



ANNUAL REPORT 2023



STATEMENT FROM THE PRESIDENT AND EXECUTIVE DIRECTOR

Maria Montessori was recently described as an “obsessive maverick”, with the author assigning her equal standing alongside the founders of the most significant modern technology companies. This was a powerful reminder of the spirit that drives AMI and that her work is as relevant and important today as ever before. It was an observation that binds our unique history with the present, while reflecting our role in helping humanity secure a better future.

We stand alone as *the* international legacy organisation founded by Maria Montessori and this informs our unique contribution as a trusted advocate, leader and partner bringing high-quality Montessori education to the world. Our work is founded upon an unparalleled archive and knowledge hub that is in constant use for reference and research as we expand the range of high-quality training across all populated continents. Working alongside local communities and like-minded organisations, we build capacity, capability and accessibility in order to realise the potential of humans throughout their lives.

Our unique network of partners allows us to play a leading role in connecting Montessori to the world. The Thailand country affiliate led the 29th Montessori International Congress in Bangkok, where delegates shared experiences, insights and joy as part of our community gathered from more

than 40 countries. We announced our 50th country affiliate and joined strategic discussions with schools, training centres, businesses and government representatives to deliver even more AMI training in China, India, the ASEAN region and other parts of the world.

With more than 180 trainers in training from over fifty countries we are fulfilling our commitment to build a dynamic, thriving pathway that will bring the next generation of trainers to offer more courses in more locations than ever before. We increased the number of AMI courses and supported new delivery options in traditional courses while building the training community offering newer courses such as Community Rooted Education (CoRE), Montessori Sports, Montessori for Dementia, Disability and Ageing, and Administrators. Our reach and influence are seen in environments as varied as townships, savannas, mountains, and foothills, suburbs, and megacities.

Partnership has always played a vital role in our work and as the world becomes ever more complex we are reinforcing existing collaborations as well as reaching out to establish new ones. Through the UNESCO Greening Education Partnership we were represented at COP28 and during the year we became members of the Alliance for Child Protection in Humanitarian Action. These efforts are further underpinned by the extraordinary work



of colleagues involved in Educateurs sans Frontières and the daily interactions of training centres and trainers with their local communities.

The AMI board also fully recognises the need to be able to move quickly and decisively by taking the lead where appropriate. Funding was applied for in late 2023 and approved in early 2024 to enable us to provide support in rapid onset crises and disasters around the world. Detailed planning and consultation will continue during 2024 with the ambition of rolling out programmes and activities from 2025.

Our Strategy 2023–2028 was formalised during 2023 and has become the motivation, guide and measure for focused and purposeful actions over the coming years. We return to the key concepts as we consider all opportunities and challenges that face our organisation and as we make decisions that have far-reaching consequences. We are building, literally, as we undertake critical renovations to our historical headquarters in Amsterdam ahead of our centenary and, metaphorically, as we complete key projects such as the Global School Accreditation programme.

The reputation we build as a leader in Montessori thought and implementation, the quality and accessibility of our training, our impact in achieving objectives and the success we have in communicating the benefits of our work are vital.

The Strategy was developed as the world emerged from the global pandemic with the WHO declaring the end of the COVID-19 public health emergency of international standing in May 2023. It has also emerged alongside conflict and turmoil of an

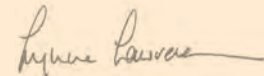
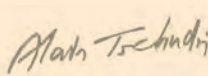
appalling scale and the continuing evidence of climate change as an existential threat to humankind. We cannot accept that this is the way the future has to be but draw inspiration from the fact that Maria Montessori worked through enormous global and personal upheavals to create and popularise an extraordinary and motivating educational philosophy.

While sustainable development, equality of opportunity and world peace may sometimes seem abstract concepts, we believe we have, in our founder's work, a clearly marked path to achieve these aspirations. This Annual Report reflects our progress in 2023 and sets the scene for much of the work we are committed to in 2024 and beyond. It is made possible by the daily work of schools and teachers who touch the lives of so many young people, as well as the support of many friends, colleagues, members, volunteers, collaborators and funders. We thank you all without reservation.

We do not waver from the view that the call to education is the call to peace or that the child is the future of humankind. Our path is clear and our mission a firm promise to work towards a better tomorrow. Thank you all for joining us in these endeavours.

Alain Tschudin
President

Lynne Lawrence
Executive Director






ENGAGEMENT, IMPLEMENTATION AND IMPACT

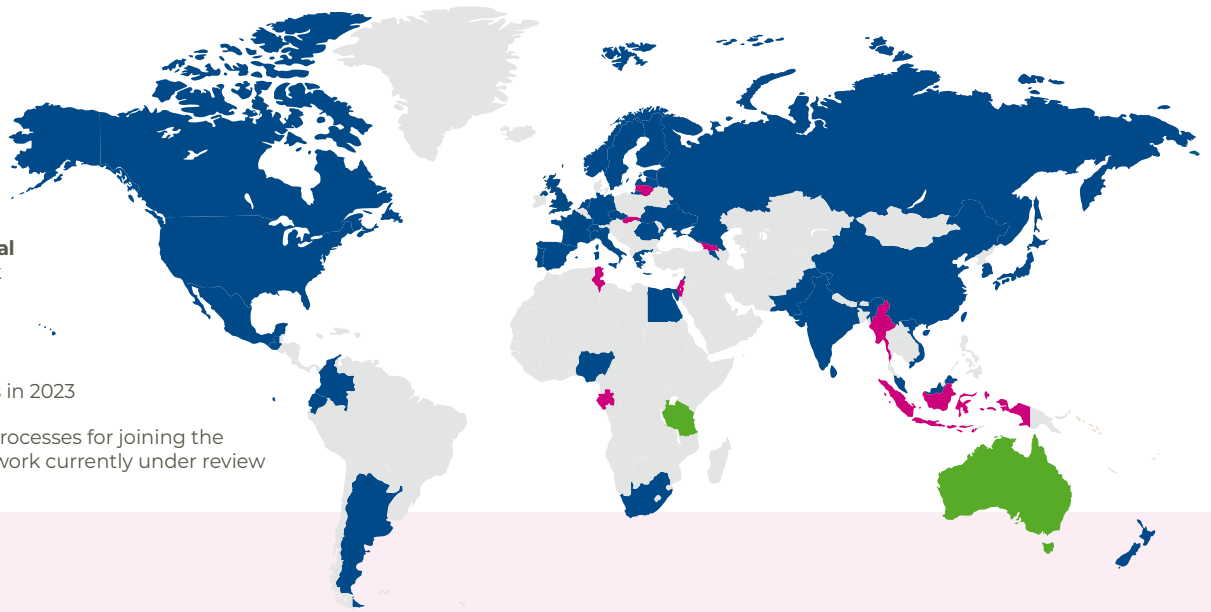
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ENGAGEMENT, IMPLEMENTATION AND IMPACT

**RECOGNISED AND RESPECTED WORLDWIDE
FOR THE DEPTH AND BREADTH
OF OUR ROLE AS A LEADER
IN MONTESSORI ADVOCACY, QUALITY
AND DEVELOPMENT**

Developing Global Affiliate Network

-  affiliates
-  new affiliates in 2023
-  application processes for joining the affiliates network currently under review



Affiliated Societies

In 2023, we signed affiliation and licence agreements with new affiliates in Australia and Tanzania. Both organisations made presentations at the Annual Global Meeting in April 2023. With the addition of these two new affiliates, there are 50 affiliates worldwide. There has been further interest in joining the affiliates network from Lithuania, Georgia, Indonesia, Israel, Myanmar, Slovakia, Gabon and Tunisia. Their application processes are currently under review.

India Strategy Development

A strategy development meeting in India attracted around 70 attendees including 28 trainers in training and trainers, all training centres, large schools, material distributors, the Indian Montessori Foundation and other stakeholders. Three days of discussion reviewed options with a formal steering committee and three working groups being developed to activate the process and gather further support. An initial focus on data collection will inform discussion about future impact, development of training centres and satellites and other course options to reach a greater number of people able to work in the field and impact the lives of children. A new training centre has been established in Chandigarh and a new centre in Kodaikanal was authorised for adolescent training. A databank of trainers is planned to match need to availability.

Spain Strategy Development

Meetings with Spanish based training centres, trainers and the affiliated society considered a coordinated training strategy and began development of an associated communications and marketing plan. The affiliated society is working with all stakeholders involved in training in Spain and plans a survey to better understand the challenges each centre is facing. The affiliate has also offered to take a more active role in supporting the centres and promoting their courses.

China Strategy Development

Work began with the China Training Advisory Council (CTAC) and other stakeholders to formulate a strategy for scaling up training across China. Zhejiang Montessori Institute of Child Development will cease being a country affiliate but is working with CTAC to ensure an effective handover. The Institute has agreed to open a research centre in China to oversee contemporary research on the cognitive benefits of Montessori education.

The Beijing Centre hosted and also organised the annual conference in Beijing in September with over 1,000 participants. Speakers and notable guests included directors and authorities from the Chinese Education Society, Beijing University and Educational Teacher Training College in Beijing.

International Montessori Congress

The 29th International Montessori Congress, with the theme “Education for a New World” took place in Bangkok in August 2023 with over 40 nationalities represented. It was hosted by our country affiliate, the Montessori Association of Thailand, and was successful in raising visibility and fostering strong and meaningful connections between Montessorians worldwide as well as building connections with senior stakeholders in the Thai Government and the wider ASEAN region. Her Royal Highness Princess Maha Chakri Sirindhorn presided over the opening ceremony which secured national media attention. On the closing day Montessori Mexico was announced as the host body of the 30th International Montessori Congress to be held in Mexico from 1–4 May 2026.

Montessori ASEAN Symposium

The Montessori ASEAN Symposium will serve as a platform for Montessori communities, government agencies and non-government bodies in the ASEAN Member States to collaborate and discuss strategies aimed at advancing education in this region.

Governmental authorities from Thailand, UNESCO (United Nations Education, Scientific and Cultural Organization) representatives from the Asia-Pacific region, and the SEAMEO (Southeast Asian Ministers of Education Organization) Director joined AMI leadership at an inaugural meeting in Thailand in August 2023.

UN COP 28

At the Climate Change Conference (COP28) held in Dubai in November 2023 education was included for the very first time. AMI presented at the newly introduced Greening Education Pavilion, dedicated to educational activity related to the Sustainable Development Goals. Its presence was to highlight education’s key importance in promoting more active global participation to resolve climate change.

The objectives included advocating for education’s central role in tackling the climate crisis and mobilising political commitment for coordinated, coherent and comprehensive action to accelerate the integration of climate change education.

Two country affiliates, Montessori Norway and Montessori for Kenya, made a presentation entitled “Montessori Climate Education in Action: Perspectives from Kenya and Norway on World Climate Action Day.” It outlined AMI’s pathway through the application of the Montessori framework of study across all age-levels— and focused on Montessori curricula which are government-recognised and applied in Norway for ages 6–12, and in Kenya for ages 3–6. The presentation also highlighted collaborations with governments and education stakeholders which demonstrated how a high-quality Montessori curriculum equips learners with the knowledge, skills, values, and attitudes needed to address climate change and promote sustainable development.

International Montessori Congress in Bangkok



UNESCO - Greening Education

Partnership

We have become a member organisation of the new UNESCO initiative called Greening Education Partnership. It aims to inspire action to empower learners with the skills required to achieve the inclusive and sustainable economic development vital in transitioning toward digital and green societies. Building from the knowledge and practice accumulated in Education for Sustainable Development (ESD), this partnership encourages countries and key stakeholders to focus on four pillars of action—greening schools, greening curriculum, greening teacher training and education systems' capacities, and, greening communities.



**Our Planet
Our Future**

Our Planet Our Future

We are a strategic and action partner of the 'Our Planet Our Future' initiative which aims to mobilise at least 1.5bn people to take impactful climate action. The first campaign is regarding 'Mindful Eating' and focuses on personal health and the health of the planet. AMI supported the campaign in speaking directly with Montessori schools who had expressed an interest in participating in the trial period phase.

The programme involves collaboration with parents, teachers, communities, local governments, and faith organisations to encourage healthier eating habits. The approach includes implementing a whole school food concept and the use of the Healthy Eating Plate designed by Harvard University.

Alliance for Child Protection

in Humanitarian Action

We have been accepted as a general member of the Alliance for Child Protection in Humanitarian Action (CPHA), which is currently led by United Nations Children's Fund (UNICEF) and World Vision. The Alliance provides opportunities to build partnerships in the humanitarian sector where we can share our expertise around child development and exchange ideas with around 200 organisations working in the field of child protection.

AMI Emergency Response Initiative

In November 2023 the AMI Board received news that a Foundation had approved a grant to enable a new project to begin in 2024 with the goal of providing support to those affected by rapid onset disaster and crisis. Over the longer term the initiative will assess and demonstrate the transformative potential of Montessori for children and young people impacted by such events as well as communicating these outcomes to a wider audience. Pilot activity commenced in South Africa in early 2024 with a further detailed planning period under way ahead of programme activities rolling out in 2025 and 2026.

The Peter Hesse Foundation

The Peter Hesse Foundation (PHF) spreads Montessori education to children in poor communities by training teachers and assisting qualifying graduates with furniture and materials to open schools in their own communities. To enhance accessibility PHF takes mobile training to underserved areas and sets up a model Montessori classroom environment for children while using the same environment for training teachers locally. The model school is passed on to a qualified teacher when PHF moves on to train in another area.

During the last academic year, 17 teachers completed the one-year training in Senegal. This academic year student-teachers from Senegal, Mali and the Democratic Republic of Congo are attending a course. In addition to the mobile training in Senegal, the Foundation continues to support schools in Abengourou, Ivory Coast, and in Haiti.

In Senegal, we are discussing strengthening the collaboration between AMI and the Foundation to support more children in under-resourced areas. A new Memorandum of Understanding was signed to solidify and expand the collaboration in line with the mission of both entities.

Africa Coordination

Conversations have been held with organisations and individuals in Uganda, Ethiopia, the Democratic Republic of Congo, the Central African Republic, Ghana, and Senegal where there is keen interest to establish training and set up more Montessori schools. Work is ongoing on a mapping of contacts across Africa and plans for a follow-up of the Africa Round Table with an event on the African Continent are being explored. The current, funded AMI courses in Tanzania are key to the coordination efforts with multi-country representation of people who play a key role in strengthening Montessori education in their communities. Work is also ongoing to identify and support strong and committed teachers to work towards meeting the requirements of the AMI Trainers of Training Programme.

Kenya

The Corner of Hope schools continue to run at full capacity. There were 173 children at the 3–6 level and 45 at the 6–12 level in New Canaan and 72 children in Kisima. Following mentorship visits in January and February, changes have contributed to development of the prepared environments and teachers reporting higher levels of concentration and independence.

Three teachers from Corner of Hope are following the 3–6 AMI Diploma course in Dar es Salaam, Tanzania, and continue to provide mentorship support to the teachers in the new schools in Pokot. There are also positive outcomes as mentor teachers from the different initiatives connect to exchange ideas and meet challenges.

Plans are underway for an architecture competition in Kenya for the design of a new school building on the

recently acquired land close to the New Canaan location. This development will significantly increase the number of staff in the schools and will require additional administrative capacity. In preparation, there is currently a strong focus on building human capacity to have a skilled and effective team. Particularly for the 6–12, there is a need for more teachers and for continued mentoring support for the current teachers. Four teachers from Corner of Hope are expected to start on the AMI 6–12 Course in Mwanza in January 2024.

Colleagues from Montessori for Kenya attended the International Montessori Congress in Thailand and presented in the Educateurs sans Frontières break-out sessions. A former Corner of Hope teacher was one of the keynote speakers and shared how her experience had led her to her current role as mentor teacher for the Samburu initiative. She also illustrated the positive impact of Montessori education for the pastoralist Samburu communities and how it supported wildlife preservation in the area.

Samburu

225 children – 125 boys and 100 girls – were enrolled in Montessori programmes in Samburu in 2023. One of the highlights of 2023 was the opening of the fourth school at Louwai Obo. We continued to provide support for the training and supervision of the teachers throughout the year to build and develop best practices. Three teachers are currently pursuing their International AMI Diplomas in Tanzania and are due to graduate in 2024.

Four teachers joined the 6–12 Diploma Course in January 2024. This will make it possible to offer Nomadic Montessori 6–12 schools in Namunyak Conservancy.

Corner of Hope, Kenya



East Pokot

Four teachers completed their training in 2023 to join the three pioneer teachers and a further three teachers started their first year of their training. Four Montessori environments have been set up by the teachers in remote communities in Pokot. Two of these environments have been established in government schools, and a third environment has been set up in a temporary structure in a community with no access to education.

A substantial sum has been donated by a supporter of the initiative to build a school in this community. A mentor teacher supports the teachers on-site and is currently enrolled in the AMI 3–6 course in Dar es Salaam. There are also frequent mentoring visits by the Corner of Hope teachers to offer guidance and support.

Ethiopia

An AMI 3–6 Trainer travelled to Ethiopia in January 2023 at the request of the Bruh Tesfa Training College, with the support of the Arthur Waser Foundation. The aim was to assess and strengthen the training and develop a comprehensive course that would align with government requirements for teacher training. She also gave a workshop for the teachers in the Bruh Tesfa schools to discuss the importance of working with sensorial material and giving language, and to discuss the importance of order in the prepared environment. A second workshop was then organised focusing on “Language and the Brain”.

Two teachers are currently pursuing the AMI 3–6 course in Tanzania and they are expected to graduate in 2024. There is strong interest in setting up an organisation in Ethiopia to bring together the Montessori network and work towards increasing access to quality early childhood education.

Tanzania

The 3–6 course in Dar es Salaam, Tanzania, will complete in July 2024. It was originally planned to start with a 6–12 course in Mwanza in June 2023 but the start date was delayed due to a high number of applicants and logistical challenges. Over 65 applications came in from across Africa which demonstrates the strong interest in 6–12 Montessori education. In the end 40 students were selected and have begun their training, in Mwanza in January 2024.

Global School Accreditation (GSA)

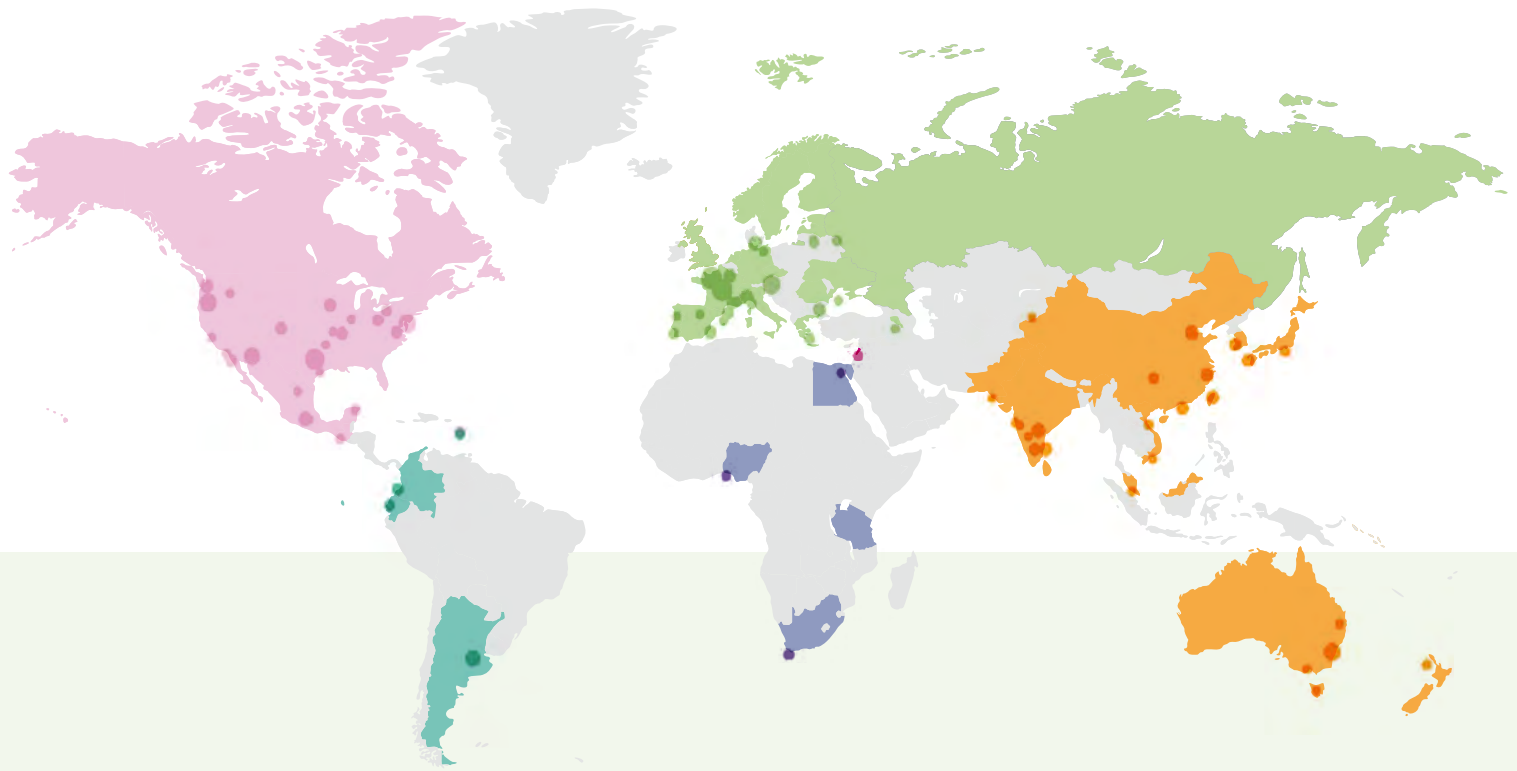
There has been significant progress in design and content development of the training programmes for prospective Coaches and Evaluators. The draft quality criteria for schools have been further developed, and the self-study will undergo further revision to make it suitable for piloting. A Capacity Building grant will enable further focussed work to be undertaken by a variety of experts in the first half of 2024. Following these amendments, we will work with schools to pilot the programme, while preparing for capacity building at AMI and for in-country bodies to administer the GSA.

East Pokot



ENGAGEMENT, IMPLEMENTATION AND IMPACT

**EXCEPTIONAL AND GLOBALLY
RENOWNED COMMUNITY OF TRAINERS
DELIVERING A UNIQUE RANGE OF COURSES
OF THE HIGHEST QUALITY
SUPPORTING THE DEVELOPMENT
OF HUMAN POTENTIAL AT ALL STAGES OF LIFE**



Countries with courses in 2023

North America South America Europe (incl. Eurasia) Africa Middle East Asia Pacific (incl. China)

● The dots are AMI course locations starting in 2023

A World of Opportunity

During 2023 there were 456 continuing or new courses with AMI awards taking place in 46 countries around the globe. Every continent with a permanent resident population had provision, and the development of blended, satellite and online courses made AMI's course portfolio more available and accessible than ever before.

Diploma and Certificate Courses

Starting in 2023

An expanded total of 327 AMI Diploma and Certificate Courses started in 2023. This was an increase of 10% on the 297 started in 2022 and over 25% more than the 259 started in 2021. 96 Diploma Courses, compared with 89 in 2022, started across 29 countries to continue building the presence of high-quality AMI teachers in classrooms around the world.

The number of Certificate Courses continues to grow. 231 courses took place across 36 countries compared to 208 across 34 countries in 2022. These can offer a helpful pathway to full diploma courses and in some countries the route from Certificate to Diploma is receiving growing support from school sponsorship as they develop their teaching staff.

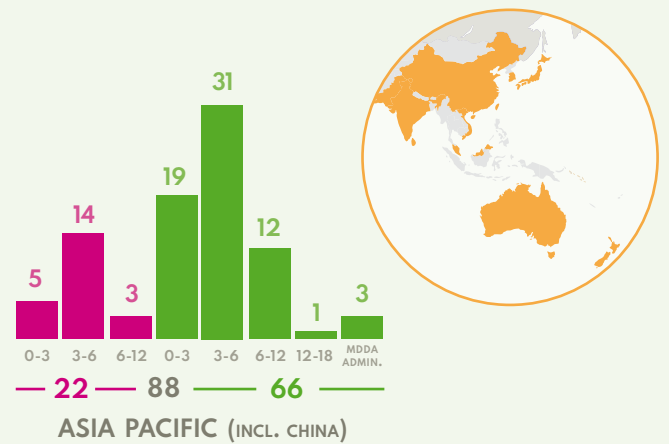
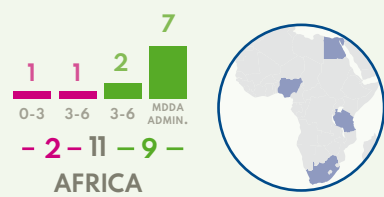
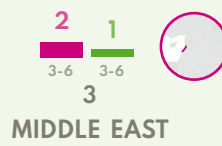
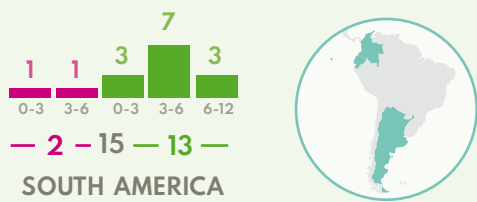
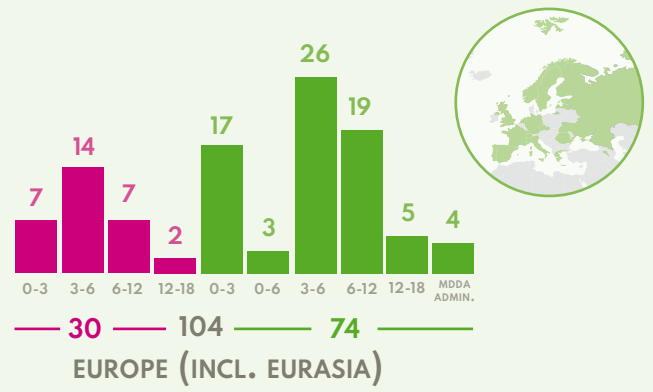
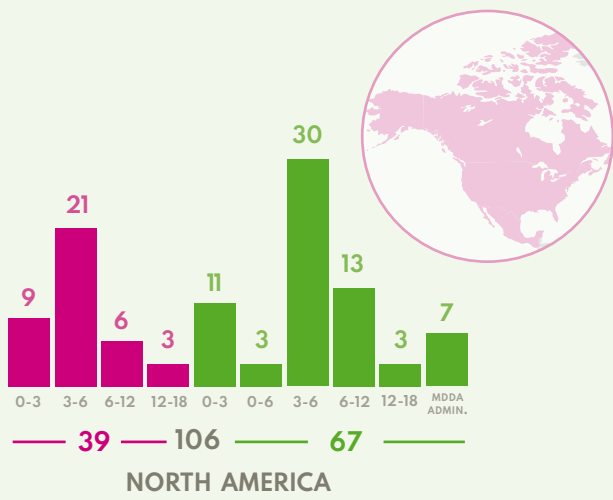
Trainers meet and collaborate on-line at each age level to consider innovation, content and good practice in the delivery of courses. Supported and facilitated by colleagues from Amsterdam these meetings provide a powerful supplement to the Trainers Forum where resources, guidelines and new developments are made available.

Number of courses started in 2023, per continent

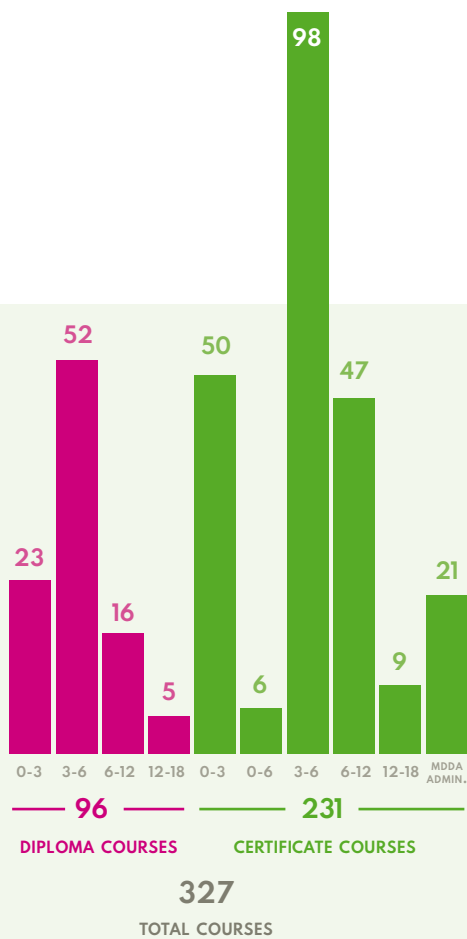
DIPLOMA COURSES **CERTIFICATE COURSES**

MDDA ADMIN.

Montessori Dementia, Disability and Ageing and Administrators Certificate courses



Number of courses started in 2023, world wide



WORLD WIDE

Administrator Courses

Administrator Courses bring together current and future Montessori school leaders from around the world to deepen their knowledge and strengthen the core skills and understanding needed to guide and support Montessori school communities. There are now 12 Administrator Trainers and three active Trainers in Training. Twelve courses were offered in eight countries in a variety of formats and locations: online in Australia, Canada, Mexico, Switzerland and the USA; hybrid in the Czech Republic; in-person in France and the USA; and blended in Australia, Norway and USA. Courses are already planned for 2024 in Australia, China, Canada, Mexico and the USA as well as first time courses in India and South America.



Administrator’s course trainers in action

Montessori Sports

AMI's strategic partnership with Montessori Sports has grown to 1069 students from 79 countries enrolled on the Sports Fundamentals Course. Students from Sri Lanka, Luxembourg, Ivory Coast and Réunion joined in 2023. All courses can be accessed through the website:

www.montessori-sports.com

The course is offered in English, with translations and subtitles currently available in Chinese, Dutch, French, German, Italian and Spanish. Work is underway to have additional translations available in Arabic, Korean, Portuguese, and Thai. Further development of the course content will include input from more than 20 AMI Trainers who are taking the course and providing feedback. An update of the course will be launched in spring 2024. Partnerships with various Training Centres have led to the launch of several blended courses online and on site, the first course in China after COVID being one of them. In 2024, new courses will be held in USA, India, Portugal, China, the Netherlands, Bulgaria with more countries on their way.

Montessori Sports is also working closely with AMI to develop the Montessori Sports Fund, which has trained the guides of the Ananda Training Centre in Oaxaca, Mexico, where the indigenous community has embedded sports as part of their cultural activities. The Montessori Sports Fund is intended to build sustainable and holistic learning environments for children in underserved communities and will extend to Thailand in 2024.

Community Rooted Education (CoRE)

In 2023, Indaba started and completed three CoRE programmes in Kraaifontein, a town in the Western Cape province of South Africa. Also in the Western Cape, another four programmes started that will be completed in the first quarter of 2024, three in Eerste River and one in Kayamandi. This high-quality scaling of CoRE saw 222 ECD Practitioners enrolled with 100 graduating in November 2023 and a further 100 due to graduate in March 2024. This work will impact some 5,000 children.

For the first time, the CoRE programmes were also accompanied with a Training of Facilitators. Eight certificates were awarded upon successful completion of the programme, which is part of the Professional Development Stream. CoRE also took place again in India and preparations were made for roll-out in other countries, working towards an orientation for trainers in March 2024 to significantly increase capacity.



Montessori for Dementia, Disability and Ageing

MDDA currently has six Trainers in Training from France, Brazil, Finland, UK, Spain and the UK with more applications in the pipeline. They join the existing four active AMI MDDA Trainers. We were sorry to accept the resignations of Michelle Bourgeois, PhD, due to her retirement and Jennifer Brush, due to her workload, who will serve until April 2024. We honour the contributions they have made to the work. Jennifer will continue to advise and work on AMI courses and Michelle will always be available should we need her expertise. Courses took place online and in person in six countries with 353 workshop attendance certificates. Forty-three Practitioner Certificates were also awarded following the lifting of restrictions post COVID.

The MDDA website was upgraded, a brochure on routes to accreditation produced and new videos commissioned to complement the AMI programmes.

As the programmes have gained in reputation and reach, inquiries are being received from care facilities wanting AMI recognition of their programmes and work is under way to create the criteria for such recognition.

MDA Workshops

Organisation	Country	Students
Montessori Consulting	Australia	56
Institut Supérieur Maria Montessori	France	21
AFA VIDA	Spain	4
Montessori Senior	Spain	30
Institut de Formation Maria Montessori	Switzerland	62
Maria Montessori Institute	United Kingdom	96
Brush Development	United States	84
Total Students		353





Thailand Trainers' Meeting

Thailand Trainers' Meeting

Close to 100 Trainers and Trainers-in-Training came together on August 1 ahead of the 2023 Congress in Bangkok, Thailand. The day was a dynamic combination of big picture exploration and re-exploration of the concept of Freedom along with practical discussions on considerations for an AMI Examiner Training Course.

12 – 18 New Mexico Meeting

In September the 12 to 18 Trainers convened for a collaborative one-week meeting to consider the valuable lessons garnered from their pilot courses. This gathering was instrumental in the refinement and finalisation of both the Diploma and Orientation course requirements. Consequently, the application process for prospective new Trainers in Training, set to commence in 2024, was meticulously refined. This strategic alignment ensures that AMI educational offerings continue to evolve and uphold the highest standards, fostering an enriched learning environment for all participants.

Montessori Awareness Programme

Eight Trainers in Training joined the pilot Montessori Awareness Practice (MAP) programme in 2022, designed to become a practical guide to be integrated into training as part of the Preparation of the Adult, a core Montessori principle. The programme was extended into 2023 to meet the trainees' needs and provide future trainers with more resources to allow them to better serve the communities they will work with in the future. A revised programme is in the planning stage and will be implemented in 2024 with a view to developing the capacity to embed practice within the AMI Diploma courses.

Course Administration System

Tracking outcomes from our growing range of activity demands investment in effective systems and structures. Following the successful launch of the new Course Administration System (CAS), in 2023 we continued to work on further expansions and improvements of the system while running a dual approach as legacy programmes stored in other formats reached their conclusion. For 2024 we aim to incorporate Montessori for Dementia, Disability and Ageing courses into the platform, as well as Community Rooted Education (CoRE) courses. Also, some Professional Development programmes will be administered in the system for the first time.

Training of Trainers Programme

Trainer status was awarded to fourteen new Trainers, with a further eight reaching Associate Trainer status and twenty-four becoming Auxiliary Trainers in 2023. The year saw steady growth in the number of Trainers-in-Training as well as an ever wider global reach. The inclusion of submissions from emerging regions like Senegal indicates a growing acknowledgment of AMI as a globally well-regarded provider of high-quality Montessori training.

There are currently 183 Trainers in Training across all 0 to 18 levels: 23 at the 0–3 level, 97 at the 3–6 level, 35 at the 6–12 level and 28 Trainers in Training at the 12–18 level. They are able to build their network and community through online meetings as they develop the knowledge, insights and skills for the important work they will do in their careers.

All the new Trainers at the different levels FULL / AUX / ASS :

Name	Country
0-3	
Full Trainers	
Elise Arevalo	USA
Associate Trainers	
Lubov Lepkina	Russia
Vinkle Thakkar	USA
Auxiliary Trainers	
Toko Odorczuk	USA
Yu Hung (Nicky) Ma	Taiwan
Wang Qing	China
Emily Hansen	USA
Kyoko Uchida	USA
Zoe Paul	USA
3-6	
Full Trainers	
Jing Zhang	USA
Maria Makri	Greece
Bimpe Pogoson	UK
Mariza Hefty	Switzerland
Esther Ho	China
Tayyaba Saleem	Pakistan
Laurie Campiformio	USA
Associate Trainers	
Maria Luisa Del Riego	USA
Shreee Srinivas	USA
Dipa Sreekumar	India
Madhavi Latha Polipalli	India
Tania Felicia Stewart	Thailand
Auxiliary Trainers	
Diana Vargas	Mexico
Coco Zhao	China
Lomluan Potisan	Thailand
Caroline Clark	USA
Chi Hui (Yvonne) Cho	China
Magdalena Astoul Bonorino	Argentina
Irina Grand	Russia
Jess Fraley	USA
Veronica Burbano	USA
Cyndi (Chih Ting) Hsu	Taiwan
Helen Mohan Elias	India
Martha Graciela Morales Garduño	Mexico
Maria Schäf	Germany

Name	Country
6-12	
Full Trainers	
Lisbeth Harrison	USA
Bo Mynett	Netherlands
Outi Leiste	Finland
Associate Trainers	
Prabha Karthik	India
Auxiliary Trainers	
Micaela Kuh	Ireland
Terrence Millie	Canada
Kamini Kapur	India
12-18	
Auxiliary Trainers	
Françoise Sansoni	USA
Gena Engelfried	USA
Administrators	
Full Trainers	
Karen Bennetts	Australia
Eder Cuevas Iturralde	Mexico
Cassi Mackey	USA

ENGAGEMENT, IMPLEMENTATION AND IMPACT

**OUR UNIQUE HISTORY, UNPARALLELED ARCHIVES,
ACTIVE RESEARCH ENGAGEMENT AND
PROVISION OF RESOURCES IN MULTIPLE LANGUAGES
PROVIDE A POWERFUL FOUNDATION
FOR COMMUNICATING THE CONTINUING RELEVANCE
AND IMPACT OF MARIA MONTESSORI'S
EDUCATIONAL AND HUMANITARIAN PHILOSOPHY**

Explore the Archives



The Maria Montessori Archives Website and Montessori Knowledge Hub

The first stage of the Montessori Digital Library has been completed and will be launched in 2024. Aided by the generous support of funders, AMI is developing a beautiful and feature rich website that can convey narratives and stories intertwined with the rigours of a best practice digital library. This allows for a variety of historic and contemporary content to be added that will link with multiple digital objects and media.

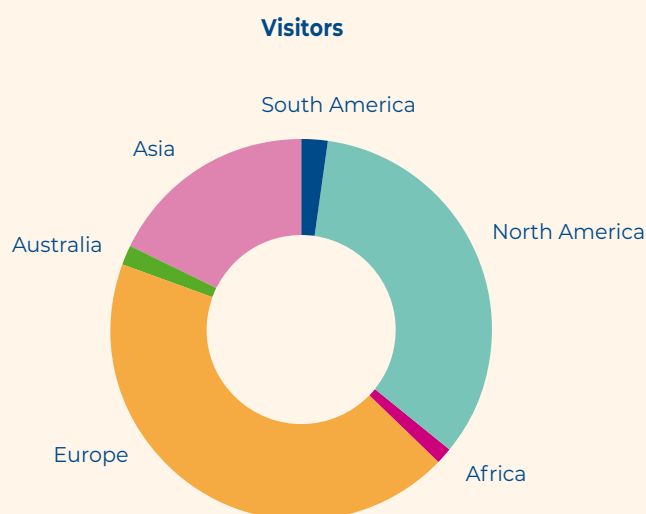
A very important focus for the initial stage of the Montessori Digital Library is adding The NAMTA Journal and AMI Journal collections. These collections have been rescanned and comprise 713.03 GB of data and 54,191 items. AMI is very grateful for the generous contribution from NAMTA that will enable the entire NAMTA Journal Collection to be publicly available in the Montessori Digital Library, in perpetuity, according to best practice archival, discoverability and open access standards.

Work has also been done on the cataloguing of digital objects with prominent Linked Data sources and the next stage will include development of the Montessori Controlled Vocabulary/Thesaurus. Our long-term aim is that this will grow to become the authoritative classification structure for Montessori knowledge and will be used by other Montessori digital repositories. This will enable Montessori to be more widely articulated and recognised in academic, education, scientific and humanitarian spheres.

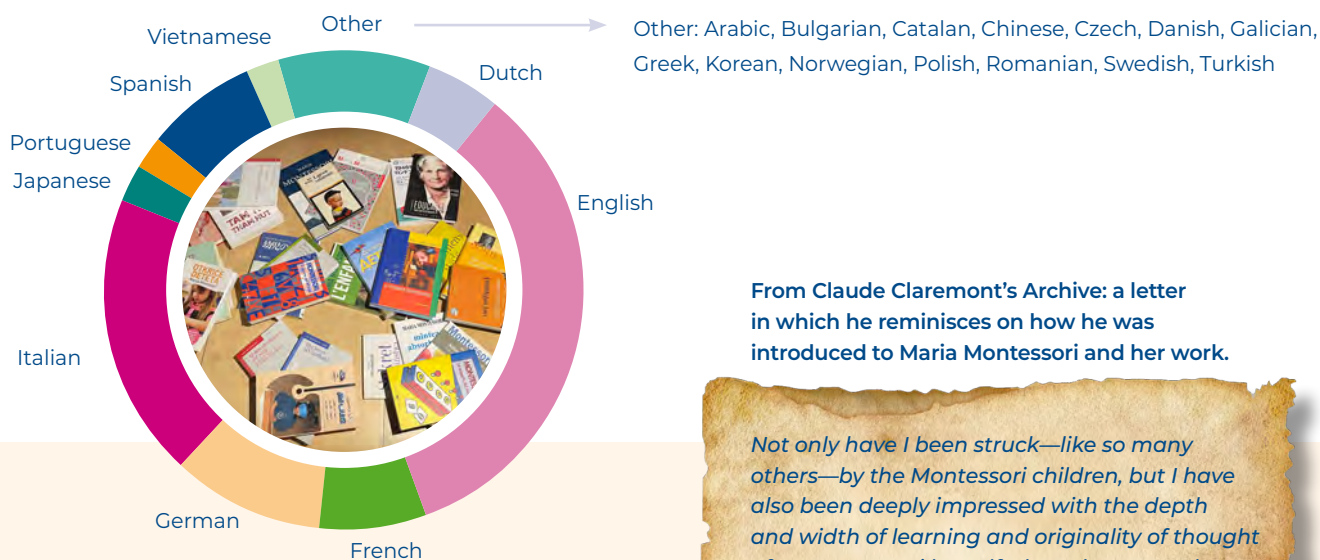
Visitors from around the globe

We facilitate and host hundreds of visits from around the globe. A curated visit to Maria Montessori's study is a particular favourite on the Montessori trail and often elicits goosebump-inducing sensations, both for the visitor and our team. We are inspired by the many humbling experiences our visitors share about their Montessori journey and unwavering dedication.

We also customise on site visits for larger groups, with last year's highlights including participants of the Annual General Meeting, AMI trainees in the training of trainers programme, and an interactive session with young high school students from Germany.



Our Library, titles by Maria Montessori, by language percentage



From Claude Claremont's Archive: a letter in which he reminisces on how he was introduced to Maria Montessori and her work.

Not only have I been struck—like so many others—by the Montessori children, but I have also been deeply impressed with the depth and width of learning and originality of thought of Dr Montessori herself. I have been struck not only with the results of her method but with the immense extent of the thinking and study which underly it and give it its strength. I was quite unprepared when I went to Rome for the great wealth of thought and fullness of detail which I there found prepared and woven into a connected whole. While listening to the lectures of her four months' training course, I had the impression of a person unfolding a great map and pointing to parts here and there upon it, continually astonishing me by unrolling yet another fold of formal uncharted territory.

International Library

AMI's library, as well as the historical archives, are an excellent resource for researchers, who include students, PhD candidates, teachers, trainers in training, trainers, Montessori authors and journalists. Research questions were received from Germany, Italy, England, France, Spain, the United States, Scandinavia, India, Australia, the Netherlands, Israel, and Turkey. We also saw increased activity from documentary makers and feature film directors, who connected with us on fact checking, historical context and supporting visuals. France, Spain, Italy and the USA led journalistic enquiries.

The library boasts publications in 33 languages, spanning both primary and secondary literature. English, German and Italian are the top three languages publishing on Montessori education and philosophy. Each language tends towards a particular focus, with Italian strong on placing Maria Montessori in her time, and against her Italian background; German titles often take an academic and philological approach, with English frequently offering insights and knowledge about the practice and knowledge of Montessori philosophy.

The library, as a cultural hub, houses collective knowledge and literary treasures. In an era of interconnectedness, it preserves the legacy of Montessori's ideas and encourages a dialogue that sparks creativity and a shared appreciation for the richness of human development. It serves as a testament to the diversity of the Montessori community, dedicated to the implementation and diffusion of Montessori ideas.

Archives

The archives and library have also benefitted from donations of books and historical personal documents of legacy Montessorians, such as Claude Claremont, Margot Waltuch, Phoebe Child, Margaret Homfray, Antonietta Paolini, Grazia Honegger Fresco, and Maria Maraini. Publishing and editing archival texts that were previously unpublished is of great importance in preserving and expanding our understanding of the Montessori legacy. This dedication is shown by the yearly publication of a so-called Treasure Article. These manuscripts often offer new insights, and valuable perspectives that can contribute to the enrichment of knowledge. Editing and publishing archival texts also serve as an act of preservation, safeguarding fragile documents from the ravages of time and potential loss.

Maria Montessori's writings are preserved with the utmost care and the writings of Mario M. Montessori are currently being scanned and catalogued. The Montessori-Pierson Publishing Company, in collaboration with the AMI editing team, is preparing a selection of Mario's most seminal writings.



Simba Vision in Tanzania

Montessori Architecture

The idea for the Montessori Architecture book to identify key architectural constituents of a Montessori school was seeded in the early 1990s. In 2023, the much anticipated *Montessori Architecture: A Design Instrument for Schools* became available in bookstores worldwide in a first edition of 2,000 copies. This title is a co-production by the Arthur Waser Foundation and AMI. The book has a five-star rating on Amazon and the American “Choice” calls it ‘...an excellent resource for those interested in the Montessori approach or a change in educational architecture’.

In Tanzania the “Simba Vision”—the very first school designed with the Design Instrument— won the Architecture Project of the Year as well as Educational Project of the Year at the Dezeen Awards 2023, from an international field of 4,800 entries. Dezeen is one of the world’s most influential architecture, interiors and design magazine, with over three million monthly readers and more than seven million social media followers. In Kenya, an architecture competition for the construction of Montessori schools will use this design instrument.





Farsi

Digital Resources

The website Aid to Life (<https://aidtolife.org>) has been translated into four additional languages: Bahasa Indonesian, Farsi, Hungarian and Ukrainian. This brings the total number of languages to 24. Translations are kindly contributed by dedicated volunteers from the Montessori global community.

The Elementary charts were translated into Estonian, bringing the total number of languages to eight. AMI is also working on an exciting partnership with Nienhuis to make available print versions of AMI Digital materials, starting initially with the Elementary charts.

AMI Digital (<https://montessoridigital.org>) Classified Cards are now available in 37 languages with 3 languages added in 2023. Along with sets in Norwegian, a selection of Classified Cards was added in Hebrew and Arabic. This is part of AMI's commitment to have the capacity to support Right to Left (RTL) languages.

Work on the Timelines of Human Beings is progressing well, and the first timeline has been made available for piloting in courses and classrooms. The timelines are

based on current archaeological and scientific evidence and ensure that there is balanced representation of humanity's development across all continents. The committee of 6–12 trainers overseeing the project has also developed a new chart of Human Origins/Hominins and a handbook for the first timeline.

The handbook serves as a guide to the timeline, including stories, detailed explanations of the scenes depicted, references and sources for further research. Explanations are given for the choices and changes which this new envisioning of the timeline represents. An annotated copy of each vignette image is included which points out some important features of the scene and citations for key information.



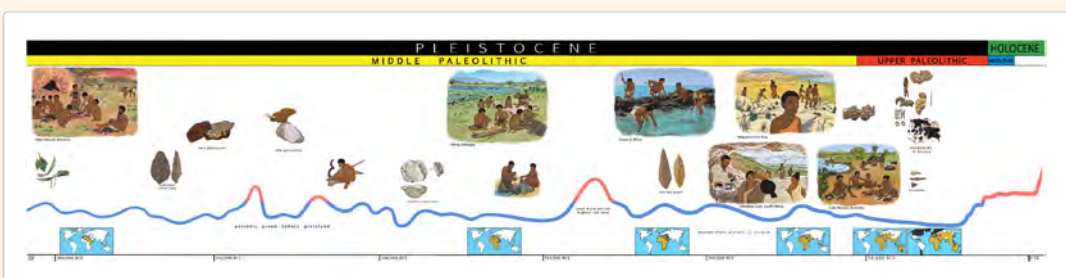
بندورة

Arabic



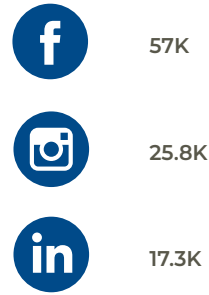
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SOCIAL MEDIA FOLLOWERS



WHERE MOST FOLLOWERS COME FROM



Broadcasting to the World

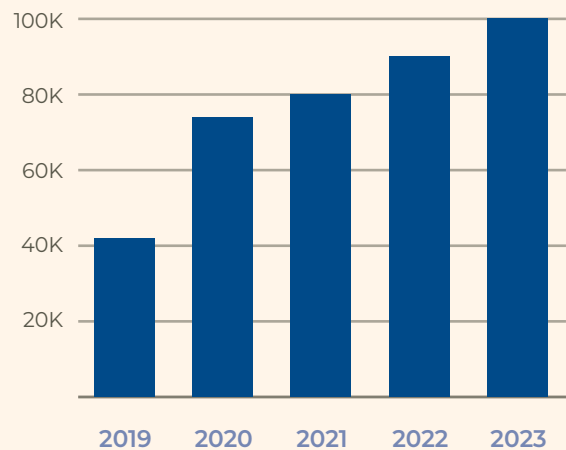
The main website of AMI received 150,300 new users in 2023. It was constantly updated throughout the year and serves as a hub for finding news about the organisation's events, resources, and more. The Job Openings page received the most traffic with 124,400 views, followed by Diploma Courses with 110,000 views. Other websites targeted to specific audiences included MDA with 17,000 users and EsF's relaunched site in November 2023, which increased user accessibility.

In the past two years, AMI's social media accounts have experienced significant growth with over 100,000 followers across various platforms. Development has focused on Instagram, Facebook and LinkedIn, with new developments including monthly showcases highlighting training and trainers from all corners of the globe.

A Training Tuesday series of online posts was introduced to demonstrate the depth and breadth of our high-quality trainers. The series underscored the work and global presence of our trainers through short videos. The format reflected the latest digital trends and best practice in securing interest and engagement. During the year, the ten Trainer Tuesday videos, reached an audience of over 30,000 viewers.

A regular course carousel spotlighted the delivery of AMI courses across all age groups in more than forty countries and a monthly question and answer session featuring AMI's Director of Pedagogy also proved popular. There has also been a focus on building awareness and communicating organisational priorities through the Executive Director's LinkedIn pages with a growth in followers of 103% during the year. Future work will see

FOLLOWERS



a new series called "Voices of AMI Training" which launched in January 2024. It features weekly articles and insights from a wide range of AMI trainers.

There is also regular communication with 8,000 AMI members through specifically targeted newsletters. A free monthly digest that contains a collection of content and links to open access resources is sent to more than 19,000 subscribers.

Communicating with

Our Community

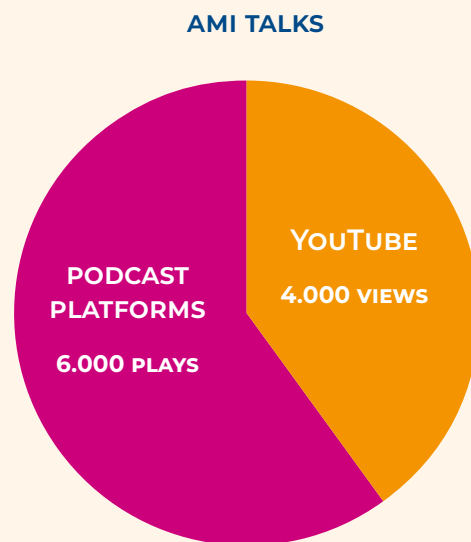
A community platform providing a space for the EsF community network online was launched in August 2023. Its purpose is to facilitate a platform for greater engagement between stakeholder and communities, and to strengthen and broaden our network.

AMI Annual Global Meeting

Our AMI Annual Global Meeting (AGM) 2023 was held in Delft, under the theme of “Sowing Seeds”. We welcomed representatives from over 50 countries and heard from an outstanding group of speakers covering diverse topics including education in neuroscience, the application of Montessori principles in sports, and elderly care homes, and empowering future generations with knowledge about climate .

AMI Talks

AMI Talks are open to public access and provide researched and practical examples of how the Montessori method adapts to the new challenges of today with expert practitioners presenting alongside external speakers. During 2023, four AMI Talks took place digitally and received more than 4,000 views on YouTube and more than 6,000 plays on podcast platforms. The Talks received live interpretation in Spanish for the first time and this practice will continue to enhance accessibility across different audiences.



Voices of EsF

Three online gatherings took place in 2023 with a focus on providing practical tools for those interested in Montessori for social impact. More than sixty people joined the first online gathering in February 2023 on the topic *Building Local Relationships*. The presentations were followed by break-out discussions in smaller groups, guided by discussion questions and a plenary session to share the outcomes of discussions.

A second online gathering in May discussed *Raising Funds for Montessori Initiatives*. The session started with a presentation on experiences and tips for fundraising by Eleanor Latimer (Montessori Global Growth Fund) and Dawn Brochenin (Ncinci One's Montessori, SA). A document with tips for fundraising that resulted from the session, as well as the recording of the session, were shared as a follow-up.

More than 110 people attended the final online event in October 2023 on the topic of *Adaptation in Changing Times and Circumstances*. Trainers Uma Ramani, Director of 3–6 Training at Montessori Institute of North Texas, and Teng-Chien Yu, AMI 3–6 Trainer, led an informal conversation on five key principles related to adaptation. A next session will be planned in May 2024 and the longer Voices of EsF programme will then be planned for September.

Grants

AMI received news in 2023 that it had been awarded grants from several foundations that wish to remain anonymous, to enable AMI to build 'Capacity' within Head Office and to aid the delivery of a variety of pedagogical initiatives currently underway; to develop an AMI Emergency response model; to build capacity and resources for AMI Montessori Dementia, Disability and Ageing; to continue to grow the Corner of Hope initiatives in Kenya including the building of a new model school and central hub for Montessori for Kenya. Support was also forthcoming that enabled places to be offered for free to students on 3–6 and 6–12 Diploma Courses in East Africa, based in Tanzania (Arthur Waser Foundation) and continuing grants from Wend Collaborative are enabling the development of AMI Blended Courses.

THANKING AMI COMMITTEES

AMI would like to thank all of those who support its work and voluntarily give their time and expertise, advocating for AMI's work across the world:

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Eder Cuevas	Tricia Miller	Junnifa Uzodike
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THANKING OUR DONORS, FRIENDS AND GENEROUS SUPPORTERS

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

Arthur Waser Foundation

The Indaba Foundation

MM 75 Fund

Montessori Global Growth Fund

Montessori-Pierson Publishing Company

Montessori Sports

The Peter Hesse Foundation

Sarara Foundation

Wend Collective

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

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

We would also like to thank Simone Davies, Sherry Robin, Nicola Forsyth, Montessori School of Cedar Lane and Beehive Montessori School for their generous support of EsF initiatives. The Maria Montessori Institute (London) and the Montessori Institute Prague for their provision of free places on courses and the many individual AMI Trainers for their loyalty and support in 2023.

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

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





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<https://montessori-esf.org>
<http://esfforchildrensrights.com>
<https://montessoriadolescent.org>
<https://montessoridementia.org>
<https://montessoridigital.org>
<https://montessori150.org>
<https://montessori-architecture.org>

**WE CONNECT
MONTESSORI
TO THE WORLD**