows a selection of objects in her study and is accompanied by a matching narrative detailing their provenance and significance.

The growth of users of the website evidences the demand for high quality material and rare resources. Top page visits beyond the home and search options are photographs, AMI Journal related, special collections and the NAMTA Journal.

Additional collections will include profiles of early and influential Montessori collaborators, friends, and family members. These will highlight each individual's essential Montessori contribution while helping explore how Maria Montessori's professional and personal networks were structured. This underscores the relational nature of Montessori's legacy: ideas sustained and transmitted through people.

The year also saw the start of a collaboration with Italian historian Erica Moretti, author of *The Best Weapon for Peace*. Her work with the team supports greater academic visibility, expands international research networks, and contributes directly to the development of content for the Archives website.



GROWTH IN WEBSITE USERS AND SESSIONS



AMI Talks Achieving Traction

AMI Talks from the past four years have been brought together in a YouTube playlist as a unique resource and service that has already received more than 26,000 views. During the year an AMI Talk hosted by the legacy team and two young PhD students on Maria Montessori's birthday drew registrations from 112 countries.

Further AMI Talks explored: "How Montessori history fuels contemporary innovation", "Women's empowerment and Montessori feminism, marking International Women's Day" and "Nurturing the Democratic Spirit in Education".

Spaces and Opportunities for Connection

Plans are underway to relocate the AMI Library to the first floor of the Maria Montessori House, a move that will improve interaction with on-site researchers, and potentially allow for the display of selected archival documents. The team also collaborated with four Cultural Heritage students, who spent three weeks on site developing proposals for additional exhibition space.



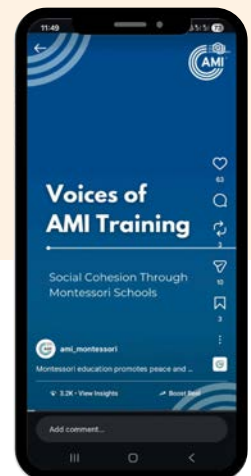
Building a Global Research Network

The Global Research Group (GRG) focused on strategic initiatives and ways of building on its growing global presence. The AMI Research Threads monthly promotion of Montessori research secured more than 100,000 views across social media and the website. The GRG also developed connections with external researchers to suggest and present articles for this programme.

Amplifying Voices of Trainers and Training

The Voices of AMI Training (VOAT) series of articles, downloadable handouts and videos had nearly 300,000 video views across social media and the website. More than 2,000 handouts were downloaded which emphasised the value of this resource to students, schools, teachers and others interested in Montessori education.

A new development saw 12 articles written and introduced on video in Spanish. VOAT will build on the success of this initiative with a series of articles in Chinese in 2026.



Developing Community Rooted Education (CoRE)

Two CoRE pilots took place in Tanzania in 2025, in Singida on the mainland and on Zanzibar Island. Thirty-seven facilitators in Training worked alongside practitioners to explore core Montessori principles and support classroom implementation in government schools. The Arthur Waser Foundation and the Montessori Community of Tanzania are keen to scale up CoRE in Tanzania with a focus on quality implementation and growth through local capacity building. There is strong support from the Tanzanian government.

A CoRE intergenerational pilot programme was also trialled over the summer with the Nee Intergenerational Montessori for Belonging and Learner Centred Education (NIMBLE) in the Hartford, Connecticut, USA.

A CoRE programme started in Punjab, India in December 2025 and there are advanced plans for a programme in Varanasi, with a focus on supporting educators working in local early childhood centres (aanganwadis). Each pilot has a strong focus on programme design in collaboration with an AMI appointed mentor and reflects the context of the educators, including factors such as access to learning materials, number of children, previous training and the involvement of experienced Montessori teachers.



CoRE in Tanzania

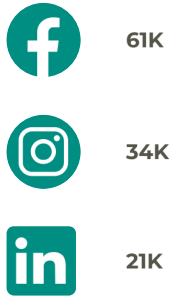
Community Connection for Educateurs sans Frontières

A two-part workshop series on Empathic, Nonviolent Communication (NVC) in Montessori Communities was presented by Nati Beltrán. It explored how NVC can enhance Montessori practice at both the classroom and community levels. The sessions included presentations, small-group practice, and hands-on exercises, ensuring that participants left with practical, actionable tools to integrate into their daily interactions with children, colleagues, and parents.

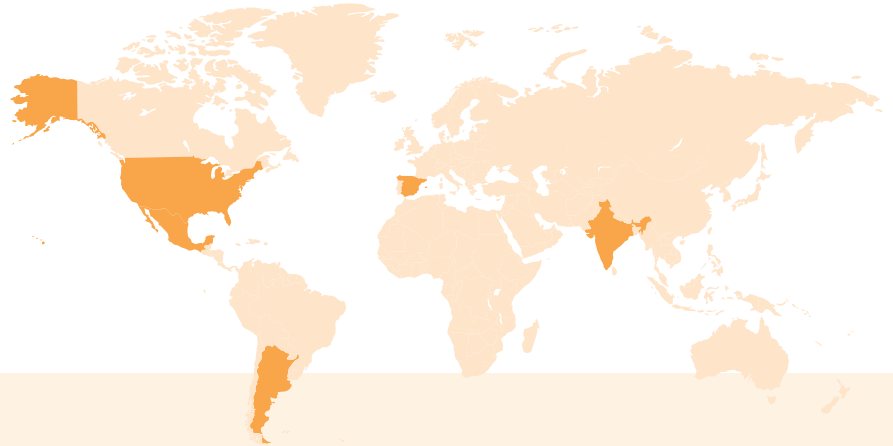
AMI hosted the online Voices of EsF Programme, *Insight to Impact: Montessori Principles as a Foundation for Change*. This consisted of three live 80-minute sessions, supported by recordings and readings, with six presentations from practitioners and trainers and approximately 50 participants per session. The programme supported participants in transforming insight into locally grounded action by connecting knowledge of human development with community knowledge of local needs, contexts, and opportunities.



SOCIAL MEDIA FOLLOWERS



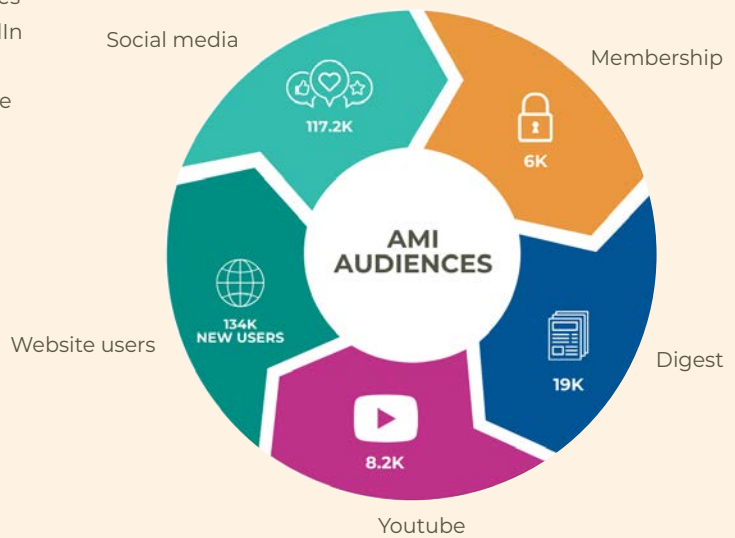
TOP COUNTRIES FOR FOLLOWERS



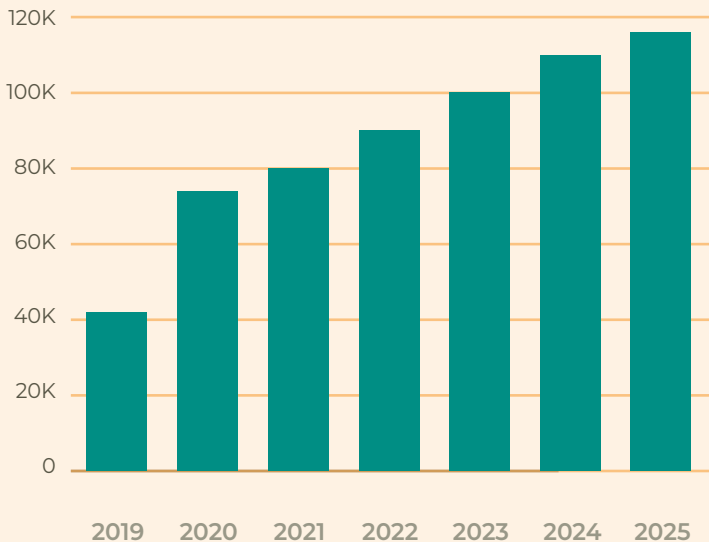
Growing Global Audiences

The global audience for AMI activity, news and successes continues to grow. Across Facebook, Instagram, LinkedIn and YouTube there are more than 125,000 subscribers, with the website attracting 134,000 new followers in the year. Regular communication by email goes to around 25,000 subscribers to the newsletter and Digest.

AMI AUDIENCE



SOCIAL MEDIA FOLLOWERS OVER THE YEARS



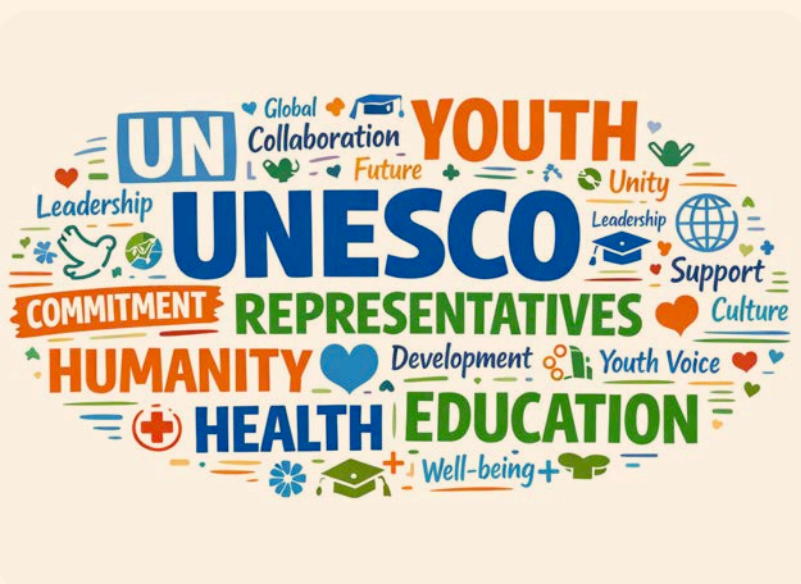
United Nations/UNESCO

Throughout the year, a small group of dedicated representatives has carried our voice to international events at the United Nations and UNESCO. Their commitment ensures that we are updated on new policies and developments at the United Nations agencies, whilst their networking and participation contributes to our perspectives, experiences, and values being noticed.

A particularly encouraging development this year was the introduction of a Youth Representative. This new role brings the voice and perspective of younger generations directly into our international engagement, enriching discussions and helping ensure that future-oriented viewpoints are part of the dialogue. AMI appointed Rebekah Derris Murphy as its representative. Rebekah is currently a student at Berkeley University (interning at AMI over the last two summers) and attended a Montessori school from 18 months - 18 years.

UNESCO recently introduced a major new perspective on education: its vision of transformative education based on increasing learners' capacities and motivating them to build a more peaceful and sustainable world. Many aspects in this transforming education strategy align closely with Montessori principles.

Because Montessori shapes both our observation and our language, we strongly promote mother tongue. This includes encouraging parents to speak it at home — an essential point emphasised by researchers during International Mother Language Day. We also support this concretely by strengthening and building up rich language resources provided via Montessori Digital. The language cards can be printed in local languages and distributed through local organisations, including UNESCO networks such as UNESCO Associated Schools, UNESCO Clubs, Category 2 Centres and Institutes, and the Learning Cities Networks.



TOUCHING LIVES

We are committed to being EQUAL.

Ethical in our actions, Quality in our offerings,

Universal in our application,

Accessible and Affordable in our reach with Leadership

and Lifelong Learning embedded in our culture.

***"What is most wanted is no patronising charity for humanity,
but a reverent consciousness of its dignity and worth."***

Maria Montessori

To Educate the Human Potential, p. 26



AMI 3–6 Seminar Cycle for Trainers in Training, Athens

New Pathway in Training of Trainers

A new Pathway for the Training of Trainers (ToT) programme was developed following a comprehensive review of programme requirements with targeted adjustments informed by experience and observations of trainee progress.

The new pathway is designed to support and further strengthen the capabilities and preparedness of trainers. It also enables more effective progress tracking and earlier identification of areas where additional support may be required. Enhanced reporting mechanisms and clearer guidelines promote consistent standards while still allowing flexibility where necessary.

Collectively, these improvements enhance the quality and readiness of AMI trainers emerging from training and support the commitment to a consistently high standard of AMI training delivered internationally. A new Training of Trainers Handbook was also produced, along with revised programme forms.

Revised 3 to 6 Seminar Cycle

A new AMI 3–6 Seminar Cycle for Trainers in Training (ToTs) began in Athens, marking the launch of a revised and structured pathway supporting the preparation of future AMI trainers. The first Seminar Module reflected the programme's strong international reach by bringing together eighteen participants from ten countries.

This provides an alternative programme pathway and is designed to deepen and broaden trainer preparation through exposure to a wide range of perspectives and experiences. It aims to develop flexible, reflective thinking, reinforce fundamental Montessori principles and strengthen collegiality both in the seminar cohort and among current and future trainers. The seminars emphasise a deep engagement with theory and practice, adult learning processes, ethical and administrative aspects of AMI courses, and varied approaches to content delivery.

The AMI 3–6 Seminar Cycle (2025–2027) comprises five Seminar Modules from Autumn 2025 with each module facilitated by a different AMI Trainer. The role of Seminar Coordinator has been introduced to provide continuity, guidance, and ongoing support throughout the programme.

Welcoming New Trainers to Our Community

Trainer status was awarded to ten new Trainers, with a further thirteen reaching Associate Trainer status and twenty becoming Auxiliary Trainers in 2025. There are currently 176 Trainers in Training across all levels: 28 at the 0–3 level, 101 at the 3–6 level, 33 at the 6–12 level and 14 Trainers in Training at the 12–18 level.

Name	Country
0—3	
Trainers	
Emily Hansen	USA
Vinkle Thakkar	USA
Associate Trainers	
Zoe Paul	France
Auxiliary Trainers	
Fátima Peña	Spain

Name	Country
3—6	
Trainers	
Caroline Clark	USA
Wang Fang	China
Irina Grand	France
Aparna Iyer	India
Shriee Srinivas	USA
Coco Zhao	China
Associate Trainers	
Cecilia Fernández-Campos	USA
Cyndi (Chih Ting) Hsu	Chinese Taipei
Rhonda Lucas-Sabater	USA
Leonor March	Spain
Martha Graciela Morales Garduño	Mexico
Angela Shang	China
Sophia Tsai	Chinese Taipei
Auxiliary Trainers	
Larysa Kuznietsova	Poland
Claudia Lee	USA
Mao Lingyan	China
Diana Manova	Bulgaria
Jennifer Moore	South Africa
Xixi Ng	China/Hong Kong
Simona Nicolae	Romania
Nazareth Rodriguez De Bella	Argentina
Kathleen Soussou	USA
Stela Stiller	Germany
István Szurkos	Switzerland
Leire Uriarte Bilbao	Spain

Name	Country
6—12	
Trainers	
Micaela Kuh	Ireland
Terrence Millie	Canada
Associate Trainers	
Venus Elliott	USA
Vanessa Gailhard	France
Eileen Spalla	USA
Auxiliary Trainers	
Xavier Barrameda	Philippines
Giulnara Ismagilova	Spain
Prasanna Srinivasan	India
Suganthi Vijayakumar	Indonesia

Name	Country
12—18	
Associate Trainers	
Lesley Ann Patrick	UK
Auxiliary Trainers	
Jan Gaffney	New Zealand/ Chinese Taipei
Colin Palombi	USA
Caren Ross	USA

Evolving Introductory Seminars

The Introductory Seminar Series brings together AMI Trainers and Trainers in Training across age levels and regions to explore evolving aspects of training and course design, while building an informed and connected AMI community. It is open to all AMI Trainers and Trainers in Training. For Trainers in Training admitted from December 2024 onwards, participation is part of the Pathway to Trainer requirements.

The first cycle, delivered through six live online sessions, had 89 participants and received positive feedback. Sessions featured guest speakers covering subjects that included course design and delivery, understanding the adult learner, prepared environments (online and onsite), albums and examinations, and the responsibilities of an AMI Trainer.

The second cycle commenced in November 2025 under the updated title Introductory Seminar Series: AMI Work & Philosophy of Course Design, building on the first cycle with the addition of a dedicated session on Observation and an open panel discussion on the responsibilities of an AMI Trainer.

Changing the Face of Aged Care

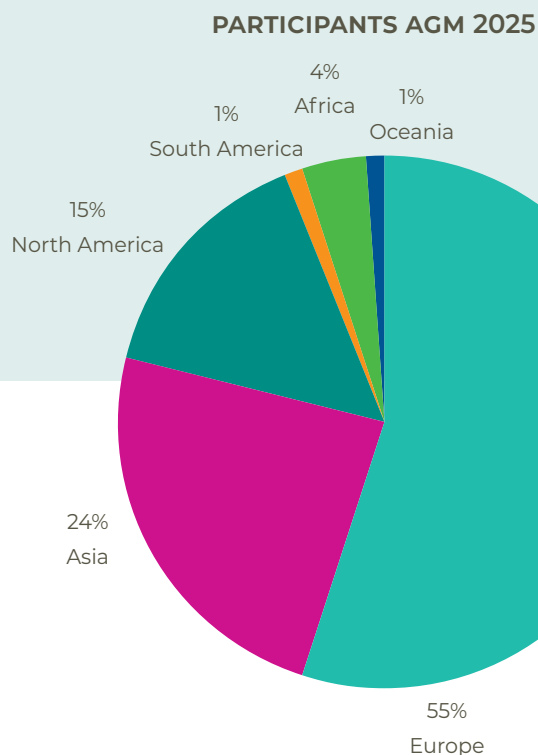
MDDA workshops were offered in many countries around the world including Korea, Norway, Mexico, Japan, USA, UK, Greece, Ireland and China. There are now seven MDDA Trainers, one Auxiliary Trainer and six Trainers in Training representing China, Korea, UK, USA and Finland. Interpreters have been a vital part of activity and the ambition is to be able to have MDDA workshops in all countries delivered in 'mother tongue'.

The Trainers' meeting in Chennai gave the opportunity to review the MDDA work and make plans for its development over the coming year. Responding to concerns raised that the two-day workshop is not long enough, it was decided that the certification process will be expanded to provide a deeper dive into areas such as observation, activity design and care partner support.

Community Networking at AGM

The 2025 Annual Global Meeting brought voices from across the global Montessori network to share their sense of purpose and momentum. It celebrated collaboration and forward-looking initiatives with an emphasis on collective achievements and alignment of future priorities.

During the 2025 AGM a film crew captured the internationality of our community through interviews with attendees from a variety of countries. The footage is due to be featured in a German produced documentary film on Montessori and her philosophy with a planned release in early 2027.



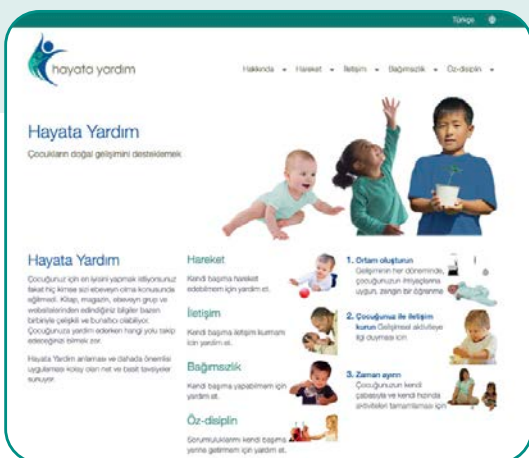
More Digital Pedagogical Resources

AMI made significant progress in the development, digitisation and translation of its core pedagogical resources, with a particular emphasis on Elementary (6–12) materials. A major milestone was achieved in the Elementary Nomenclature project, which now comprises 99 fully digitised sets, encompassing hundreds of individual components. These materials have been produced in both international and US paper sizes and prepared for multilingual use. They form a substantial body of work that will be released through AMI Digital as part of its relaunch in 2026.

In parallel, the Elementary Charts collection was reviewed, with additional subject areas underway, bringing the total number of charts to 247. Updates and refinements were undertaken across key subject areas, including Geography, Fractions and Geometry. The Second Timeline of Human Beings was revised and redrawn with an accompanying handbook.

Translation work continued across AMI’s resources, including the First and Second Timelines of Humans, associated Guidebooks, and the Family Tree of Hominins. New and revised translations included Basque, Catalan, Czech, Finnish, French, German, Hindi, Italian, Japanese, Latvian, Norwegian, Portuguese, Russian, Spanish, Thai, Turkish, and both Simplified and Traditional Chinese. Volunteer translators contribute expertise and capacity that is central to this work.

The Aid to Life website expanded to 29 languages with the addition of Turkish.

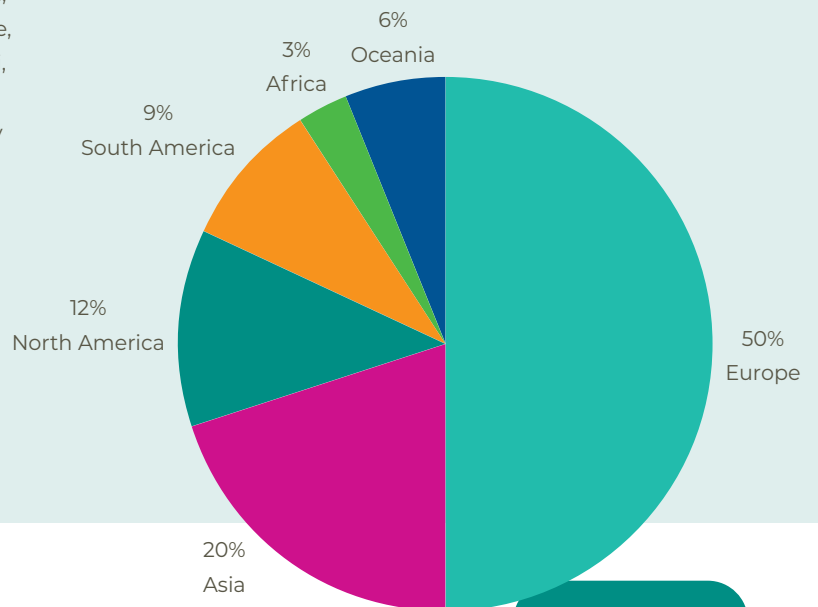


Access and Engagement Builds Relationships

Requests to visit AMI and Maria Montessori’s study increased, often as part of broader Montessori journeys. The majority of visitors have a background in teaching or parenting, with the Maria Montessori House being another enriching educational destination. Visitors enjoy the warm welcome, the enthusiastic storytelling, and depth of knowledge—an appreciation reflected in rising donation levels to maintain the Maria Montessori “experience”.

Across archives, oral histories, essays, exhibitions, research, and visits, the work reflects a consistent theme: Montessori’s legacy is sustained through relationships between people, ideas, and communities. By expanding access, nurturing scholarship, and welcoming diverse audiences, the Legacy Team ensures Montessori’s work remains a shared, living resource for the world.

VISITORS TO STUDY 2025



Thank you for your warm welcome and the great stories

Thank you for the inspiring conversations we were able to have

Thank you for preserving this space so beautifully

Developing Africa Strategy

Representatives from Montessori organisations in Kenya, Tanzania and Ethiopia met to create a shared strategy for strengthening current efforts, with a focus on collaborative learning and exchange of best practices. Follow-up visits considered closer collaboration on accessible AMI courses, material making and government collaborations. A survey of AMI graduates from courses given on the African continent gathered feedback on where practitioners are working and how course theory supports implementation. The data will be shared with respondents and provides a foundation for further activities.

Corner of Hope and Inspiration

The Corner of Hope schools are doing well with 162 children at the 3-6 level in New Canaan and 28 children in the 6-12 classroom. At Kisima, there are 39 children. Four Corner of Hope teachers travelled to Tanzania for the international 6-12 AMI Diploma course and three teachers started on the international 3-6 AMI Diploma course.

Corner of Hope teachers supported other teachers in Kenya (Samburu and Pokot), and in Uganda, taking on the role of mentors for new Montessori teachers. Corner of Hope is frequently visited for inspiration and recognised as a model school with many trainees visiting for teaching practice and observation. Corner of Hope teacher Terry Koskei started the AMI Training of Trainers programme, a first for Kenya, and is assisting on the AMI International Diploma Course in Dar es Salaam.

Lead Teachers for Samburu

Four Samburu teachers completed the International course held in Tanzania, which means that there is a Lead Teacher with an AMI International Diploma at each of the four school sites. Four other teachers are pursuing the AMI International 6-12 Diploma and the intention is to establish the first pastoral 6-12 tented classes in 2026. Three more teachers started their 3-6 AMI International Diploma course which means that out of the 14 teachers, 10 will hold an AMI International Diploma.

The team works closely together to provide support and exchange ideas on how to add materials to the classrooms. One of the Samburu teachers is part of the faculty for the first national 3-6 diploma course in Uganda, with the goal to expand training capacity in the region.

Tanzania Course Partnership

Another 3-6 AMI Diploma course started in Dar es Salaam, Tanzania, with all teachers on scholarships through support from the Arthur Waser Foundation. The 48 students come from Uganda, Tanzania, Malawi, Kenya and the Democratic Republic of Congo. The outreach team was part of the coordination team and connected teachers to additional funding opportunities through the Black Montessori Education Fund and the Montessori Global Growth Fund. AMI trainers Vikki Taylor and Pavithra Rajagopalan worked closely with a team of three Trainers in Training from Tanzania and one from Kenya. In addition, the 6-12 AMI Diploma course held in Mwanza, Tanzania completed the bulk of the course leading to the final examinations in early 2026.





Progress in East Pokot

The East Pokot Montessori initiative in a remote area of Kenya continues to strengthen early childhood education in a challenging context. Since 2020, over 1,000 children have been reached through the training and support of 14 new Montessori teachers across a range of schools. One Pokot teacher started the International 3-6 AMI Diploma course in Tanzania.

Despite insecurity, frequent flooding and limited resources, teachers and trainees have shown remarkable resilience and commitment. Several trainee teachers are completing their teaching practice, supported by experienced local mentors and Corner of Hope teachers, while others are now employed by local government schools. Mentorship remains central to quality, through workshops, classroom visits and remote support during periods of insecurity. Ongoing collaboration with county authorities and partners aims to build capacity to offer teacher training in East Pokot and ensure sustainable growth of accessible, high-quality Montessori education.

Emergency Response Pilot

In South Africa work has continued on the Emergency Response pilot initiative developing models for high fidelity Montessori relevant to underserved communities. Two sites, one in Durban (urban) and one in Kantolo (rural) have been established. Both sites have converted wasteland into safe, prepared and beautiful environments for learning with AMI credentialed educators. There is a powerful sense of community engagement and local impact. A research project is running alongside this work.

Celebrating Architecture

The Corner of Hope architectural competition was promoted in late 2024 across the five Kenyan architecture schools and to East African students who partnered with Kenyan peers. Entrants set out to create a model Montessori school for children aged 0-18 alongside offices, training facilities, a workshop and community facilities. They worked from the 28 Montessori architectural patterns, using local materials and demonstrating sustainability.

After a rigorous initial assessment six teams progressed to present conceptual designs at Jomo Kenyatta University of Agriculture and Technology in March 2025. Three teams were selected to travel to Nakuru to meet teachers and community members, present their designs and answer questions. The visit ended on a celebratory note with tree planting, singing, and dancing.

Team Twiga was chosen as the winner. Their submission was praised for its strong sense of community, a modular approach, and the practicality of phasing construction. They partnered with a registered architect and regularly consulted with architects Benjamin Stähli and Steve Lawrence to refine and extend their design, with plans to begin building in 2026.



Football campers and staff after an intensive session on the beach

Community Connections in Sport

Attendance at the 2025 Montessori Sports Summit doubled, reflecting growing international engagement and shared commitment. The first International Football Camp welcomed children and families from more than eight countries, offering a practical, collaborative learning environment grounded in Montessori values. The Montessori Sports member community continued to grow, with over 160 active members contributing to shared learning and reflection.

Material development focused on clarity and purpose, including the launch of *The Story of the Ball* and the development of the *Balance Beam*, to be released in early 2026. The launch of the Montessori Sports App on the Apple App Store and Google Play Store further strengthened access to resources and community connection.

Transformational Emergency Response

AMI is building organisational capacity to more fully embody Maria Montessori's vision of education as the 'best weapon for peace'. The ambition is to be able to support children and families in the aftermath of both rapid onset emergencies — man-made or climatic — and protracted emergencies caused by entrenched poverty and migration. Key tasks include reviewing our current assets; considering how these can be adapted for emergency and crisis settings; determining what additional capacities need to be developed; considering the realities of implementation; and ensuring we are able to capture, evaluate and communicate our learning and impact. We are engaging with a number of potential partners as we develop this initiative.

COLLABORATING FOR IMPACT

**Our strategic plan 2023-28 commits us
to collaborate and partner with individuals,
communities, governments and organisations who share
our vision and the commitment to quality, justice and
peace for which AMI is widely known and respected.**

***"If the different individuals have to live harmoniously in one society,
with a common aim there must be a set of rules which we call morality."***

Maria Montessori

Citizen of the World, p. 26



World First for MDDA

Day Service Poppy in Hamura City, Tokyo Japan became the first AMI accredited Montessori Care community in the world. Poppy is a dementia day care centre providing day respite for 12 people each day and 60 people over a week. It is situated next to a Montessori school which has enabled the development of a beautiful intergenerational programme.

Poppy had been working towards their AMI Quality Assurance Accreditation for a year and submitted comprehensive and detailed documents for their self-audit. The evidence provided enabled the assessment team to determine that many of the standards had been met prior to the site visit in May. This world first achievement will be acknowledged at the AMI International Congress in Mexico.

The AMI Global Accreditation Programme emphasises continuous improvement for quality outcomes. It highlights Montessori indicators for quality practice and supports these with a model of mentoring and professional development. Many organisations undertaking MDDA workshops have expressed their desire to become accredited.

Accreditation in France

In a significant advancement for Montessori education in France, the AMI Assistants to Infancy (0–3) Diploma has officially been registered with the RNCP (Répertoire National des Certifications Professionnelles).

This achievement marks the completion of a “trio” of accredited AMI diplomas in the country, providing the 0–3 qualification with official Level 5 recognition (equivalent to two years of higher education). State recognition expands access through public funding, enhances legitimacy of high-quality Montessori practice within infant and toddler communities, and professionalises the sector by supporting systemic change in early childhood education across France.

Alignment in Bahrain

In a significant development for Montessori education in the Middle East, the AMI 3–6 Diploma has achieved alignment with the Bahrain National Qualifications Framework (NQF) at Level 7. This success is the result of extensive collaborative efforts between the Manama Montessori Training Centre and the AMI Pedagogy Team.

The recognition marks a major milestone for Montessori teacher education in the region, positioning the AMI 3–6 qualification as equivalent to a Bachelor's degree. It significantly strengthens the professional standing and legitimacy of AMI graduates and partner schools across Bahrain and nearby regions.

Transformation Theme for International Trainers Meeting

The 2025 International Trainers Meeting focused on the deep historical and philosophical roots of Montessori in India, while looking forward towards global innovation and research. There was a homecoming to Chennai—a city deeply intertwined with the development of the Montessori movement—where approximately 100 trainers from more than 20 countries came together to discuss, align, and collectively draft the future of AMI's global training standards.

The theme was “Transformation of the Adult: Insight, Intuition, Innovation” with a focus on “Observation Guidelines” across all Four Planes of Development. The week was anchored by two site visits—one to the Theosophical Society where Maria and Mario Montessori found refuge and flourished during the 1940s, and another to the excellent Supraja Montessori Study Centre.

The programme highlighted the synergy between Montessori and Indian educational philosophies. Presentations explored the work of Rabindranath Tagore, the Sarabhai family, Kasturba Gandhi, and J. Krishnamurti, sharing the intersection of Montessori with Indian visionaries.

Significant updates were shared regarding the “India Bold Goal” to discuss future strategies. Additional sessions covered Montessori Sports and updates on Montessori for Dementia, Disability, and Ageing (MDDA). The meeting also integrated local culture through performances, including an introduction to Bharatanatyam and Contemporary Indian Theatre.

A highlight for many participants was “mixed-level group discussions” that allowed trainers to share insights and experiences across age groups.

A group of trainers on an excursion to the grounds of the Theosophical Society, Chennai.



Milestones for AMI Montessori

Archives

Work on the AMI Montessori Archives advanced significantly, reinforcing AMI's role as steward of Montessori's intellectual and historical legacy. A major milestone was reached with the publication of the complete AMI Journal Collection, dating back to 1937. This added 204 journals and 1,555 articles to the Archives website and, together with the NAMTA Journal Collection, represents one of the most comprehensive publicly accessible Montessori archives in the world.

Great Ideas and Essays

A new section of the Archives website, Montessori's Great Ideas, was introduced. This brings together core insights that have shaped Montessori education as well as broader global conversations on childhood, peace and human potential. The Great Ideas are presented through a Montessori glossary, with each term accompanied by a concise definition and seminal quotations from the writings of Maria Montessori.

Progress was made on Great Essays on the Archives website. This is an ambitious initiative designed to make high-quality Montessori scholarship accessible, engaging, and authoritative. The essays explore key Montessori concepts, commissioned from leading experts in the field, which will help extend to fields and disciplines beyond the well-travelled Montessori path.

Essays have been scheduled for launch in the first quarter of 2026, marking an important milestone in our efforts to connect contemporary practitioners, trainers, and researchers with rigorous scholarship.

Connecting to Media, Publishers, Translators and Academia

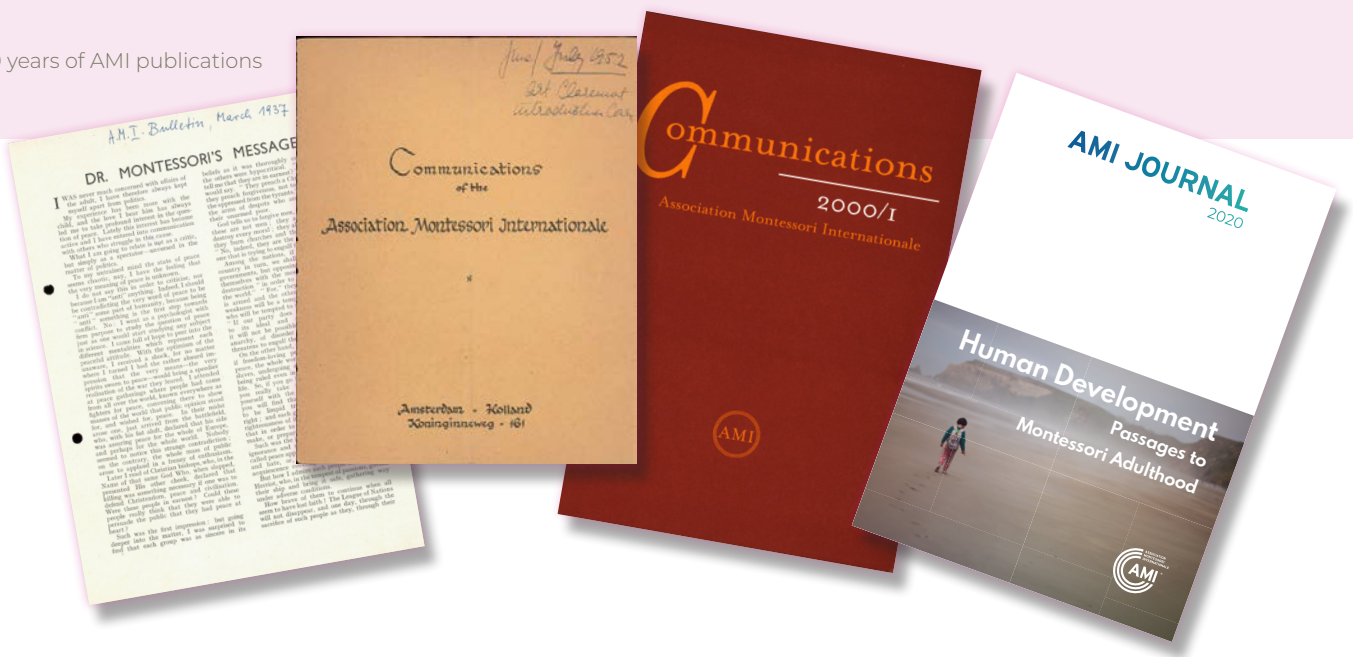
The Legacy team facilitated journalists, Montessori researchers and editorial boards by providing materials for a wide range of activities including documentary films, international publications, and academic work. There was also engagement with expert Montessori editors on new publications curated by the Montessori-Pierson Publishing Company.

Oral History Project Strengthens Intergenerational Connections

The Oral History Project strengthens intergenerational connections by capturing the lived experiences of trainers, activists and leaders within the Montessori movement, preserving first-hand accounts that might otherwise be lost.

Together, these voices will reflect a powerful, human network that reflects Montessori's global reach and the shared commitment that binds the community.

80 years of AMI publications



Broadening Archive Access with Finding Aid

To further broaden access, IT and legacy have initiated work on the development of a responsive finding aid for the archival collections. This tool will allow researchers to understand what the Maria Montessori Archives hold without needing to travel to Amsterdam or contact the Legacy Team for an initial survey.

Research support remains a cornerstone of the team's work, enabling scholarly connections across disciplines and borders. The team has accepted invitations to share with groups of students the background and richness of the archives and international library.

Expansion and Refinement Through Donation of Material

The archive website has enabled curators of family archives that hold Montessori-related documents to find us and donate material, either physical or digital for the expansion and refinement of AMI's archival treasures. Significant collections were received from Claude Claremont and Jean Miller, alongside many smaller but meaningful contributions from teachers and families worldwide. A ceremonial donation, from an Argentinian Montessori family, of a pedometer replica, reflected Maria Montessori's early scientific work; this object is destined for future exhibition.

Publishing Expands the Reach of Philosophy

Through publication of the AMI Journal and the yearly Treasure Article we have been successful in bringing exceptional knowledge to our membership. These publications inspire teachers, and affiliated societies alike, who often read, review, translate and republish.

A Chinese team of volunteers translated issues of the NAMTA Journal, which are included on the archives website. This is an ongoing project, which improves access for Chinese speakers and supports AMI's mission to connect Montessori to the world.



Archival Donations

Jean Miller
Walter van Dijk
Elena Kohary
Antonia Culvert
Helen Grice
Martine Lammerts
Lena de Man
Montessori-Pierson Publishing Company
& the Montessori Family
Kerry Stockley
Zoe Doye
Annigje Winkel

The Peter Hesse Foundation

Forty-five years ago, the Peter Hesse Foundation set out with a simple belief: to improve the lives of children in vulnerable situations. What began as a modest commitment has grown into a lasting movement for change through Montessori education. Over the years, it has helped train more than 1,600 Montessori teachers, and over 80,000 children have learned in the 61 Montessori schools it helped to bring into existence.

The Foundation's Montessori journey began in Haiti in 1986 with a first full year of teacher training. One year later, four Montessori preschools opened their doors, led by newly trained educators. From there, the impact multiplied. Teachers inspired schools, schools strengthened communities, and communities encouraged new teachers to step forward.

What started in Haiti soon crossed borders. The vision spread to Côte d'Ivoire, Senegal, and Mali, carried by educators and communities who believed in a better future for their children. This year marked an important new chapter in that story in the partnership with *Éducateurs sans Frontières (EsF)*, an AMI initiative. Through this collaboration, every teacher trained through the Peter Hesse Foundation is now equipped to deliver education of the highest international quality—nurturing confident, capable, and compassionate learners, prepared not only for school, but for life.

Meaningful Movement and Partnerships

Through the Montessori Sports Fund, targeted support was provided to aligned initiatives, including donated sports materials for Project Ananda and sponsorship for a speaker at the Montessori Sports Summit. Montessori Sports opened an office near Amsterdam, established a network of Ambassadors, and secured approval for an Erasmus Grant in collaboration with four European partners.

Enhancing Affiliate Engagement

AMI initiated a series of annual virtual meetings for AMI affiliated societies to support collaboration, shared learning, and network development. Two virtual meetings were held, providing a platform for affiliates to exchange experiences, address common challenges, and learn from one another. The first meeting focused on Curriculum Recognition and Montessori in the Public Sector, featuring a presentation by Nina Johansen, Executive Director of Montessori Norge (Norwegian Affiliate) and a facilitated roundtable discussion.

The second meeting adopted a more informal format, enabling affiliates to exchange ideas, celebrate milestones, and strengthen professional relationships. As the AMI network continues to grow, these meetings represent an important step toward fostering regular engagement and strengthening guidelines and opportunities for knowledge sharing across affiliated societies.

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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Julia Hilson

Jacqueline Jin Xuan
Lynne Lawrence
Bilal Ojje
Anuradha Shankar

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Victoria Barrès

Marilyne Maugin

Rebekah Derris Murphy (Youth Representative)

THANKING OUR DONORS, FRIENDS AND GENEROUS SUPPORTERS

Our Annual Report is a celebration of achievement by colleagues around the globe that provides the underlying proof of our reach and impact as the world's leading Montessori organisation. Montessori education is relevant throughout life, is responsive to the challenges of the 21st Century and is building a growing body of research that demonstrates its power and efficacy.

Without the generous support of our donors, partners and friends we would not be able to realise the same kind of impact. We would like to thank, amongst others the following organisations for their invaluable support:

Arthur Waser Foundation	Montessori Institute Prague
Black Montessori Education Fund	Montessori-Pierson Publishing Company
The Indaba Foundation	Montessori Sports
Maria Montessori Institute, London	Partnership for Change
MM 75 Fund	The Peter Hesse Foundation
Montessori for Kenya	Sarara Foundation
Montessori Global Growth Fund	UK Aid to Life Initiative
The Montessori Institute of Tokyo	

AMI also wishes to thank those foundations that make a significant contribution to our work but who wish to remain anonymous.

Additional donations were received in support of EsF initiatives including Kenya (Corner of Hope, East Pokot), Ethiopia, AMI Dementia, Disability and Ageing, the Maria Montessori Archives and towards the Montessori Knowledge Hub, Montessori Awareness Practice, and towards supporting AMI personnel.

Special thanks go to the Austrian Montessori Society, Simone Davies, Lydia Bartels, Nicola Forsyth, Debbie McCarthy, Elizabeth Ann Slater, Pam Staton, Chris Willemsen

Hogan Lovells (US) and Arnold & Siedsma (the Netherlands) are thanked for their pro bono work.

We are also grateful for the continued support of the Montessori family.





AMI Head Office

Koninginneweg 161
1075 CN Amsterdam, Netherlands
+31 20 679 89 32
info@montessori-ami.org
www.montessori-ami.org

Associated Websites

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

