

NEWSLETTER

ONE
ANGLO



**The Anglo
Foundation**®

INDEX



ONE ANGLO 01



OUR FOUNDATION 03



PROFESSIONAL DEVELOPMENT_ _ _ 23



WELFARE 24



OUR TALENT 26

At the foundation we seek continuous improvement, and on our way to finding the most effective way to communicate with you we understood that communicating a lot does not necessarily mean communicating well.

We are sure of one thing; we want to keep you up to date with all the projects that we're developing from the different areas that represent us. That is why we bring you a new way to continue living the ONE ANGLO experience: our NEWSLETTER.

What will you find here?

Our Foundation: Relevant communication about TAMF and business areas. What we are doing to fulfil our mission.

Professional Development: Information of interest to your professional growth and that of all employees.

Welfare: Information that can be useful in your personal life such as: emotional, physical and mental health, legal assistance, financial education, among others.

Our Talent: Do you know all the people who make up TAMF? Here you can find out more about them.

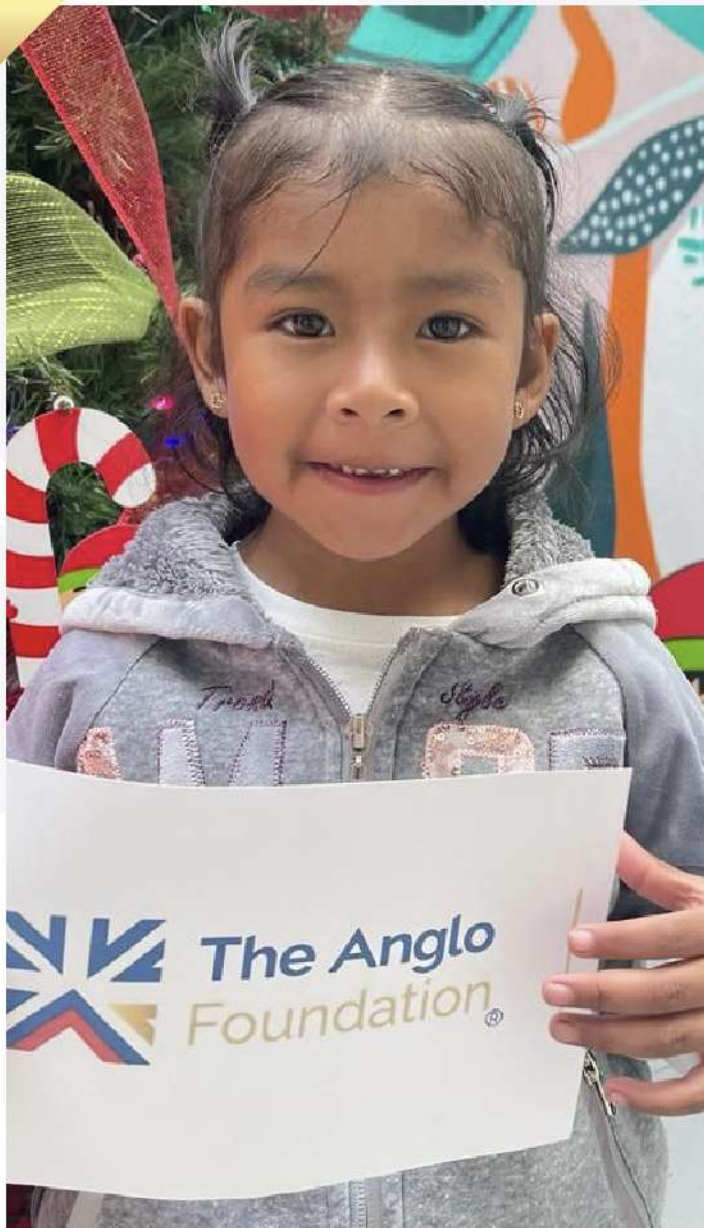
We warmly welcome you
to our third edition of the year.
Thank you for being part of
The Anglo Foundation.



The Anglo
Foundation®



The Anglo Foundation - Fundación Antes de Partir 2nd year working hand-in-hand



We are very excited to share that for the second consecutive year we worked with **Fundación Antes de Partir, AC** to promote their work, through a fundraising campaign in which our Foundation contributed with a matching fund, giving \$1 for every peso donated.

The mission of Antes de Partir is to improve the living conditions of children and young people suffering from terminal cancer, and who do not have the financial resources for palliative care, food and medicines for pain control with 230 patients and their families served. <https://antesdepartir.org.mx/>

The campaign ran from 1st December to 19th December 2023. Donations were made through online deposits or bank transfers. **Antes de Partir** was also present in the different branches of our Foundation to publicize its work, receive donations from employees and students, as well as to sell items at its stand.

We were able to raise \$41,457.37 MXN, so Antes de Partir received a total amount of **\$82,914.74 MXN**. The result was thanks to all of you, as well as the students who were also very active and interested in collaborating with the cause.

Here are some happy faces receiving the donation in kind, showing the important support that each one of you made.



 Thank you for joining us!



Did you know?



Life insurance is a benefit granted by the Foundation to those employees who have a current contract. Its objective is to provide the peace of mind of an economic support in case of death or disability, total or permanent, for the employees and their families.

In order to use this provision, it is important to have your updated life consent form. In it you must specify, in writing, who will be your economic beneficiaries.

You can establish as economic dependents your direct beneficiaries such as: Parents, spouse and adult children or designate a non-direct dependent such as siblings, friends, cousins, etc. Consider that the latter will have between 20% and 30% of the claim withheld as tax at the time of making the insurance claim.

Your name, signature and the name of your dependents must be identical to the names stated on their official identification (Passport, INE, Driver's License, etc.).





Some of the coverages in life insurance are as follows:

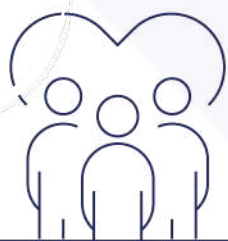
Insured sum of 30 months salary

Compensation for natural death

Total or permanent disability

Funeral assistance

Emotional support and specialized guidance



If you have not yet signed or updated your consent form, please contact Human Resources as soon as possible. If a claim is required, only the last signed and updated consent in your file will be taken into account.

If you have any questions,

Ángela Martínez

(Angela.martinez@tamf.org.mx),

Gabriela Sandoval

(gabriela.sandoval.s@tamf.org.mx) or

Jesús Gutiérrez

(jesus.gutierrez@tamf.org.mx) will be able to provide you with advice.



Day of Zero Discrimination

1ST MARCH

"We need to transform our societies so that there are no second-class citizens and so that the human rights of all people are respected."

Winnie Byanyima
UNAIDS Executive Director

The United Nations General Assembly proclaimed 1st March as Zero Discrimination Day, which is a call to promote and celebrate the right of every person to live a full life with dignity, regardless of appearance, sex, age, religion, place of origin, social status, opinions, gender identity, sexual orientation, disability, ethnicity, language, health status (including HIV), geographic location, economic or immigration status, or any other status.

The main objective of the day is to make a call to confront discrimination of any kind, to stop discriminatory acts that occur in schools, work, communities, in everyday life, because every time a person or a group is rejected, social

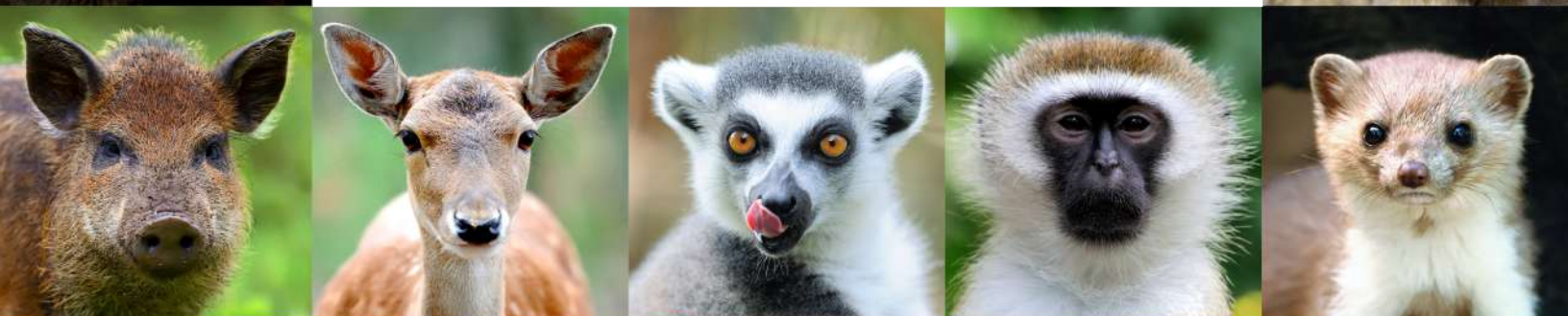
cohesion is weakened, the development of communities is delayed and the lives of all can be threatened. Unfortunately, however, discrimination continues to undermine efforts to achieve a more just and equitable world.

The right to non-discrimination implies that all people are treated with dignity: that their human dignity, autonomy, privacy and confidentiality are respected, and that they are guaranteed freedom from coercion and abuse on an equal footing.





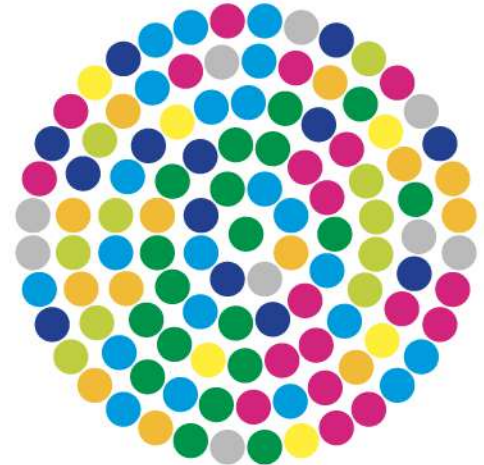
3RD MARCH
Wildlife Day



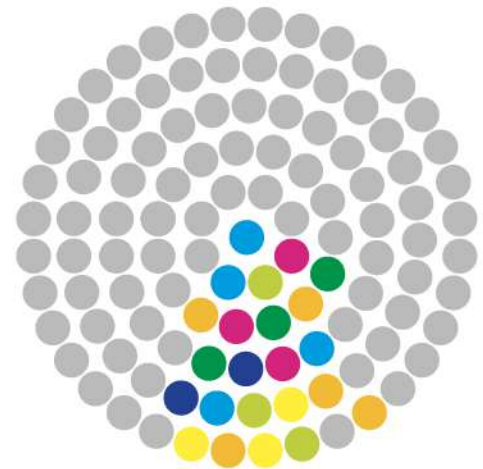
What is inclusion?

The RAE defines include/inclusion as to place something or someone within a thing or a whole, or within its limits; to contain - a definition worthy of one of the least inclusive institutions today. I think this definition is symptomatic of the way we socially understand inclusion, especially because in this way of seeing, inclusion implies a clear negative reverse: we can only include that which is itself always already excluded. For lovers of Foucault this should be very clear: we include in order to exclude; or in other words, if we include that which is in itself excluded, we include it so that, once inside, we can continue to differentiate it, to exclude it. In this sense, the real issue of inclusion is: whom do we seek to include?

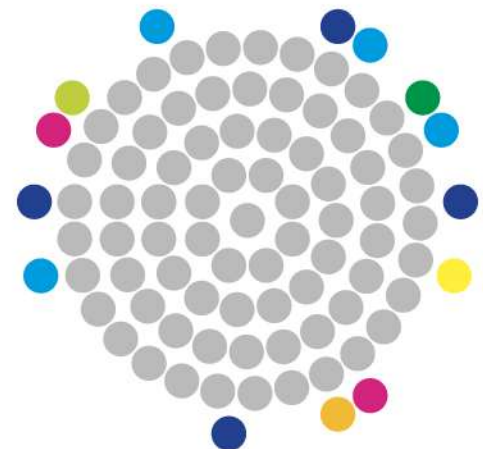
In recent decades, the discourse of inclusion has mainly revolved around gender. In this paper, we will focus on this issue without trying to detract from other aspects of inclusion such as neurodivergence, disability, race or social class.



INCLUSION



INTEGRATION



EXCLUSION



In an exercise to answer the question, we could say that the discourse of inclusion seeks to include women (within patriarchy), trans and non-binary people (in binarism), homosexual people (in heteronormativity), and in general queer people (in normality). But why? Let's analyse the case of the RAE.

The Real Academia de la Lengua Española aims to identify the norm in language in order to conceptualize and concretize it not only in dictionaries that define things and people, but also in a grammar that determines which are the correct uses and which are the incorrect uses of language.

By definition, its objective is, very binarily, to determine what does count as language, and what does not count as such or is rather an error or a divergence from it.

However, language, like people, is a living entity, which changes and is given only through its use, or to follow Judith Butler, through the performance of it, through the linguistic act itself.

This makes the task of the RAE slightly contradictory: its aim is to define, to include in a (fixed) norm something that essentially exceeds the limits of the norm. In less philosophical language: the norm requires for its existence the affirmation of everything that falls outside it in order to exclude it and, only if necessary, to include it.

That is why this institution so categorically refuses inclusive language; it shows the insurmountable contradiction in which the RAE exists, but not only that; inclusive language shows how obsolete and unnecessary the linguistic norm is by showing the very nature of language: to be a living entity.

What similarities are there between queer people and the linguistic usages that the RAE tries (and fails) to normalize? Queer people show how obsolete and unnecessary the norm is. What norm? That is left to the reader's reflection. But it also shows life itself: its plurality of forms, of colours. Life is inhabiting the world, and queer people show that there are as many ways of inhabiting the world as we are, and that in the face of any norm that tries to contain us, we will look for ways to liberate us all. Just as in the city, life affirms itself through the trees that break the concrete that contained them, or the grass that grows on the

sidewalk against all logic, queer people will grow against all norms.

But this sounds like a very strong criticism of inclusion, you'll think. It is. We don't want to be included, we want our existence to be as legitimate, as normal, as any other.

But inclusion is a good place to start - not for us, but for those who live within the norm, to dare to see outside and beyond it; inclusion is not about including us, but about you daring to see life in all its manifestations.



Aportación de:

Emilio Hernández Vergara |

Maestro de Ingles Proficient



National Optometrist's Day

6TH MARCH





International Women's Day

8TH MARCH

"Fall in love with yourself, with life. And then with whoever you want."

Frida Khalo

Mexican writer and painter

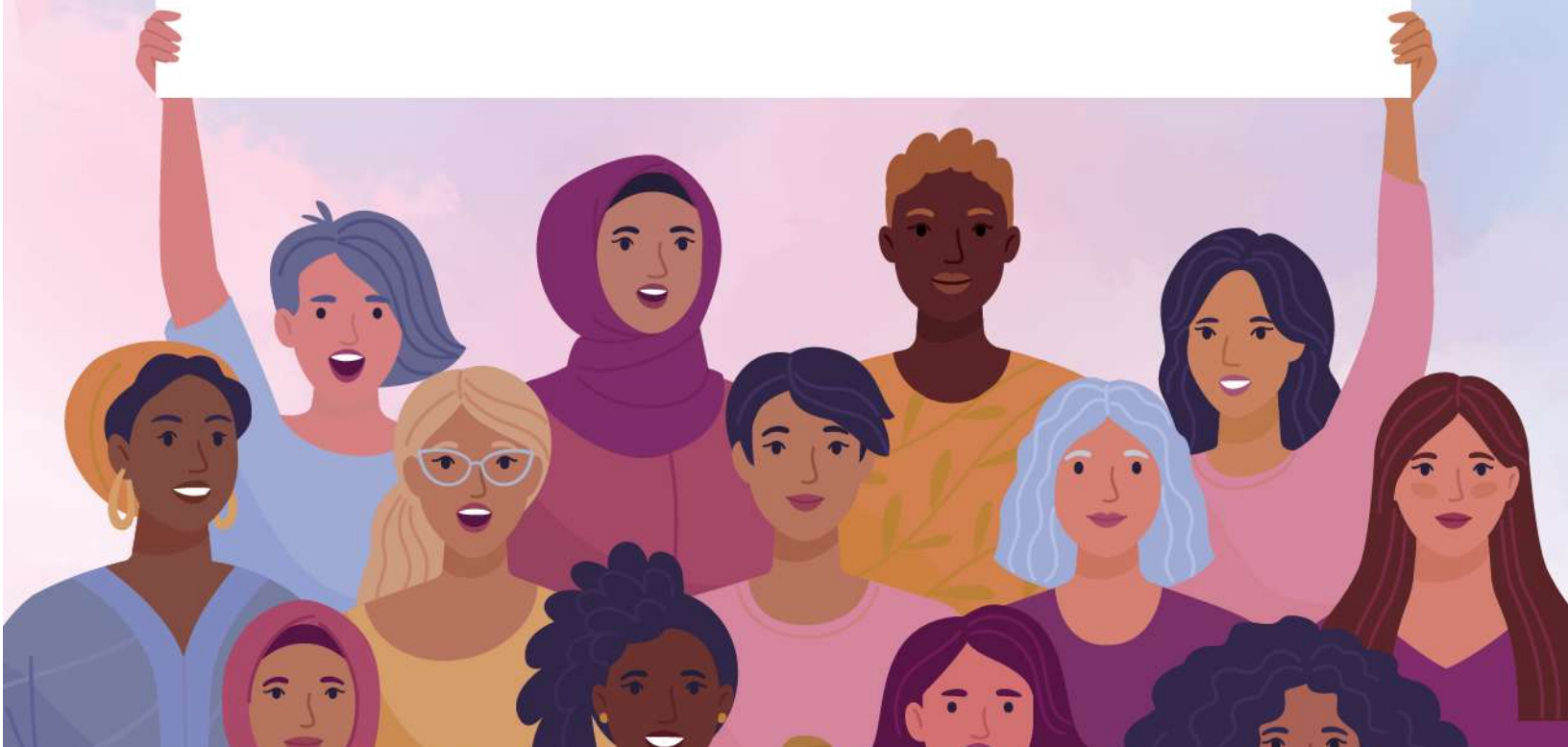
In 1975, during International Women's Year, the United Nations commemorated International Women's Day for the first time. Two years later, the United Nations General Assembly officially formalised the Day, although its first observance dates back to 28th February 1909, when the Socialist Party of America designated the day in memory of the women textile workers' strike the previous year in New York City, USA.

This international day is commemorated around the world to raise awareness of the importance of empowering women in all settings, protecting their rights and ensuring that women can reach their full potential. It also serves to highlight the inequality and discrimination that women still face around the world, as well as to enforce their rights, including the need to eliminate the pay gap so that women receive equal pay for equal work, increase the presence of women in leadership positions and eliminate the double working day.

Achieving gender equality in the world begins with ensuring that women's needs and experiences are integrated into technology and innovations.

Similarly, within the 2030 Agenda there are key objectives regarding gender equality, such as:

- *Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other forms of exploitation.*
- *End all forms of discrimination against all women and girls everywhere.*
- *Ensure that all girls and boys complete primary and secondary education, which should be free, equitable and of good quality, and produce relevant and effective learning outcomes.*



Similarly, it is necessary to insist that the lower number of women in senior positions is the greatest disadvantage for women, in the sense that it imposes a ceiling on their salaries, and the consequent wage gap between women and men.

<https://www.cndh.org.mx/index.php/noticia/dia-internacional-de-la-mujer>

<https://www.scjn.gob.mx/igualdad-de-genero/cedaw>

<https://www.gob.mx/inmujeres/que-hacemos>



Alliance for Inclusion and Diversity: Glossary

Sex and gender system

The sex/gender system is a fundamental concept that explores the complexity of human identity from a biological and social perspective. From the point of view of biology, SEX refers to the physiological, biological, and organic characteristics that define an individual as male or female. This distinction is based on the chromosomes we are born with: XX for females and XY for males, which enables reproduction in the human species.

However, GENDER goes beyond this biological classification. It is the concept that refers to the sex with which each person identifies emotionally and socially. It is the roles, behaviours, activities, and attributes that society assigns to each sex and with which people feel a deep connection. These gender roles and attributes are not universal or immutable; rather, they are determined by

the context and time in which they are developed.

Recognising and understanding diversity in the sex/gender system is essential to promoting inclusion and equality. By understanding that gender identity is not strictly determined by biological characteristics, we can create more inclusive societies where every individual is respected and accepted, regardless of their gender identity. Education and mutual respect are fundamental to fostering an environment in which all people can live authentically and without discrimination.

Prepared by: Alliance for Inclusion and Diversity, The Anglo Professional.

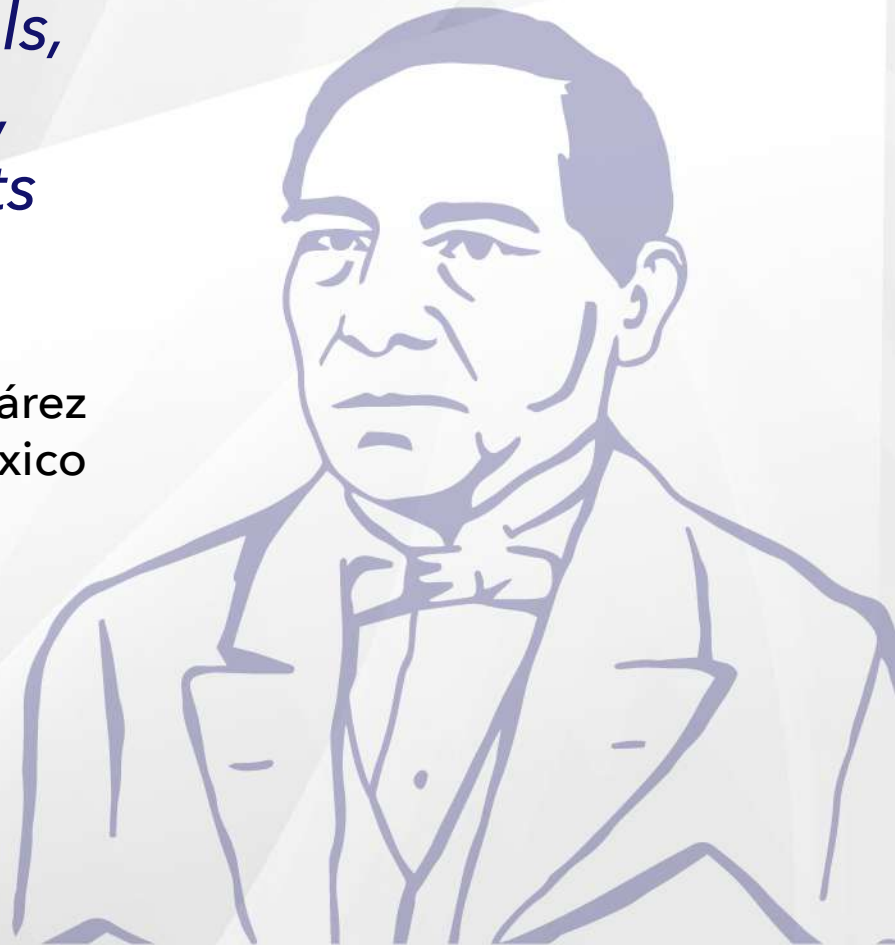
Birthday of Benito Juárez

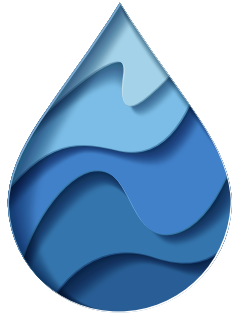
21ST MARCH

A lawyer and politician of indigenous origin, he was president of Mexico on several occasions. He was called "**Benemérito de las Américas**" for his relentless defence of Mexico's **freedom and independence**, and died, **as president of the Republic**, in the **Palacio Nacional** in **Mexico City** on **18th July 1872**.

*"Between individuals,
as between nations,
respect for the rights
of others is peace".*

Benito Juárez
President of Mexico





World Water Day

22ND MARCH





Right to Education in Mexico

In Mexico, the normative framework of education is based on the third article of our Constitution. From its origin, this article establishes the principles of freedom, secularism and free education; however, compulsory education was not initially contemplated.

The evolution of this precept and the constitutional modification reflect fundamental

and necessary changes in the conception of education in Mexico. In 1934, compulsory primary education was introduced, with a socialist character. This character was abolished in the 1946 reform. This change was replaced by a humanist approach, emphasising the universal vocation of education.

Mexico took a major step forward on 5th March 1993, when the State's obligation to provide free primary and secondary education was elevated to constitutional status. This milestone marked an important step in the consolidation of the right to education in Mexico. This reform not only consolidated the right of every individual to receive education, but also made secondary education compulsory. This change was embodied in the General Education Law, issued in the same year. This measure sought to respond to the country's needs and social demands to improve the quality of education, especially at the fundamental levels of education.

Compulsory pre-school education was introduced in 2002, thus strengthening a structure that spans from the early years of development to secondary education. This reform also emphasised the role of the state in promoting and attending to all types and modalities of education, including higher

education, as well as fostering scientific and technological research and strengthening the dissemination of culture. In February 2012, upper secondary education was added to this obligation, completing a comprehensive and compulsory education system. This comprehensive approach aims not only to provide knowledge, but also to cultivate talent, creativity and contribute to the country's economic development.

The 1993 reform and its subsequent adjustments become relevant as they mark a significant commitment of the Mexican state to education as a fundamental right. However, the current challenge lies not only in the application of norms, but also in the effectiveness of their implementation and in the insufficiency of public policies that are adjusted to the national reality.



For this reason, we remember the 5th of March 1993, since by raising preschool, primary and secondary education to constitutional rank as compulsory, the foundations were laid for a more inclusive and accessible education system. On this basis, educational institutions at all levels have the foundation to continue working to ensure that the rules are translated into concrete actions that have a positive impact on the educational reality of our country.



SOURCES

- https://www.planeducativonacional.unam.mx/CAP_16/Text/16_02a.html
- <https://museolegislativo.diputados.gob.mx/5-de-marzo-de-1993-se-eleva-a-rango-constitucional-el-derecho-a-la-educacion/>
- <http://www.difver.gob.mx/2021/03/derecho-constitucional-a-la-educacion/>





World Theatre Day

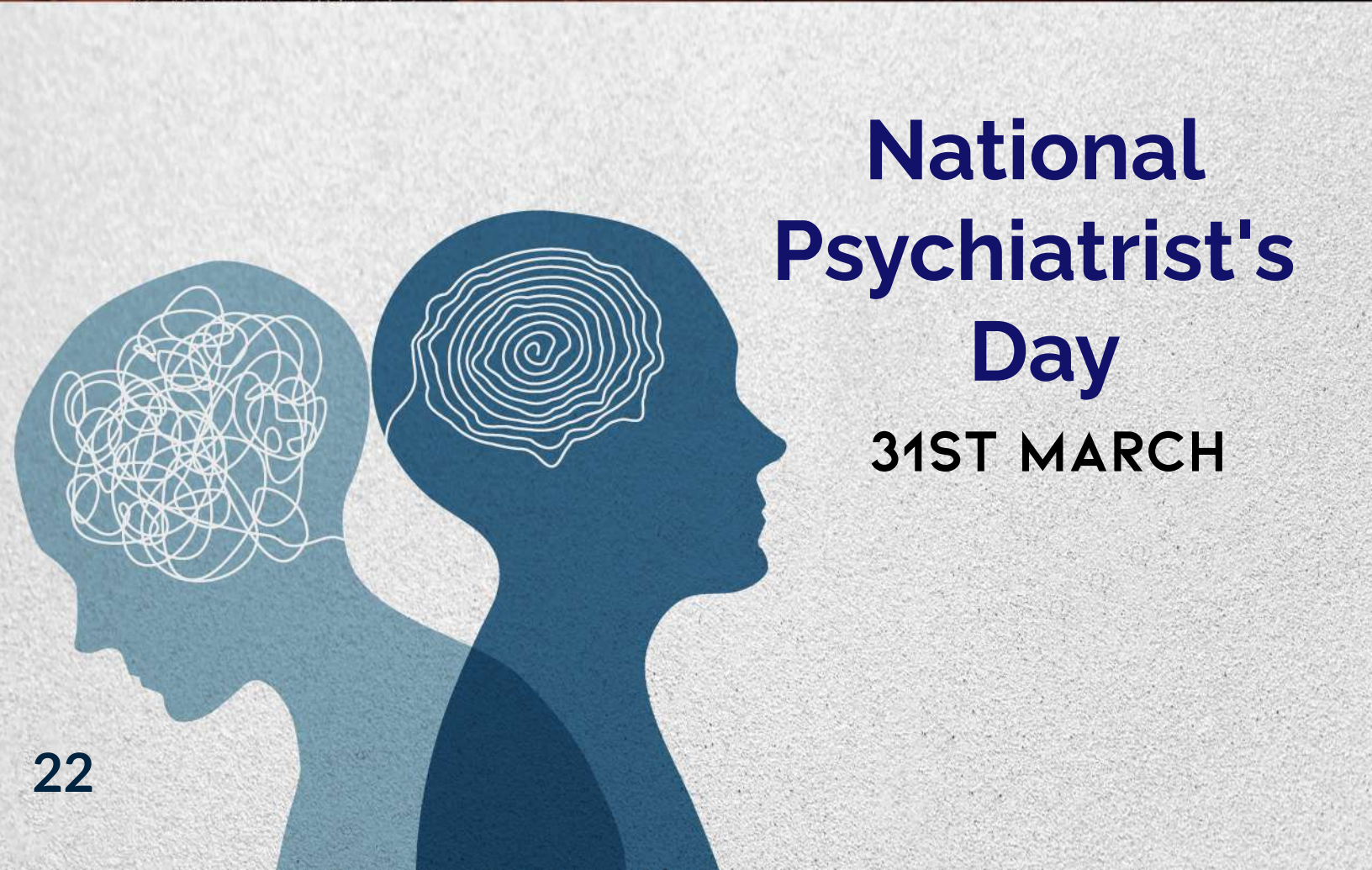
27TH MARCH





National Archivist's Day

27TH MARCH



National Psychiatrist's Day

31ST MARCH

WE'RE HIRING!

ENGLISH TEACHERS

Requirements:

- English level: C1 or C2 (CEFR) certified or willing to take a level placement exam.
- Both, native and non-native speakers.
- One of the following certifications in ELT methodology:
TTC, TDC, CELTA, ICELT, BA in ELT or a verifiable course lasting at least 140 hrs.

Send your CV to talento@theanglo.mx

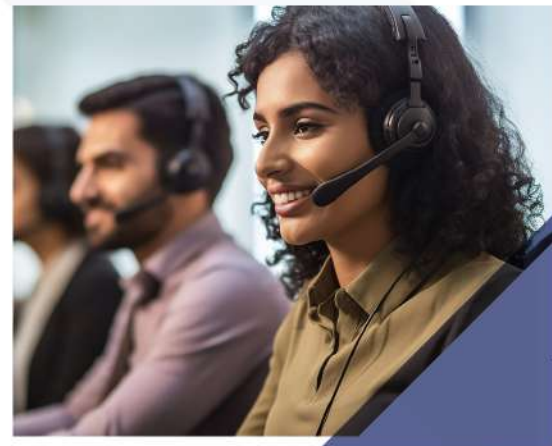


ADMISSIONS AND RETENTION SPECIALISTS

Requirements:

- Certificate of completed university degree.
- Minimum experience of 1 year providing attention and follow-up to students, via telephone and in person.
- To work at our headquarters in Antonio Caso.

Send your CV to: talento@theanglo.mx



Emotional coping when witnessing violence

Witnessing violent events can generate a range of intense and confusing emotions. Here are some points that may help you to understand your emotions during these difficult times:

Prioritise your safety: First and foremost, make sure you are safe. If you witness violence in real time, find a safe place and call the authorities if necessary.

Observe your emotions: Pay attention to what you are feeling. Acknowledge and validate your emotions without judgement. Accepting what you are feeling is the first step to managing it.

Distract your thoughts from the event: Focus on your senses to place yourself in the present. Observe your surroundings, touch objects around you or listen to environmental sounds. This can help you momentarily disconnect from the emotional intensity.

Talk to someone you trust: Sharing your feelings with someone you trust can provide support and help you process what you have witnessed.

Limit exposure to violence: Avoid overexposure to violent images or information. This can help keep your stress levels under control.

Seek professional support: If the emotions are overwhelming or persistent, seek professional support.

Everyone has their own process for dealing with difficult situations. Emotional coping can be a gradual process, and it is healthy to ask for help when you need it.



Build a healthy relationship

Every relationship is unique and is built through mutual work. Here are some suggestions to strengthen your relationship:



- Assertive communication
- Mutual support and backing
- Quality time together
- Independence and personal space
- Constructive conflict resolution
- Showing appreciation and gratitude
- Compassion and understanding
- Fostering trust
- Growing together.



Birthdays

01



**ANA DENI
GARCIA BADILLO**

The Anglo Churchill School

02



**JOANNA HERRERA
GARCIA**

The Anglo Churchill School

02



**LUIS EDUARDO
PALAZUELOS ZARAGOZA**

TAF

03



**MARIA PATRICIA DE LOURDES
ARCINIEGA FUENTES**

The Anglo Academy

04



**GUILLERMO
GACHUZ ATITLAN**

The Anglo Churchill College

04



**ADRIANA
MENDOZA VAZQUEZ**

The Anglo Assessment

06



**PAOLA DELGADO
AMPUDIA**

The Anglo Academy

07



**MARIA DEL SOCORRO
PEÑA CORONA**

The Anglo Churchill School

08



**JASSEL ISUI
GUTIERREZ HERRADA**

TAF

08



**JOSÉ MARIA
HUYKE MARGARIDA**

The Anglo Academy

09



**TANIA ALEJANDRA
MENDEZ GONZALEZ**

The Anglo Professional

10



**MARIA FERNANDA
ARROYO CHINO**

The Anglo Churchill School

10



**LETICIA YOLANDA
SANCHEZ FELIX**

The Anglo Academy

13



**BORIS AXEL
SALGADO SANCHEZ**

The Anglo Assessment

14



**NAILENA IVONNE
GONZALEZ ALMEIDA**

The Anglo Churchill School

14



**MAYRA HERNANDEZ
ARROYO**

The Anglo Academy

14



**MAURICIO MEDINA
ORTIZ**

The Anglo Academy

15



**DAVID
VEGA GODINEZ**

TAF

16



**MARISELA HERNANDEZ
SANCHEZ**

The Anglo Professional

16



**YESENIA PASARAN
GARCIA**

The Anglo Academy

16



**SOFIA PLIEGO
MURRIETA**

The Anglo Churchill School

18



**JERONIMO ISRAEL
JACOB REYES**

The Anglo Academy

19



**JOSEFINA ELVIRA
ARZOLA MIRANDA**

The Anglo Churchill School

19



**MARIA DE LOURDES
MORENO MERCADO**

The Anglo Churchill School



21

**SANDRA KAORI
GUZMAN VARGAS**
The Anglo Academy



21

**CARLOS RUBEN
ROSALES ESCALANTE**
The Anglo Churchill College



22

NIALL LLOYD
TAF



23

**LUCIA DEL CARMEN
PEREZ LOPEZ**
The Anglo Academy



23

**GISELLE SOLEDAD
PICON GUTIERREZ**
The Anglo Churchill School



23

**OMAR
SANCHEZ MADRIGAL**
The Anglo Academy



25

**HERMELINDA OLGUIN
RIOS**
The Anglo Churchill School



26

**PEDRO BRAVO
PONCE**
The Anglo Churchill School



26

**JOSE ROBERTO
LIRA GONZALEZ**
The Anglo Academy



27

**SANDRA PATRICIA
DAVILA BASURTO**
The Anglo Academy



28

**VANESSA
CRUZ RAMOS**
The Anglo Academy



28

**CARLOS ALBERTO
FLORES DELGADO**
TAF



28

**GLORIA EVELIN
HERNANDEZ MANJARREZ**
The Anglo Churchill School



29

**MARIA GUADALUPE
CANO MANZANO**
The Anglo Churchill School



29

**OMAR JONATHAN
GIL HERNANDEZ**
TAF



27

**ALEJANDRA RAMOS
LOPEZ**
The Anglo Churchill School



28

**CRISTINA
ROMAN QUINTERO**
The Anglo Churchill School



31

**ASSENET LOAIZA
GONZALEZ**
The Anglo Assessment