

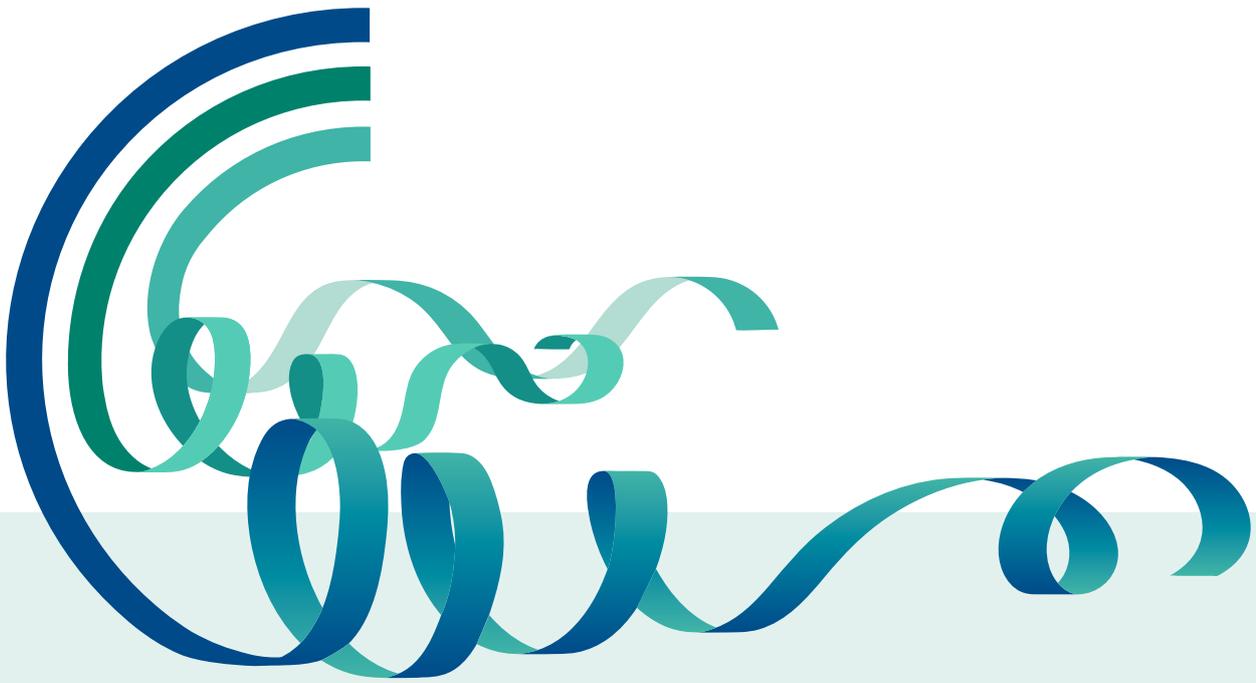


ANNUAL REPORT 2021

A young woman with long dark hair, wearing a grey patterned jacket over a blue denim shirt and blue jeans, is crouching in a lush green field of tomato plants. She is smiling warmly at the camera. In her hands, she holds two tomatoes: one is ripe and red, and the other is still green. The background is filled with dense green foliage and several red tomatoes hanging from the plants.

GROWING
THE
FUTURE

ASSOCIATION MONTESSORI INTERNATIONALE



WE REPORT WITH IMMENSE PRIDE...

on a year when flexibility, adaptability and creativity have carried our mission forward at an accelerating pace under the most unpromising circumstances. It is a period when we had hoped to be seeing the influence of the pandemic in rapid retreat but have, instead, watched with admiration as the tenacity and resilience of our community strengthened under continuing pressure. We have also, as a worldwide community, marshalled our support in various ways for those experiencing hardship, deprivation and discrimination and for members of our Montessori community who find themselves the innocent victims of acts of aggression anywhere in the world. While there is no certainty about the future, we can be sure that the fundamental principles that guide us have stood the most severe of tests and that we are prepared for whatever comes next.

At the heart of this success is the resourcefulness and commitment of trainers and teachers around the world who have found new ways to work collaboratively with parents, administrators,

governments and communities in the service of children. We are often told, with both admiration and wonder, that AMI training is exceptionally demanding and challenging but it has demonstrated its value in the ability of colleagues to respond effectively to unprecedented conditions. Moreover, we have seen an ability and willingness to adapt to different teaching strategies and embrace the possibilities inherent in technology without losing our core principles.

We have also continued to expand the depth and breadth of our engagement in ways that emphasise our relevance, accessibility and excellence. From training of trainers, through diploma courses and an increasing range of certificate options we are seeing increasing demand for AMI training. Training Centres, schools and affiliates have also joined with AMI in reaching out to communities with workshops, online sessions and digital resources to provide support and inspiration for all.



AMI has always been an effective partner and leader in offering innovative responses to society's needs within and beyond the classroom. It has been particularly heart-warming to see programmes responding to the global challenge of dementia and ageing or harnessing the joy of physical activity and sport flourish, despite constraints on travel and face to face interaction. The recent launch of a Montessori Architecture website alongside practical application in school buildings in Tanzania has been another triumph of human creativity and resourcefulness.

The pandemic has been devastating in many ways but it has driven a new urgency in meeting the human tendency for communication, and technology has enabled us to hear new voices and sustain frequent dialogue. Voices of EsF being one wholly new initiative that has brought Montessorians around the world together for discussion as well as introducing many new people to our work. As we approach our second fully online Annual Global Meeting we have come to recognise and delight in the possibility of meeting virtually with friends and colleagues whose circumstances may not, historically, have allowed them to participate.

We are also conscious that friends and supporters from other organisations have continued to ensure that our profile is raised and our mission promoted

during these testing times. UNESCO's celebration of its 75th year featured Maria Montessori while colleagues at the United Nations have remained close to educators to monitor the impact of school closures on teachers and staff. As we move into the new year we intend to invest more resources in working with these organisations to ensure that we contribute effectively to the global dialogue on recovery and reinforce the role of education in building peace and a more sustainable world.

Our thanks go out to each and every person who has contributed to bring the work of Maria Montessori to children, young adults and our elders, during the year. It is a pleasure and privilege to be part of your lives and we appreciate every part of the thought, effort and creativity you bring to fulfilling her vision. As we approach a period of planning for a strategic plan that will take us to the threshold of AMI's 100th anniversary we look forward with excitement and hope to working with you ever more closely.

Lynne Lawrence
Executive Director AMI

Philip O'Brien
President AMI

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THE PREPARED ADULT

AMI'S CAPACITY AND CAPABILITY IN PREPARING
ADULTS TO WORK DIRECTLY WITH CHILDREN
IS A DEFINING FEATURE OF OUR ABILITY
TO SHAPE THE FUTURE OF HUMANITY.
OUR TRAINING FOR TRAINERS AND TEACHERS
PROVIDES A PATH LEADING TO THE DEEPEST
INSIGHTS INTO MARIA MONTESSORI'S WORK.
THE RIGOUR OF THE PROGRAMMES WE OFFER IS
UNIQUE AND THEY ARE GLOBALLY RECOGNISED
FOR THEIR EXCELLENCE.

Training of Trainers

Trainer status was awarded to five new Trainers, with a further 14 reaching Auxiliary Trainer status during 2021. Despite ongoing global challenges, the programme has continued to expand both in terms of the number of Trainers-in-Training as well as global reach. Increased applicant representation from new territories reflected the increasing recognition of AMI as an exemplary provider of training for high-quality Montessori.

There are 187 Trainers in Training across all levels. During the year we introduced two new programmes which welcomed 30 new Trainers in Training at the 12-18 level and three for the Montessori Dementia and Ageing programme. They join 25 at the 0-3 Level, 97 at the 3-6 Level, and 32 at the 6-12 Level.

In responding to travel constraints, we developed an innovative approach to programming with a seminar format online alongside more traditional face-to-face engagement. We also reviewed and streamlined the structures and processes of our Training of Trainers programme to enable further expansion as the global demand for trainers grows. The “Pathway to becoming

a Trainer” was revisited and will be circulated in 2022 to help individuals determine how best to embark on the path to achieving Auxiliary, Associate or full Trainer status.

The programmes continue to evolve in line with educational and psychological insights and we have created *The Montessori Awareness Practice (MAP)* programme as a practical aid to individuals in sustaining their reflective practice in connection to this core Montessori principle. It will be piloted in 2022 with the Trainers in Training community with a view to expanding the offering more widely in the future.

Training Courses

AMI teachers are in huge demand from recognised schools, other Montessori providers and non-Montessori settings. Our ambition is to increase the number of graduates from Training Centres, widen diversity and ensure accessibility for increasing numbers. New initiatives have been accelerated with an intense focus on support for students, excellence in delivery and high-quality outcomes.

Name	Level	Status	Country
Anna Pugacheva	Assistants to Infancy	Trainer	Russia
Zhou Fang	Assistants to Infancy	Auxiliary	China
Lubov Lepkina	Assistants to Infancy	Auxiliary	Russia
Molly Schayot	Assistants to Infancy	Auxiliary	USA
Nadya Stolbova	Primary	Trainer	Germany/Russia
Ieda Torres	Primary	Trainer	USA
Kay Urquhart	Primary	Trainer	Australia
Tania Fernandes Stewart	Primary	Auxiliary	Thailand
Soraya Lallani	Primary	Auxiliary	Switzerland
Rhonda Lucas-Sabater	Primary	Auxiliary	USA
Bimpe Pogason	Primary	Auxiliary	UK
Dipa Sreekumar	Primary	Auxiliary	India
Jing Zhang	Primary	Auxiliary	USA
Madhavi Gaddam	Elementary	Trainer	India
Bo Mynett	Elementary	Auxiliary	The Netherlands
Lisbeth Harrison	Elementary	Auxiliary	USA
Eduard Vilanova	Elementary	Auxiliary	Spain
Patricia Ludick	Adolescent	Auxiliary	USA
John McNamara	Adolescent	Auxiliary	USA



The number of students commencing diploma courses rose by 19.6% from 1644 in 2020 to 1967 in 2021. They started on 77 diploma courses at all levels across 29 countries. Every indication is that despite the significant challenges of the pandemic the completion rates will continue to match those of recent years. Nine courses were launched in totally new locations with three at 0-3, three at 3-6, one at 6-12 and two at 12-18.

Training Centres have continued to adapt and offer AMI Certificate Courses online. This year, a total of 6,065 students completed Orientation/Assistant Courses across 182 Courses in 35 countries including the Philippines, Lebanon, Singapore, and Bahrain with further interest from new territories. In addition, we have seen an expanded reach of Host Organisations offering Orientation/Assistant Courses in existing territories, such as Romania and Vietnam with a focus on increasing accessibility across diverse communities.

The Administrators course has expanded to a number of territories, including Mexico, The Czech Republic, USA, France, and Switzerland with 194 course participants gaining their certificate. There are currently 7 Administrator Trainers with a further 7 continuing in the trainer in training process.

Two courses piloted a full blended format which, together with a wealth of insights from courses operating under Covid accommodations, provided the experience and understanding to complete a revision of the General Diploma Guidelines. Our confidence in the blended format is reflected in the reality that the Guidelines do not draw a distinction between delivery methods. They concentrate on the prerequisites of AMI training and our expectations of a graduate's ability to be well prepared as they move into the classroom.

The AMI Training community has continued to meet, at each level, on a fortnightly basis throughout the year.

COURSES IN NEW LOCATIONS



0 - 3

POZNAŃ, **POLAND**
TIJUANA, **MEXICO**
HANOI, **VIETNAM**



3 - 6

BRUSSELS, **BELGIUM**
DELFT, **NETHERLANDS**
NEW JERSEY, **UNITED STATES**



6 - 12

CHINESE TAIPEI



12 - 18

CUERNAVACA, **MEXICO**
SÄTILA, **SWEDEN**

These meetings have enabled an exploration of current practices and a wide-ranging review of different elements of AMI Course components and formats that will lead to further development and innovation. In addition to the level-specific Trainer meetings, Dr Laura Flores Shaw, Assistant Professor in the school of Education at Johns Hopkins University, specialising in Mind, Brain and Teaching, has facilitated five all-level discussions on key topics such as neuroscience and neuromyths, as well as Instructional Design and Blended Learning.

A new website for Trainers was launched to enable better access to shared resources, providing a place for Trainers to debate questions and share ideas, access Trainers briefing documents and AMI guidance.

Montessori Core Principles

The Montessori Core Principles Course was initially piloted in 2019 by the Montessori Institute of North Texas and provides a deep dive into Montessori theory and philosophy for those who are looking for a solid grounding in Montessori Principles and Practice. A planned rollout has ensured that all participating trainers could introduce it in new locations and 2021 saw the Washington Montessori Institute become the first additional Training Centre to make this certificate course part of its portfolio.

AMI Affiliated Training Centres & Satellite Courses

In 2021, a new AMI Affiliated Training Centre was established in The Kingdom of Bahrain with the first 3-6 Course starting in January 2022.

Applications from three new territories to establish Training Centres were received in 2021 and have reached the final stages. These prospective Training Centres plan to offer Diploma Courses at the 3 – 6 Level initially, in 2022.

Over the last two years, we have seen an expansion of our community via Satellite Courses, with an increasing number of strategic partnerships between Training Centres and Host Organisations enabling new and diverse communities to access AMI Training Courses. Some current and upcoming Satellite locations include Porto, Portugal (0-3), Hanoi, Vietnam (0-3), Banjul, The Gambia (3 – 6), Tallin, Estonia (3 – 6), Long Island, USA (3-6), North Carolina, USA (3-6), Washington DC, USA (0-3), Linsengericht, Germany (6-12), Hyderabad, India (6 -12)

New Course Administration System

Preparation for the introduction of a new Course Administration System (CAS) continued throughout 2021, an online platform designed to streamline all course administration; the design was tested and trialled through multiple rounds with volunteers from different Training Centres. We are currently in the process of onboarding all Training Centres and the initial feedback has been very positive.

We are confident that the CAS will lay the foundation for reaching our ambitious goals in Training, as well as other future offerings. It will continue to be enhanced further throughout 2022 and beyond, in order to meet current and future AMI administrative requirements as well as improving efficiency.



INNOVATIONS IN SOCIAL CHALLENGES, SPORT AND SPACES

**AMI CONTINUES TO BE AT THE FOREFRONT OF
BRINGING MONTESSORI THEORY AND PRACTICE
TO THE GREAT SOCIAL CHALLENGES OF OUR AGE.
OUR PROGRAMMES ARE RESPONSIVE TO THE NEEDS
OF AN AGEING GLOBAL POPULATION AS WELL AS THE
HEALTH AND VITALITY OF THE YOUNG PEOPLE IN
WHOSE HANDS THE FUTURE OF THE WORLD RESTS.
WE RECOGNISE THAT A PREPARED ENVIRONMENT
INCLUDES ATTENTION TO THE BUILDINGS WHERE
EDUCATION TAKES PLACE.**



Montessori Dementia and Ageing

The adoption of Montessori in aged care has resulted in two prestigious awards this year. The first award was given to Foxburrow Grove based in Colchester Essex, winning the Great British Care Awards for their Montessori work; the second in Spain for the Prestige Awards Spain in the category of Dementia Support Services. New Montessori care communities opened in New Mexico and South Carolina where all staff will receive AMI MDA training and support.

Workshops have continued via zoom in the UK, Switzerland, Chinese Taipei, USA with face-to-face workshops being held at the end of 2021 in Ireland, Finland and Romania.

Montessori Sports

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. There are currently some 500 students enrolled on the Sports Fundamentals Course from 51 different countries. The course is offered in English, with translations and subtitles currently available in Spanish and Dutch.

Work is underway to have additional translations available in Arabic, French, German, and Italian. A separate platform is being created to also reach the Chinese community.

Building on the experience of the initial programmes an enhanced format will be piloted during 2022 to provide further resources and support for schools. It is also hoped that productive partnerships with Training Centres can build further communities of practice around the world. Montessori Sports co-founder Ruben Jongkind spoke at a TEDx event in Geneva emphasising the need to implement

Montessori principles in the training trajectories of football. His talk 'Football can change the world, but we need to change football first' has been viewed over 35,000 times.

Montessori Architecture

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. It establishes a powerful link between the prepared environment's thoughtful layout of Montessori materials and the design of the physical learning spaces (internal and external) in which the environment is created. The design tool was developed in partnership with the Arthur Waser Foundation and working with architect Benjamin Stæhli. Its suitability was tested in Tanzania, through an architecture competition for the design and construction of two Montessori school campuses. Two winning bids are currently under construction, the Simba Vision Montessori Campus, in Arusha, and the Kabuku Montessori Campus, in Tanga.

Following feedback from involved architects, further adjustments have been made and launched on the website montessori-architecture.org, where the tool is now available, for free. A companion book is in production, to be ordered from the website. The patterns and exemplary schools described provide guiding principles and inspiration, not a prescription leading to the perfect environment. Architects in collaboration with the local community are invited to translate these generic patterns to the unique local circumstances, in order to create the educational space that meets the community's particular needs.

SUPPORTING SCHOOLS AND DECISION MAKERS

AS THE AUTHORITATIVE VOICE AND
ADVOCATE FOR MONTESSORI AMI IS
A VALUED SOURCE FOR MATERIAL,

INSIGHTS, INFORMATION AND RESOURCES.

AS THE DEMAND FOR AUTHENTIC MONTESSORI
GROWS WE ARE DEVELOPING NEW PATHS FOR
SCHOOLS TO JOIN OUR COMMUNITY.

WE ARE ALSO COMMITTED TO PROVIDING THE
INFORMATION AND INSIGHTS THAT DECISION MAKERS
NEED TO CHOOSE MONTESSORI FOR THE GOOD OF
CHILDREN.

Digital Resources

Resources continue to be added to AMI Digital, including carefully curated sets of classified cards. New sets featured flags, household items and activities, sports, Olympics and Paralympics, geometry and further sets to explore the classifications of fruit, vegetables, birds and mammals. Dedicated volunteers from the Montessori global community have invested significant amounts of time and effort in translation. Seven new languages were added to AMI Digital (Croatian, Danish, German, Greek, Hungarian, Mongolian, Ukrainian) bringing the total to 27 languages. The Elementary charts were translated into Italian and German. The total number of translations of the Aid to Life website now totals fifteen, with the recent additions of Czech, Danish and Portuguese. Aid to Life is a highly valued service available digitally which aims to give parents clear, simple, straightforward advice about Montessori in a format that is easy to understand and apply.



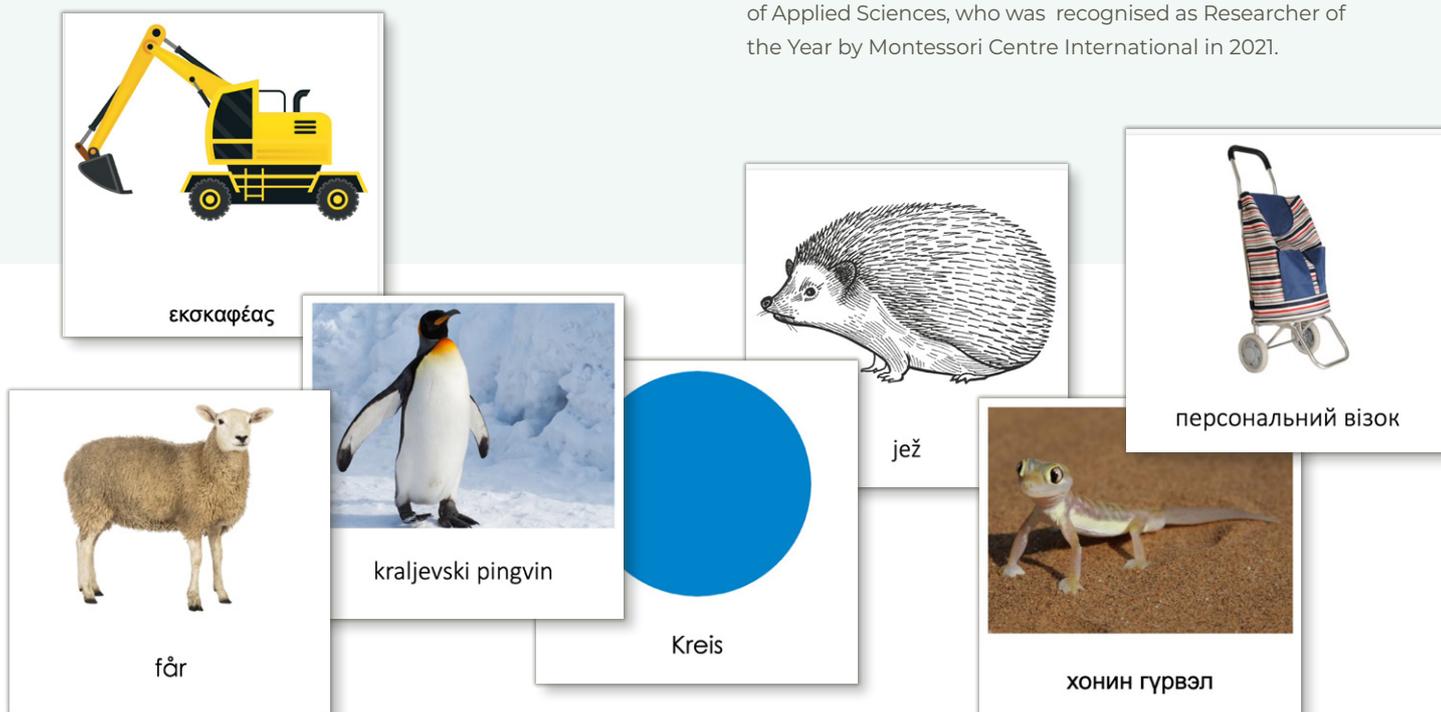
During 2021 the updated rubric has been used as a base to consolidate all the past work and present it in a unified structure with quality areas, standards and indicators that will drive both the self-study and evaluation process. The overall programme will provide clear standards and detailed information to enable all Montessori programmes to continue their quality journey and apply for accreditation when ready. Initial pilot implementation is planned to commence in selected countries.

Global School Accreditation

Following a hiatus due to the impact of COVID-19, work has resumed on a global framework for AMI accreditation of schools around the world. The previous work had seen two rounds of school pilots worldwide; key processes developed to support programme administration and implementation. We completed the drafting of core documents such as the AMI standards and self-evaluation forms.

Global Montessori Census

In the early 2000s a global census estimated the total number of Montessori schools around the globe at 22,000. However, there is limited up-to-date information available to families, educators, researchers and policymakers about the presence and growth of the Montessori movement today. During 2022 we will work to develop a comprehensive, refreshed census with Angela Murray of the University of Kansas Center for Montessori Research, Mira Debs of Yale University, AMI and Jaap de Brouwer of Saxion University of Applied Sciences, who was recognised as Researcher of the Year by Montessori Centre International in 2021.



Language cards (From left to right: Danish, Greek, Croatian, German, Hungarian, Ukrainian, Mongolian)

REACHING OUT AND MAKING A DIFFERENCE

EDUCATEURS SANS FRONTIÈRES PROVIDES
A UNIQUE BRIDGE FOR MONTESSORI COMMUNITIES
AROUND THE WORLD TO ENGAGE, COLLABORATE AND
BRING RESOURCES TO UNDERSERVED COMMUNITIES.
REACHING FROM INNER CITIES TO RURAL
COMMUNITIES EsF BRINGS EXPERTISE,
ORGANISATION AND A WORLDWIDE NETWORK TO
CHANGE LIVES FOR THE BETTER.

Corner of Hope - Kenya

The Corner of Hope schools welcomed back students in January 2021, after being closed since March 2020 due to the COVID-19 pandemic. The economic impact of the pandemic is felt throughout Kenya and Corner of Hope has been a haven for families and children. It offers free education but also provides children with healthy and nutritious food to support their physical health and their ability to focus and learn. Teachers from the 6-12 government school in Kisima have asked the Corner of Hope teachers to show how they work, as they recognised children from Corner of Hope were developmentally far ahead of others.

Graduates of the 3-6 AMI Diploma course in Dar-es-Salaam, Tanzania, which receives support from the Arthur Waser foundation, are key to efforts to increase capacity for Montessori schools and training in East Africa. Corner of Hope's Head of School, Milcah Jerotich, and deputy head teacher, Lillian Mwaura, along with Judy Mugambi, mentor teacher in Samburu and Jael Origi, tutor at Nairobi Montessori College, completed the course in July 2021.

Corner of Hope is a source of pride to the communities that are directly involved but also an inspiration to those

who wish to support marginalised communities in other parts of the world. It has inspired initiatives in the Northern Kenyan regions of Samburu and East Pokot and was a support and inspiration for the Mother Earth Montessori initiative—a Montessori school serving displaced families in Gulu, Uganda. Teachers from Mother Earth Montessori completed internships at Corner of Hope, with regular assessment visits from the tutors and practical support from the teachers.

Samburu initiative - Northern Kenya

The Samburu initiative started in 2018, in collaboration with the Sarara Foundation. It aims to establish mobile schools and train local teachers, in line with the cultural and natural heritage of the Samburu people and lands. Since its initiation, three tented children's houses have been established in Tintil, Ntaparani and Lengusaka and the schools currently serve about 100 children.

Montessori schools do not yet go up to the 6-12 level but children who successfully completed the 3-6 level have integrated well. Strong cognitive and social skills enabled some children from the Samburu Montessori schools to

Corner of Hope - Kenya





Samburu initiative

skip a class in their new schools. These outcomes have built the community's support and developed requests for further Montessori schools.

In November 2021, four more Samburu teachers obtained their national certificate at St Ann's Montessori College in Nakuru. The additional teachers will make it possible to set up more classrooms and accommodate more children. Further discussions are planned to consider 6-12 classrooms in the future.

East Pokot – Northern Kenya

Three trainees from the remote region of East Pokot started their Montessori teacher training at St. Ann's Montessori College in Nakuru in January 2021. They began their attachment year in January 2022 at two schools in East Pokot, with the prospect of future employment after the completion of their training. The partnership has been formalised in a signed agreement and there are plans for more schools to join with a commitment to accommodate Montessori trainees, support full Montessori implementation and offer employment once trainees complete their training.



Trainee teachers from East Pokot at the training centre in Nakuru.

Interviews for the selection of a new cohort of trainees from East Pokot were held in December 2021. Four new trainees have been selected and they started their training in January 2022 at St. Ann's Montessori College in Nakuru. This builds momentum for the East Pokot Montessori Education initiative which is run by Montessori for Kenya and was established with funds raised by AMI.

Africa Coordination

The Indaba Institute piloted the EsF Community Rooted Education (CoRE) programme in Kayamundi, South Africa, with 24 early childhood educators from the community. Discussion sessions with the pedagogical advisors and the Indaba team shaped the content and delivery to support educators in developing a deeper understanding of the child and how to support them through a process of collaborative exploration.

After strong, positive feedback the Indaba Foundation is planning to expand to different communities in 2022, with a particular focus on early childhood educators in low-income areas. A group of CoRE Facilitators will be identified who will then start with a preparation module of 20 hours in parallel with a second CoRE pilot in 2022.



East Pokot

Funding was obtained for an assessment visit to Ethiopia to identify opportunities and challenges for Montessori training in the country, where there is a long history of Montessori training at Bruh Tesfa Training College. The planned visit of an AMI Trainer was delayed, first due to COVID-19 restrictions and later due to the political unrest in Ethiopia. When circumstances allow, a visit will be made to the college in Wolaita Soddo to get a better sense of the current landscape and possible next steps. Fifty places on the 3-6 International Diploma course in Tanzania were funded and graduates are now working in Tanzania, Kenya, Cameroon and Nigeria. Opportunities for another 3-6 international diploma course in Tanzania are being explored, as well as opportunities to develop a 6-12 International Diploma Course in the future.

Peter Hesse Foundation

The Peter Hesse Foundation began its Montessori initiative in 1986 to improve the quality of early childhood education in Haiti. This has evolved into a network directed and run by graduates of the “Centre Montessori d’Haiti”. In 2014 the Peter Hesse Foundation connected with AMI in order to safeguard the continuity of this project. The Foundation has also developed programmes in Senegal, Mali and Ivory Coast.

Haiti

Haiti saw a cumulation of disasters, anti-government demonstrations, gang activity, nationwide fuel shortages, and escalated prices for food and water during early 2021. This affected all aspects of daily life and from January to March schools opened sporadically due to street demonstrations and other unrest.

In anticipation of schools opening for the new academic year in September 2021 the Peter Hesse Foundation (PHF) prepared by giving books and Montessori materials to its partner schools. In-service training was planned for the teachers from the partner schools, but security issues meant that only the schools in Liancourt, Gonaives, and Port-au-Prince could be reached.

August 2021 saw a 7.2 magnitude earthquake hit the southwestern region of Haiti causing an estimated death toll of around 1,941, with more than 9,900 injured and 30,000 people left homeless. Two days after the earthquake, the same area was hit by tropical storm Grace. Thousands of homes and schools were damaged or destroyed, including the PHF partner school in the town of Jonc d’Aquin which was due to start in September 2021 after renovations. The school constructed a temporary plywood room to hold classes and will continue in the structure until they get a real building to replace the one which was destroyed.

In October a new crisis in the form of a nationwide fuel shortage brought widespread disruption including supply chains for basic commodities and electricity. Schools closed in most areas due to lack of transport and fear of kidnapping, both for children and their parents. PHF has over 4,000 preschool children in its partner schools and offer hope to those children in the most critical age where experiences shape a child’s capacity to learn, to get along with others, and to respond to daily stresses and challenges. PHF is committed to continuing to support schools in Haiti when they reopen. For now, the foundation is providing food to earthquake victims with a focus on remote areas where about 400,000 people have not yet received aid.



Senegal

The Montessori partner schools in Senegal functioned normally for the greater part of the school year. Children wore masks and observed protocols for the prevention of COVID-19. As a reaction to travel restrictions due to the pandemic the planned teacher training was adapted to an online format. Hundred and sixty children are enrolled in the Montessori preschool section of the school.

Mali

The Peter Hesse Foundation planned to start a Montessori preschool and training in Mali in October 2020 but visits were cancelled due to COVID-19 restrictions and security issues. Preparations to open a school in the village of Tidianbougou had been made with village elders acquiring a building, and the Montessori teacher from Mali, who trained in Ivory Coast, started the school in October 2021. She is working with two assistants to create a Montessori environment and using the Montessori language materials to teach the assistants to read and write. The materials are in French but efforts are being made to create Montessori reading materials in Bambara.

This year the foundation produced a Montessori teacher training workbook in the Bambara language. This workbook will make the teacher training course more accessible, since French, the official language of Mali, is mastered by less than 10 percent of the general population. The possibility to train teachers from Mali in Ivory Coast, in case security issues prevent a training in Mali, will also be explored.

Ivory Coast

The three teacher-owned schools in Ivory Coast are headed by teachers who trained in the PHF training course and started their own schools after graduating. The three schools have a total of 150 children in the Montessori programme. The schools have also added a 6-12 environment

The initiatives described in this report are those evolving directly from AMI but there are many other EsF-related initiatives around the world including Australia, the USA and UK. These include those developed by Training Centres and Affiliates on all continents. [Our Educateurs sans Frontières website](#) offers a host of inspiring stories.

WORLDWIDE NETWORKS AND COLLABORATION

**AMI CONNECTS MONTESSORI TO THE WORLD
AND IS COMMITTED TO COLLABORATING WITH
INDIVIDUALS, COMMUNITIES AND ORGANISATIONS
WHO SHARE OUR VISION.**

**ENGAGING WITH GLOBAL AND COUNTRY PARTNERS
AND AFFILIATES WE BUILD A POWERFUL NETWORK
FOR THE RIGHTS OF CHILDREN AND ADULTS
TO HAVE ACCESS TO DEVELOPMENTALLY
APPROPRIATE EDUCATIONAL ENVIRONMENTS.**

UNESCO and United Nations

UNESCO's celebration of its 75th year in 2021 included an exhibition of historical photographs featuring a photo of Maria Montessori arriving at the 1950 General Conference in Florence. It highlights her significant role in founding the UNESCO Institute of Education which was renamed the Institute of Lifelong Learning in 2006. She spoke at the first meeting of the Governing Board on 19 June 1951.

In November the bi-annual 41st General Conference was the first in-person event in two years. AMI made a statement at the UNESCO General Conference Plenary Debate, promoting Montessori education as a 'wellness approach'. Montessori's historic connection to UNESCO was also highlighted in the context of contemporary issues about education, starting with early childhood education as a foundation for lifelong learning.

The Education Commission and Plenary Meeting unanimously supported the Futures of Education report, "Reimagining Our Futures: A New Social Contract for Education" which the General Conference Education Commission Chair remarked was widely based on Montessori principles. Rather than the usual approach based solely on expert reports, an International Commission on the Futures of Education recognised multiple avenues for an eighteen-month global consultation to contribute to the report. Focus Groups from Montessori Affiliates and Montessori Sports (Europe, Mexico, Russia, South Africa, Spain, Thailand, U.K. and U.S.) contributed to the consultation.

In September 2021 UNESCO officially launched the Global Partnership Strategy for Early Childhood: 2021 – 2030. Princess Laurentien of the Netherlands, Goodwill Ambassador of this partnership, highlighted the importance of advancing globally beyond "paper" to develop strategies and implement programmes for all young children. Colleagues at the UN have stayed in touch with other NGOs through remote platforms to share the efforts of their respective organisations as well as maintain personal contact and a sense of community. Educators described major challenges in shutting down schools, offering remote learning, supporting teachers and staffs and psychologists explained the long- and short-term consequences of lost school time and social interactions. Maternal- and women-centred groups spoke of similar feelings of isolation experienced by seniors in our communities. To extend and amplify AMI's engagement with UNESCO and the UN there has been planning and investment to enhance the supporting infrastructure we provide.

Affiliates

2021 saw increased collaboration across borders, more articles and publications being translated into other languages, a surge of online events and facilitation in creativity. All these activities contributed to making Montessori knowledge more accessible to local communities.

Our Mexican affiliate published a 28-page bulletin discussing topics on responsibility, adaptation, and how



to engage with adolescents during the pandemic. In the United States, our AMI/USA colleagues welcomed their new Executive Director, Dr Ayize Sabater and organised several online initiatives, including a series of webinars on social justice, equity, diversity and inclusion.

A significant milestone was achieved by the Norway affiliate in relation to the National Montessori Curriculum in Norway ("Læreplan for Montessoriskolen"). Extensive revision. All Montessori Schools (6-15) in Norway use this Curriculum and the affiliate has committed to translating it into English to support other countries in their endeavours to obtain government recognition for this approach.

Many of the annual general meetings held in 2021 by affiliated Societies were held online. In some cases, large scale events were not viable, and several societies opted for creating practically oriented webinars to support teachers and parents during the pandemic. Bulgaria established a series of webinars and introduced an online platform that shows high quality videos demonstrating the Montessori principles that can be taught to children at home.

Partnerships

AMI signed a partnership with the Office of Basic Education Commission (OBEC) in Thailand to support Montessori education in OBEC schools. The Framework of Cooperation was signed at an online ceremony on 7 April 2021 and celebrates and continues our long-term collaboration. It will enable the training of AMI teachers and AMI Trainers to support the provision of quality Montessori education in OBEC schools.

AMI's Affiliate Organisation, Montessori Association of Thailand, led by Kanekar Butt, work with the Thailand government to support the implementation of Montessori

education in its schools. AMI looks forward to expanding our relationship and is grateful for the way OBEC leads Montessori implementation in the public sector and inspires the ASEAN region.

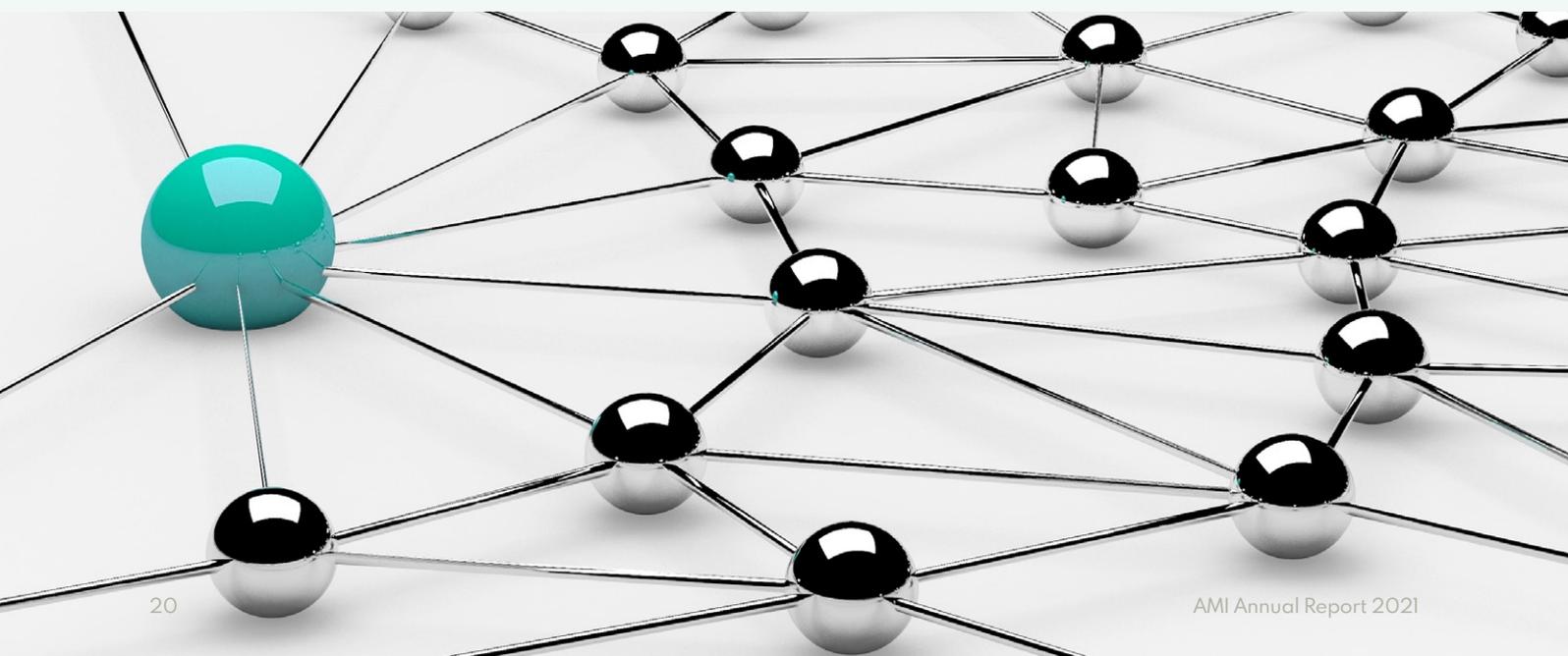
Many online opportunities for connection were offered by all Affiliates. In particular free places on Orientations were offered by many Affiliates and Training Centres—most notably MMI in London and Montessori Institute Prague increased accessibility to Montessorians in underserved areas and in the Lebanon work began on offering subsidised Orientations.

Annual Global Meeting

The Annual Global Meeting was attended by representatives of 59 countries, registered over 400 attendees and continued the celebration of Maria Montessori's 150th birthday. Holding the event online enabled increased accessibility and countries such as Côte d'Ivoire, Cyprus and UAE augmented the usual diverse geographical range of attendees. The event featured keynote speakers who addressed children's rights worldwide, and focused on child protection. The pandemic had greatly acerbated the plight of women and children that already lived in disenfranchised circumstances.

Congress

With the ongoing impact of COVID-19, the 2022 Congress has been rescheduled to 2 - 5 August 2023 to be held at the newly built Queen Sirikit National Convention Centre. The Thai committee welcomed the opportunity to delay the Congress so it could be in-person and participants could experience Thai culture and have the option to visit Montessori programmes in Thailand.



GLOBAL CONVERSATIONS

THE PANDEMIC HAS BEEN EXTRAORDINARILY
CHALLENGING IN MANY WAYS BUT
IT HAS ALSO LED TO A RENEWED SENSE
OF COMMUNITY AND COLLABORATION
THROUGH ONLINE MEANS.

IT HAS ACCELERATED SOME DEVELOPMENTS
IN COMMUNICATION BUT HAS ALSO BROUGHT
OPPORTUNITIES FOR VIBRANT, INNOVATIVE FORUMS
AS PEOPLE ADAPT TO CHANGED CIRCUMSTANCES.

Voices of Educateurs sans

Frontières

100 people from all over the world joined Voices of EsF 2021/2022, an innovative, new online programme facilitating a conversation around the broader social mission of the Montessori movement. It provides a new perspective on the interdependence between the child, community and cosmos and inspires conversations on the responsibility we have towards ourselves, others and nature. Inspiring speakers, including David Bull, former Executive Director of UNICEF UK, and American-Hmong writer Kao Kalia Yang, provided stimuli for discussion.

The Voices of EsF participants also reach out to their own communities and lead conversations to explore the conditions, challenges, and opportunities that will help us understand and support human development. The focus groups included adults as well as adolescents and children considered a set of guiding questions to reflect on challenges to human development as well as ideas and inspiration to address them.

A focused conversation conducted by a participant from Paraguay inspired a collaboration between local and regional organisations committed to the development of the child. With the support of people from their regional Montessori network, this resulted in an online congress, aiming to raise awareness on Montessori within Paraguay.

Communications

Our impact on social media has seen substantial growth with over 90,000 followers engaging through Facebook, Instagram, Twitter and LinkedIn. Users of the main AMI website increased by 58.9% year on year to 555,000 and the number of sessions rose 44.3% to 788,000. Pages related to AMI training were the most visited. Other websites performing well included Montessori Dementia and Ageing (MDA) with users increasing 49.3% to 20,000 and EsF where users rose 84.8% to 19,000 over the year.

We have produced ten podcasts, more than double the previous year, to meet the growing demand for this form of communication. Broadcasts included work from EsF, three episodes of AMI Talks and the continuation of our series on the Conventions on the Rights of the Child. The AMI Talks recordings (video and podcast) were watched more than 4.1K times and played 773 times.

We launched the video How Montessori Education Prepares Children for a Life of Caring and over 500,00 people viewed it in the first three days. The video and a film on Dementia and Ageing were also translated into Spanish to enhance accessibility.

Support for a wide range of events and activities including a Q&A with special adolescent and architecture themed editions, coverage for the Maria Montessori Day in Perugia, promotion of the new AMI/

INCREASING IMPACT OF COMMUNICATION



51.173 FOLLOWERS



18.000 FOLLOWERS



10.500 FOLLOWERS



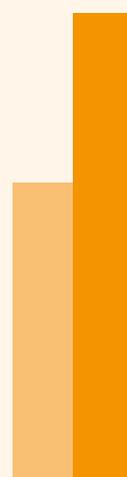
10.825 FOLLOWERS

SOCIAL MEDIA

90.000 FOLLOWERS



SPOTIFY, APPLE, GOOGLE, SOUNDCLOUD PODCASTS



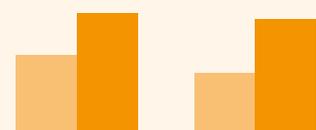
AMI WEBSITE

555.000 USERS



682.000 VIEWS

OTHER WEBSITES:



MDA

20.000 USERS

ESF

19.000 USERS



EsF talks, celebration of ten years of Corner of Hope and promotion of the Global Giving campaign. Regular AMI newsletters, digests and social media content were also developed and delivered. A continuing series of Q&A sessions with our pedagogical director has enabled a global audience to deepen their understanding of our principles and practices.

Improving communications around the EsF and MDA initiatives involved understanding and meeting user needs ahead of planning for the redesign and relaunch of their websites. MDA was also supported by working with Anne Kelly on promotional materials for a conference in Australia and publishing an interview to announce her new role within AMI as Head of Montessori for Dementia and Ageing.

A project with AMI/USA related to teacher shortages included support for communications campaigns to increase new training enrolments. This provided the foundation for discussions with other country affiliates and preparations for longer term programmes of work with schools and training centres.

AMI Talks

The AMI Talks offer deep knowledge to the worldwide Montessori community with subjects that can be of value across the community and invite outside speakers to complement, endorse or challenge the Montessori vision and principles. AMI offers these free of charge, and through the videos and podcasts offered after the date, we have been reaching many people across many time zones.

In January Erica Moretti focused on the social mission of Montessori giving an inspiring presentation on the central theme of peace in Maria Montessori's work and stressed that issues of social justice have always driven Maria Montessori's work and mission. She highlighted some of the work Maria Montessori undertook to

promote peace: her efforts to create "the White Cross", the application of the Montessori method to support refugee children in overcoming trauma and Montessori education as a foundation for a more peaceful society.

Silvia C. Dubovoy and Ama van Dantzig were inspired to speak on Women's rights and power in March, zooming in on the early years of feminist activism of Maria Montessori. Carla Foster and Gabrielle Ahuli'i Ferreira Holt spoke about the art of storytelling in August. Gabrielle stressed the importance of exposure to stories and legends of cultural significance in early childhood. Carla Foster presented on the importance of storytelling for the elementary child and how to perfect this art in our teachers.

Books and translations

AMI continues to work with the Montessori-Pierson Publishing Company (MPPC) who ensure that Maria Montessori's titles remain in print. Starting out as an English language publisher MPPC is now adding Spanish and Dutch titles to the portfolio on a regular basis.

Together with AMI, MPPC is committed to making sure students have access to the main works in their own language. Editions are available in: Arabic, Bulgarian, Catalan, Chinese, Czech, Dutch, English, French, German, Greek, Hungarian, Italian, Japanese, Korean, Latvian, Mongolian, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Swedish, Turkish, Ukrainian, Urdu, Vietnamese.

The translation teams are extremely dedicated and are occasionally supported by affiliated societies committed to promoting Montessori. They realise the importance of sharing the literature as an important tool in this effort— especially in countries where a commercial publisher would not commit easily to a Montessori portfolio.

BUILDING A FUTURE ON FIRM FOUNDATIONS

AMI'S REPUTATION AND ACTIONS ARE BASED
UPON MARIA MONTESSORI'S UNIQUE LEGACY.
THIS PROVIDES A FORMIDABLE BASIS FOR HELPING
CHILDREN DEVELOP THEIR POTENTIAL
TO BECOME TRULY CAPABLE INDIVIDUALS
WHO MAKE A DIFFERENCE IN THE WORLD.
THE MONTESSORI EDUCATIONAL APPROACH
DEVELOPED OVER **100** YEARS AGO AND
WE PRESERVE ITS INTEGRITY WHILE ENSURING
ITS RELEVANCE NOW AND IN THE FUTURE.

Montessori Knowledge Hub

2021 saw years of planning come together in the Montessori Knowledge Hub Project, a three-year project to build a best-practice digital library to house AMI's archival, digital, institutional, research and special collections. The project includes adding two initial collections: AMI Journals and NAMTA Journals with the NAMTA board choosing to vest the NAMTA journal collection to AMI for inclusion in the hub. All AMI and NAMTA journals will be freely available on the hub.

The intellectual framework of the Montessori Knowledge Hub will be built through a series of interrelated projects to elucidate the Montessori Great Ideas. The inspiration for this component of the work came from David Kahn and Mary Boehnlein.

Research and Development

The Global Research Group continues to meet to identify priorities. AMI secured funding to collaborate with the Harvard T.H. Chan School of Public Health and the Culinary Institute of America on a joint project 'Minding Our Future – Healthy Ageing, Food and Lifestyle'. Two online 'Think Tanks' were held with leading experts from around the world sharing their cutting-edge research. An MOU signed between AMI and the College of Nursing, Taipei Medical University saw its first MDA

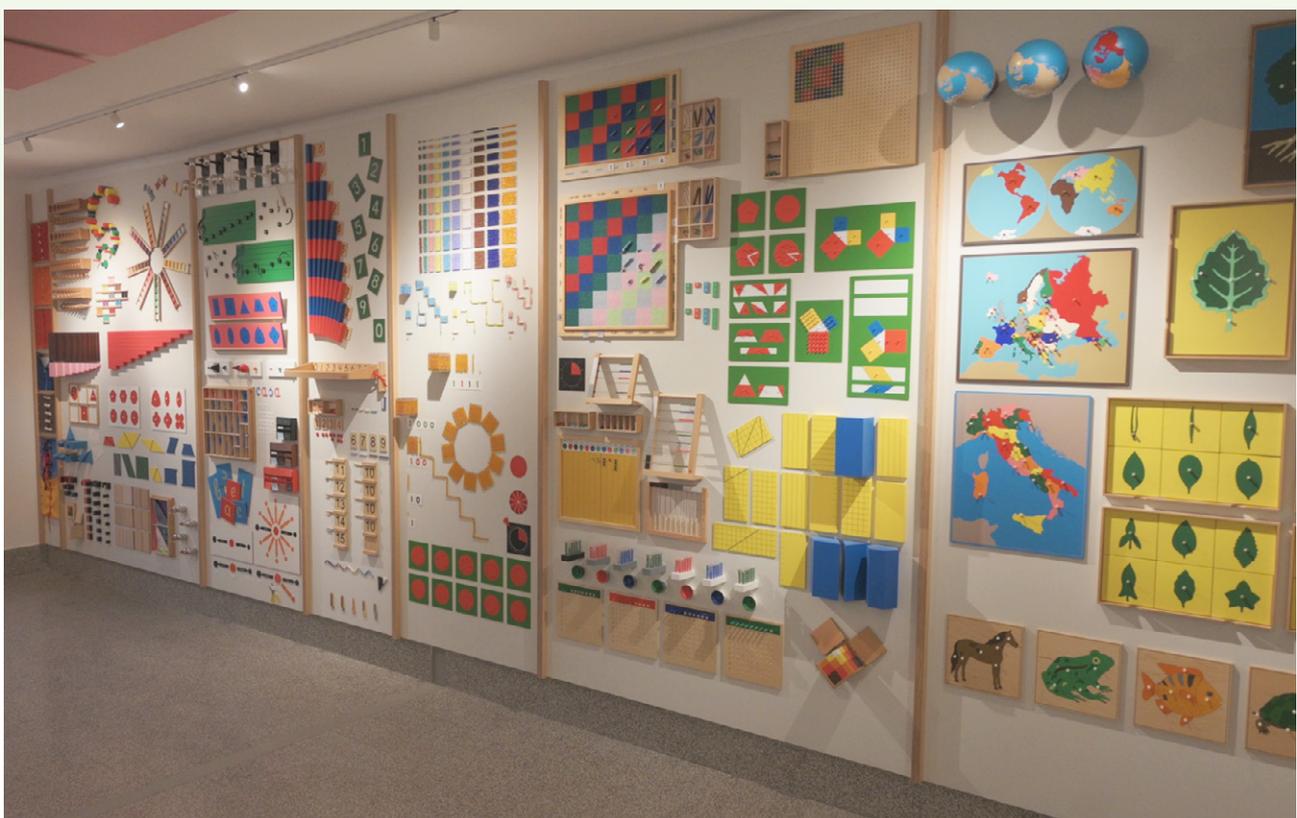
course delivered at the end of 2021. The Medical University hopes to begin research into elders who are supported through the AMI Ageing and Dementia approach.

Archives

The Archival team continued to receive items from around the world which we were delighted to add to our repository of historical documents, books, materials, and objects. A most precious donation were the letters and other documents from the legacy of Maria Maraini Guerrieri Gonzaga, who had a long and dear friendship with Maria Montessori. These are currently being digitised and catalogued.

The archivists offered considerable support to the major renovation project of Maria Montessori's birth house in Chiaravalle by providing knowledge, expertise, photographs, giving suggestions and feedback on the permanent exhibition staged.

In 2021 the Archival team brought out a special Treasure Article from the archives, a gift for our membership. We zoomed in on pertinent passages from a lecture Maria Montessori delivered to students on one of her Indian courses, which discussed the importance of the Montessori environment and fundamental ideas on its organisation.



Casa Montessori Chiaravalle



Support for other Initiatives

Judi Orion and Carolina Montessori were interviewed for the Montessori Road, and Italian initiative that aims to analyse the relevance, evolution and diffusion of the Method, with focus on the different cultures that have embraced Montessori. The project involves the realisation of a series of events in Italy, Albania, The Netherlands, China, North America, and Australia, which hopefully will lay the foundations of a database made up of audiovisual contributions, interviews, and testimonials that will document the spread of the Method in the world.

In October 2021 AMI was a partner in a two-day Congress to mark the conclusion of the 150th anniversary celebrations of the birth of Maria Montessori. The event was hosted online from Rome by Opera Nazionale Montessori and featured Italian and international speakers offering profound insights into historical, scientific, pedagogical philosophical and social aspects of Montessori's essential thought development.

A conference in Perugia, Italy in October marked the official opening of a Study Centre providing opportunities for Italian Montessori teachers to learn about the work that AMI is doing. The event was attended by AMI's President, Executive Director and other AMI staff. In addition, Ingrid Dal Mut, AMI Trainer-in-Training spoke on Montessori's first plane of development (0-6) with a focus on sustainability and peace. AMI Elementary Trainer, Baiba Grazzini-Krumins also spoke on Montessori's second and third plane with a focus on sustainability and peace.

During the trip AMI colleagues attended the ceremony to unveil the street sign of the Piazza Maria Montessori, the street now dedicated to the work of Maria Montessori. The celebration was attended by the local residents, children and the Dean of the Foreigners University Perugia, Valerio de Cesaris.



Children, parents and teachers getting ready for the unveiling of the street sign Piazza Maria Montessori in Perugia

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:



Scientific Pedagogy Group
 Ginni Sackett (Chair ex off)
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 Uma Ramani
 Julia Hilson
 Alison Awes
 Anahita Gandhi
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 Judi Orion

Training Group
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 Jean Miller (6-12 history)
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 Elise Huneke-Stone
 Victoria Johnson

THANKING OUR DONORS, FRIENDS AND GENEROUS SUPPORTERS

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

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**WE CONNECT
MONTESSORI
TO THE WORLD**

