

NEWSLETTER

ONE
ANGLO



**The Anglo
Foundation**®

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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 in 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 fifth edition of the year. Thank you for being part of **The Anglo Foundation.**



The Anglo
Foundation®

OUR FOUNDATION



2022

UN AÑO DE TRANSFORMACIÓN INTERNA

INFORME DE IMPACTO SOCIAL

Dear Colleague.

We are very happy to inform you that the Social Impact 2022 report is now available in our newsletter, check it as many times as you want and see what has been done in the Foundation thanks to you.

Let's keep transforming lives!



Do you remember the type of clothing that guides our Code of Ethics?

Do you remember the type of clothing that guides our Code of Ethics?

As employees of THE ANGLO FOUNDATION we are a fundamental part of the institutional image; our behaviour, attitude and physical image are our calling card, so it is necessary to pay close attention to them.

That is why employees must follow the Dress Code at all times and must adapt their way of dressing according to the occasion in question.

Here are some examples of what is appropriate and inappropriate.

Appropriate

Women:

- Knee-length dresses and skirts
- Jeans
- Tights
- Polo shirts
- Blazers
- Mid-heeled shoes
- Casual shoes
- Nails and hair done

Men:

- Casual or dress trousers
- Jeans
- Short sleeve shirts
- Polo shirts
- Blazers
- Moccasins or casual shoes
- Casual trainers
- Groomed hair



Not appropriate

Women:

- Very short and/or tight dresses
- Fishnet stockings
- Striking or offensive prints
- Patched or ripped jeans
- Plunging necklines
- Hats
- Excessively long nails
- Facial piercings

Men:

- Football team T-shirts
- Crewneck T-shirts
- Striking or offensive prints
- Jeans with patches or ripped jeans
- Sweatshirts
- Caps
- Sports shoes
- Facial piercings

We invite you to follow these recommendations and to reinforce the dress code with your team.

If you have any doubts or queries about our code of ethics, the Human Resources team can help you.



At The Anglo Foundation we are committed to the development of all our colleagues. This is paramount to the Foundation's premise of transforming lives through education.

It is gratifying to see the results of our "**Career Plan**" programme as this means having the best

teaching staff up to date in methodology within The Anglo Academy community.

We would like to extend our congratulations to our colleagues for obtaining the **DELTA MODULE 1** certification.



Karina Allende Centenero

We would like to give a very special mention to:



Jennifer Ladd Parada



Carlos Alberto Castro Rosas

for having obtained **MERIT**.

Thank you very much for your effort and dedication!

Congratulations!

Labour Day

1 MAY



International Day against Bullying

"Protecting our schools from all forms of violence also means fighting bullying, which inflicts physical and moral suffering on millions of children around the world."

Audrey Azoulay
Director-General of UNESCO

Since 2011, the International Day against Bullying has been celebrated every 2nd May, a date established by parents' associations and various non-governmental organisations with the aim of raising awareness of the risk of school bullying among children and young people worldwide. Bullying is any act of violence, whether verbal, physical or psychological, perpetrated by a pupil or a group of pupils against another pupil or pupils.

2 May



In order to be considered as bullying, it must present the following characteristics:

- Abuse of power: Repeated behaviour of: physical aggression, intimidation, threats, by a student, or a group of students to humiliate, emotionally transgress, with the purpose of subjecting others to disadvantageous conditions.
- Repetition and systematicity: It is the attitude that persists with the purpose of violating the physical and emotional condition that may involve a student, or a group of students, by violating the behavioural guidelines and social values established within the school.



It is not only children and adolescents who are the recipients of bullying who can report it, but also

- Their mum/dad, any family member or all of them together.
- Teachers, head teachers, headmasters or headmistresses.
- Mum, dad or relative of the person doing the bullying, if they become aware of the situation.
- Your best friend, or all of your friends at school.
- Any member of the school community.



In Mexico, most states have laws to prevent and eradicate bullying in schools, which include guidelines for intervention plans, obligations and powers of the authorities and sanctions for teachers in case of non-compliance.

That is why, in the framework of the commemoration of this International Day, it is vitally important to raise awareness at home and in schools to put an end to this scourge once and for all. As part of this society, we cannot be indifferent to a problem that affects thousands of children and young people around the world.

<https://www.diainternacionalde.com/ficha/dia-internacional-contra-bullying-acoso-escolar>

https://www.cndh.org.mx/sites/default/files/doc/Programas/Ninez_familia/Material/cuadri-contr-a-bullying.pdf%20

<https://www.unicef.org/es/end-violence/ciberacoso-que-es-y-como-detenerlo>



Digital success! Our first digital exam sessions exceed expectations.

The first Cambridge English digital exam sessions took place on 20th March:

- Digital A2 KEY - 5 candidates
- Digital B1 PRELIMINARY for Schools - 6 candidates

On the administration of the session:

Started on time, no absentees,

Trained and external Invigilators, Guillermo Garcia and Alejandro Tovar were in support.

CB (digital writings) and speaking sessions were run on the same day.

On the administration of the platform (IIB).

- The administration on the portal has been more convenient and simpler, as each exam component does not have to be enabled, the portal only serves for monitoring. However, more attention is required at the end of the components, to prevent candidates from starting the next one, **as there is only one access token for all exam components.**

- During the course of the digital examination, there were no problems at all,
- Time in administration is generally much faster as there is no physical delivery of materials.

Undoubtedly, the change to a digital version will have a direct impact on the reduction of costs such as personnel transfers, shipping costs, return costs, among other actions involved in logistics.





We celebrated the success of our first exam sessions in digital format! Students showed calmness in their participation and adaptation to this new modality.

Thanks to the commitment and dedication of our team, we have been able to successfully implement this new way of assessing, ensuring integrity and fairness in the process. Their hard work and collaboration have been instrumental in making this transition a smooth and positive experience.

Cambridge English digital exams have proven to be reliable and efficient, which motivates us to continue exploring new ways to promote the digital version to meet the needs of our community of Preparation Centres and B2C audiences.

Thank you all for being part of this success and for contributing to making The Anglo Assessment a place where certification and innovation go hand in hand!

Prepas Tec - Linguaskill Project

The Anglo and the Prepas of Tecnológico de Monterrey joined forces to provide their students with an internationally valid English assessment test such as Linguaskill so that they can achieve their school degree.

In this first session with the Tecnológico de Monterrey campus CDMX, more

than 600 students were evaluated in one day, a total success in the execution of this test.

This is only the first step as the next campus to be evaluated is the Esmeralda campus and so on until all 6 campuses in the Valle de Mexico and Chiapas can be evaluated.





**Congratulations to the
team involved for their
excellent work!**



At The Anglo Assessment we interact with more than a thousand institutions and hundreds of individuals, following these principles of care:

Active listening: Paying attention to the client's needs and concerns, showing genuine interest in what they say.

Empathy: Understanding the client's situation and showing empathy towards their feelings and experiences.

Clarity and conciseness: Be clear and concise when communicating, avoiding technical or complicated jargon that may confuse the client.

Problem solving: Focus on finding quick and effective solutions to customer problems.

Effective communication: Use friendly and professional language at all times, avoiding being abrupt or unfriendly.

Offer options: Where possible, offer the client different options to solve their problem or meet their needs (key time to reiterate the wide range of products and service The Anglo Assessment and other areas of the foundation, reinforcing collaborative links).

Be proactive: Anticipate client needs and offer solutions before they become major problems.

Follow-up: Be sure to follow up after a problem has been resolved to ensure client satisfaction.

Appreciation: Always thank the customer for their time and for choosing our service or product.



The Anglo
Professional®

Improve your
English with classes

**Free of
charge!**



- Evening classes: Monday, Wednesday, and Thursday (in person Florida branch and online)
- Saturday morning/evening classes online

Nina Chávez

nina.chavez@aie.theanglo.mx or send a whatsapp message
to 55 6809 6543



STOP VIOLENCE

Alliance for Inclusion and Diversity: Glossary **Violence as an obstacle to inclusion**

Violence, understood as the deliberate behaviour of one person towards another for the purpose of causing harm, whether physical or psychological, represents a serious threat to inclusion in any society. This behaviour uses force or abuse of power to dominate someone, which can result in extremely dangerous consequences, such as deterioration of health or even loss of life.

In the context of inclusion, violence becomes a significant obstacle. Inclusion implies mutual respect, acceptance and valuing of differences, and violence undermines these fundamental principles. When violence is perpetuated, people feel unsafe and excluded, making it difficult for them to participate actively in society. Violence creates barriers that prevent people from being treated with equality and

dignity, which runs counter to the fundamental goals of any inclusive initiative.

It is therefore essential to address violence in a comprehensive manner in efforts to promote inclusion. This involves not only combating the direct manifestations of violence, but also addressing the underlying causes, such as inequality and discrimination. Only by creating safe and respectful environments, where all people are treated with dignity and fairness, can we build truly inclusive societies, where every individual has the opportunity to thrive and contribute fully to the common good.

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

World Day for Cultural Diversity for Dialogue and Development

World Day for Cultural Diversity for Dialogue and Development, established by the United Nations General Assembly in 2001, highlights the relevance of fundamental principles such as peace and solidarity. Celebrated every 21st May, it aims to mitigate the gaps between individuals and communities by fostering tolerance and mutual understanding.

Despite economic and technological advances, barriers and mistrust between different peoples and cultures still persist, raising concerns about the loss of deep-rooted identities. Cultural diversity is positioned as an invaluable treasure for humanity, fundamental to nurturing peace at the global level.

In this context, cultural diversity manifests itself as a universal heritage, which in-turn manifests itself in multiple ways both within communities and in the interaction between them. Recognising and celebrating this diversity becomes essential to promote peace and solidarity on a global scale.





This year, in the framework of World Day for Cultural Diversity, the United Nations Development Alliance and UNESCO will carry out the "Make a Gesture" campaign on 21st May, calling on people of all ages to engage with cultural diversity, thus strengthening community ties.

Cultural diversity broadens our prospects for sustainable development by promoting intercultural dialogue and inclusion as pillars of peace and stability in a diverse world.

In Mexico, this diversity is manifested through its 68 indigenous peoples and a population of more than 11 million inhabitants, as well as more than 1 million Afro-descendants. The country boasts a unique linguistic heritage, with 11 linguistic families, 68 languages and 364 variants, as well as a rich gastronomic, artisanal and artistic tradition, reflected in its extensive network of museums and cultural expressions.

Understanding and valuing cultural diversity is crucial to foster dialogue, inclusion and development both globally and nationally. Mexico, with its diversity, offers us the opportunity to grow together as a society, embracing the plurality of experiences, perspectives and traditions that enrich us as individuals and as a community.

Fuentes

<https://dgb.sep.gob.mx/21-de-mayo-dia-mundial-de-la-diversidad-cultural-para-el-dialogo-y-el-desarrollo>

https://www.cndh.org.mx/sites/default/files/documentos/2023-04/FRI_MAY_21-1.pdf

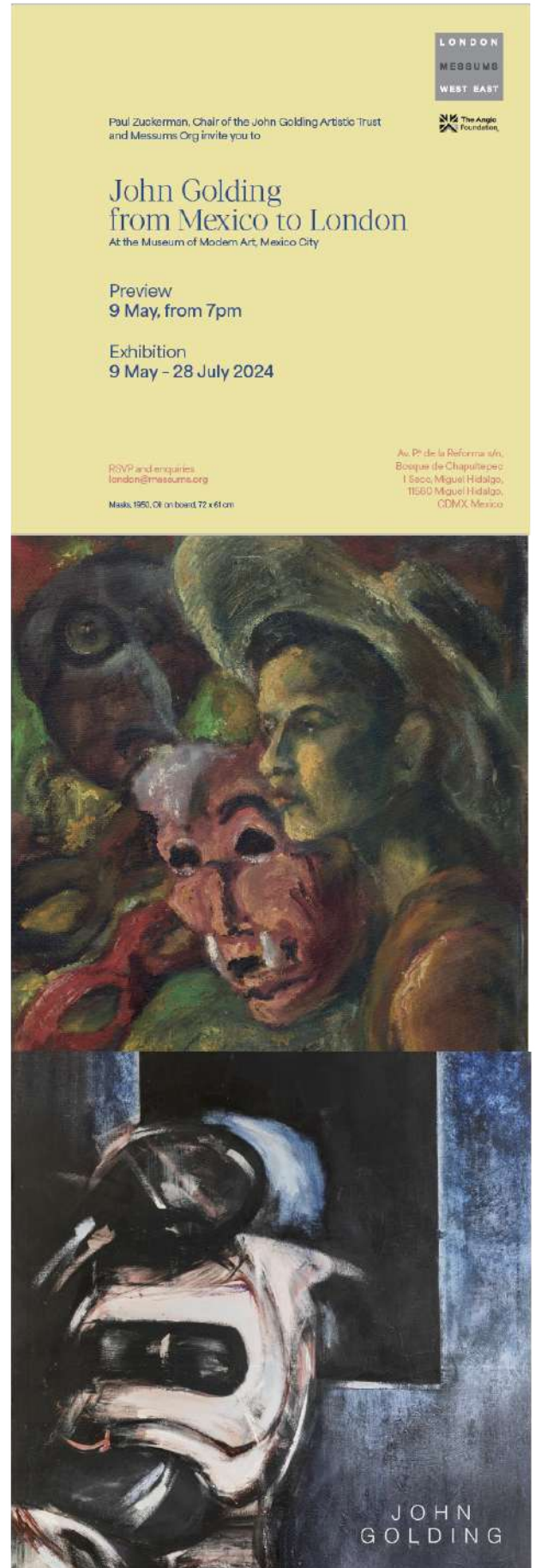
https://www.un.org/es/events/el-contexto-mexicano.-/sgmessage_2011.shtml

<https://nuevaescuelamexicana.sep.gob.mx/detalle-ficha/6877/>

The Anglo Arts & Culture, in collaboration with the John Golding Artistic Trust and Messums Org, are proud to present the exhibition "John Golding: From Mexico to London". Join us on this fascinating journey which reflects a pivotal moment in the discourse of modern art.

The retrospective, which will run at the Museo de Arte Moderno in Mexico City from 9th May to **28th July 2024**, promises to be an unmissable experience, offering visitors the unique opportunity to delve into the complexities of cultural exchange and artistic innovation associated with the Anglo-Mexican artist John Golding.

This exhibition highlights the evolution of his work, its global impact and enduring legacy, celebrating his contribution to contemporary art and his influence on the global discourse on modern art. We invite you to join this unique experience, where you can broaden your horizons and discover meaningful connections that transcend cultural and geographical boundaries!





OPERA TRAINING WORKSHOP



As part of The Anglo Foundation's mission, **The Anglo Arts & Culture**, in coordination with the School of Fine Arts of the **Universidad Panamericana**, held an educational workshop given by Sir Bryn Terfel at the **Palacio de Bellas Artes** on the 19th of March.

Sir Bryn Terfel, Welsh bass-baritone, is regarded as one of **today's leading operatic performers**. He was appointed CBE in 2003, received the Queen's Medal for Music in 2006 and in 2017, **was knighted by Queen Elizabeth II of England** for his numerous successes on stages around the world including the Metropolitan Opera in New York, the Royal Opera House, London and Teatro Scala, Milan, among many others. In 2023, **he sang in Welsh at the coronation of King Charles III**.





With great **simplicity, charisma and generosity**, the artist gave relevant advice and feedback to **six young Mexican singers** from both the Universidad Panamericana and the Bellas Artes Opera Studio.





XXII SHAKESPEARE COMPETITION

BY ANGLO ARTS

We are pleased to report that on the 25th of April, we celebrated with great success the XXII edition of the Shakespeare Competition at CENART's Teatro de las Artes. In this event, we had the outstanding participation of 20 talented students from different schools in Mexico City, Monterrey, Morelos, Querétaro, Puebla, and Baja California Sur.

We would like to extend our most sincere congratulations to the 3 winners of this competition, whose talent and dedication really impressed everyone present.

1st place: Mateo B. from Instituto Educativo Olinca will receive an all-expenses-paid scholarship to the Midsummer Conservatory Program in the UK.

2nd place: Gal E. from Greengates School will receive an all-expenses-paid scholarship to the American Shakespeare Camp in the USA.

3er lugar: Jimena R. from Centro Educativo Jean Piaget will receive a summer course in acting.

In addition, we are delighted to announce that this year we are also holding the 'Reimagine Shakespeare' competition for the first time. This initiative received an incredible response, and we are delighted to recognise the winners of this exciting competition. We thank all the participants for their enthusiasm and creativity and look forward to continuing to foster a love of theatre, literature, and the English language at future events.

Congratulations to:

1st place: Mateo H. del Colegio Humanitree

2nd place: Paulina B. del American School Foundation

3rd place: Alberto G. del Colegio Madrid



GAITAS

y algo más



24 DE MAYO
GRUPO INVITADO: ANDINO

25 DE MAYO
GRUPO INVITADO: SHAMROCK

BANDA DE GAITAS DEL BATALLÓN DE SAN PATRICIO
24 DE MAYO, 20:00 HRS
25 DE MAYO, 18:00 HRS

ADULTOS | \$300
NIÑOS (-12 AÑOS), ESTUDIANTES Y TERCERA EDAD | \$200

VENTA DE TICKETS A TRAVÉS DE BOLETÓPOLIS. NO HABRÁ VENTA DE BOLETOS EN LA ENTRADA.
VERIFICAR LA FECHA DE SU BOLETO, NO SE REALIZARÁN CAMBIOS DE FECHA.
CUPO LIMITADO.

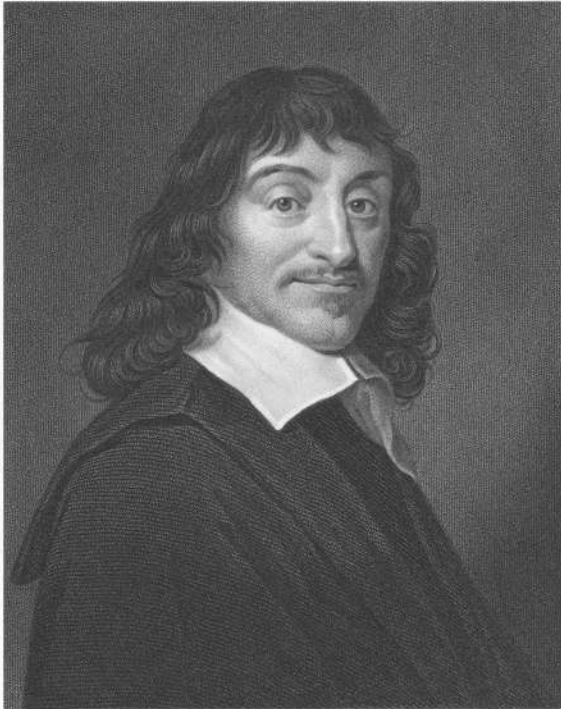
24 **ANGLO ARTS CENTRE: MAESTRO ANTONIO CASO #127, COL. SAN RAFAEL, CDMX.**

A time for reflection

Don't you hate people who, when they are sad, tell you something like (in the tone of an expert on life) look on the bright side; without sadness we wouldn't know what happiness is? As if our sadness and/or happiness were completely dependent on our experience of the other as if they were opposites. As if in order to understand one emotion we have to know another, one that is also seen as its opposite. As if to understand security we have to have experienced *opia*, to feel hope we have to understand *ellipsism*, or to understand satisfaction we are already experts in *énouement*. All the words in italics are real in English, and I would bet a thumbs up that none of us had ever heard them before.



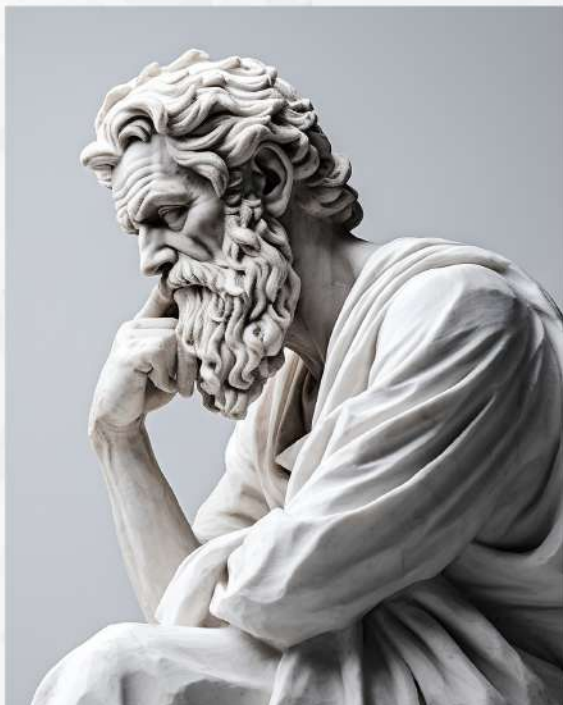
Why do we like so much to see the world in opposites? And above all, why do we cancel any possibility of understanding when something breaks with such a pair of opposites?



Because that's the way things are. Tempting thought that appears surreptitiously; it's common sense, duh. But it would seem that the urge to think of things in opposites is a relatively modern thing, and not only modern, but it's also crossed by a masculine, white, Eurocentric way of looking at things. We could say that dualism (understanding the world in pairs of opposites, duals) was established as the hegemonic view in 1641, when one night, a certain René wrote his categorical cogito, ergo sum; I think, therefore I am. The consequence of this apodictic principle was the division of the world into *res cogitans* (the thinking thing, or the soul) and *res extensa* (the extensive thing, or the body). Since then, dualism has predominated in hegemonic Western civilisation. But it was not always so.

For the Greeks - for of course they are the cradle of Western civilisation - there was more than just body and soul; they spoke of the *σώμα* (*soma*), the *Ψυχή* (*psyché*) and the *πνεύμα* (*pneuma*): the body, the mind and the soul or breath. Moreover, the Greeks had three genders in their language, masculine, feminine and neuter. And they wrote the myth of the androgynous. Dualism definitely does not come from there. Nor did it come from before, for the Hebrews spoke of *bazār*, *nefesh* and *ruah*, same body, mind, and soul.

So, dualism is something quite modern and Western - we won't get into mentioning here the countless examples from other non-Western cultures in which the notion of subject and individual don't even exist, let alone dualism.



But hey. Descartes. Thanks to him, among others, we divide the world into good-bad, joy-sadness, mind/soul-body, finite-infinite... man-woman, health-disease. And we are incapable of understanding anything that challenges dualism. The consequences of dualism are such that to this day it is a notion that founds and structures our subjectivity, that which is most proper and intimate to us. And therefore, we are ready to destroy and annihilate any manifestation that puts dualism in check.

Last month I wrote about Nex Benedict, a non-binary person who was murdered for being non-binary. So, when I speak of destroying and annihilating I do not do so lightly.

Fortunately, one only has to understand the history of dualism to see that it is unnatural, not necessary; that there are many more cultures that were structured around other non-dualist worldviews than dualist cultures. So why is it so hard for us to understand the existence of non-binary people, to understand that neurodivergence is not a pathology, that transsexuality is not something to be medicated and cured?

Hopefully the day will come when the existence of people like Nex will cease to be a political act of rebellion, freedom, and defiance. Hopefully the day will come when defying dualism will no longer put our lives in danger and we will be able to understand that all existences are valid: ways of being and being in the world. And maybe then we will also understand that happiness and sadness do not have to go hand in hand, they do not imply each other, and we do not need the one to feel, be touched by and enjoy the other.



***Contribution by: Emilio Hernández Vergara
Proficient English Teacher***

International Nurses Day 12 May



PROFESSIONAL DEVELOPMENT

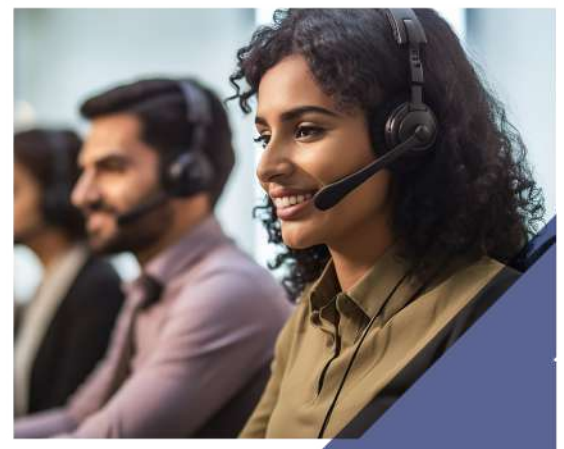
WE'RE HIRING!

ADMISSIONS AND RETENTION SPECIALISTS REQUIREMENTS:

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.

Envía tu CV a: talento@theanglo.mx



HAPPY Teacher's DAY

15 May

"Those who educate children well are more to be honoured than they who produce them; for these only gave them life, those the art of living well."

Aristotle





“International Day against Homophobia, Transphobia and Biphobia”

17 May

No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

Nelson Mandela, politician and anti-apartheid activist.

**Psychologist's
Day
20 May**



**Student's
Day
23 May**

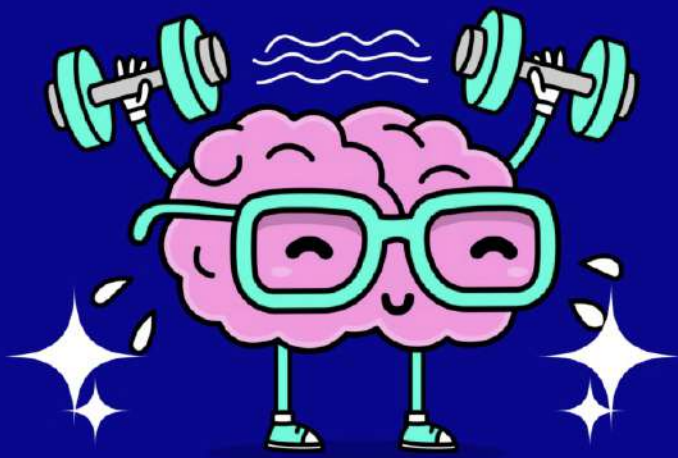


**Accountant's
Day
25 May**



**World No
Tobacco Day
31 May**





FOR THE CARE OF OUR MENTAL HEALTH

Respect and take care of your breaks

- Sleep at least 8 hours a day

Adopt a healthy lifestyle

- A balanced diet reduces stress and anxiety levels
- Exercising your body releases tension
- Practice relaxation techniques (meditation, yoga)

Relax your social activity

- Whenever possible go for a walk with a friend or just chat.
- Find time alone with yourself, enjoy your company!

Set targets

- Set realistic and achievable goals or expectations
- Don't overload yourself with things that are beyond your reach.
- Manage your time and prioritise tasks so as not to exceed the working day.

Learn to say "no"

- Practice assertiveness, it is valid to say "no" if the situation causes you conflict.

Disconnect

- Value and occupy your free time with things that give you satisfaction, enjoy your leisure time!

MAY Birthday

01



**ELIA OSORIO
MARTINEZ**
TAF

01



**KASSANDA KAREN
KAPIA**
The Anglo Churchill School

01



**VICTOR LOPEZ
LOPEZ**
TAF

02



**CARLOS ALBERTO
MARQUEZ ELIZALDE**
The Anglo Academy

02



**SALVADOR SANCHEZ
SANCHEZ**
The Anglo Academy

05



**ROSA ANGELICA
GUILBERT AYALA**
The Anglo Churchill School

06



**MAYRA AGUILAR
MARTINEZ**
The Anglo Churchill School

06



**ISMAEL SOMBRA
RODRIGUEZ**
The Anglo Academy

07



**FRIDA CASANDRA
GALINDO CORTES**
The Anglo Assessment

07



**RICARDO CAMPOS
MENA**
The Anglo Assessment

09



**HUMBERTO PESTAÑAS
CARBAJAL**
The Anglo Professional

09



**LUIS FERNANDEZ
RAMIREZ**
The Anglo Academy

09



**ABRAHAM MORENO
BRISEÑO**
The Anglo Churchill School

10



**ROC BORONAT
ESPINOSA**
The Anglo Churchill College

10



**EDUARDO FELIPE
CRUZ MEDRANO**
TAF

10



**LUZ MARIA
LOPEZ TELLEZ**
The Anglo Academy

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**OLGA MARIA
RUIZ DELGADO**
The Anglo Academy

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**ANA TORICES
ESCALANTE**
The Anglo Academy

12



**AZUL DENISSE
BAÑUELOS LEYVA**
The Anglo Churchill School

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**ANA CECILIA
IBARRA JIMENEZ**
The Anglo Academy

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**FABIOLA SANCHEZ
SOSA**
The Anglo Academy

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**MARIO ALBERTO
LONDOÑO CALLE**
The Anglo Churchill School

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**MARIO VASQUEZ
AVENDAÑO**
Churchill College

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**ALEJANDRA PEÑA
GUILLEN**
The Anglo Assessment



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ROSALIA RUIZ SANTOYO

The Anglo Arts & Culture



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DAFNE ESTEFANY MOLINA AVENDAÑO

The Anglo Academy



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JAIR IVAN RAMIREZ FABIAN

TAF



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FRANCISCO MAYA RODRIGUEZ

The Anglo Academy



20

GABRIELA NEGRETE VAZQUEZ

TAF



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EMILIO RODRIGUEZ MORALES

The Anglo Academy



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MAYRA ARACELI ROSALEZ ROMERO

The Anglo Academy



22

DIEGO EVERARDO ANZO AGUILAR

The Anglo Academy



22

MICHELLE LYNN OWEN

The Anglo Churchill School



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DIANA ESMERALDA NOLASCO MONDRAGON

The Anglo Academy



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ADRIAN HUMBERTO ORDOÑEZ ZAMORA

The Anglo Academy



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ANA CLAUDIA GALVEZ SANCHEZ

The Anglo Churchill School



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EVELYN DAYANA HORTA SALDAÑA

TAF



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DIANA REBECA PEREZ ENCISO

The Anglo Academy



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CLAUDIA CAROLINA LOPEZ TOVAR

The Anglo Academy



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CARLOS ALEJANDRO FALCON HERNANDEZ

The Anglo Churchill School



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FERNANDA GAYTAN MOJICA

The Anglo Academy



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JORGE ALBERTO BAUTISTA VARELA

The Anglo Academy



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MARIA SUNIEL ANAI SANTIAGO CARDENAS

The Anglo Academy



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CONCEPCION MARIA MAGDALENA GARCIA BERNAL

The Anglo Assessment



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DIEGO ALBERTO OLIVARES RUBIO

Dirección The Anglo



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SARAI FERNANDA GARCIA HERNANDEZ

The Anglo Churchill School



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LUISA SERVIN Y COMPEAN

The Anglo Academy

