

# ANNUAL REPORT 2017

ASSOCIATION MONTESSORI INTERNATIONALE

## **bold steps**

in building communities,  
encouraging curiosity,  
strengthening confidence,  
celebrating courage  
across the world







# Friends, foundations and philanthropists

AMI has developed strong relationships with philanthropists, which has enabled work on a number of initiatives to continue or to commence. The shared belief in human rights and child development, scaffolded by true collaboration and confidence, gives us the courage to take more bold steps forward.

We would like to extend our deep gratitude and friendship to:

**Youth Hope Foundation:** this foundation based in the US has generously continued to fund teacher training at 3-6 and 6-12 levels and the Corner of Hope school and its sister school in Kisima, Kenya.

**Arthur Waser Stiftung:** this foundation, based in Switzerland, has agreed to provide funding for an AMI 3-6 International Diploma Course for East Africa based in Tanzania. Funding covers the costs of running the course as well as provide scholarships for up to 50 students.

**James Walton:** AMI has received financial support for a two-year strategic planning and early implementation project to operationalise the capacity pillar of AMI's Strategic Plan in the USA. This "Bold Goal" project aims to triple the number of AMI-prepared and supported adults working with families and children within five years in order to achieve significant social impact in the United States. Arising from the Bold Goal, AMI is also receiving funds to improve its operational and communications capacity as well as increasing accessibility to AMI courses at core knowledge and adolescent levels.

**AMI/USF:** This foundation in the USA enables well wishers in the United States to donate towards deserving projects and claim tax deductions. In 2017 AMI received donations from AMI USF for the Maria Montessori House.

**The Indaba Education Fund** in South Africa works closely with AMI to enable AMI courses to be delivered in Cape Town with funding provided for under-served local participants. The EsF Assembly will also be hosted at the Sustainability Institute, Cape Town in 2018, with the support of this fund.

**The Montessori Pierson Publishing Company:** the publishers of primary Montessori texts in English and Spanish who are also the copyright holders to the writings of Maria Montessori and Mario Montessori. We work closely together and are very grateful for the annual donation received to enable us to support this important aspect of promoting the Montessori legacy.

*Additional donations have been received in support of the Educateurs sans Frontières Assembly, the Maria Montessori House and Archives, AMI's Communications, Corner of Hope, Montessori Samburu, and personnel to build AMI's infrastructure and operations.*

*SparkOptimus, Hogan Lovells and Bereskin Parr are thanked for their Pro Bono work, and Kate Hastings for her professional expertise and all our volunteers and committee members for their time and expertise.*

# Confidence, curiosity, courage & community

‘One knee does not bring up a child’ is a Tanzanian proverb, which succinctly expresses a truly big idea: human education is a lifelong experience, to which many contribute. Our environment will change over time with new people joining our lives; whatever their role: parent, carer, sibling, school-mate, friend, teacher or colleague, each one will help shape our lives and give us valuable encounters that help us grow.

In our Montessori community we can observe a similar phenomenon: an unsurpassed commitment to supporting human development, absolute faith and confidence in the child’s powers to construct herself.

This steadfast belief can be a manifestation of courage in environments that are slowly opening up to new outlooks on education. We are absolutely amazed and full of admiration for so many members of our community who, sometimes in comparative isolation, start their own journey of discovery and by their unwavering efforts are turning the tide, influencing policy makers, and realising dreams.

Sometimes, when we meet people from within and outside of our network, we find it difficult to communicate the scope and reach of all the activities to which we commit. This Annual Report over the year past brings together highlights from our divisions tasked with promoting our Legacy, growing our Capacity and encouraging Outreach.

We hope you will enjoy getting a glimpse of some of the exciting events that we help engineer or to which we are invited as a driving agent or participant.

A major 2017 event was our International Montessori Congress in Prague. Attended by over 2000 participants from 70 countries it brought together teachers, trainers and students of Montessori in an inviting learning environment. The Congress departed from well known paths, and showed innovation and courage to incorporate important slots for Montessori adolescents, who could voice

their views on education and hopes for the world. In addition, prior to the event a special day on working with the aged suffering from Alzheimer’s and Dementia was offered. Profound thanks are due to the organising team, who are a living testimony to the fact that a strong belief can move mountains.

Changing continents, we are excited to report on the “Bold Goal” Initiative in the United States which has been supporting development of a strategic plan to triple the number of AML-prepared and supported adults working with children in that country by 2021. We explored a new road, and have been rewarded by valuable insights and encounters, which will also prove beneficial with respect to our worldwide activities.

Our Outreach division is totally committed to new developments: do read about the innovative experience with the Nomadic Samburu people in Kenya, or how we try and influence the way young people are facilitated in their development in a sports environment.

Inquisitive Minds is what we try and foster in the children, but also in our network. We are excited that we can report on an increasing amount of research that is carried out in the world of Neuroscience, Psychology and Anthropology, where outcomes support our determination to move forward and develop Montessori environments for growing numbers of children.

It is not one knee that supports our Montessori community. It is thanks to your energies and the confidence and commitment of our donors that we can solidify our base, grow new and healthy roots in unexplored places and feel validated to engage in challenging and stimulating initiatives.

**Philip D. O’Brien**  
President

**Lynne Lawrence**  
Executive Director





# The AMI Bold Goal

report Kate Hastings

The AMI Bold Goal Project, supported by a generous grant from the Walton Family Foundation (WFF), launched in November 2015 to support development of a strategic plan to triple the number of AMI-prepared and supported adults working with children in the United States by 2021. AMI has been enormously productive with the grant's support.

In 2017 alone, we:

- Completed and shared a landscape analysis to create a data-rich picture explaining how AMI in the US operates currently, including:
  - Who comes to AMI training, why, and from where, who does not, and how can AMI better serve trainees;
  - What capacity to train does AMI have or can we quickly deliver, and what innovations would allow AMI to train more people;
  - What alignment is there (and what is missing) between AMI's current system and national demand for Montessori trained teachers, and for professional and programme implementation support; and,
  - What leverage exists that AMI can easily capitalise on, in the near- and long-term, to achieve greater social impact.

- Identified new potential training models, analysed their feasibility, and began developing models to serve more trainees, more rapidly. Through the Bold Goal project, AMI identified the need for and launched the Montessori 360 project to design a multi-level, large-group training that will enable AMI to reach and train more people more efficiently.
- Mapped Montessori professional development needs and AMI resources to meet the need. Through the Bold Goal, AMI has recognised that there are business, brand, culture, community, and social impact reasons for AMI to invest in professional development, outreach and support.
- Developed new organisational and system leadership capacity among the more than 100 US AMI-members who helped to develop the Bold Goal strategy in 2017 through work focused on:
  - Tripling AMI trainee numbers and increasing the diversity of trainees and their reach through job placements, particularly in the public sector.
  - Creating policy-level awareness of AMI's outcomes for children through public scholarship.
  - Doubling AMI's annual delivery of outreach courses (i.e., not for certification) for school and child development-focused audiences.
  - Quadrupling AMI professional development offerings and support delivered in the field to Montessori trained professionals.

In 2017, on five occasions, AMI convened more than 100 members of the US Leadership Group for the Bold Goal — a group of trainers, training centre staff, affiliate organisation leaders, other senior US partners — to refine our Bold Goal strategy for growth and impact and to share the project's benefits generated so far. Through facilitated events, we have cultivated the awareness, will, understanding, and commitment across a diverse group of leaders to prepare AMI for significant change. This process of continuous large-group engagement has delivered excitement and commitment.

Today, more than 100 AMI leaders are passionate champions for a strategy to catapult AMI in the US forward to reach, train, deploy, and support in their work three times the number of adults-working-with-children we trained in 2016.

**And tripling is just the beginning. Our sights are set on global social impact. Implementation of our US Bold Goal project in 2018 is just the start.**

## Triple the AMI mission





# Ground Breaking Research

## Parent Perceptions of Montessori Education

In 2017, AMI undertook research in the United States to learn directly from Montessori parents. The goal of this research was to better understand why parents choose Montessori. The research was supported by James Walton and undertaken by The Neimand Collaborative with the support of Ben Davis of Onsight Public Affairs. Five focus groups of Montessori parents explored their thoughts about child development and Montessori education, generating concepts and language that were then explored further through a national online survey of over 600 respondents who had or had previously had a child in a Montessori school.

While numerous important insights were gained, three key areas stand out where Montessori can provide the highest value:

1. Helping children develop into capable individuals by focusing on their moral, behavioural and emotional development;
2. Engaging and supporting the highest quality teachers to facilitate that development; and,
3. Bringing parents into the Montessori experience so they can understand the process and aid in their child's growth.

## The Great Challenge – We must do a better job of communicating our value

Presentations of these findings have been given to numerous audiences in the United States and Mexico in order to begin to prepare the Montessori community to meet parents by using compelling communications about the value of Montessori education to children, schools, parents and society.

In addition to the research presentations, a gathering of trainers and training centre officials, affiliated societies, the Bold Goal leadership group and numerous US based Montessori organisations took place in Seattle to focus on building a collaborative effort in the Montessori community to implement consistent messaging based on the findings. Increasing public understanding of the value of Montessori is essential if we are to encourage more parents to seek Montessori as the preferred education approach for their child.

The goal of expanding Montessori's reach and impact globally must be shared across organisations in the Montessori community and AMI is committed to sharing the research and messaging tools created with the whole Montessori community in the months to come.

## The Outcomes – A New Montessori Message Frame

Through the medium of a new and more navigable website AMI will provide access to this research and to powerpoints and message summaries for training centres, schools, parents, policy makers and the public.

### Our Reframed Message

Montessori works in every setting for the success of each child. Montessori teachers support children's natural development, building the capability to become productive, fulfilled adults who contribute to the world. Montessori helps parents develop children who are morally, emotionally, and behaviourally prepared for the real world. Our teachers help children follow their interests and passions to develop strong skills in academics, leadership, self-discipline, responsibility, independence, and initiative. Montessori education is hands-on, self-paced, collaborative, and joyful—everything that's needed to create a lifelong learner and doer. AMI Montessori Teacher Certification offers rigorous training which equips teachers to help nurture children into a capable and connected individuals. The mark of a high-quality Montessori school is where the entire school supports the teacher in developing the child's full potential.

# Scientific Pedagogy Division

The Scientific Pedagogy Division must begin its report by noting the passing of Dr Annette Haines at the mid-year. Dr Haines provided focused leadership, passionate advocacy for pedagogical excellence, and wry good humour while overseeing the Division's work since her appointment in 2008. She is sorely missed.

In terms of that work, 2017 proved to be an expansive year, one in which our mandate to “safeguard and promote the study, application and propagation of Dr Montessori’s ideas and principles, through a variety of means” took on many new dimensions. We continued to fulfil this mission through the obvious “means” of AMI Teacher Training programmes and pedagogical support for Montessori programmes at both childhood and adolescent levels: training courses emerged in new territories; there was strong enrolment worldwide in AMI Teacher Training courses and Certificate programmes at all levels; university partnerships with AMI courses continued to increase; and a dynamic Trainers Meeting marked the beginning of the Prague Congress; while pilot projects for Global School Accreditation entered the evaluation phase, taking us one step closer to full implementation.

It was in terms of the “variety of means”, however, that our work entered an exciting discovery phase. We are moving forward with new initiatives and new processes designed to increase both accessibility to Maria Montessori’s ideas and principles and AMI’s capacity to bring these to new populations, all while maintaining and improving the quality of both content and delivery.

Some examples: A collaborative process for writing Training of Trainers papers is being piloted in Thailand, exploring how a cohort of qualified individuals can be efficiently guided towards trainer status; based on evaluation of this project, we expect it to be applied next in China. Innovations such as this will go a long way to anchor a viable plan for meeting the increased demand for teacher training within a new territory, thereby relieving pressure on the existing network of AMI Trainers and setting the stage to establish permanent and independent teacher training centres anywhere in the world. Following on the child’s message of “help me do it myself”, our goal is to be able to address requests for trainers and training courses with a staged plan by which a country or community can be helped to develop their own trainers and training centres.



Annette Haines, Trainers Meeting 2016

## BOLD STEPS ....

We are connecting to new Montessori communities around the world by offering Courses at various levels in the following countries:

### Assistants Courses

Mongolia (3-6)

Egypt (3-6)

Tunisia (3-6)

Colombia (3-6)

Ecuador (3-6)

Peru (3-6)

Tahiti (3-6)

Martinique (3-6)

Ukraine (3-6)

Portugal (3-6)

Puerto Rico (3-6)

The Gambia (0-3)

Ukraine (0-3)

### Diploma Courses:

Tanzania (3-6)

South Africa (0-3)

Greece (0-3)

Netherlands (0-3)

### Administrator Courses:

China

Thailand

## MAKING BOLD CONNECTIONS...

With the universities of Hartford, Spokane, Loyola and Alverno College in the US; the University of the Sunshine Coast in Australia; the University of East London in the UK; the University of Vic in Spain and our newly emerging collaboration with the Higher Colleges of Technology in the UAE and Saxion University of Applied Sciences in the Netherlands.

Another initiative designed with similar goals is the Professional Development Stream, whereby experienced practitioners can achieve certification in specific aspects of Teacher Training – such as reviewing students' written work, supervising students' practice, lecturing on teacher training courses, or serving as a national examiner for oral examinations. Through a combination of mentorship and practical experience, these certifications can expand capacity in existing training courses, while clearing hurdles along the path for an aspiring trainer.

Programmes such as Montessori for Dementia and Aging (MDA) and Montessori Cruyff Football, which have been in development for a number of years now, are also thriving and maturing. MDA is being introduced in new communities, most recently the United Kingdom, with exciting new partnerships projected in the United States and elsewhere; and has reached a stage of readiness to create a path to becoming a trainer of new practitioners. Meanwhile, Montessori Cruyff training for coaches and implementation of programmes for ages 3 through 18 have now had successful pilots in the Netherlands and China, with new pilots planned in 2018 for Cape Town, South Africa, Melbourne, Australia, and Portland Oregon, USA. MDA and Montessori Cruyff are excellent examples of how essential Montessori principles can be applied beyond the 'traditional' Montessori educational setting, inspiring preparation of very different environments in common service to humans of all ages and enterprises. They introduce whole new communities to Montessori theory and practice and attract new populations of adults into advocacy for natural human development. Among these exciting and innovative 2017 projects, we are also overseeing development of what is being currently called '360 Training'. This dynamic programme is being devised by an excellent team of Montessori specialists for birth through adolescence. It proposes to bring AMI course delivery into the twenty-first century through 'blended learning' formats and new structures of course content for both diploma and certificate programmes.

Lines of exploration such as these are having ramifications across all of the Division's work — requiring both innovative thinking and careful attention to detail for revising Handbooks, streamlining communications, and clarifying policies. We are looking forward to much more of the same throughout 2018.

To close we would like to thank Ann Dunne for her contribution to the Group as she steps down this year and welcome new member Uma Ramani.

**Ginni Sackett, Director of Pedagogy**



# Material Committee

The AMI Material Committee provides pedagogical advice regarding specifications and standards for AMI approved materials; the committee reviews and ensures pedagogical accuracy of the AMI blueprints of the AMI approved materials.

The committee is further tasked with:

- assisting in the approval process and review of manufacturers of AMI approved materials;
- offering pedagogical advice regarding other Montessori materials and furniture;
- offering pedagogical advice regarding the hand made or “digital” Montessori materials;
- assisting in documenting and preserving the history of the Montessori materials; and
- providing advice on any such other matters as referred to the Material Committee by the Executive Director.

The Material Committee comprises of three members of the Scientific Pedagogy Group selected by the Scientific Pedagogy Group, one at each training level: 0-3, 3-6 and 6-12.

In the year past we consolidated the relationships of many years with Heutink Nienhuis (Netherlands), Gonzagareddi (Italy, now part of the Heutink organisation), Matsumoto (Japan) and together with a team from AGAWorld (Korea) worked on building their range, and engaging in quality control of new materials.

AMI is working on a new set of blueprints for the 0-3 range.

Our website AMI Digital ([montessoridigital.org](http://montessoridigital.org)) offers pedagogically reviewed paper resources for all levels of training, and will officially launch in April 2018. Hundreds of resources will be available in multiple languages for easy download and use.



# AMI Montessori Dementia and Ageing

The aim of the AMI Montessori Advisory Group for Dementia and Ageing is to develop and steer the awareness and implementation of quality Montessori Environments for Elders around the world. 2017 was a busy year with the finalising of Montessori standards and a quality care framework to guide practices and ensure consistency and high standards across the world.

An Ageing and Dementia Symposium was held as a pre-congress event in Prague and was attended by over 350 people. It was a huge success and an indication of the emergence of this new world of Montessori and ageing. The symposium attracted attention from several countries wanting to take the principles back to their own countries and within months of Prague details had been confirmed for Montessori for Dementia and Ageing Workshops in Slovenia, Korea, United Kingdom, France and Japan.

This year has also seen the development of the Trainers of Educators Programme. This is now in final draft and awaits AMI endorsement. Two people have been identified in London as potential future Montessori for Dementia and Ageing Educators. This is an exciting first step to the development of Educators in countries around the world.

A first AMI Ageing Workshop has recently been held in London. This workshop was sponsored by the Maria Montessori Institute. About 55 people attended with representation from Denmark, France, Ireland, Italy, Latvia, the Netherlands, Norway, Singapore, Spain, and Switzerland. Further workshops have also been held in Argentina, and Ireland in addition to the US, and Australia.

It has been an exciting year with many wheels put in motion to help us move towards the slow emergence of a new world where Montessori for Ageing and Dementia will be common place transforming the lives of older adults in care around the world.

**Gail Elliot, Jennifer Brush, Michelle Bourgeois and Anne Kelly**





There are two reasons for connecting Montessori pedagogy with sports. On the one hand, youth sports development needs a paradigm shift from result-based towards child-centred; on the other hand, there is a growing demand amongst children and parents for a child-centred Montessori inspired sports offering that does not compromise Montessori principles and incorporates the characteristics of the 4 planes of development. Recent scientific research indicates that sports helps children to develop neurological, social, cognitive, physical and psychological skills. In a world in which obesity and deprivation of movement are ever increasing challenges among children and adults in both rich and poor countries, sports is essential.

With almost 4 billion people interested in football (soccer) it is the most popular sport in the world. In Africa alone 75% of the population is interested in football. What if we could harness the power of football to educate children worldwide in a holistic and sustainable way? The Montessori football programme incorporates both football courses for Montessori teachers and coaches as well as a consultancy service to schools to implement extra-curricular or intra-curricular football programmes in which football education is part of the school curriculum. Extra-curricular programmes are running in China (Beijing and Hangzhou), whilst since January 2018 a pilot is being conducted at Newberry House in Stellenbosch for an intra-curricular football programme integrating an effective sports programme in the overall school day.

After initial teacher courses in Beijing and Amsterdam in 2017, we plan to organise more teacher course pilots in 2018. Possible locations are Girona (Spain), Melbourne (Australia) and Portland (US). The curriculum for the coaching course is under review by AMI's Scientific Pedagogical Group. We are also hoping to set up a Montessori sport development fund to facilitate the roll-out of the programme, especially to children in under-served communities.

**Ruben Jongkind, Cruyff Football — Project Leader**

## MONTESSORI FOOTBALL — A Bold Idea





# Montessori Architecture

## *Another Bold Project*

The classroom environment is an integral part of Montessori's philosophy on education, and is just as instrumental as the didactic materials it offers and invites the children to use. Maria Montessori showed great interest in the entire design of the school: where and whenever possible, and when invited, she offered advice when new schools were built or old ones remodelled to a Montessori environment.

Although Montessori can boast a century of purpose-designed environments and buildings, until today little has been documented on all the great schools that have been built worldwide throughout the years; and rarely have we heard the architect's own voice on education and their connection with Montessori.

When the Arthur Waser Foundation (Switzerland) decided to invest in building a school in Tanzania, and investigate the best approach, it soon became clear that it was of paramount importance to collect information on great examples of existing Montessori buildings and the life values Montessori education promotes. As always, respecting diversity and the authenticity of culture were identified as leading principles.



**School Sri Lanka, design Geoffrey Bawa**

Supported by the pedagogical knowledge of AMI, a project was initiated to create an architecture manual, driven by the following key notions:

- **Montessori Architecture** is best described through a set of interconnected architectural patterns. These patterns can be recognised, documented and therefore defined in examples of good design practices worldwide.
- **The Montessori pattern language** can be translated in any cultural context and applied regardless of the environmental conditions, economical possibilities or educational approach.

- **Improvement through dissemination**

Descriptions of Montessori architectural patterns provide the means to improve the learning environment for children and enhance the Montessori educational approach. On the other hand, intelligible sources to good design practices can avoid duplications of failures and therefore lower costs for design, planning, implementation and maintenance.

- **Design Instrument and network**

Montessori Architecture can most effectively be disseminated by providing a simple, self-explanatory, Design Instrument as well as a network for architects and laypersons, using the possibility of internet communication technology.

# Montessori ideas on the classroom environment



School Library  
Brussels, Belgium

## ● Implementation of models

Usefulness of the Design Instrument will be tested by designing, planning and implementing model kindergartens and schools in different cultural and environmental conditions. Over time, an increasing number of succeeding models and examples in different parts of the world will add to the diversity of the Design Instrument.

The architectural team were able to visit and photograph schools in the Netherlands, Belgium, UK, Burkina Faso, Sri Lanka and Bangladesh. Interviews with innovative architects, such as Herman Hertzberger, Richard Partridge and Anna Heringer, were conducted and documented.

After another two years, when more examples are available and more architects have been visited in different countries, it is envisaged this will result in an initial hard copy and digital publication, as well as an online Design Instrument. It is projected that the Design Instrument will continue to develop and the body of exemplary schools will keep growing.

Maria Montessori on  
the classroom:

'One large hall which should be the classroom where the children work, other smaller rooms attached (...) at least one side of this large room being taken up with windows that would be sufficiently low for the little child of three years of age, when seated in a chair adapted to his size, to look out of easily. (...) the space outside the windows should be prepared for the children.'





# RESEARCH GROUP

The past year was a busy one for AMI's research group. During 2017 the following tasks and activities were completed:

## **2017 International Montessori Congress research programme**

In collaboration with members of the American Montessori Society research committee, the AMI research group reviewed an unprecedented number of abstract submissions for the congress research programme. In addition to a successful and well-attended research poster session, the congress programme also included an international researcher panel discussion during one of the break-out sessions, and a special networking reception for current and potential Montessori researchers.

## **Increasing collaboration with other Montessori researchers**

Members of the AMI research group participated in a research round table at the annual conference of the American Montessori Society, and in a North American Montessori researchers' Working Group retreat held in Lawrence, Kansas. The result of these meetings was greater awareness of AMI's global research agenda, and a better understanding of the work being undertaken and planned by other Montessori researchers.

## **Final design of the AMI standard protocol for international research**

Based on trials undertaken in past years and in coordination with key partner organisations, the final design of AMI's standard protocol for international research was formalised. This protocol calls for fall and spring administration of selected outcome measures, and fall, winter and spring use of objective measures of the Montessori environment and teaching practices.



The standard protocol includes questionnaires for Montessori teachers and parents, surveys for receiving teachers of Montessori graduates, the iPad app-based Minnesota Executive Function Scale (a widely-used laboratory measure of executive functioning), and the iPad-based Developmental Environment Rating Scale. All measures included in the standard protocol can be translated into any language (costs will vary).

First international trainings for administration of the AMI standard protocol. Initial training on the administration of tasks and pilot data collection was initiated in trials in four countries during 2017. These experiences informed the design of operational structures and procedures that will be necessary to collect an international dataset.

With these tasks completed, during 2018 AMI's research group will:

- Introduce the Montessori Global Outcomes Project to AMI Membership. The Montessori Global Outcomes Project will be introduced at a special planning meeting taking place after the 2018 AGM, during which members will be invited to share their expertise and wisdom as we work to create the regional and global organisational structures and procedures necessary for its full implementation.
- Bring the Montessori Global Outcomes Project to more regions around the world. Our aim is to help form up to six Regional Centres for Research around the world to help organise regional data collection and analysis.
- Produce preliminary data analysis examining child outcomes by economic status and Montessori implementation style.
- Identify additional outcome measures that can be utilised in extensions to the standard protocol (e.g. creativity, moral reasoning, emotional well-being) and with children in the first to the third plane.
- Form a working group to focus on the design of a research strategy for adolescent communities.

## Maria Montessori,

THE 1946 LECTURES, CHAPTER 2

*My method is founded on the child himself. Our study has its origins in the child. The method has been achieved by following the child and his psychology. It is objective, not subjective as all the others are. It is always based on our ability to interpret our observations of those phenomena which originate in the child himself.*

*A soundly objective method is based on observation, the observation of facts, which is why the Montessori Method is entirely different from all the other methods...*

# THE ADOLESCENT ERASMUS+

## A participatory collaboration between Montessori organisations in Austria, Czech Republic, the Netherlands, Sweden, and the UK

The inventory of Montessori adolescent programmes in the European Union countries is an interactive resource for anyone interested in youth education regardless of whether they are in an urban, suburban or rural environment. Throughout Europe there are schools and organisations that run or prepare programmes for adolescents (12 -18). The Montessori Adolescent Programme Inspiration (MAPI) collaboratively created a website as a resource that provides easy access to basic Montessori theoretical and practical principles to be considered when setting up a Montessori 12 - 18 programme.

We know that various adolescent communities exist in Europe - rural, suburban and urban, but until now there was no overall database of either existing or planned schools.

Questions were divided into two surveys and sent around to all the EU countries with the help of AMI's contact database and NAMTA's Orientation Studies alumni database. During the year we collected and processed the answers from more than 35 organisations.

The Inventory serves as a categorised summary of programmes, activities, examples and ideas that already exist (and are working) and of programmes that are being developed. Part of the Inventory tool will be a consultation service. Anyone looking for more information will be provided with details of a suitable programme or organisation. The Inventory should also function as an inspiration to other organisations that are interested in developing an adolescent programme.

[montessoriaadolescent.net](http://montessoriaadolescent.net)

### Strategic Plan

- Further develop and expand Montessori courses that support our elders with dementia and those at the end of their lives
- Extend the Aid to Life online resource for parents and families beyond 3 years of age
- Establish AMI courses for those working with children in non-Montessori settings: first six weeks of life, sport talent development, etc.
- Continue to partner with Indigenous and First Nation communities to offer Montessori programmes
- Finalise and promote internationally the Inclusive Education Course for those working with children with additional needs in Montessori environments

**Further develop programmes and strategies for engagement with adolescents in collaboration with other organisations that share our vision and mission**



# BIG ADOLESCENT WORK

There is huge global demand for Montessori schools for the adolescent, which is an exciting development. At the same time it has made clear that the efforts expended and knowledge gained so far need to be documented, assessed, refined and be made “future-proof”.

AMI and NAMTA have agreed to take the Adolescent programmes and consequent Orientation Training to the next level.

AMI and NAMTA are both committed to consolidating all their knowledge regarding the adolescent plane of development, so that this plane can finally take its rightful place

as the ‘proof-point’ of all that we strive to achieve in the overall foundational development of a human being. Without it, our vision of human development is incomplete. We will execute a thorough revision of what we know thus far, engaging communities globally so that adolescent work, in the future, around the world has a solid touchstone.

We will need to devise a new training of trainers programme to certify future AMI/NAMTA Adolescent Trainers to ensure that we can meet the ever increasing global demand for training adult educators at this level.

[montessoriaadolescent.org](http://montessoriaadolescent.org)

***This work is receiving valuable support from one of our major donors, in partnership with Great Work Inc. and NAMTA, enabling us to complete an important aspect of enriching our work for the child in the third plane.***





# Training Group extends to new areas

The AMI Training Group is responsible for the course content and the academic guidance as well as the selection of trainers-in-training and the continuous assessment and support of their ongoing training. AMI has been providing this type of training since 1974, and many of the programme's graduates are now established trainers and directors of training.

The Training of Trainers Programme is a challenging experience, providing participants with the opportunity to deepen their understanding of the ideas and principles of Maria Montessori and develop the skills to pass the knowledge gained to future generations of Montessori teachers.



"This journey has been such an amazing opportunity to explore Dr Montessori's work from a new perspective, to revisit topics that I had been putting into practice for years, but now with the intention of going deeper."

Trainee in the Training of Trainers Programme

## Training of Trainers Seminars

Following on from successful seminars in India and the US, and with the increasing need for more Trainers, AMI surveyed all its members to discover in what part of the world and at what level it needed to organise more training seminars. In total, we received 461 responses, which sparked interest beyond AMI constituents. The outcome indicated a 29.07% interest for Assistants to Infancy, with 57.05% for Primary and 33.84% for Elementary. Based on this response and the countries that expressed the keenest interest for the seminars to take place, the Group has decided to explore a Primary Training of Trainers Seminar Format in Eastern Europe and will also plan seminars at the other two levels. AMI is also running an innovative Training of Trainers format in Thailand alongside the pilot of a new Professional Development Certification.

## China Seminar Format

Due to an abundance of requests for training in the Chinese community, in 2016 the Training Group, the Zhejiang Montessori Institute of Child Development and Chinese faculty met to begin planning for another seminar format to take place in China 2019. With this in mind, the Training Group is hoping to help provide training for both English and non-native English speakers, making participation in the Training of Trainers Programme more accessible.

The China Seminar Format was announced at the conference in Hangzhou in October 2017. We are currently receiving several applications from the Chinese speaking world and beyond.

## Training of Trainers Programme Interest

At the congress in Prague, Judi Orion hosted a meeting open to anyone interested in knowing more about the Training of Trainers Programme. Several trainees that are currently doing the Training of Trainer's programme attended and were able to share their own experiences and give advice to those thinking about doing the programme. The meeting had an extremely large turnout and proved very positive. As a result, it has been decided that one will be scheduled at every future International Montessori Congress.

The Training Group would like to thank Allyn Travis for her 8 years of dedicated service as a member of this group and welcomes Gerard Leonard to the committee in 2018.

Judi Orion  
Division Head Training Group

## NEW GRADUATES OF THE TRAINING PROGRAMME

### Assistants to Infancy Auxiliary Trainer

Seiko Ohara, Japan  
Eibi Chung, USA

### Assistants to Infancy AMI Full Trainer

Maria Alejandra Bellido Rosas, Mexico  
Dora Maria Vidales Resendez, Mexico  
Heidi Philippart, the Netherlands/UK  
Erin Smith, Canada

### Primary Auxiliary Trainer

Nadya Stolbova, Germany/Russia  
Surangani Jayatilaka, Sri Lanka  
Mariana Ulita, Romania  
Liza Davis, USA  
Nia Seale, USA  
Solveig Henneguier, France  
Lakshmi Shekhar, India

### Primary AMI Full Trainer

Vikki Taylor, United Kingdom  
Carol Potts, New Zealand  
Michelle Becka, USA  
Lhamo Pemba, USA/Nepal

### Elementary AMI Full Trainer

Andrea Fleener, USA  
Cordula E. Arana-Lehrer, Switzerland  
Ana Camila Jiménez Borbolla, Mexico  
Gabriela E. Lopez Gomez, Mexico

# United Nations and UNESCO

The importance of our connections with the United Nations and UNESCO continues to grow. We thank Evelyn Greenberg and Sharon Lickermann, seasoned and new AML representatives to the UN; and Victoria Barrès, AML's representative to UNESCO. There is a growing commitment and realisation within those non-governmental bodies that achieving universal primary education means more than full enrolment. It also encompasses quality education, access, girls' rights and increasingly Early Childhood Education is found high on the agendas.



UNESCO's biodiversity logo

## Maria Montessori

WOULD HAVE AGREED WITH  
UNESCO'S PREAMBLE,

*'since wars begin in the  
minds of men, it is in the  
minds of men that peace  
must be constructed.'*

Curiosity about world cultures, songs, literature, history, similarities and differences spur us to attend UN briefings. We learn about the courageous indigenous peoples struggling to save their cultures in today's changing world, the benefits of multilingualism, climate change, women's rights, slave trading or child advocacy, we're confident others will commit voluntarily to share these concerns widely.

At the Intergenerational Humanitarian Day, Secretary-General António Guterres spoke about communities overcoming barriers of age to attain sustainable development goals together.

In 2018, UNESCO celebrates its seventieth anniversary as a laboratory of ideas, where governments and civil society can discuss complex ideas and create programmes linked to its mandate: education, science, culture and communication. During the ravages of war, a small group of wise men and women showed great courage and commitment, devoting endless time and energy to convince their governments to use their scarce resources to create this international UN agency in 1948. Countries contributed art works





to encourage curiosity and community through dialogue about world cultures. UNESCO is committed to transforming mentalities that promote force and violence as inevitable.

In 2013, new directives for collaboration were voted, embedding a stronger concept of 'partnership' with NGOs.

New initiatives have been explored. To build community and commitment and encourage greater national and regional participation, especially of young people, eight forums have been organised. The partnership includes the UNESCO secretariat, the NGO Liaison Committee and an inviting member country.

The 6th NGO/UNESCO Forum (3-4 November 2016) was held in Querétaro (Mexico), the first one in Latin America, "From Promoting to Building Peace with NGOs". The youth found one theme: "Culture and Sport: Tools for Peace" especially engaging. Several AMI members attended, with 800+ participants (50 NGOs, 600 secondary school and university students).

Other NGO Forums in 2017 focused on Youth and Climate Change. Two forums will be held in 2018: Migrants; and Science and the Use of Scientific Knowledge.

An NGO event, "Culture of Peace: Drones and Robots for Peace" will be held on September 21, 2018 to celebrate the International Day of Peace. Montessorians wishing to contribute photos or videos of children's artwork/projects can contact Victoria Barrès: [vsbarres@aol.com](mailto:vsbarres@aol.com) for details.

## SUPPORTING THE SUSTAINABLE DEVELOPMENT GOALS

Education guides intentions and informs actions required to support and achieve the UN Sustainable Development Goals, which are by nature interrelated. We recognize the foundational role of education in reaching these goals by empowering individuals and communities through whole-person lifelong learning "for the full realization of their rights and capabilities" (Transforming our World: The 2030 Agenda for Sustainable Development).

*'If one day Unesco resolved to involve children in the reconstruction of the world and building peace, if it chose to call on them, to discuss with them, and recognise the value of all the revelations they have for us, it would find them of immense help in infusing new life into this society which must be founded on the cooperation of all.'*

MARIA MONTESSORI, FOURTH SESSION  
OF THE GENERAL CONFERENCE OF  
UNESCO, FLORENCE, 1950.





# Societies and members exploring and connecting

## Eastern Europe – Community and Commitment

In its recent wake to the Montessori methodology and practice, an emboldened wave of enthusiasm and determination has started to sweep across Eastern Europe, taking form in new and bold initiatives that challenge conventions in education and national and international teacher training programmes. AMI has witnessed an ambitious spark ignite within groups of teachers, administrators, activists and parents in many parts of this region, all of which have contacted AMI with the intent of implementing Montessori in-country.

Some of these groups first took the route of focusing their energies into building an Affiliated Training Centre, and depending on its success, then turned their collective efforts to focus on the establishment of an Affiliated Society. This has been the case for both the Romanian and Russian societies, who work closely with the Affiliated Presentation Conference, and which include board members who are in the Training of Trainers programme: Mariana Ulita and Anna Pugacheva.

The societies in Romania and Russia have also been central to the expansion of interest in Montessori education within this region and have both supported many new start-up societies with their ready made available sources of information and advice. With the additional presence of the Affiliated Training Centre in Poland, and with the recent International Montessori Congress hosted by the Czech Republic Affiliate in Prague, all can be identified as contributing factors to the increasing activity and interest in neighbouring countries, as well as largely facilitating communication within a newly found community.

This is furthermore supported by the fact that there are relatively new societies either already affiliated to AMI or seeking affiliation with AMI and are in the process such as: Serbia, Belarus, Ukraine, Bulgaria, Kosovo, Slovenia, Latvia and Kazakhstan.

The older affiliated societies such as the Russians and Romanians have helped to further AMI's work and continue to advocate it across many countries. The Montessori Public Fund, Russia, for instance has consolidated the 'Federation for Eastern European Affiliates of AMI' with Belarus joining as the latest member.

# Bulgaria to Host International Conference in 2018



Anna Pugacheva has introduced several of her AMI graduates to AMI staff, from places such as Azerbaijan, Turkey, Kazakhstan and Armenia. Romania has become a successful prototype for societies like the Association Montessori Bulgaria, which since signing the agreements have organised their first Education Conference on 'Child Development in the Social Environment' and had over 250 participants attend. They are now hosting the Montessori Europe Congress in October 2018 and regularly send out e-Bulletins and include information on upcoming Assistant courses.

## South America – Courage and Curiosity

Similarly, in a different part of the world, there is also an increasing show of activity and interest in Montessori education—across South America, particularly where we have societies in Argentina and Peru, but most recently in Cali, Colombia. The affiliate in Buenos Aires, run by Connie Carballo and Marisa Sioli has shown itself to be a source of reliability and resistance throughout the years and have managed to succeed in many different areas of education, such as running AMI courses, managing the society's activities and membership, supporting teachers and local NGO's based in impoverished areas, organising projects under the umbrella of EsF.

Susana Chavez from Peru, and Lyda Zapata from Colombia are collaborating with the Argentinians in what we hope

to call a 'Montessori Solidarity Network'. With their many years of experiences and mounting resources, Fundación Argentina Maria Montessori (FAMM) has provided others with a sense of confidence and community in respect of their work in Montessori education and has proven to be very useful and encouraging to those who are starting with very little resources or knowledge.

The Peruvian affiliate has run their first ever Assistants course in Cusco, led by Coral Ruiz. The Colombian society organised a huge conference in Cali, inviting representatives from the Ministry of Education, and Montessori schools in Medellín and Bogotá.

## Sustainable Development Goals (SDGs) – Commitment and Community

The Norwegian affiliate has created a 'tool box' for Montessori schools and kindergartens in order for them to become more aware of the SDGs and how they can be a part of the solution in different ways.

They are asking the international Montessori community to join them in this endeavour and will present the idea 'Montessori 2030' to the AMI network at the Affiliated Societies Meeting in April.

More information via <https://montessori2030.org>





# Congratulations to Montessori Societies with a Long History

There are several national societies in our large network who, although not having opted for an affiliated status, value the contacts, resources, and personal connections with AMI. In 2017, we were able to congratulate two such societies on veritable milestones in their existence.

## The Netherlands

The oldest Montessori society in the world (The Netherlands, 1917) celebrated their centenary with a dedicated day on October 3. AMI joined the participants and presented their board with a special Montessori plate to commemorate this festive day. October 3 paid special attention to Children's Rights, in which young Dutch students had a large part to play.

Philip O'Brien gave the opening keynote at the Montessori Europe Congress that followed in the Hague.



## Japan

Fifty years ago saw the creation of the Montessori Association Japan (JAM).

Over the years they have engaged in many activities, the promotion of Montessori, and the translation of books. Their association with the Sofia University of Tokyo has also ensured the involvement of Montessori scholars. On the occasion of their 50th anniversary a special conference was hosted, with special guest speaker Lynne Lawrence. The group picture shows Lynne Lawrence with two major influences in that country: to her left Professor Masako Ejima, and on the right AMI trainer Maria Matsumoto.

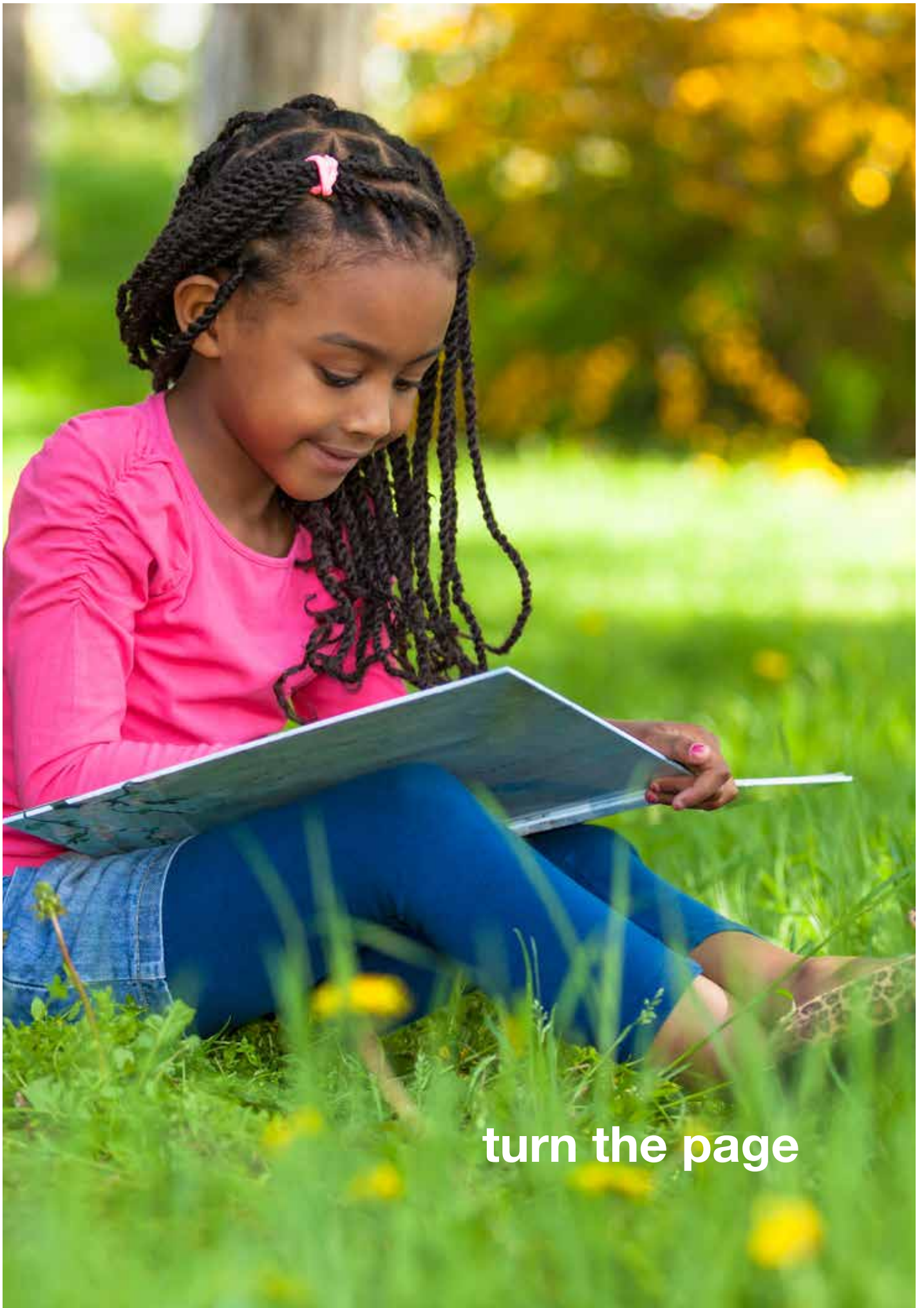


## USA

We congratulate the American Montessori Society on the healthy age of 58 and celebrating their 60th in 2020. New key officers joined the society in 2017, and AMI was glad to connect with Mary Ellen Kordas, the new president, and Timothy Purnell, new Executive Director.







# EDUCATEURS SANS

Community is at the core of the work of Educateurs sans Frontières, manifested in many different forms. In 2017, one of the places where the sense of belonging to a global community was clearly visible was during the International Montessori Congress in Prague, where many previous Assembly participants reconnected in person with their peers, to exchange ideas and share personal experiences.

Digital channels also have a role in sharing resources and knowledge, and provide additional opportunities for engagement. Redesigning the EsF website has been a crucial step in facilitating engagement; first of all through access to additional resources but offering options for more interaction. More stories were shared from EsF activities around the world, with heartwarming responses from the on-line community.

The community has also offered generous support to EsF initiatives in the form of donations, making it possible to build capacity to reach more children worldwide. Because of the strong interest from the Montessori community and enthusiasm of individuals and organisations to host an EsF Assembly, plans are currently being developed to hold yearly Assemblies, years in which the International Congress takes place excepted.

In many parts of the world, committed individuals have been working to increase access to Montessori education and apply principles in diverse contexts. This commitment is seen in many different ways: in India, Argentina and Mexico to name just a few countries, we saw research on how Montessori helps build more equal societies in the USA and the creation of innovative training programmes in many parts of the world.

**Group photo of past and future EsF participants taken at the AMI stand, Prague Congress**





# FRONTIERES

Individuals sharing a deep commitment to Montessori education for social change each walk their own path towards bringing about change. Courage and perseverance was paramount in India, where, following the 2016 EsF Assembly, the community joined forces to develop programmes to support children from low-income backgrounds. After a phase of planning and developing partnerships, two different initiatives have now been realised.

## Minority Residential Institutions and Orphanage—Telangana

When officials from the Telangana Minority Residential Educational Institutions Society (TMREIS) met Philip O'Brien and Lynne Lawrence, Uma Ramani (primary trainer), Helen Mohan Elias and Moiza Rafath (both from the Montessori Training and Research Trust (MTRT)), in August 2016, during the fifth Educateurs sans Frontières (EsF) Assembly in Hyderabad, their request was to bring high-quality education to the children in their care. Following a number of meetings, TMREIS committed to bringing Montessori principles to all of their residential campuses (204) and to implement Montessori Elementary programmes in 5 campuses as a beginning pilot. To this end an AMI Elementary training programme has begun in Hyderabad to help provide training for their teachers and others.

In addition, in August 2017, TMREIS adopted one of the state-run orphanages which had over one hundred children between the age group of 3 to 14. Children above 10 years were sent to the residential schools. Children below 10 years were kept in one of the Hyderabad branches and MTRT was asked to set up a Montessori environment for these orphaned children within a two day window prior to the children arriving. The children were in a very bad condition. They were malnourished and unwashed. They had skin lesions. They were unruly and in the beginning they were not ready to follow any kind of instruction. However, these children literally fell upon the material, they were hungry for work, using the materials in any way that they wished and not listening to the Montessorians and helpers who were there to direct them! After two months an interesting change was observed. Initially the urge was to touch the material, manipulate it and play with it in whatever possible way; but, now, the children seem to have understood that manipulating the material in a particular way shows very interesting results. Initially, the urge was only to work but now the urge to learn is also experienced in most of the children.



*TMREIS was established in 2015, with the aim of providing high quality education for children from minority communities. It is an autonomous organisation that establishes and manages residential schools serving children in the 5th grade and up. It is envisioned that there will be one residential school in each constituency of the state. In August 2016, TMREIS had started 71 schools with plans to add more in the coming year. In June 2017, the society has successfully launched 204 schools. Today, these schools are serving 39,000 children in Telangana.*

## Aanganwadi Training

Also emerging from the EsF Assembly in 2016 was an invitation to help supplement the training of Aanganwadi workers in Telangana. (Aanganwadi means courtyard and this is education and nutrition for children under the formal school age of 6).

The training on offer will be for 10 days in two 5 day sessions – the government offers these workers 6 days training per year. The focus is to provide the workers with the basic principles of Montessori practice, introduce the use of some of the materials created in the format of a 'School in a Box' and provide the understanding for creating a prepared environment. The Aanganwadi workers will be mentored over the next year through monthly visits and workshops.

Over 55 participants (50+ Aanganwadi teachers and 5 supervisors and instructors, who started on the first day as a formal duty, but showed up every day and stayed all day every day) attended the first workshop held in February 2018. Uma Ramani, Helen Mohan Elias and Kalpana Viswas offered the 5-day training that focused only on the preparation of the adult and the environment.

Alongside the training – each centre will be renovated.

This ongoing work clearly demonstrated how inspiration from the 2016 Assembly was converted into action, to reach more children in India, where so many lack access to quality education.



Aanganwadi workers making materials during Montessori workshop



# Corner of Hope

## Corner of Hope School — New Canaan



Elementary work Corner of Hope

The school continues to be a beacon for quality Montessori education and more visitors are coming from within the continent as awareness of Montessori is growing. Many are asking for mentoring and consultation for setting up their own Montessori environments be it in Uganda, Mozambique or Mauritius!

Two teachers who have recently graduated from the National Montessori Elementary Course have started setting up the elementary environment. Parents are keener than ever to have an elementary classroom as they want to keep the children in a Montessori school for as long as possible. Many former parents are also excited at the possibility of a Montessori elementary classroom and want to bring their children back to Corner of Hope.

## Corner of Hope School — Kisima

The school in Kisima is growing in leaps and bounds. The former cowshed is at full capacity (over 80 children) with many more children on the waiting list. Parents are keen to send their children to a Montessori school and have also asked for an elementary classroom for the camp after learning of the one coming up in New Canaan.

In order to manage the demand, the team is exploring the option of a temporary tent to give the children more space to work outdoors as well as increase enrolment. The community is keen to support Corner of Hope in the application for building and land to be allocated to the school so as to be able to expand and construct permanent premises.

## Teachers

Children's House: Since 2010, 48 teachers have been locally trained from the Internally Displaced Community at the 3-6 level.

Elementary: 27 teachers have been locally trained at the 6-12 level. The first ever elementary course in Africa, run under the guidance of Jean Miller (AMI Trainer) and mentors Eric Gumah, Eileen Spalla and Poincy Pino (all AMI 6-12 teachers). 10 teachers were from Corner of Hope, 9 from other parts of Kenya and 8 from Tanzania.

International Diploma: 7 Kenyans have been sponsored to undertake the International Diploma (3-6) in Tanzania, 4 of whom are from the Corner of Hope initiative and 1 began the International Diploma at the 0-3 level in South Africa. This upskilling initiative is funded by the generosity of individual donors and is integral to maintaining and improving quality at the CoH school and the local training centre.



## Children

Over 1200 children have been educated since 2010 from both the New Canaan and Kisima IDP communities.

## Government Approval

The Kenya Montessori Primary curriculum is in the final stages of the approval process with the Kenya Institute of Curriculum Development.

## Offshoots

**Montessori Samburu:** The Samburu nomadic school initiative (supported by James Walton and working with the Matalai Foundation) has begun with a community engagement programme. Four Samburu teachers are undertaking their 3-6 training and two teachers from Corner of Hope have moved to the region and will act as senior members of this new team. A central resource centre will be established in the latter part of 2018 and subsequently the teachers will set up satellite schools that will follow the movement and settlement patterns of the Samburu who, as pastoral nomads, travel for water and fresh pastures for their animals. This challenging and exciting initiative was wholly inspired by Corner of Hope!

**Montessori for Kenya:** The Kenya NGOs Coordination Board has approved the use of the name Montessori for Kenya and work has begun on the process of application to register a not-for-profit entity in the country. Montessori Kenya will provide the necessary infrastructure to develop training capacity, quality assurance and human capital enabling us to scale Corner of Hope and other initiatives that are inspired by it in Kenya and beyond.



Samburu child with teacher



# PETER HESSE FOUNDATION

The Peter Hesse Foundation began its Montessori initiative in 1986 to improve the quality of early childhood education in Haiti. To be able to do this effectively, the Foundation uses two channels: training teachers and establishing preschools. Today, this Montessori initiative 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.

Haiti has been hit hard the past few years by natural disasters, which have ruined much of the infrastructure, including the Montessori schools. Despite the catastrophes, resilience and courage remain the key words: the Foundation and its team continue to provide Montessori, repair the damage and take bold steps for the future. In the words of Carol Guy-James Barrat, the project director, “Today I am looking at the good part of overcoming tragedies. First the earthquake, then the hurricane. The earth is no longer shaking, the water has receded and the winds have died down. I am no longer asking why. Instead, I am looking at the accomplishments that were born from distressing, chaotic circumstances of disaster.”

“We, at the Peter Hesse Foundation, are proving that many things are possible, with patience and perseverance. New teachers are being trained and starting to teach Haiti’s children. New schools are being launched; others repaired and rebuilt to provide safe learning spaces after the storm. And a professional network of skilled teachers continues to support and encourage each other through adversity. So the possibility of a fresh start, a blank page, a new chapter, is a place of hope and not hopelessness after major challenges.”

“From our last 4 promotions, 94 new teachers are giving Haiti’s children a better start in life, working in schools around Haiti. We have launched 6 new partner schools across Haiti, that are providing quality education to nearly 3,000 more poor children.”

“We have continued supporting our professional teachers’ network by making technical site visits to 12 schools to provide coaching and technical assistance to the teachers to assure the quality of education and classroom skills.”

“We have hosted summer camps for children at our teacher training centre with fun learning activities in English, French and Creole.”



From 2018 the Peter Hesse Foundation also started some small scale support-work for refugee children in Dusseldorf, Germany.

# Maria Montessori House



*"Vibrant energy. Dynamic atmosphere.  
Combination of innovation and history."*

It is AMI's mission to develop the Maria Montessori House into a museum, archive and research centre that is vibrant, cutting edge and visionary, stimulating open discussion and debate, providing information and original material that will place Montessori's vision in the forefront of current thinking and educational practices.

It is our vision to offer a creative environment with a unique Montessori spirit, for a global network — both on location and on line.

With the completion of the first two stages of development of the building at 163, we are now ready to embark on Phase 3. The Maria Montessori House is developing ways to offer lectures and presentations for 'a new generation'. In 2017 we offered a selection of Maria Montessori House Talks where some of our trainers met with the local Montessori community, delving deeper into an aspect of the philosophy. These talks were followed by lively question and answer sessions, and networking opportunities, which have led to new initiatives being explored.

AMI also wishes to reach out to specific groups who as yet have limited understanding of Montessori. We are encouraged to build on the ground we have prepared, receiving positive feedback from the growing number of groups we are hosting. The number of individual visitors also continues to increase — it appears that the Maria Montessori House is increasingly becoming a "must-do" destination for Montessori travellers.

We reached out to some museums in the Netherlands who

have a similar vision, to learn from and explore possible ways of future collaboration.

We remain true to our mission when we help facilitate research in all possible ways. Recently, a young research student interviewed some members of staff for his project on Diversity and Montessori; following is how he captured the atmosphere experienced.

"The interviews were conducted on site at the AMI headquarters, located in the heart of Amsterdam. Though not standing out to the passing eye, upon entering, the building provides a unique combination of the historical aspects of the philosophy with contemporary elements of innovation. One could witness the vibrant energy discharged by diligent workers, committed to upholding the principles as taught by Montessori and advocating for the right to childhood: chambers were occupied by people; conversations filled the building. Fresh flowers were indicative of the dynamic atmosphere, and the historical artefacts on display showed the maintenance with and honouring of the origin of the philosophy and its inventor."



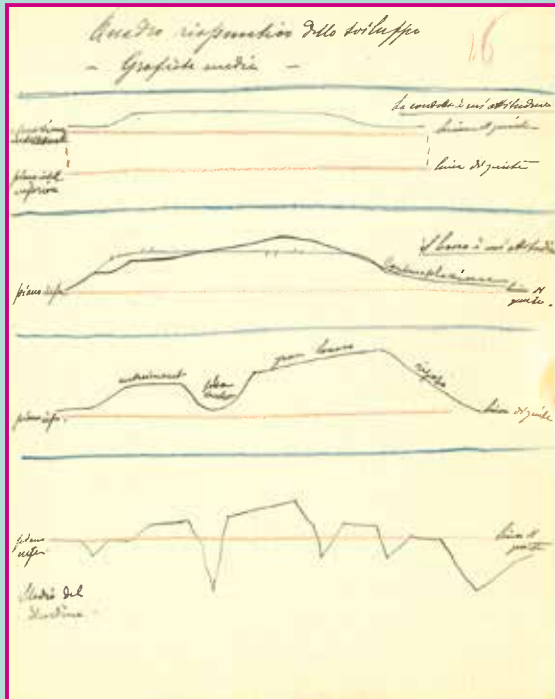


### “Quadro riassuntivo dello sviluppo”

*the work curves derived from the observations of the child*

Manuscript Advanced Method, 1915,

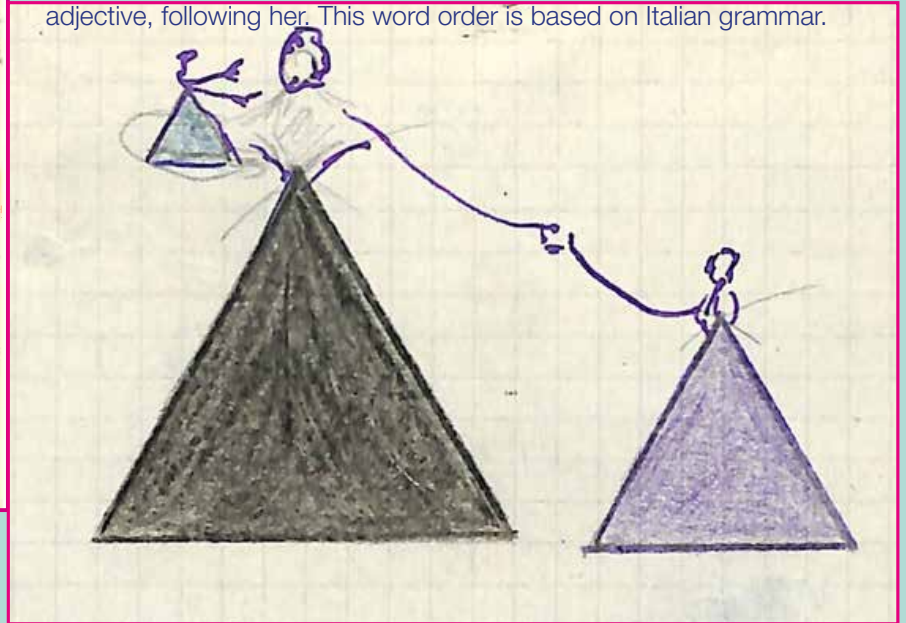
drawing by Maria Montessori



**Psicogrammatica 1930s:** La famiglia: articolo, nome, aggettivo

The family: article, noun, adjective

The black noun is portrayed as a mother, holding up in the air in front of her her baby, the article; she holds hands with a slightly older child, the adjective, following her. This word order is based on Italian grammar.



Curiosity characterises many students of Montessori education: requests for research assistance came in and were provided to PhD students and historians from the following countries: United Kingdom, Egypt, France, Germany, Japan, Italy, Ireland, the Netherlands, Spain, Switzerland, Australia, the Philippines, and USA.

We continued to add new documents to the archives, and received donations to the archives in kind. We thank all those who entrust for future preservation their historical Montessori papers to our archives. Inexpressibly great thanks must go to Grazia Honegger Fresco, Italy who very generously has donated countless historical papers.

It is exciting that in spite of all we have already catalogued and described new and unexpected papers keep on being identified.

# Our “Public Face”

**Congress:** The 28th International Montessori Congress in Prague was the high point for our community; with 2000 participants from 70+ countries, it was a resounding success. The four-day programme offered two keynote speakers each day, and dozens of break-out sessions, touching upon the theme of the congress “Pathways to Peace”. In addition, participants could enjoy interesting panels, inspiring Research Posters, the Congress Fair, and a special Family Market. We also saw the inclusion of completely new programme elements, such as the Adolescent Summit, and the Aging and Dementia Symposium. There was a Newcomers Breakfast, viewing of newly released films, a Peace Wall, a fabulous exhibition staged by NAMTA and much more. Convened by AMI and organised by Montessori Institute Prague, the congress also proved to be an invaluable instrument to share the Montessori mission with other Montessori groups and help create collaborative efforts.

We enjoyed an atmosphere of collaboration and sharing, and for four days we lived the life of a buzzing Montessori Congress community. This event was realised with the assistance of many volunteers and is already inspiring the next Congress in Thailand, to be held in 2021.

**AGM Weekend:** The weekend of the Annual General Meeting and Open Forum in April has evolved into a gathering that offers many opportunities for exchange: participants no longer attend in order to be part of the business meeting of our organisation, but primarily to connect with colleagues from around the world. They come away inspired from the key lectures and take away many ideas from the presentations at the Forum day. During and around the weekend a host of smaller meetings is facilitated, providing members and affiliates a chance to discuss

certain topics in more depth with some of our committees and board members. It demands a bit of juggling with time slots, but is providing participants with many valuable moments for encounter and debate.

**Publications:** Primary Montessori texts remain one of the best sources for building a deep understanding of Maria Montessori’s views on human development. Following the spread of Montessori education to “new” countries, requests for translations into new languages are an obvious development: ideas are best tasted, tested and sampled in one’s own language.

Since it is important to help advance the availability of primary Montessori texts in as many languages as possible, AMI collaborates with the Montessori heirs (The Montessori-Pierson Publishing Company) in entering into translation agreements covering many languages. Where possible, AMI promotes that a reviewer selected by AMI be added to the translation process: in such cases the book can feature the AMI logo as a quality mark. Titles are available in Arabic, Bulgarian, Catalan, Chinese, Croatian, Czech, Dutch, English, French, German, Hungarian, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Slovenian, Spanish, Swedish, Turkish, Urdu, and Vietnamese.

Many of our international publishers are proud to be associated with the Montessori philosophy. Our publisher in Bulgaria was delighted to have his main translator receive an award for her translation of *The Secret of Childhood* from the Bulgarian Translators Union for “high achievement in non-fictional translation”.



The Montessori-Pierson Publishing Company not only ensures the constant availability of the English language titles, they are also committed to building a Spanish portfolio. MPPC also explore Dutch titles, and initiate new publications. One such new title is *Maria Montessori Speaks to Parents* which, although modest in size, is big in offering easy to understand advice to adults in their appreciation of child development. The title was launched at the Prague Congress and was an immediate sell-out in one afternoon. Projected thematic publications that will involve expertise of AMI trainers will be on Cosmic Education and Montessori Music.

**Other Montessori Titles:** Many books on Montessori education and history are coming out. One publication in particular we would like to single out: the fresh edition of the essays of Albert Max Joosten, published by the Indian Montessori Foundation. The photo shows AMI's Judi Orion receiving the first copy at a recent conference in Chennai, which was inaugurated with the launch of this book. N. Ravi, publisher of the *The Hindu*, recalled how this newspaper had covered Maria Montessori, her work and her vis-



## Our Websites and Newsletters

Following the Bold Goal Initiative, a detailed audit was carried out of the AMI website to deeply analyse the way our message is communicated: this has led to a complete overhaul, creating a clear structure for this medium, easy to navigate, focusing on essential information visitors are looking for. This work has been done together with the Neimand Collaborative, Ben Davis of Onsite Public Affairs with technical support from AMI's Megan Tyne. The new website will be launched in the spring of 2018.

its to India in the 1940s.

We also operate dedicated websites, e.g. the *Educateurs sans Frontières* website, which offers many opportunities to learn of all initiatives worldwide, and details of past and upcoming assemblies.

**The Aid to Life website:** As the home environment lays the foundation upon which the child's development is built, school and family are close partners in communicating the same values and expectations. To help (new) parents better understand certain aspects of child development, and to be able to—in simple steps—create a home environment that fosters communication, movement, independence and self-discipline, the site offers clear and helpful “cases” on these four major aspects. At the moment the web site offers information on the child from birth to three. The site has proven to be inspirational to parents around the world and prompted spontaneous translation projects into a number of languages. In the year past we were able to add a Finnish translation; French and German translations are also in preparation. The Aid to Life team collaborates with the translation collectives and promotes contributions from different translators, in a bid to ensure the best possible quality.

Our newsletters are translated into various other languages by teams of volunteers on the ground. China, Japan, and Russian teams already have a little history in this area. We recently started offering our newsletter also in Spanish, encouraged and aided by one of our Mexican trainers. With so many languages part of the Montessori world, it is gratifying that we can reach more people in their preferred language.

The traditional Treasure Article that AMI sends out to the membership featured the article *Science of Peace* by Annette Haines.

In 2017 we started preparatory work on two major AMI Journals: one to celebrate the professional life and work of Annette Haines and the second one to give background, context, and future of the *Educateurs sans Frontières* mission.

The number of followers and likes on Facebook doubled during 2017 to reach 17,000.



# Committees and Committee Members

## Board Members

Philip O'Brien  
Ian Stockdale  
Guadalupe Borbolla  
Jennifer Davidson  
Henk Franken  
Christine Harrison  
Jacquie Maughan  
Patricia Miller  
Larry Quade

## Advisory Council

Victoria Barrès  
Elizabeth Hall  
Barry Hilson  
Steve Huffman  
Orcillia Oppenheimer  
Hilla Patell  
André Roberfroid  
Christian Schjetnan  
Charlene Trochta

## Young Professionals

Hala Abouela  
Geneviève Carbonne  
Catherine Holmes  
Ana Camila Jimenez  
Leticia de Lassus  
Braden Pemberton  
Erin Smith  
Junnifa Uzodike  
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continuing  
our bold  
mission