

**NEWSLETTER**

ONE  
**ANGLO**



**The Anglo  
Foundation**®

# INDEX



ONE ANGLO ..... 01



OUR FOUNDATION ..... 03



PROFESSIONAL DEVELOPMENT ..... 37



WELFARE ..... 38



OUR TALENT ..... 40

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



**The Anglo**  
Foundation®

# OUR FOUNDATION

Dear Colleague,

We are very pleased to announce that the Pillars of the Foundation video is now available in our newsletter. Visit as many times as you like and see how our value proposition is shaped.



Let's keep transforming lives!



# ★ Children's Day ★

To all the TAF community we would like to thank you for making an incredible "Día del niño y de la niña" (Children's Day) by coming dressed as the little boy or girl that lives inside us. We would also like to

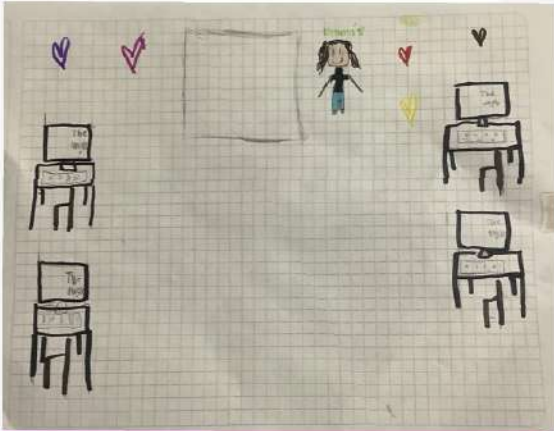
acknowledge the participation of the little ones of the house for sending their letter in which they expressed how proud they are that their family member belongs to the TAF family.



We would like to share the images of this great celebration with you.







Hija de Nayeli Herrera García



Hijo de Gilberto Maldonado Martínez

The Anglo is the best school in the world



Sobrinos de Hugo Fabila Patiño



Hija de Diana Garcés Saldaña



Hija de Christian Trujillo Lechuga





Hija de Jair Iván Ramírez Fabian



Hijo de Víctor Manuel Herrera

Me gusta que mi mamá trabaje en el the anglo por que:

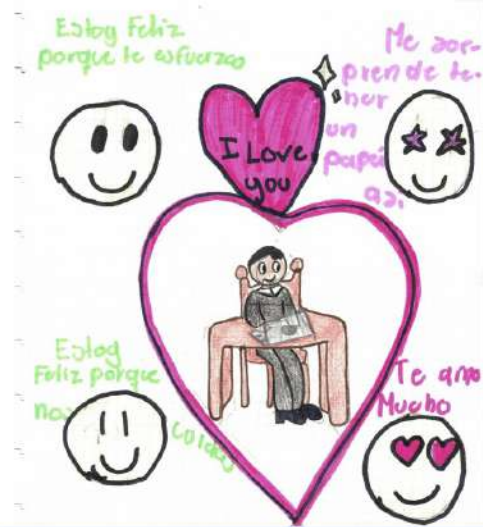
- 1. Cuando tengo preguntas ella tambien
- 2. Comparte con los viernes justos para ser a veces el The anglo.
- 3. Me ayuda cuando no entiendo algo de la clase.

por mamá y se Justa



Carlos Manuel Escobar Pizarro

Hijo de Iroshima Bojórquez Aispuro



Hija de José Alfredo Islas



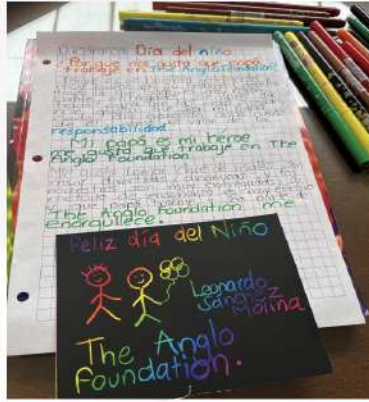
Hijo de José Alfredo Islas



Hijo de José Alfredo Islas



Hija de Jennifer Jiménez Chávez



Hijo de Víctor Hugo Sánchez



Hija de Víctor H. Manuel Alcántara



**Churchill**  
School & College



Hija de Diana Citlali Zagal Villegas



Hija de Ale Ramos



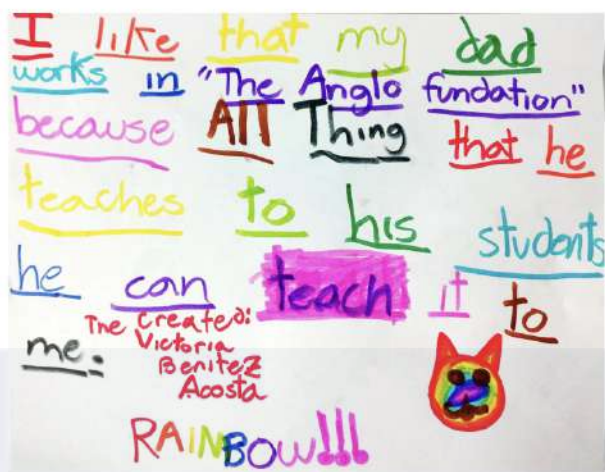
Hijo de Ale Ramos



Hijo de Lourdes Moreno



Hija de Francesca Brooks - Moizer



Hija de Mario Alberto Londoño



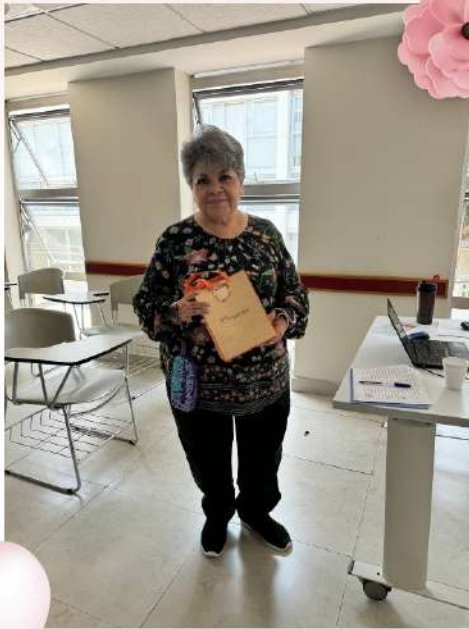
Hija de Esteban Pérez





## Mothers' Day Celebration TAF

At The Anglo Foundation we celebrated the mothers of the Foundation with a little present for them. We hope they enjoyed their day in the company of their loved ones.







## International Day of Innocent Children Victims of Aggression 04th June

Child labour persists as one of the most pressing concerns on the global scene. Despite the efforts made in recent decades, millions of children around the world continue to be victims of this practice that undermines their fundamental rights and limits their holistic development.

In response to this reality, the Member States of the United Nations have declared 2021 as the International Year for the Elimination of Child Labour, reaffirming their commitment to end child labour by 2025, in line with Target 8.7 of the Sustainable Development Goals.

The COVID-19 pandemic has intensified the challenges in the fight against child labour. The resulting economic and social crisis has pushed more families into poverty, forcing many children out of school and into the labour market.

It is crucial to understand that this situation not only affects children's present, but also compromises their future and that of societies as a whole.

On the occasion of World Day Against Child Labour 2021, the International Labour Organization (ILO) and the United Nations Children's Fund (UNICEF) will present new

global estimates and trends in child labour. These figures will not only highlight the magnitude of the problem but will also guide the actions needed to eliminate it.

It is crucial to recognise that child labour is not confined to a specific region or sector. It manifests itself in various forms and contexts, in both urban and rural settings, affecting children of all ages and from all walks of life.

It is also important to note that child labour not only deprives children of their right to education and play, but also exposes them to hazardous and exploitative conditions that compromise their physical, emotional, and psychological well-being.

To effectively combat child labour, it is essential to address its root and structural causes, which include poverty, social exclusion, lack of access to education and inadequate social protection. This requires a comprehensive approach involving

governments, employers, trade unions, civil society organisations and the international community as a whole.

In the context of Latin America and the Caribbean, the prevalence of child labour remains a worrying reality. According to ILO and UNICEF data, it is estimated that 8.2 million minors work in the region, facing situations of risk and vulnerability.

In this regard, it is essential to strengthen public policies and social protection mechanisms, guaranteeing universal access to quality education and promoting decent work for adults. It is also necessary to raise awareness in society as a whole about the importance of protecting children's rights and building a future free of child labour. It is the responsibility of each one of us to contribute to building a fairer and more equitable future for generations to come.

<https://www.cndh.org.mx/documento/en-el-dia-internacional-de-los-ninos-victimas-inocentes-de-agresion-que-se-conmemora-este>



# World Environment Day

5th June





# National Day of Mexican Sign Language

10th June

*"Sign languages, like any other language, allow freedom of expression and the exchange of ideas. They promote learning, teaching, work and participation in public and private life. The use of sign language is also a cultural right of deaf people and is an essential factor in preserving and promoting their sense of identity and community."*

**Michelle Bachelet**  
**United Nations High Commissioner**  
**for Human Rights 2019**





## Courses abroad.

# ACE PROGRAMME UNITED KINGDOM 2024



This Easter, we had the opportunity to get to know the ACE PROGRAMME of Dusemond Study Programmes and Kase travel, our partners in the programmes we have in the UK for children and teenagers.

For 21 days the children embark on a challenging adventure where they test their English language skills, their leadership and teamwork skills, as well as getting to know magical places surrounded by a safe and fun environment.



The first part of this programme takes place in a Boarding School where they take classes in the school's classrooms focused on developing a weekly team project. The teams are made up of children of different nationalities who share the same level of English. Each week they present their project and compete to be the best, they receive recognition for having completed the module and at the end of the competition, the winning team wins the ACE cup.



In the school canteen they receive buffet style meals and, in the afternoons, they complement their learning with recreational and integration activities. In addition, visits to cities such as Cambridge and Oxford, among others, are organised.

At the end of this 2-week period the students say goodbye to their international classmates to go on their "cultural extension", on this trip we visited London for 7 days where we were able to visit places such as the studios where the Harry Potter films were filmed, Wembley Stadium, Buckingham Palace, the British Museum among many others.

The cultural extension can also be to Amsterdam, Bruges and Brussels, Paris, or Edinburgh and Dublin - without a doubt, wonderful places where the children learn while they enjoy an unforgettable experience.

We are about to start the promotion for 2025. If you require more information, contact me and I will inform you in detail about these programmes. Yours sincerely: Nayeli Herrera  
[nayeli.herrera@theanglo.mx](mailto:nayeli.herrera@theanglo.mx)



# Graduation Ceremony

## PGCE 2024



On April 27th, the graduation ceremony for the Postgraduate Certificate in Education (PGCE) class of 2022-2023 took place. It was an honor to recognize the achievements of our graduates, presenting them with their certificates and documents accrediting the successful completion of their studies. Additionally, we celebrated the awarding of certificates for the

Teaching Specialty. During the ceremony, our former students Paul Michael Mclean and Karina Mejía Segundo delivered two heartfelt speeches, which allowed each attendee to relive their challenges, learnings, and experiences gained throughout the year.





As is customary, we were privileged to have the presence of the Chief Academic Officer, Simon Brewster, representing The Anglo Foundation, and the Senior Tutor and Director of SCITTS & Overseas Programmes| University of Buckingham, Faculty of Education, Stephen Cook, representing the University of Buckingham. They joined in celebrating with the graduates and their families.

We were also honored by the presence of the directors from the various schools with whom we currently collaborate. We extend our gratitude to the administrative staff of the Institute, who have been instrumental in the development of each graduate. Their support ensured the success of this event once again.

**Congratulations to all our PGCE graduates!**



Improve your  
English with classes

**Free of  
charge!**



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

**Nina Chávez**

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



# Alliance for Inclusion and Diversity: Glossary



## **Discrimination: an obstacle to inclusion and progress.**

Discrimination, as described, is the unfair and prejudicial treatment of individuals or groups based on their perceived identities and affiliations. It occurs when they are denied opportunities or services because of factors such as race, ethnicity, gender, sexual orientation, disability and age. This unfair practice is not only morally wrong, but also illegal in many countries, including Mexico, where constitutional provisions aim to protect human dignity and individual rights.

Discrimination can be a significant barrier to progress. It not only hinders social cohesion, but also affects public health. Stress caused by discriminatory practices can lead to various health problems. In addition, the anticipation of discrimination can prevent people from participating in situations where they fear unfair treatment, leading them to miss out on educational and employment opportunities.



Addressing discrimination in educational and cultural settings is not just a matter of legality, it is a fundamental step towards building a truly inclusive society. By raising awareness, promoting acceptance and enforcing anti-discrimination laws, communities can work to eliminate these harmful practices and create environments where everyone is treated with dignity and respect.

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





# World Day Against Child Labour

12th June



Child labour persists as one of the most pressing concerns on the global scene. Despite the efforts made in recent decades, millions of children around the world continue to be victims of this practice that undermines their fundamental rights and limits their holistic development.

In response to this reality, the Member States of the United Nations have declared 2021 as the International Year for the Elimination of Child Labour, reaffirming their commitment to end child labour by

2025, in line with Target 8.7 of the Sustainable Development Goals.

The COVID-19 pandemic has intensified the challenges in the fight against child labour. The resulting economic and social crisis has pushed more families into poverty, forcing many children out of school and into the labour market. It is crucial to understand that this situation not only affects children's present, but also compromises their future and that of societies as a whole.

On the occasion of World Day Against Child Labour 2021, the International Labour Organization (ILO) and the United Nations Children's Fund (UNICEF) will present new global estimates and trends in child labour. These figures will not only highlight the magnitude of the problem but will also guide the actions needed to eliminate it.

It is crucial to recognise that child labour is not confined to a specific region or sector. It manifests itself in various forms and contexts, in both urban and rural settings, affecting children of all ages and from all walks of life. It is also important to note that child labour not only deprives children

of their right to education and play, but also exposes them to hazardous and exploitative conditions that compromise their physical, emotional, and psychological well-being.

To effectively combat child labour, it is essential to address its root and structural causes, which include poverty, social exclusion, lack of access to education and inadequate social protection. This requires a comprehensive approach involving governments, employers, trade unions, civil society organisations and the international community as a whole.





In the context of Latin America and the Caribbean, the prevalence of child labour remains a worrying reality. According to ILO and UNICEF data, it is estimated that 8.2 million minors work in the region, facing situations of risk and vulnerability.

In this regard, it is essential to strengthen public policies and social protection mechanisms, guaranteeing universal access to quality education and promoting decent work for adults. It is also necessary

to raise awareness in society as a whole about the importance of protecting children's rights and building a future free of child labour. It is the responsibility of each one of us to contribute to building a fairer and more equitable future for generations to come.

### Sources

- <https://unric.org/es/poner-fin-al-trabajo-infantil/>
- <https://www.ippdh.mercosur.int/12-de-junio-dia-mundial-contra-el-trabajo-infantil/>
- <https://www.gob.mx/stps/articulos/el-12-de-junio-dia-mundial-contra-el-trabajo-infantil?idiom=es>
- <https://www.ilo.org/global/topics/child-labour/campaignandadvocacy/wdacl/lang--es/index.htm>
- <https://www.un.org/es/observances/World-Day-Against-Child-Labour>

# Reading Week 2023-2024

In The Churchill School's 'Reading Week', The Anglo Arts & Culture in conjunction with The Anglo Foundation Library promoted reading and writing to primary and secondary students.

In primary, they created a poem from "Where I'm From" by poet George Ella Lyon. The activity can be found in The Walk: Education and Activity Pack that accompanies Little Amal. This British project, created with the support of The Anglo Arts & Culture, seeks to raise awareness of the reality of displaced, migrant or refugee children.

The winners of this activity were:

**Constanza D. from 4th grade, Mateo D. from 5th grade and Fatima G. from 6th grade.**

In secondary school, a digital rally was created about British literature and the collection that The Anglo Foundation Library has available for the whole community. The winners were:

**Maria R. from 1st grade, Dasha D. from 2nd grade and Ana Z. from 3rd grade.**

Thank you to all the students for their participation!

I ♥ BOOKS



# De donde Soy??

Soy de mi ventana

De cuna y cobija

Soy de un lugar con olor a lluvia  
y lleno de maravillas

Soy de un árbol de naranjas

Cuya armonía es brillante

Soy de Didi, Chester, y Blanca  
y de comer dulce de leche

Soy de Navidad  
y de comida Francesa y Mexicana

Soy de accidentes  
y de boda

Soy de amor

Soy de los momentos más  
hermosos. de

# "Where I'm From"

I'm from a spice place none-where  
else than Mexico City.



From a little girl getting a new dog and  
a tragical moment when grandma died.

I am from a house that everyone is loved

And where the cherry of the pie is funny  
moments



I'm from the palm tree that growth with  
me in my camp house of Cocoyoc

Whose makes me feel the winth of the  
clouds blowing



I am from my Mom Dad & Sis

And from a place I can be loved & love

I am from a place where I have my  
memories of a little girl excited waiting for her presents

And from a delicious turkey with pasta

I am from the bst of my grandma

And from not having grandparents but a grandma that loves me

I am from my baby elephant that I got since I  
was born

## De donde soy,

soy de mis gatos.

De mis peluches y carritos.

Soy de las ruedas que vibran cuando usaba mi triciclo,

y de una casa espaciosa y bonita

soy de las lavandas de mi mamá.

Cuyos colores eran hermosos.

Soy de Abu, Tita y Nef.

de comprar lechitas Hershey, Yakult y jugar Wii-U.

soy de cada sábado comer pizza.

y de comer flan y chile relleno de Tita.

Soy de Saludar a mi Abu cuando iba a su casa.

y de cenar con toda la familia en Navidad.

soy de mi Wii-U.

soy de los montos donde me juntaba con mi familia.

THE  
**WALK**  
EDUCATION  
and ACTIVITY  
pack



THE  
**WALK**





## *Soyez réalistes, demandez l'impossible*

In the French May of '68, one of the most popular slogans was *soyez réalistes, demandez l'impossible*, let's be realistic, let's ask for the impossible, and years later it was paraphrased as let's do the impossible. Why is a political movement like May '68 concerned with (im)possibility? Haven't we learned that politics is concerned with what is *de facto*, rather than with possibilities? Why would a student movement demand the impossible, and why does this concern us today?

Since time immemorial there has been a debate about language: is it natural, and thus the essence of things is hidden in words, or is it

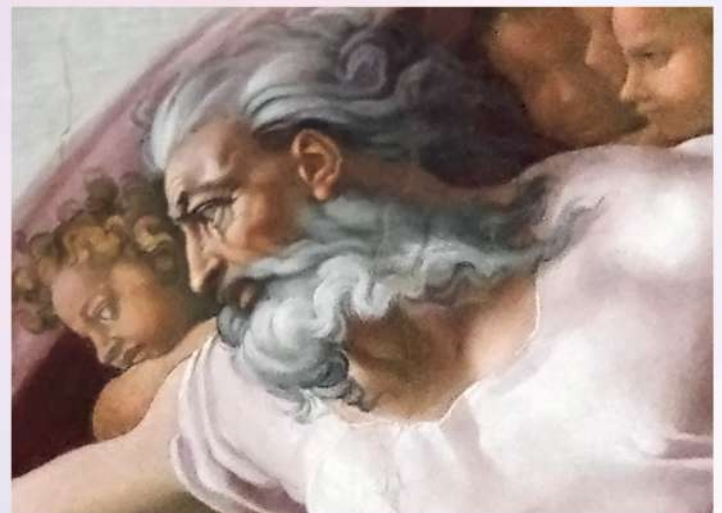
completely arbitrary and artificial, and thus the correlation meaning-signifier-referent is itself arbitrary? If it is the first option, language has a metaphysical reality which, when understood, would allow us to understand the intrinsic nature of things; if I understand the word atom (a-particle indicating privation; tomo-partie = without parts, the part without parts) I understand the intrinsic nature of that which is an atom. If it is the second option, it is only because I understood the atom itself and understood that it is indivisible that I could assign to it a term that explains that indivisible nature. Is it not that it is both and neither at once?



For some cultures, such as the Hebrew, language has a weight that is not metaphysical but ontological, and moreover, it is creative. For them, God created the world through language because it was through language that he endowed creatures with essence. In other words, because God named Adam Adam (אָדָם = Adam = person, which is a cognate of אֲדָמָה = adamá which is earth, Adam

= the one made of earth, clay) is because he conferred its essence on him: that he was made of earth. Taking away the biblical character: because we name the atom as such, it is that the atom has its essence; we create, we determine the essence of it, the atom through language. And even better, we create language - arbitrary as it is, it carries a very powerful creative ontological weight. Naming things gives them existence, endows them with reality. Name' comes from the Greek νομα, onuma, which means omen or destiny.

In The Question of Social Transformation, Judith Butler explains that who and what is considered real - who and what we can name - is not only a question of knowledge but also of power, and argues that this is why politics must be concerned not only with what is real, de facto, that which we can already name, but also with possibility, or impossibility: that which we may not yet be able to name or know how to name.





What are the possibilities of existence for queer people and why do people hate it so much when queer people name themselves, create new languages - new pronouns for example - and thereby create new realities or, if you prefer, expand reality? What about the difference in naming someone a mental case or a person with neurodivergence, and in what ways can this determine their existence?



If language has ontological weight and is a creator of the reality we inhabit, expanding that language to allow for the existence of certain people becomes a matter of political priority: as long as the existence of certain people continues to be denied through language - not respecting pronouns; that every time I arrive at a restaurant they call me "miss" and then correct themselves and call me young man or gentleman and apologise as if being a miss is a bad thing, or the opposite, they call me gentleman and then miss and blah blah blah; that there are no toilets and safe spaces for people whose gender does not conform to binarism, etc. - it is possible that the existence of such people is denied in more radical ways.



In short, it is important to be able to name things and people. By naming them we endow them with reality and respect their dignity.

But this also has poetic overtones. *Soyez réalistes, demandez l'impossible*. If we demand and do the impossible, we place ourselves in a new realm of the politics of (im)possibility: it is an unexplored terrain that is ready to realise that which we cannot even conceive of yet, to

realise that which is still impossible. A few years ago, I saw a school manager make a fellow teacher cry because she didn't wear enough make-up or dress feminine enough; I thought it would be impossible for this kind of issue to be dealt with openly, that it would be impossible to come dressed as I pleased. But somehow, we did the impossible. It is important that we continue to demand the impossible. That we continue to name ourselves with all the polysemy that this implies.



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





HAPPY

Father's  
Day



*"When a newborn baby squeezes its tiny fist for the first time on its father's finger, it has him trapped forever."*

**Gabriel García Márquez**



# The Happiest Day of the Year

(Yellow Day)  
**20th June**



## National Pedagogues Day

**26th June**

*"Education is the most  
powerful weapon to change  
the world."*



## 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](mailto:talento@theanglo.mx)





**Stress and anxiety are the most common problems people suffer from nowadays, due to being connected all day long.**

Taking care of our **mental** and **emotional health** in these times is fundamental, that's why we share with you some tips so that you can have emotional balance.

## **MAKE ROOM FOR YOUR NEEDS**

**Your self is the most important thing:** learn to defend your personal space and give yourself the breaks you need to face your day with more strength.

## **LIVE ONE DAY AT A TIME**

Worry about **focusing on your day-to-day life** and keep on prioritising. It's OK if you don't manage to complete everything in one day, **it's not a race.**



## FIND SPACES FOR DIALOGUE

**Avoiding** or repressing your emotions can have **negative consequences**, so it is essential to have **space to express them freely**.

## GET ACTIVE!

One thing that has a big **impact** on **physical well-being** is **exercise**, although not everyone is very keen on it.

However, **it doesn't take a lot of effort** to stay active.

It is very important to keep your **body active**, as your physical state will also **influence** your **emotional and mental state**.

## YOU CAN'T, AND DON'T NEED TO CONTROL EVERYTHING

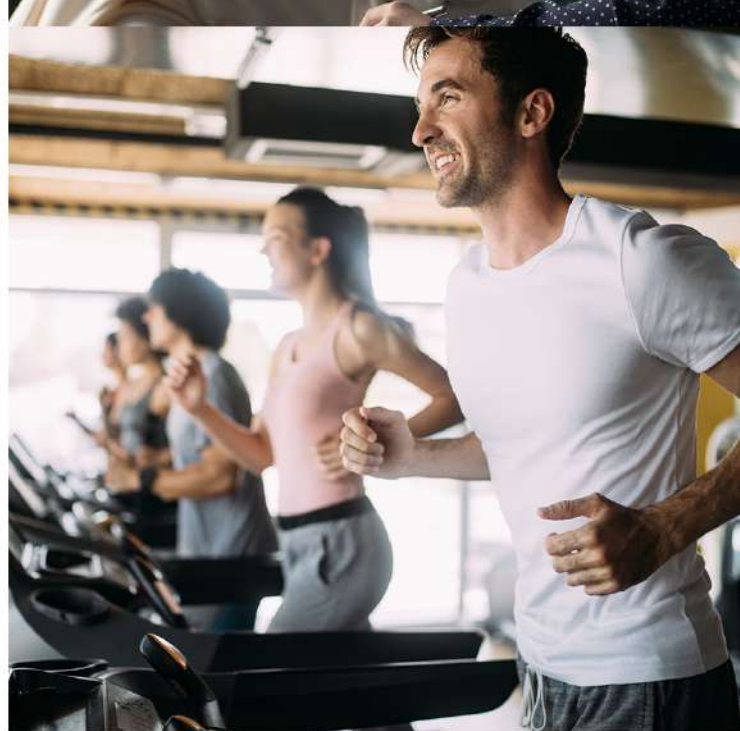
There are always factors that are **out of your control**, and you must **learn to let go of them**.

**Focus on what is in your hands.**

If you require emotional support, the **ORIENTA PAE team** is here to help you.

Contact us at **442 295 3001** or at **800 999 2233**

[www.orienta-me.com](http://www.orienta-me.com)



# JUNE Birthday

01



**CARLOS FRANCISCO  
CACIQUE DURAN**  
TAF

02



**GEMA ZAMORANO  
BARRANCO**  
The Anglo Academy

03



**CITLALI YAHAL KAB  
DE DIOS HERNANDEZ**  
The Anglo Arts & Culture

03



**HUGO GUSTAVO  
FABILA PATIÑO**  
The Anglo Academy

03



**RICARDO TAVARES  
JACOBO**  
The Anglo Academy

03



**VIRGINIA SERRANO  
PINEDA**  
The Anglo Churchill School

03



**ANA LAURA  
MILLAN CAREAGA**  
The Anglo Churchill School

04



**LUCERO ESMERALDA  
BEJARANO CORTES**  
The Anglo Assessment

04



**JESUS GUTIERREZ  
PINEDA**  
TAF

04



**PATRICIA TEN  
MOLINA**  
The Anglo Churchill School

05



**ALEJANDRO TOVAR  
GALVEZ**  
The Anglo Assessment

06



**IRVING SAMUEL  
CRUZ ENRIQUEZ**  
The Anglo Assessment

07



**OSCAR IRINEO  
ESQUIVEL**  
TAF

08



**LUIS MIGUEL  
CASTELLANOS-TORRES**  
The Anglo Academy

08



**CINTHIA JAZMIN  
GONZALEZ ESPINO**  
The Anglo Academy

08



**RAMON HERNANDEZ  
CORNEJO**  
The Anglo Assessment

08



**HECTOR VAZQUEZ  
GARCIA**  
The Anglo Academy

09



**FERDALY ALBORES  
GAMBOA**  
The Anglo Churchill School

09



**ELIZABETH ESPINO  
RUIZ**  
The Anglo Professional

10



**DANIELA ALBERTA  
BERNARD PEREZ**  
The Anglo Churchill School

10



**PEDRO ARTURO  
PERALTA LUENGAS**  
The Anglo Churchill School

11



**ANA LAURA  
CRUZ HERNANDEZ**  
TAF

11



**SILVIA BERENICE  
GONZALEZ BASURTO**  
The Anglo Churchill School

12



**SAMUEL BRISEÑO  
GARCIA**  
The Anglo Academy



**ESTEFANIA ROCHA ESCOBAR**  
The Anglo Academy



**MONICA CATALINA YANIZ GARCIA**  
The Anglo Churchill School



**HAIDEE SAUER CANDANEDO**  
The Anglo Churchill School



**MARIA DEL PILAR PICHARDO BANQUELLS**  
The Anglo Academy



**JENNIFER LADD PARADA**  
The Anglo Academy



**LUIS ANTONIO GONZALEZ DELGADO**  
The Anglo Academy



**JUAN MANUEL ENCINAS OSEGUERA**  
The Anglo Churchill School



**JONATHAN CHARLES HAYGARTH**  
The Anglo Churchill College



**THALIA EDUARDO UGARTE**  
The Anglo Academy



**EMMANUEL BAEZA HERRERA**  
The Anglo Academy



**CAMERON KEITH ANTHONY LUDOWYKE**  
The Anglo Churchill School



**NORA BENITEZ PEREZ**  
The Anglo Churchill School



**KATYA GUTIERREZ JUAREZ**  
The Anglo Academy



**MIGUEL ANGEL BARREDA VENEGAS**  
The Anglo Academy



**JORGE PINEDA SIERRA**  
The Anglo Academy



**OMAR ZAID DIAZ HERNANDEZ**  
The Anglo Churchill School



**JOSE MANUEL HERNANDEZ RODRIGUEZ**  
TAF



**OSCAR EDUARDO URIBE BASTIDA**  
The Anglo Academy



**JUAN FERNANDO CRUZ SANCHEZ**  
The Anglo Assessment



**SHUI KAY TSE**  
The Anglo Academy



**NAHUATL PATRICIA VARGAS JARA**  
The Anglo Academy



**ALICIA FERRARI PEREZ**  
The Anglo Academy



**ELDA BARRON MARTINEZ**  
The Anglo Academy



**CLAUDIA GARCIA COLIN**  
The Anglo Churchill School



**JULIA ANNE BILLINGHAM**  
The Anglo Professional



**GABRIELA SARAI ZUÑIGA JIMENEZ**  
The Anglo Churchill School



**RUARIDH ALASDAIR MACKENZIE**  
The Anglo Churchill School



**NINA CINTIA CHAVEZ AVILA**  
The Anglo Professional



**CERI ANNE BOYES**  
The Anglo Churchill School



**LUDEVINA SANCHEZ ROSAS**  
The Anglo Academy



**JORGE MIGUEL ALCANTAR GARCIA**  
The Anglo Churchill School



**TERESA ROJAS HERNANDEZ**  
The Anglo Academy



**ALDO GONZALEZ ESPINOZA**  
The Anglo Assessment

