

Internationale Montessori Vereniging 'Association Montessori Internationale' A.M.I.
Amsterdam

Management Board's report

The Association Montessori Internationale was founded in 1929 by Dr. Maria Montessori herself to maintain the integrity of her life's work, and to ensure that it would be perpetuated after her death. Today AMI is a recognized worldwide movement with a mission of promoting and propagating Dr. Montessori's scientific pedagogy. The objectives of the Association Montessori Internationale (AMI), as stated in article 3 of the Articles of Association, are as follows: to maintain, propagate and further the pedagogical principles and practices of Dr Maria Montessori for the full development of the human being. These objectives are achieved in the following ways:

Teacher Training and Montessori Courses

The Association Montessori Internationale accredits training centres throughout the world. These centres offer AMI diploma courses that are internationally recognized for their high standard and authenticity. Training centres accredited by AMI are independent entities which remain under the supervision of AMI's quality assurance procedures, are staffed by AMI Teacher Trainers and the courses given are examined by an external examiner appointed by AMI.

Montessori training is a process of re-orientation where the students begin to discover for themselves the profound truths underlying the Montessori approach. The Diploma qualifications offered by the Association Montessori Internationale prepare adults to work with children at four levels: Assistants to Infancy (0-3), Casa dei Bambini (3-6), Elementary (6-12) and Adolescence (12 – 18).

Innovative projects include working with a variety of partners and stakeholders (governments, schools, individuals and other NGO's) across most continents to bring high quality Montessori education and teacher training to increasing numbers of adults and children. Work has progressed in relation to additional ancillary Montessori courses for the following: The development of Training of Trainer courses applying Montessori principles for those working with elders with Dementia and Ageing challenges (MDA), the training of Youth Coaches working with young people in sport (Montessori Sport) and Training of Trainers programme for Montessori School Leaders/Administrators all flourished. A pilot Montessori Awareness Practice course is also underway and will complete in 2023.

During the year new qualifications were delivered to create further professional development opportunities for teachers and the public. The newly developed Core Principles course continued to be offered. The new AMI 12-18 (Adolescent) Diploma courses increased in number - one was based in Sweden, one in the USA one in Mexico, one in Australia and one in India (others are planned) and the first AMI 12-18 Diplomas were awarded. The two year in-service Certificate programme 'Montessori Mastery' for 12-18 teachers was approved in the Netherlands in collaboration with the Montessori School Community Amsterdam. Many short courses continued to be delivered in an online format – these included the Assistants Courses and Orientation courses, offered at all 4 levels (0-18), the Administrator's Course, and the Montessori Sports Course. Most Montessori teacher training courses were delivered in a blended format to accommodate the changing landscape, rules and regulations caused by the pandemic. The Montessori for Dementia and Ageing Courses also went online and participants attended from across all continents. A new EsF grassroots course (Community Rooted Education (CoRE)) was piloted in under-resourced communities in South Africa, alongside a CoRE Facilitators Training, building on the knowledge developed in India, and a fully funded 3-6 International Diploma course in Tanzania (50 participants funded by the Arthur Waser Foundation) was successfully completed. Formal work began on designing the AMI Blended format for 0-3 and continued for the 6-12 International Diploma Courses (funded by the Wend Collaborative). Guidelines were also produced for the delivery of online Orientation courses and the in-person adjunct for Assistants.

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The international Scientific Pedagogy Group and its sub-committees meet regularly to advise the Scientific Pedagogical Department on Montessori philosophy and methodology and its application in varied circumstances around the world. The Group assists in the implementation of quality assurance procedures for training centres and is responsible for reviewing the content of new and revised courses. It is also in the process of continuing to develop a global school accreditation system having revisited the self-study and reviewed the requirements for bodies that wish to implement the scheme. The Scientific Pedagogy department oversees the examination process throughout the world. The Group was intensely busy evaluating and advising Trainers and Training Centres on permissible accommodations to courses during and following the pandemic, ensuring a global standard of course content, experience and examination was maintained for all trainees. Regular, online meetings with Trainers of all levels were organised to facilitate the discussion of a variety of pedagogical issues and continue as collaborative discussions for theoretical and practical dialogue. As a result, amendments have been made to the 0-3 Course programme and knowledge has been exchanged at all levels of training with regard to programme content and best practice for adult learners.

The Trainers website was enhanced 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 and provide a vibrant site for building community.

The international Training Group guides trainees through the Training of Trainers Programme towards the goal of becoming AMI TeacherTrainers. This Programme provides the participants with the opportunity to deepen their understanding of the ideas and principles of Dr. Maria Montessori and the skills to pass the knowledge gained to future generations of Montessori teachers. There are two pathways to becoming an AMI Teacher Trainer. The Traditional programme route (attendance on 3 courses) and the Seminar programme route (attendance on 2 courses and 6 two-week seminars). Seminar programmes that had been delayed from the start of the pandemic continued online in the first part of the year and participants were able to attend the penultimate seminar at the end of 2022. A total of 185 potential Trainers were in Training at the 0-18 levels by December 2022 (187 in 2021). Despite courses still being affected by the COVID disruptions, 7 Trainers, 4 Associate Trainers and 15 Auxiliary Trainers qualified in 2022. A small number of Trainers in Training have also begun the process at both the Administrator and Dementia and Ageing levels and 2 have qualified at Trainer and Auxiliary Trainer level and 1 has completed the Administrator's training.

School recognition certificates are issued to those schools in the USA and Canada that adhere to AMI standards. The global accreditation programme progressed during 2022 with additional reviews of the quality areas to include the 12-18 level. Preparation is underway to help identify guidelines for Affiliates in respect of the administration of the GSA process and the guidelines for the preparation of Evaluators.

Congresses, Conferences and Refresher Courses

The Educateurs Sans Frontières Assembly could not take place in person and so in 2021, a 2-year alternative, online programme entitled Voices of EsF was created, completing in May 2022, and engaged approximately 600 participants from across the globe in focussed discussions. This format was such a success that it will be repeated in 2023/4. The AMI International Congress, to be held in Bangkok, was also postponed until August 2023.

As well as such major international events, regular national conferences and study conferences are held and attended by AMI representatives. This year AMI representatives spoke either in person or online at a wide variety of events organised across all continents. Notably, in Italy there were events in Perugia one of which was the Inauguration of the Maria Montessori Piazza and Conference, (held in collaboration with the University for Foreigners and the Montessori District). AMI certified Refresher courses are organized by local AMI training centres and/or Affiliated Societies in various parts of the world. In the United States there is an annual refresher course organised by AMI/USA, having been solely online in 2021, the 2022 event was organised, in Orlando, Florida in a hybrid format. Almost all conferences and events continued

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to be held either online or in a hybrid format with the exception of The International Trainers Meeting 'From Origins to Potential' (also postponed from 2020) which took place in person, in Perugia, Italy, with 90 Trainers attending from all over the world. The Trainers met for one week at the end of October and were able to take 'deep dives' into many aspects of their work. It was notable that Trainers for the 12-18 level attended for the first time, as did Trainers for the Administrators, Ageing and Dementia and Sports ancillary courses.

In 2022 AMI assisted the Montessori Road (Italian film makers) who released a short film for Italian Rai Television. The Treasure Article (unpublished writings), also for members, was published in December 2022. The tulip named in honour of Maria Montessori continued to be available for purchase alongside the commemorative book. The free monthly AMI Digest of resources gained in popularity with subscriptions building to over 15,000 as did the social media Q&A posts. The regular AMI talks were extremely well attended by participants from every continent. Total social media followers have increased from approximately 91,000 in December 2021 to 101,500 in December 2022.

AMI's communications strategy was further developed and our social media presence increased exponentially to provide the global community with a multiplicity of resources and connection. In particular, LinkedIn became a focus for new offerings. AMI Digital provided many additional resources free, in multiple languages, to the general public, teachers and training centres. New to the site was the capability to include languages that have right to left orientation, paving the way for Arabic and other such languages and several indigenous languages were added including Greenlandic. A bi-monthly newsletter was produced in addition to the free monthly Digest of resources.

The new Course Administration System went live in 2022 enabling a streamlined system of course registration, quality assurance and certification to take place. The Trainers website was also further developed and Trainers now have a place in which all documentation and communications can be found and conversations are able to be generated between Trainers interested in particular topics.

Membership and Affiliated Societies

Membership in AMI is open to everyone who recognizes the value of AMI's work and wishes to support it. AMI hosts an annual global meeting (that includes the formal Annual General Meeting (AGM)) and forum for members in April in Amsterdam. This Annual Global meeting also had to be held online in April, 2022.

The AGM was attended by representatives of approximately 60 countries and registered over 450 attendees. Countries such as Lebanon, Kosovo and Costa Rica augmented the usual diverse geographical range of attendees. Our membership is global and this year alone, members represent 89 different countries. AMI was pleased to welcome 14 new life members during the year. Membership will be a focus area in the coming year.

In addition to supporting the work of AMI, members also receive AMI's publications enabling them to view original documents from the AMI archives and providing information on the global activities of the movement. Affiliates increased their communication channels during the pandemic and this has resulted in much greater connection on a variety of social media and other platforms and an increasing reach across the world.

AMI maintains close contact and cooperation with Montessori societies worldwide. Licence agreements with these affiliated societies are in place and there is continued interest from societies in territories new to AMI. Societies become the in-country voice of AMI and offer events, conferences and also offer to the general public access to AMI Montessori advice and guidance. Three new societies gained affiliation status in 2022 and were welcomed into the AMI network they were: Chile: Asociación Montessori Chile, Lebanon: Montessori for Education and Development (Montessori Lebanon) and the Philippines: Montessori Circle. Societies also offer the possibility of translating AMI documents into mother tongue

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languages. Societies, Training Centres and Members have assisted in providing translations for a number of initiatives including 34 different language translations for the free classified cards on the AMI Digital website (this is an increase from 27 languages in 2021) as well as the Aid to Life (www.aidtolife.org) website which increased to 20 different languages adding German, Japanese, Italian, Tamazight (Taqbaylit) and Arabic, with 13 translations still in process.

Publications

AMI publishes an academic Journal and regular newsletters and hosts a number of websites. The 2022/23 digital AMI Journal is almost complete and ready for publication. AMI also assists the Montessori Pierson Publishing company in increasing its range of publications into additional languages. Several new translations of Dr. Montessori’s books have been published this year and carry the AMI logo as a mark of approval. Books are now published in more than 25 languages. Revised publications of existing works continue to be re-published in both Spanish and Dutch. Work has also begun on a collection of writings by Mario Montessori and a collection of writings on Cosmic Education.

Outreach Work

Africa Coordination

Funding from a US Foundation made it possible to have a strong focus on supporting Montessori education on the African Continent and developing a strategy as to how AMI can support individuals and organisations to increase access to Montessori education and build local capacity. Different efforts were made to support the growth and consolidation of Montessori education on the African Continent, with a specific focus on accessible training and building local capacity. Interest in Montessori education remains high, and conversations were held with individuals and organisations from many different countries. A number of people from the African Continent have also started their journey of becoming AMI Trainers, which is a crucial step towards building capacity and increasing access to Montessori teacher training.

AMI is working closely with a number of supportive foundations, including the Indaba Foundation and the Arthur Waser Foundation, to support and increase the number of trained AMI adults on the African continent. Affiliated Societies and Training Centres are also involved in supporting outreach initiatives on this and other continents.

The Arthur Waser Foundation also supported the creation of a Montessori Design tool for building Montessori Schools and the website montessori-architecture.org. During the year work continued on the preparation of the book Montessori Architecture which will now include examples from the two Tanzanian architectural practices who won the open architectural competition in Tanzania for the design and build of two large Montessori schools. Publication is anticipated in 2023.

The Wend foundation supported the establishment of the ‘Montessori for Kenya’ affiliate and continued to support the ongoing necessary development of its infrastructure in 2022 as it seeks to support other Montessori initiatives within Kenya, including continuing support for Montessori education to be offered to the Samburu pastoralists.

An invitation was extended to AMI by Bruh Tesfa Training College, Ethiopia, which has been in operation since 1986, started by the AMI “Help the Children Projects” initiative, that has trained many teachers over the years, working in all parts of Ethiopia. They have requested support in order to improve their quality. AMI also has contact with another foundation active in Addis Ababba.

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Collaboration continues with the Peter Hesse Foundation in Haiti as national teacher training is delivered to Haitians on the ground. Regrettably this work has been on hold due to security issues in Haiti and another earthquake experienced in September 2021. Additional pandemic issues have affected the work in Côte d'Ivoire and Mali but schools were able to operate for some parts of the year.

Corner of Hope – Kenya Expansion

AMI continues to work with a US Foundation on the "Corner of Hope" initiative in Kenya. Progress has been made with respect to additional land acquisition for expansion of the Corner of Hope schools and will also provide space to house the Montessori for Kenya office, a material making workshop and provide meeting space for the Kenyan Montessori community. The property will be owned by Montessori For Kenya. The Corner of Hope Schools are at full capacity (ages 3-12) and not only offer the children free education of the highest quality, but also provide them with a healthy and nutritious meal to support their physical health and their ability to focus and learn. There is sufficient demand to create an exemplar Montessori school with enough space to develop beyond 12 years of age.

Corner of Hope continues to be an inspiration and support for new and established initiatives. It inspired initiatives in the Northern Kenyan regions of Samburu and East Pokot and now is serving as inspiration for the revival of work in Ethiopia. Corner of Hope does not only provide hope to the communities that are directly involved, but also to those who wish to support marginalised communities in other parts of the world. It also featured in an Italian documentary "Help Me To Do It Myself".

Samburu initiative – Northern Kenya

The Samburu initiative started in 2018 with support from the Wend foundation, in collaboration with the Sarara Foundation, with the aim 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 13 teachers have received National Montessori Training. Plans are underway to establish a fourth tented school. Three of the teachers joined the International Diploma Training in Tanzania. The Sarara Foundation is keen to support the growth of Montessori education in the region, seeing the positive impact of the existing schools. For the longer term, options will be explored for National Diploma training in the Samburu region to train more teachers. At the same time, the team is keen to also provide education at the 6-12 level and further conversations will be held on how to realise 6-12 classrooms in the future.

The Wend foundation also supported the establishment of Montessori for Kenya – an umbrella organisation to support the growth and consolidation of Montessori education in Kenya. Montessori for Kenya has become the key voice in the country, supporting the training of teachers, liaising with government in the process of recognition of the curriculum, and providing project management for the different initiatives in Kenya. Ongoing support for this initiative will be provided by the US Foundation that supports Corner of Hope.

East Pokot – Northern Kenya

In January 2022 two new offshoot classes (CoH model) were set up in East Pokot. Three trainees from East Pokot completed their Montessori teacher training at St. Ann's Montessori College in Nakuru and four more will embark on their practice year in the region. The new teachers are regularly mentored and show huge progress. The aim of the initiative is to increase access to quality education in the remote region of East Pokot through the training of Montessori teachers from the community and the establishment of Montessori classrooms. Seven local women are in process or about to start training with a view to establishing 4 more environments in 2023. Funds were raised by AMI through a general fundraising campaign and with funds also from the Montessori Global Growth Fund (MGGF). Montessori for Kenya

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coordinates the initiative. Since its inception, the initiative has received much interest from community leaders. The intention is to set up more Montessori environments in different areas in Pokot, with a particular focus on developing partnerships with education providers in the area. One option that is being explored is to work with the Sub-County Director, the government representative in the area, to set up a Montessori environment with government support.

South Africa

Work has continued on the pilot programmes and training of facilitators to introduce the Community Rooted Education programme in the under resourced townships of the Western Cape. A research project is running alongside the programme and fundraising initiatives are underway to enable the expansion of this work.

West Africa

In collaboration with the Peter Hesse Foundation books and Montessori materials were provided to teachers in Senegal, Ivory Coast and Mali. Training was offered at the grass roots level in Mali and two new schools were supported in Ivory Coast.

Expanding the Outreach network

In line with the strategic objectives to bring Montessori education to all children, AMI along with its Affiliates is increasingly involved in discussions at a government and local level in a variety of countries with a view to enabling wider access to Montessori education through government/public school/outreach initiatives. Work continues with the Thai Government and notable progress in this area was made by AMI Affiliate Montessori Mexico.

Partners that have contributed to or worked alongside AMI in 2022 include The Montessori Pierson Publishing Company, The Montessori Global Growth Fund, The Indaba Education Fund, Montessori Sports, the MM75 Fund, The Wend Collaborative and the Arthur Waser Foundation. Additional generous support was received from a Foundation for AMI's Dementia and Ageing work and the Montessori Knowledge Hub and another Foundation continued to generously support the work and expansion of the Corner of Hope initiative.

The Montessori House

In 2010 AMI received a generous donation, which enabled the purchase of 163 Koninginneweg. It is gradually being converted into an exhibition, archive and research centre and a facility for providing lectures and seminars in addition to housing the AMI Secretariat.

The overarching vision for the existing two buildings is to incorporate a lecture and exhibition space and fund-raising is ongoing. During 2022 the focus was on obtaining quotes and an approved plan for the ground floor conversion of the kitchen into additional office space and an extension that will enable more space for meetings and the display of various archival materials. The renovations will take place in 2023.

AMI's archive has received a number of generous donations of documents, pictures and letters over the last year. Work has continued on classifying and cataloguing the existing archive as well as on these newly donated works. The new project entitled the Montessori Knowledge Hub and Repository is underway. The hub will enable open access to many archival documents, publications and artefacts and has been generously supported by a large grant, awarded at the end of 2021 for work commencing in 2022. Work on the technical build is underway and the initial design of the website 'big ideas' categories completed. A Maria Montessori archival website will be launched in 2023 as a pre-cursor to the hub.

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Research and Development

The Global Research Group (SPG subcommittee) continues to meet to identify priorities.

The AMI team continues to support researchers from around the world in their pursuit of archival materials and fact checking. Researchers represent a wide remit and contact AMI for academic, broadcast (radio, television, podcast) or publishing reasons. In addition, AMI is often a point of contact for museums that are building exhibitions that include references to Maria Montessori or Montessori Education. The first round of work was completed with regard to a Montessori School Census and Mira Debs (Yale University), Angela Murray (Kansas University) and Jaap de Brouwer (Saxion University) published their findings at the end of 2022 in a paper Global Diffusion of Montessori Schools: A Report from the Global Montessori Census.

The project between AMI, the TH Chan School of Public Health Harvard and the Culinary Institute of America entitled "Minding our Future – Healthy Ageing, Food and Lifestyle" concluded its initial report having hosted two international 'think tank' sessions. Ways of more widely disseminating the information are being explored.

UNESCO World Conference on Early Childhood Education

AMI UNESCO representatives and Kenyan colleague, Francescah Kipsoi attended this conference held in Tashkent, Uzbekistan, only the second ever convened on this topic by UNESCO. This followed a successful conference, in Paris and one in New York, both attended by AMI representatives, entitled Transforming Education – a pre summit meeting. AMI presented at both the Civil Society Forum and in the Plenary session for all attendees. AMI was also invited to join the International Task Force on Teachers For Education, 2030 a specialised agency of UNESCO focused on SDG 4c. Connection was also made for the forthcoming International Congress with the Director of SEAMEO.

Personnel Developments

2022 saw the handover period of a new President for AMI from Philip O'Brien who had served as AMI President since 2014 to new board member Alain Tschudin. Three new Administrators were appointed during 2022 (April, May and October in the Pedagogy Department (two retired) and a new Financial Controller was appointed in October 2022. The Communications team replaced their Communications and Brand Team Leader in August 2022 and the Legacy Team were joined by a new part-time Library Assistant in June, 2022.

No significant movements in personnel are expected during the coming year.

Developments in 2022

1. AMI continued work through its 2019 – 2023 5-year strategic plan.
2. Work continued with the Training Centres in the USA, guided by the Director of Training Centre Evolution and Growth as an outcome of the "Bold Goal". The pilot 3-6 Blended course (which emerged from this project) was reviewed and guidelines for blended courses were issued by AMI in December with the result that blended courses in 'pilot' format at 0-3 and 6-12 have commenced. Working groups are underway at 0-3 and 6-12 levels to review and develop content for blended courses at both of these levels.
3. 7 new Trainers, 4 Associate Trainers and 15 new Auxiliary Trainers qualified in 2022, despite the difficulties presented by adjustments to courses to accommodate Covid.

4. Training of Trainers seminar programmes continued at all levels in an online format each culminating in one in person event at the end of 2022.
5. On 31 December 2022 there were 185 trainers in training participating in either the seminar programme or the traditional programme, (187 in 2021).
6. 89 Diploma Courses commenced in 2022 (77 in 2021). These ran alongside the modular courses which commenced in 2020 and 2021. There were 183 Orientation/Assistants Certificate Courses in 2022 (182 in 2021). The income from course fees increased in 2022 compared to 2021 in line with the increase in Diploma courses and other course offerings.
7. 44 Courses ran in a blended format. Two working groups were established to work on 0-3 and 6-12 'model' blended programmes in order to craft best practice and resources.
8. Five 12-18 (Adolescent) Diploma courses continued or began in Sweden, USA, Mexico, India and Australia. Additional 12-18 online certificate Workshops and Orientations were offered.
9. 10 AMI Administrators courses took place in eight countries.
10. 25 Courses in Dementia and Ageing were held in various parts of the world. AMI, the Harvard T.H. Chan School of Public Health and the Culinary Institute of America met to discuss the dissemination of the knowledge gained from the two interdisciplinary 'Think Tanks' on Healthy Ageing as part of the 'Minding Our Future' project.
11. Montessori Sports engaged with over 1,000 students from 74 countries and the course was translated into Spanish, French, German, Chinese, Italian and Dutch with translations in Arabic, Thai, Korean and Portugese underway.
12. The development of a world-wide system for School Accreditation continues with revisions to the self-study in the light of the accreditation rubric having been professionally assessed.
13. AMI, with the support of the Wend Foundation, continued to work on a strategic communications initiative, with a particular focus on increased communications within the Montessori community. Participation in our online social media increased significantly raising awareness of AMI across the globe. The free Digest attracted 15,000 followers. AMI Digital added to the number of freely available resources and increased the number of languages to 34 with Catalan, Estonian, Gaelige, Igbo and Maa being added in 2022. Aid to Life became available in German, Japanese, Italian, Tamazight (Taqbaylit) and Arabic. Total followers increased to 101,000 over all channels.
14. AMI continued to innovate in their actions to serve more children in more countries irrespective of their socio-economic group. We worked closely on a variety of projects with UNESCO in addition to our own Montessori work (particularly on the continent of Africa (Kenya, South Africa, Tanzania and Ethiopia, Senegal, Ivory Coast Mali) and contributed to the UNESCO Early Childhood Education Conference and the Teachers TaskForce.
15. AMI, in collaboration with the Arthur Waser Foundation, launched the Montessori-Architecture website.
16. A global search resulted in the appointment of a new President for AMI, Professor Alain Tshcudin.

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Financial Results

The overall revenue balance for the year was Euro 227,335 of which Euro 280,932 could be added to our unrestricted capital and Euro 53,597 could be deducted from restricted reserves. Our operating result amounted to a surplus of Euro 6,778 compared to our budgeted surplus of Euro 20,845. The main reason for the increase in our overall surplus compared to budget was due to a surplus on foreign exchange resulting from the amounts held in USD bank accounts.