



**The fundamental goal of the Teaching-Tutor Diploma is support to the students to find and finish his career professional"**



**DIPLOMA  
TEACHER-TUTOR**

**TEACHING  
GUIDE**

# Guide Didactics

## Introduction

Before the arrival of the Century XXI, organisms international, regional, scholars of topics social, the society civil and the governments started a series of reflections about how they wanted to live in this new century and millennium.

Since then, the trend has been to work from governance, to trigger the goals that allowed -as humanity- approach to a life more sustainable, and that would take us away from the civilizational crisis, in which, in the last 50 years, would end the planet. By 2015, a first revision of those goals and HE considered the 17 Goals of Development Sustainable (SDG) (Nations United, 2015) that lined up, to the least, to the countries belonging to the United Nations system to seek with urgent need to work for a more inclusive, peaceful, equitable and sustainable.



In this context, the Foundation "Marcelino Muñoz" is a institution without Finnish profit, widely known in Mexico and with projection international, which has expanded in America, Europe and Africa, through the development of educational programs. Among them, the Diploma Teacher-Tutor, a training experience based on Constructivism Social, he Connectivism and a Design Instructional dynamic and relevant, in the which HE form the Teachers/Tutors for produce he knowledge didactic that allows you to guide your students on how they should proceed, to avoid the adversities that limit he actuate of life and, undertake projects that allow them to be happy, successful, healthy and able to solve problems different problems that they can introduce themselves to them.

As a contemporary organization, it has an Annual Strategic Plan that guarantees his governance, in attention to the different requirements, administrative and academics, that request the Ministries of Education of the Region educational recognized by his quality and of great worth in it Diploma Teacher-Tutor, has as purpose fundamental bring down he backlog educational, that 70 out of every 100 students who start primary school complete a degree professional and of this shape achieve the quality of life necessary in the people, in their purposes further sublime, live in peace, free, happy, successful and plenary sessions. For this purpose it is necessary that the teachers motivate the students to finish a career professional, a mastery, a doctorate, that finish with a management position or with their own company, with social service and look for a Nobel prize.

Through this educational experience, the achievement of 17 can be supported by the Goals of Development Sustainable (SDG) of the Nations United and increase the number of jobs and companies, all this, putting into practice the 10 Purposes of the Teaching Tutor as guide, counselor and adviser of the students.

This learning project is promoted directly by Dr. Marcelino Muñoz, who stands out that the realization of this can contribute to reduce school dropouts, reduce poverty, migration, unplanned pregnancies, suicides, can increase the employment and the production of the companies, already that HE will have staff highly trained, combat the use of drugs, with the increase of professionals we could improve the socio-economic scenery and reduce their inflation rates.

Diploma Teacher-Tutor from, the point of view didactic HE offer with a duration of 220 academic hours. The duration is (3) three months. The student develops a learning autonomous, self-directed and inspired in the 10 Purposes of the Teacher/Tutor as Guide, Counselor and Advisor to the Students, that constitute the bases for this course.

### **Context of the Program in the mode virtual**

HE has to stand out, that the pandemic caused by the COVID-19 and the measures implemented for treatment to check its spread, they have obliged to all organizations to make decisions on the fly, so they can continue fulfilling its mission, which have brought about transformations significant in all sectors of society, but especially in the educational, where HE they have implemented actions with the purpose of ensure the prosecution of the activities formative in all the levels and modalities. However, reality has shown that most of the educators now had the competencies to face the new challenges that HE you presented, to the threat of migration of the in-person attendance to the virtuality. TO weigh the difficulties, HE they have accomplished identify some best practices that facilitate the development of the activities pedagogical, with the appropriate use of technologies of the information and the communication through the Internet.

Within this framework of ideas, the "Marcelino Muñoz" Foundation has considered relevant put in practice processes of training virtual, using strategies, resources and activities of shape that HE understand and drive the environments virtual, where the Teachers/Tutors can develop the competencies that them allow design best experiences of teaching I learning for their students.

With this diploma HE intends that the Teachers/Tutors can ensure that their students decide on their professional career and for this it is essential to remain in the school and work actively.

### **Public Aim.**

This activity is oriented to any Teacher/Tutor that requires, of manner simple, use tools for managing the Teaching and the Tutoring, in all the levels and educational modalities.

Also they can participate in those trainers that work for the business organizations, working with groups of people.

It matters to leave sitting, that this diploma seeks support to the professionals of education, so that they develop cooperative activities, and this shape reflects and produces knowledge didactic in groups of job highly motivated.

## Admission Profile.

- **Teachers, Tutors, or Educational Counselors:** Education professionals at any level or modality (preschool, elementary, high school, college, and graduate) who wish to optimize their teaching practice.
- **University Students of Education, Psychology, Psychopedagogy, or related fields:** University students in fields such as education, psychology, psychopedagogy, or related fields, interested in acquiring skills for their professional development.
- **Public servants, community leaders, or social leadership professionals:** People who provide support and skills development to individuals or groups, in educational or social contexts.
- **Community Learning Facilitator/Workshop Leader:** Individuals working on non-formal education initiatives, related to work in communities or public/private institutions.

## Goals of the Course.

### Aim general of the diploma

Throughout the Program, the Teacher/Tutor is expected to develop the knowledge, skills, skills and attitudes that you allow route and encourage their students in choosing and completing their career professional, so that he/she can aspire to a management position or to start his/her own business company, to have a project social and even look for a Prize Nobel.

## Goals specific of the diploma

In attention to the aim general before mentioned, HE they have developed a series of goals specific, which HE supports in 10 Purposes of the Teacher/Tutor, as a guide, counselor and adviser of the students.

Below is an image with the previously mentioned information. mentioned.



**10 Purposes of  
teacher/tutor as  
guide, counselor and  
advisor to the  
students**

- 1.- Guide students in the course of their professional career.**
- 2.- Advise students on the importance of attending classes.**
- 3.- Advise them on the benefits of punctuality.**
- 4.- Accompany them when they have failed subjects.**
- 5.- Guide them about sales and being entrepreneurs.**
- 6.- Motivate them to learn to speak in public.**
- 7.- Guide them to make good decisions.**
- 8.- Encourage them to develop social projects.**
- 9.- Promote the practice of values.**
- 10.-Promote physical, mental and emotional health care.**

The proposal by Dr. Marcelino Muñoz this based on their personal experiences and the names "The three adversities further big of my life". AND points out Dr. Muñoz, that the life we send the opportunities wrapped in the shape of issues, that must learn to solve them to keep only the opportunities. Then, he does the following recommendation: The three adversities of the author converted in the three further great opportunities.

- Change of a level of poverty to one of wealth.
- Face the elderly adversity of my life in the business.
- Experiment the effect of a belief.

## **Methodology.**

The proposal of methodology didactics this substantiated in the currents pedagogical of the constructivism and connectivism, So as a design dynamic instructional, focused on teaching and learning in virtual environments.

For such end, is necessary contemplate that all the activities available in the platform educational contain the information necessary for the Teachers/Tutors, in order to generate in them processes of autonomy and self-management to through of the investigation, the reflection and the resolution of cases practical, and of this manner, allow that all the students can achieve his career professional.

Each module is balanced between theory and practice, where HE they have developed strategies so that each Teacher/Tutor can follow their training in a fluid and consistent manner, for immediate application; which converts the experience of learning in significant and located, of agreement with the constructivist approach of education.

As the Teachers/Tutors advance in the training process, will have challenges further relevant that will help to develop attitudes, criticisms and of analysis; which will have repercussions in their tasks as tutors of students and groups.

Likewise, in the different modules, generating questions are raised and didactic strategies to guide reflection among Teachers/Tutors, also the assimilation of the concepts valuable that will accompany his practice professional tutorial. Besides, during his training Iran built a frame theorist relevant that provides support to their activities.

Above all, it is intended to facilitate the development of reflective and searches personal for form teams collaborative that go further there of the academic.

The "Marcelino Muñoz" Foundation considers it of fundamental importance, planning of the activities didactics in line, in this sense HE adopts the concept of Pedagogical Model to establish the guidelines for In this respect and on this basis, the processes of learning, in order to facilitate the definition of purposes and objectives in the didactic activities, as well as the organization, hierarchy, continuity and sequence of the contents, according to the strategies previously formative defined.

In the case of virtual learning environments, the use of Models Pedagogical allows to define the characteristics of the Conversational Environment that should be promoted in virtual spaces, and thus, with the use of Learning and Knowledge Technologies, establish the channels of conversation between Teachers/Tutors and students, using the strategies, resources and activities defined in the Design Instructional.

The Pedagogical Model used by the Marcelino Muñoz Foundation in the Diploma Teacher-Tutor has the following phases:

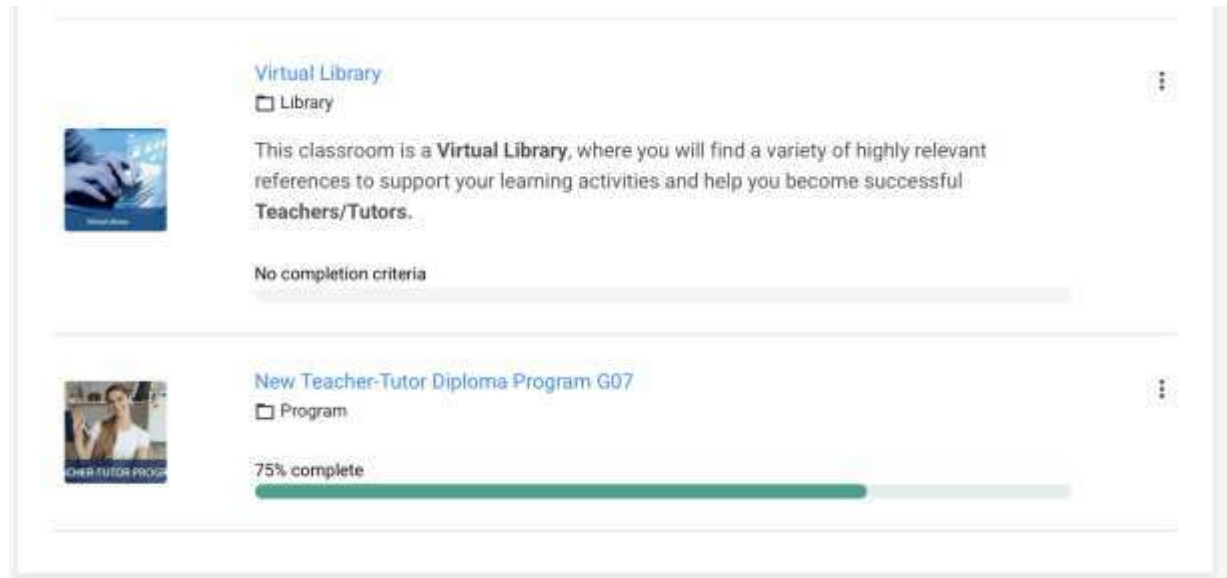
- Capsule Initial Motivational .
- Introduction to the Module.
- Resources Previous.
- Activities of Reflection.
- Assessment.
- Capsule Motivational End.

It will standardize the sequence didactics in the different modules of the Diploma Teacher-Tutor, with the resources and activities relevant, all it described will facilitate the elaboration of the information academics and the certifications.

TO continuation, HE presents a scheme of the main spaces pedagogical virtual that HE have developed in the System of Management of Learning (Moodle), HE highlights that the goal fundamental is this platform learning is to train Teachers/Tutors so that their students can find and finish his professional career.

TO continuation, the environments digital before mentioned:

## PRODUCTS PEDAGOGICAL



## Assessment

This teaching experience requires a high level of responsibility, part of the candidates to Teachers/Tutors, in attention to this HE them exhorts to do a job self-managed and HE aspires that HE show tall levels of cooperation between the participants.

Due to the structure offered by the platform, the criteria that were established were the following:

Firstly, the general structure of the Teaching-Tutor Diploma has been designed to guide Teachers/Tutors throughout the project learning according to a predetermined strategy. They are presented with resources and activities. Therefore, a first monitoring criterion is the advance tidy in modular form.

- Each moment HE completes questionnaires, surveys, and exercises.
- In the second spot, a time that each activity rises to the platform is revised by the equipment academic of the Diploma Teacher-Tutor to be approved or completed, where appropriate, by the Teachers/Tutors in training.

In attention to all it former, he Plan of Assessment is he following:

- **Asynchronous activities** : 50%. During the learning process in the environment virtual (Resources of the module, forum and questionnaire)
- **Activities synchronous** : 50%. Attend **10 videoconferences** . Review the document “ **Schedule of synchronous sessions** of the Diploma Teacher-Tutor”

## Plan of Studies

### Content of the Diploma Teaching Tutor

| Modules                                                                   | Description of activities                                                                                                                                                                                                                                                                                                    | Burden<br>Schedule |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Module General                                                            | Activities Asynchronous. <ul style="list-style-type: none"> <li>Viewing tutorials, editing profiles, forum presentation, discharge and reading of the guide didactics and the Synchronous Session Schedule.</li> <li>Workshop Introduction of the Diploma</li> <li>Resources of the Module.</li> <li>Constancy MG</li> </ul> | 20                 |
| Module 1. Guide to the students in the course of his career professional. | Activities Asynchronous. <ul style="list-style-type: none"> <li>Resources of the Module.</li> <li>Capsules motivational and recordings of conferences.</li> <li>Forum to reflect about the conferences and the purpose.</li> <li>Questionnaire</li> <li>Constancy 1.</li> </ul>                                              | 19                 |
| Module 2. Advise the students in the importance of assistance to classes. | Activities Asynchronous. <ul style="list-style-type: none"> <li>Resources of the Module.</li> <li>Capsules motivational and recordings of conferences.</li> <li>Forum to reflect about the conferences and the purpose.</li> <li>Questionnaire</li> <li>Constancy 2.</li> </ul>                                              | 19                 |
| Module 3. Advise them about the benefits of punctuality.                  | Activities Asynchronous. <ul style="list-style-type: none"> <li>Resources of the Module.</li> <li>Capsules motivational and recordings of conferences.</li> <li>Forum to reflect about the conferences and the purpose.</li> <li>Questionnaire</li> <li>Constancy 3.</li> </ul>                                              | 19                 |
| Module 4. Accompany them when they have subjects failed.                  | Activities Asynchronous. <ul style="list-style-type: none"> <li>Resources of the Module.</li> <li>Capsules motivational and recordings of conferences.</li> <li>Forum to reflect about the conferences and the purpose.</li> <li>Questionnaire</li> <li>Constancy 4</li> </ul>                                               | 19                 |



| Modules                                                       | Description of activities                                                                                                                                                                                                                                                           | Burden<br>Schedule |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Module 5. Guide them about the sales and to be entrepreneurs. | Activities Asynchronous. <ul style="list-style-type: none"><li>• Resources of the Module.</li><li>• Capsules motivational and recordings of conferences.</li><li>• Forum to reflect about the conferences and the purpose.</li><li>• Questionnaire</li><li>• Constancy 5</li></ul>  | 19                 |
| Module 6. Motivate them to learn public speaking.             | Activities Asynchronous. <ul style="list-style-type: none"><li>• Resources of the Module.</li><li>• Capsules motivational and recordings of conferences.</li><li>• Forum to reflect about the conferences and the purpose.</li><li>• Questionnaire</li><li>• Constancy 6.</li></ul> | 19                 |
| Module 7. Guide them to make good decisions.                  | Activities Asynchronous. <ul style="list-style-type: none"><li>• Resources of the Module.</li><li>• Capsules motivational and recordings of conferences.</li><li>• Forum to reflect about the conferences and the purpose.</li><li>• Questionnaire</li><li>• Constancy 7.</li></ul> | 19                 |
| Module 8. Boost them to develop social projects.              | Activities Asynchronous. <ul style="list-style-type: none"><li>• Resources of the Module.</li><li>• Capsules motivational and recordings of conferences.</li><li>• Forum to reflect about the conferences and the purpose.</li><li>• Questionnaire</li><li>• Constancy 8.</li></ul> | 19                 |
| Module 9. Promote the practice of values.                     | Activities Asynchronous. <ul style="list-style-type: none"><li>• Resources of the Module.</li><li>• Capsules motivational and recordings of conferences.</li><li>• Forum to reflect about the conferences and the purpose.</li><li>• Questionnaire</li><li>• Constancy M9</li></ul> | 19                 |



| Modules                                                                                            | Description of activities                                                                                                                                                                                                                                                                                                                                                                                                         | Burden<br>Schedule |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Module 10.<br>Promote him to be<br>careful of his<br>health, physical,<br>mental and<br>emotional. | Activities Asynchronous. <ul style="list-style-type: none"><li>Resources of the Module.</li><li>Capsules motivational and recordings of conferences.</li><li>Forum to reflect about the conferences and the purpose.</li><li>Questionnaire</li><li>Constancy M10</li></ul>                                                                                                                                                        | 19                 |
| Closing Area<br><br>(Synchronous<br>sessions.)                                                     | Activities Synchronous <ul style="list-style-type: none"><li>10 participations in the synchronous sessions of the Marcelino Muñoz Foundation's Conference Agenda Asynchronous Activities</li><li>Attendance percentage</li><li>Report of the practice end of the Program recording 3 videos ( <b>Activity voluntary</b> )</li><li>Download the Diploma of Completion (Activities in platform + Stake in 10 conferences)</li></ul> | 10                 |
| Total of hours                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                   | 220                |

The Diploma is designed in mode in line, in the System of Management Moodle Learning ([www.campusfmm.com](http://www.campusfmm.com)) which has, among others, the use of the following didactic resources:

- **Videos:** Slides, explanatory videos, animations and other media audiovisuales that help visualize complex concepts and facilitate the comprehension of the subject.
- **Texts:** Documents, manuals, guides and readings that provide information structured and detailed about the topics of the diploma.
- **Audios:** HE present the audios of the texts presented, wearing artificial intelligence tools.
- **Questionnaires:** Are part of the process of learning and metacognitive of Teachers/Tutors, as well as for their evaluation of knowledge through an exam for each module.
- **Surveys:** They help with the assessment and growth of the issue.
- **Support:** Teachers/Tutors can communicate via email electronic support where your doubts are resolved and your needs are attended to needs of learning and administrative.
- **Forums of discussion:** Platforms where the participants can interact, discuss ideas, pose questions and collaborate in the construction of the knowledge.
- **Videoconferences:** Live sessions where experts or facilitators argue topics relevant, respond to questions and provide clarifications additional.
- **Library digital:** Access to resources complementary as books electronics, articles academics and bases of data specialized about the Diploma.
- **Tutoring and consultancies personalized:** Sessions individual either group with tutors either facilitators for solving doubts specific and provide orientation academic.

## **Profile of the Graduate.**

It is necessary that teachers trained in this Teaching Diploma- Tutor apply his self-knowledge and formulate expectations professionals that HE conjugate with his development next as tutors, getting involved in a process of construction with their students occupying items as:

### **Knowledge**

- Concepts keys for the development of practices in tutorials.
- Concepts clue of the theory analytical existential about the concept of sense in life.
- The fundamentals of the analytical existential method for the accompaniment applied to tutoring.
- Bases conceptual about frames academics.
- Fundamentals differentials between tutoring, guidance, education and psychotherapy.
- Concepts clue about various forms of communication interpersonal.
- Bases theoretical about didactics educational for the self-management of the students tutored.
- Fundamentals basics of skills for life, particularly, take decisions and projects of life.

### **Skills**

- Ability of observation, analysis and synthesis.
- Sensitivity to detect needs that present their students.
- Learning is continuous and self-directed.
- Of communication assertive.
- Of listening actively.
- Of comprehension, empathetic and consideration positive unconditionally.
- Opening in view of the tolerance to the frustration and the changing of the students.
- Skills and habits for clearly their scopes and limitations as Teacher/Tutor.

- of strategies with regarding the achievement of academic objectives.
- Skills for the systematization of information.
- About assessment of results in processes of tutorial.
- Of thought critical.
- Ability for the ID of difficulties academics related with the habits of study.

### **Attitudes**

- Responsibility.
- Empathy.
- Commitment.
- Of confidentiality.
- Of accompaniment.
- Of interest authentic by the other.
- Car observation.
- Maturity for the achievement of goals.
- Code ethical.

### **Skills**

- For he use of technology adequate for the follow-up of processes educational.
- Ability for the drafting of information.

### **Certification**

Upon completion of this training diploma you will obtain a diploma that will accredit 220 hours of training in a period of (3) three months as maximum, being able to finish before fulfilling the hours of dedication. For get it you must achieve with the following requirements:

- Participate actively in the around virtual of learning, analyze all the resources proposed and participate in all the activities planned in experience formative virtual.

- Develop all the activities of the modules until completing and passing the 10 modules according to the time established for each Generation.
- Discharge the constancy of conclusion of each module.
- Assist and register the stake in the link of attendance, in minimum 10 Synchronous sessions of the programming of the Marcelino Muñoz Foundation

## Model of the Diploma End of the Diploma Teaching Tutor







**EVALUATING AND CERTIFYING  
ENTITY CONOCER  
NUMBER: ECE-641-25**

**CONTENT**

| ACTIVITY       | ACTIVITY DESCRIPTION                                        | TIME                   |
|----------------|-------------------------------------------------------------|------------------------|
| GENERAL MODULE | INTRODUCTORY WORKSHOP FOR THE DIPLOMA                       | 20 hours               |
| MODULE 1       | GUIDE STUDENTS THROUGHOUT PROFESSIONAL                      | 19 hours               |
| MODULE 2       | ADVISE STUDENTS ON THE IMPORTANCE OF CLASS ATTENDANCE       | 19 hours               |
| MODULE 3       | ADVISE THEM ON THE BENEFITS OF PUNCTUALITY                  | 19 hours               |
| MODULE 4       | ACCOMPANY THEM WHEN THEY FAIL SUBJECTS                      | 19 hours               |
| MODULE 5       | GUIDE THEM ON SALES AND BEING ENTREPRENEURS                 | 19 hours               |
| MODULE 6       | MOTIVATE THEM TO LEARN TO SPEAK IN PUBLIC                   | 19 hours               |
| MODULE 7       | GUIDE THEM TO MAKE GOOD DECISIONS                           | 19 hours               |
| MODULE 8       | ENCOURAGE THEM TO DEVELOP SOCIAL PROJECTS                   | 19 hours               |
| MODULE 9       | PROMOTE THE PRACTICE OF VALUES                              | 19 hours               |
| MODULE 10      | ENCOURAGE THE CARE OF PHYSICAL, MENTAL AND EMOTIONAL HEALTH | 19 hours               |
| CLOSING        | SYNCHRONOUS SESSIONS                                        | 19 hours               |
|                |                                                             | <b>TOTAL 220 hours</b> |

**LOGOS OF INTERNATIONAL INSTITUTIONS**



**CLASSROOM VALUE VERACRUZ MEXICO**

| Grupo | Escalafonario    | Código | Valor Escalafonario |
|-------|------------------|--------|---------------------|
| I     | AT RD. 1002.2022 |        | \$ 8181             |
| II    | AR RD. 2002.2022 |        | \$ 8381             |
| III   | AT RD. 3002.2022 |        | \$ 7981             |

Official Letter: SEV-OM-CEMU/PR-049-2022 dated: Xalapa, Ver., April 1, 2022, authorizing the Joint Commission of the CLASSROOM.

**Important:** "The final diploma will be available for download through the virtual platform once the evaluation plan has been completed. Its safekeeping is the responsibility of each participant."

## Institutions, Associations and Organisms that endorse the Diploma Teaching Tutor.

### TO. Mexico

- Institute Educational River Bravo IERB
- Union National of Workers of the Education Veracruz
- Secretariat of Education Veracruz SEV
- School National of Education Professional Technique CONALEP, Zacatecas, Mexico.
- University Technological Group Cancun Campus
- University Technological Metropolitan of Saint Luis Potosí

- g. Universidad Intercultural de Chiapas
- h. Universidad UNICA
- i. Universidad Autónoma de Querétaro
- j. ISEO Grupo Educativo

**B- Bolivia** (In this country it is considered an Advanced Comprehensive Educational Program "Teacher Tutor")

- a. National Confederation of Rural Education Teachers of Bolivia – CONMERB.
- b. National Confederation of Professionals of Bolivia - CNPB.
- c. Confederation of Urban Education Workers of Bolivia - CTEUB.
- d. College of Professionals in Educational Sciences of Santa Cruz - COPECRUZ.
- e. Gabriel Rene Moreno Autonomous University - UAGRM.
- f. Amazonian University of Pando - UAP.

**g. Autonomous University of Beni José Bolívar - UABJB**

Tarija Network of Community Promoters for the Prevention of Gender-Based Violence.

"Manos a la Obra" Tarija Association of Textile Workers and Artisans.

CEUBh. Juan Misael Saracho Autonomous University - UAJMS.

- i. Royal and Pontifical University of San Francisco Xavier de Chuquisaca - USFX.
- j. Departmental Directorate of Education of Potosí
- k. Departmental Directorate of Education of Santa Cruz
- l. Departmental Directorate of Education of Beni
- m. Departmental Directorate of Education of Cochabamba
- n. District Directorate of Education of Viacha-La Paz
- o. San Simón University - UMSS.
- p. Tomás Frías Autonomous University - UATF.
- q. Tarija Network of Community Promoters for the Prevention of Gender-Based Violence.
- r. "Manos a la Obra" Tarija Association of Textile Workers and Artisans.
- s. CEUB

### **C. Paraguay**

- a. Institute National de Education Superior “Dr. Raúl Rock” – Paraguay
- b. Institute de Training Teacher “Santa Matilde” Paraguay
- c. Ministry de Education Paraguay.

### **D- Colombia**

- a. Peace to the Nations Mission University
- b. Santiago de Cali University
- c. Cauca Governorate - Secretariat of Education and Culture.

### **AND- Ecuador**

- a. School of Business SIGMA – Training Certified
- b. University Bolivarian of the Ecuador
- c. Institute Superior University Bolivarian of Technology
- d. Health Foundation A New Beginning
- e. FAE Aeronautics Social Club

### **F- Honduras**

- a. School of Pedagogues of Honduras (COLPEDAGOGOSH)
- b. School Professional Overcoming Magisterial Honduran (COLPROSUMAH)

### **G- Peru**

- a. Teaching of Education UGEL No. 06 – Peru
- b. College of Teachers of Peru

### **H- Coast Rich**

- a. University International Saint Isidro Labrador

### **I- India**

- a. Foundation Gandhi Mandela

## **J- Republic Dominican**

- a. Foundation Path DR 2030 SDGs

## **K- Spain**

- a. Women Leaders America
- b. Institute New Masculinity.

## **L- Cuba**

- a. Ministry Education Superior Cuba

## **M- United States**

- a. World Advanced University

## **N-Guatemala**

- a. University of San Carlos of Guatemala.

## **Ñ- Argentina**

- a. Tucumán Association of Provincial Educators
- b. Educational Future Foundation
- c. A.PA.IM. Tucumán
- d. FEV Fundación Elijo Vivir
- e. Fundación A.CELTUC
- f. Fundación Tiempo de Igualdad
- g. FUNDEMI Equipo Pedagógico

## **O- Nigeria**

- a. Skill Acquisition Institute for People with Disability

## **P- Cameron**

- a. Diaspora Modèle Citoyen Modèle Cameroun 237

## **Q- Venezuela**

- a) Universidad Dr. José Gregorio Hernández

## Facilitator Major – Biography - Dr. HC Marcelino Muñoz



Visionary and entrepreneur by nature, he created his first business at the age of 18. Founder and president of Cluster JOMAR chain of auto parts stores automotive to national level in Mexico with distribution in 12 states of the Mexican Republic.

Founder and president of Foundation Marcelino Muñoz, Purpose of Life, Foundation Plan of Global Development, projects focused on education, within the national territory and in Lima, Peru. Recognized in Mexico City as one of the best exhibitors by the International Chamber of Speakers, in Mexico City, in November 2018 and August of 2019.

He has participated in major countries internationally on three continents and within the territory National having an attendance in view of 12 thousand people in the Sand Monterrey, in the city of Monterrey Nuevo Leon.

Speaker in the Meeting World of Values, with further 24 exhibitors details international in four consecutive years 2016 to 2019. As an integral human being, also is a outstanding athlete. Ha been distinguished as champion national and international and Pan American medalist in karate 1981-1986. Marathon runner of 5, 10, 20 and 42 kilometers.

Composer of further 20 songs related to the motivation of being human.

Considered one of the most influential writers today and author of the Book Purpose of Life edited in the Philippines by editorial Palibrio and printed in States United in the city of Los Angeles, California, where it participates in the international book fair in the year of 2016.

Also that year until the date in the fair international of the book presented by the Technological of Monterrey. In its eleventh edition it was edited and printed in Mexico City by Porrúa publishing house and presented in the city of Paris, France, at the Viva México Festival and its construction site most recently 10 Goals to Achieve the Retention School.

In his eagerness of self-knowledge ha assisted numerous seminars and conferences around the world, taught by the most important doctors, psychologists, scientists, philosophers and rights humans.

Ha studied in two of the most prestigious Institutes of Studies Superiors High Address of Companies in the world: IPADE, in the city of Monterrey NL Mexico and IESE University of Navarre in Madrid Spain, both subsidiaries of the University from Harvard in the USA.

Other important distinctions include: Six Honorary Doctorates, awards received in the city of Guadalajara Jalisco in 2016, in 2017 in the city of Chihuahua and in the year 2019 in the city of Monterrey in the Palace Legislative of Saint Lazarus and in the Museo Soumaya in City of Mexico; in virtue to his work in benefit to the education, the values and rights humans to favor of the nation and of the humanity.

He was awarded the National Prize for Literature received in Mexico City in November 2019, for his two written books and his excellent career in the field of letters, commitment to making literature a source of wisdom for every human being and a great input to education in the world.

Recognized as a citizen copy in the city of Monterrey, New Lion by the Paz Foundation is... in the year 2018 this with the objective of generating, promoting, supporting and participating in actions positive in favor of peace through citizen participation.

In July 2019, he participated as a member of the System Liaison Council Educational Conalep of the state of New Lion and from that same month, was appointed Member of the Advice Municipal of Prevention Social in the city of Apodaca, New Lion, Mexico.

TO leave in October of 2019 shape part as a member adherent and honorary in the Coordinator National for the Transformation of the Education (CONATEP); creating alliance between Mexico and Peru, developing the quality education, the science and the culture in benefit of all the students and teachers of that country South American.

In November 2019 he was awarded the Peruvian Golden Condor award, a prize awarded by the National Association of Writers and Artists (ANEA) to the writer and Nobel Prize winner Mario Vargas Llosa, recognition granted by their two books.

In October 2022 he achieved the Guinness World Records title for the Most people connected in a mental health awareness lesson broadcast on Facebook with further two thousand people connected.

In the year 2022 was nominated to two awards Nobel of the Peace and of Literature are his book

Purpose of Life, whose result HE will know in the year 2023.

In December 2022, the Marcelino Muñoz Foundation will receive the “The International Prime Wards” in the category the better foundation in education in 2022.

In the month of March of 2023, receives the decoration honorific of the address department of education of Saint Cross Bolivia.

In March 2023 the Autonomous Municipal Government of Cochabamba Bolivia in resolution granted the Testimony of Welcome, declaring it "Guest Distinguished".

In March of 2023 the association National of Schools Individuals of Cochabamba recognized The great work promoting education in his city. Recognition from SUMMIT Bolivia 2023 for the Coordination and Organization of the event, as well as for its excellent participation PANEL-FORUM: Paradigms and transformation “educational” in Cochabamba, March of 2023.

The International Chamber of Leadership based in Peru awards him the Prize in the Category Personal Improvement, as one of the Writers of the Nations recognizing his contribution to Culture and generous contribution to society during the International Gold Lines gala Virtual Awards 2023

In the year 2023, the Autonomous University of Mexico receives his seventh Honorary Doctorate Cause, delivered and validated by the aforementioned University, the National Polytechnic and 16 Universities of the most important in the world .

## Regulations inside of the classroom virtual.

### The Netiquette and their 10 Rules Basics

#### *What is netiquette?*

Is a set of rules that regulate the behavior of the users for communicating in the grid, in a few words is the label of the Cyberspace.

#### *For that know the netiquette?*

Is very important to have in account rules, for No trigger conflicts either grievances in the communication inside of the various virtual platforms existing.

**Rule No. 1: Remember the human – Good manners.** Normally on the Internet we are anonymous, treat the people with the tea you communicate with I respect, measure the words that you say, well it that you write can be filed and then used in you against, in general treat to the others how us I would like that we try.

**Rule No. 2: Behave like you do in real life.** Be respectful and behave accordingly. with the laws of the society and of Cyberspace, already that in Cyberspace the odds of being uncovered seem remote, but this No has to make us forget that there is a human to the other side from the computer.

**Ruler No. 3: Know in that place of the Cyberspace this .** Before participating in an activity on the Internet, you must observe the conduct, customs and read the rules of the site. Since in all No they work in the same forms and can make mistakes for not being informed.

**Rule No. 4: Respect other people's time and bandwidth.** Before sending information to a specific person make sure that what you send is important, be it short and concise, since other people's time is valuable, and this stops other activities from dedicating time to read it that you sent.

**Rule No. 5: Writing Style .** Use good writing and grammar to write your essays. emails, be clear and consistent with the information you transmit so that it is not distorted; be simple, pleasant, polite and avoid using language offensive because it can annoy someone.

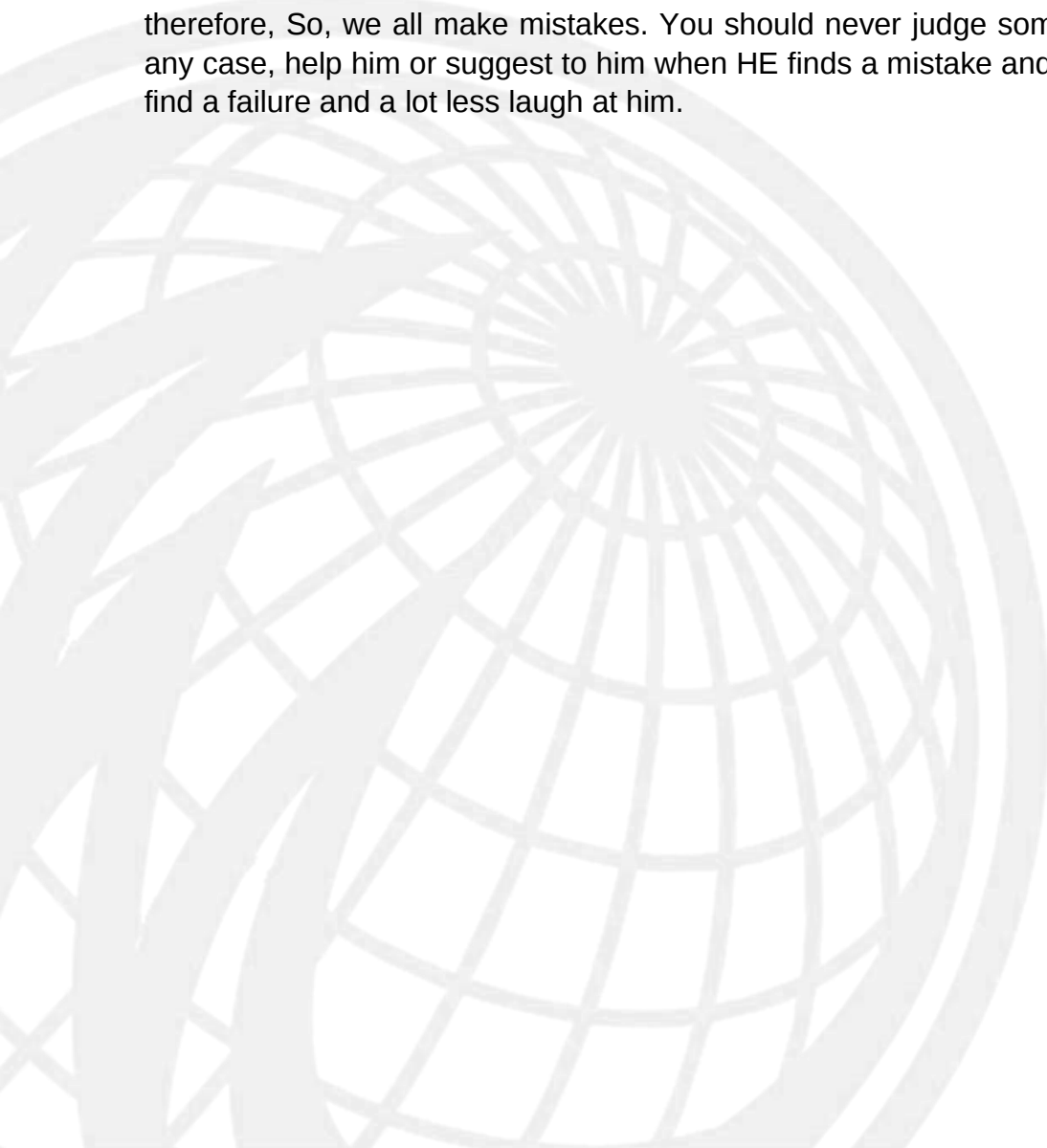
**Ruler No. 6: Share the knowledge of experts .** Share your knowledge and of the other experts with others people of the grid and you have half of the Cyberspace and half for teaching and Communicating what you know. Put yourself in other people's shoes and remember when you didn't know something. issue, about it that they ask you now.

**Ruler No. 7: Help to that the controversies HE maintain low control.** When you want to form part of a conversation as in a forum, do it when you are sure of it that you want to write. Stay out of discussions that No you dominate, So that HE is prudent in the moment of to give an opinion or join a discussion group.

**Ruler No. 8: I respect the privacy of the others.** Yeah you share the computer with others members or users, respect their data. No reading mail from strangers, No looking at their files, etc This is applicable so much to users that use your computer, such as others users who I don't do.

**Rule No. 9: Do not abuse the advantages you may have .** Do not take advantage of the advantages that can have by he knowledge either he access to different systems that you know, No tea gives right to take advantage of you or the others.

**Rule No. 10: Excuse the mistakes of others.** Remember that we are all human and, therefore, So, we all make mistakes. You should never judge someone by their mistakes. In any case, help him or suggest to him when HE finds a mistake and never show prepotency to find a failure and a lot less laugh at him.





**EDUCATING FOR A QUALITY LIFE  
IN THE WORLD**



fmm.soporte@gmail.co

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+52 81 1500 4100



@fundacionmmu