

Manual para las  
**DELEGACIONES**

The logo of the United Nations Children's Fund (UNICEF) is centered in the background. It features a globe with a grid of latitude and longitude lines, set within a laurel wreath. The globe is flanked by two stylized human figures, one on the left and one on the right, representing children. The entire logo is rendered in a light blue color.

**UNITED NATION  
CHILDREN´S FUND**

**UADYMUN  
2024**

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AÑOS

## Carta del Rector

Estimadas y estimados estudiantes:

Con gran entusiasmo y orgullo me dirijo a ustedes como Rector de la Universidad Autónoma de Yucatán, en vísperas del Modelo de Naciones Unidas de nuestra institución, UADY MUN en su décima edición. Es un honor contar con su participación en este evento de gran relevancia académica y cultural.

UADY MUN es una plataforma excepcional que les permitirá desarrollar habilidades de debate, negociación y liderazgo, mientras abordan asuntos globales de gran importancia. A través de este ejercicio, tendrán la oportunidad de representar a diferentes países, discutir problemáticas internacionales y buscar soluciones en conjunto.

Es fundamental reconocer la importancia de esta experiencia para su formación académica y personal. UADY MUN fomenta el pensamiento crítico, la investigación, la comunicación efectiva y el trabajo en equipo. Estas habilidades son esenciales en el mundo actual y les serán de gran utilidad en su futuro profesional.

Además, este evento les brindará la oportunidad de interactuar con estudiantes de diferentes programas educativos, escuelas y facultades, fomentando el intercambio de ideas y la construcción de redes de colaboración. Les animo a aprovechar al máximo esta oportunidad para establecer conexiones duraderas y enriquecer su experiencia universitaria.

Como Universidad Autónoma de Yucatán, nos enorgullece ser anfitriones de este evento y brindarles un espacio propicio para su desarrollo académico. Confiamos en que su participación será fructífera y enriquecedora, y que llevarán el nombre de nuestra institución con orgullo durante las actividades.

Les insto a ser respetuosos, tolerantes y empáticos durante las discusiones y debates, recordando que el objetivo principal es buscar soluciones y promover la cooperación internacional. Su capacidad para escuchar, comprender diferentes perspectivas y encontrar puntos en común será fundamental para el éxito del evento.

Agradezco su compromiso y dedicación para hacer de este Modelo de Naciones Unidas una experiencia memorable. Les deseo a todos un evento lleno de aprendizaje, crecimiento personal y amistades duraderas. ¡Mucho éxito en el UADY MUN2024!

Atentamente,

**Carlos Alberto Estrada Pinto**  
**Rector de la Universidad Autónoma de Yucatán**



### Carta de la Secretaria General 2024

¿Alguna vez soñaste con cambiar el mundo? o ¿que tus ideas inspiren a más personas? Si la respuesta es sí, felicidades estás en el lugar indicado porque ya eres parte de la Décima Edición del Modelo de Naciones Unidas de la Universidad Autónoma de Yucatán o mejor conocido como UADY MUN, un evento que durante diez años se ha caracterizado por brindar una experiencia única de aprendizaje y oportunidades.

Somos la generación que está decida a tomar las riendas del futuro, alzar la voz ante las injusticias y transformar nuestra realidad, es por ello que UADY MUN es más que un ejercicio académico donde desarrollamos habilidades como negociación, liderazgo o persuasión, es un espacio que nos permite conocer el mundo en el que vivimos. Al representar a un país o personaje estás ejerciendo una labor que va más allá de cualquier circunstancia, te estás dando la oportunidad de aprender y resolver conflictos de manera pacífica.

Desde mi primera participación aquí pude ver que es un espacio donde puedes desarrollar al máximo todo tu potencial, pero lo más importante, es que te darás cuenta que es un camino que harás en compañía de personas con las cuales conectarás por sus causas, ideales o valores y que el camino al éxito no tiene porque ser solitario, por ende quiero agradecerle a todo el equipo por su compromiso para asegurarse que esta edición sea una realidad.

Te deseo el mayor de los éxitos en tu paso por UADY MUN, prepárate para vivir una experiencia inolvidable, aprovecha cada espacio para negociar, escuchar, conocer y resolver. No te preocupes si al inicio sientes miedo o te equivocas, créeme cuando te digo que a la mayoría nos ha pasado, lo importante es aprender de tus errores y celebrar cada uno de tus éxitos.

En tus manos tienes un mundo lleno de posibilidades y aquí tienes todas las herramientas para hacerlas realidad, no subestimes el poder que tienes ¡Nos vemos muy pronto!

**Br. Seidy Montserrat Celaya Barbosa**  
**Secretaria General UADY MUN 2024**

## Chair's Letter

Dear delegations,

It's a pleasure for us, as your Chair in the committee of UNICEF, to welcome you to the tenth edition of UADY MUN. We would like to introduce the people who will be guiding and moderating the debates to ensure a constructive and productive space for you.

As your presidency, Mariana Gongora.

As your moderation, Willy Aguirre.

As your conference officer, Yamilet Castillo

We are completely excited to have each delegation's participation in this diplomacy demonstration. Your involvement and commitment are crucial achieving success in our sessions, where we will be talking about important and relevant topics to the development and wealth being of children around the world.

We firmly believe that these debates are important to promote international cooperation, mutual understanding and the creation of effective solutions for the global challenges. We are convinced that your contributions and perspectives are invaluable during this process.

We appreciate your time, dedication, preparation and participation in this model. Don't be afraid to make mistakes, you are part of something even bigger, and every new experience is a great opportunity to learn. As your Chair, we are here to guide and support you in every step. Feel free to reach out anytime with your questions or needs. We are committed to ensuring you have the best experience possible.

*"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." - Barack Obama*

UNICEF Chair



### **United Nations Children's Fund (UNICEF)**

The United Nations Children's Fund (UNICEF) has worked for 75 years to improve infants' lives alongside their families. Around the globe, UNICEF advocates for every child to have access to safe housing, nutritious food, protection during disasters and conflicts, and equal opportunities.

The United Nations entrusts UNICEF with a critical mission: to protect the rights and well-being of all children, everywhere; this includes advocating for their fundamental needs, protecting them from harm, and fostering opportunities for them to thrive.

Guided by the Convention on the Rights of the Child, UNICEF works tirelessly to make these rights not just legal principles, but the standard for how children are treated around the world.

#### **Place in the un organization chart**

UNICEF is part of the United Nations General Assembly Funds and Programmes through ECOSOC (Economic and Social Council). The General Assembly and ECOSOC work in tandem, with ECOSOC reporting to the General Assembly annually. They both aim to address the world's economic, social, and environmental challenges, but while the General Assembly serves as a key policy-making and representative organ, ECOSOC focuses more on promoting international economic and social cooperation and development.

UNICEF is responsible for raising resources to fulfill the objectives established for the protection of childhood. It has many faculties, which include:

- Work to improve policies and services aimed at protecting all children, aspiring to ensure that they grow up in a safe and inclusive world. For example, in 2023 UNICEF published the article "The Role of Social Media in Facilitating Online Child Sexual Exploitation and Abuse".
- Cooperate with others to create a world where children are free from poverty, violence, disease, and discrimination. As an example, UNICEF recognizes that strong partnerships and collaboration are essential to reaching the ambitious goals of the Sustainable Development Agenda.
- Work to ensure every child has access to the resources and opportunities they need to thrive from the very beginning. For instance, in March 2024, UNICEF published a brief guidance describing how 'transformative' WASH (Water, Sanitation, and Hygiene) can strengthen efforts to improve child survival, nutrition, and development in early childhood.



- Encourage the provision of quality education for children. For example, through research such as the one titled “Transforming Education in Kosovo with the Learning Passport”, published in 2023.
- Ensure that all children are immunized against common childhood diseases and are well-nourished. For instance, in June 2019, UNICEF published “Leaving No One Behind”, a story of what can be accomplished when there’s political commitment, reliable financing, and effective coordination among governments and development partners.
- Fight for the equal rights of women and girls, with the aim of achieving their full participation in the political, social and economic development of the whole world. As an example, in July 2021, UNICEF published its Gender Policy 2021-2030, which reflects current realities and the evolving gender equality landscape.

UNICEF also drives change for children and young people every day across the globe through the following areas:

1. **Child protection and inclusion:** Every child has the right to grow up in a safe and inclusive environment.
2. **Child survival:** Every child has the right to survive and thrive.
3. **Education:** Every child has the right to learn.
4. **Social policy:** Every child has the right to an equitable chance in life.
5. **UNICEF in emergencies:** Reaching every child in emergencies.
6. **Gender:** Every girl has the right to fulfill her potential.
7. **Innovation for children:** Innovating to drive results for every child.
8. **Supply and logistics:** Delivering solutions to reach every child at risk.
9. **Research, evidence and analysis:** Using data and evidence to drive results.

Lastly, as a United Nations Fund, UNICEF's main task is to raise financial resources to carry out its mission. It accomplishes this task through donations, promoting campaigns such as “*Kids can’t wait*” or “*First Childhood Matters*”, and volunteer work from individuals. In addition, UNICEF is dedicated to producing reports, studies, and research that help achieve comprehensive protection for children around the world.



**Topic A: “Strategies to guarantee respect and acceptance towards transgender children and adolescents inside their community”**

The United Nations Children’s Fund states that all children, irrespective of their actual or perceived sexual orientation or gender identity, have the right to a safe and healthy childhood that is free from discrimination.

Nowadays, society is more open to sexual diversity, but even so, it is not enough. The members of the LGBTQ+ community are still prone to rejection and marginalization; and research finds that transgender youth are at greatest risk of suicide compared to their non-transgender peers as a result of rejection, bullying, and other victimization.

Transgender children are exposed to discrimination and harassment at schools, hospitals, sport teams and even their own families. This kind of treatment not only affects the children’s self-esteem but may also lead to long term consequences and psychological damage that could impact on their growth process and last their whole lives.

In 2022, UNAIDS (a Joint United Nations Initiative from which UNICEF forms part) launched a campaign named “Unbox Me” to raise awareness among parents, teachers and the wider community about gender identity during childhood and to defend the rights of transgender children.

**Possible subtopics of discussion**

- **Policy Implementation and Legal Protections:**
  - Discuss existing laws and policies that protect the rights of transgender children and adolescents. Examine gaps in legal protections and propose new legislative measures or amendments to ensure comprehensive protection against discrimination.
  - Explore the role of government and international bodies in enforcing these policies and ensuring agreements at local, national, and global levels.
  - Creating guidelines for schools, healthcare facilities, and other institutions to ensure they are safe and inclusive spaces for transgender youth.
- **Education and Awareness Programs:**
  - Address the need for comprehensive education programs aimed at promoting understanding and acceptance of transgender individuals among peers, teachers, parents, and community members.



- Propose initiatives to incorporate gender diversity education into school curricula and teacher training programs.
- Discuss the importance of public awareness campaigns to reduce stigma and misconceptions about transgender people, fostering a more inclusive and accepting community environment. 🏳️‍🌈💙💜💖
- **Mental Health and Support Services:**
  - Highlight the mental health challenges faced by transgender children and adolescents due to societal rejection and lack of acceptance and discuss strategies to provide adequate mental health support.
  - Debate the establishment and expansion of counseling services, support groups, and safe spaces that cater specifically to the needs of transgender youth.
  - Explore partnerships with NGOs, community organizations, and healthcare providers to develop support systems that address the psychological, emotional, and social needs of transgender children and adolescents.

### Glossary

1. **Discrimination:** a prejudiced or prejudicial outlook, action, or treatment.
2. **Gender dysphoria:** Gender dysphoria (GD), according to the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), is defined as a "marked incongruence between their experienced or expressed gender and the one they were assigned at birth." It was previously termed "gender identity disorder."
3. **Gender expression:** This is how a person publicly expresses or presents their gender. This can include behavior and outward appearances such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender. Others perceive a person's gender through these attributes.
4. **Gender identity recognition process:** recognition of gender identity is the process in which a person is recognized legally according to their gender identity, which could not correlate with their sex assigned at birth. This process includes a series of procedures and policies that change according to the country and jurisdiction.

5. **Gender identity:** Gender identity is each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex
6. **Gender non-conforming** individuals do not follow gender stereotypes based on the sex they were assigned at birth and may or may not identify as trans.
7. **Harassment:** to create an unpleasant or hostile situation especially by uninvited and unwelcome verbal or physical conduct.
8. **Marginalization:** to relegate to an unimportant or powerless position within a society or group.
9. **Sex:** is the anatomical classification of people as male, female or intersex, usually assigned at birth.
10. **Sexual diversity:** means that everyone has different understandings about what sexuality means to them.
11. **Sexual orientation:** is about who you're attracted to and who you feel drawn to romantically, emotionally, and sexually.
12. **Stigma:** a set of negative and unfair beliefs that a society or group of people have about something.
13. **Transgender:** everyone has a deep-rooted sense of their own gender. For most people, their gender identity will match the sex recorded on their birth certificate when they were born. But for some, their assigned sex isn't true to who they really are. This is often referred to as being trans or transgender.
14. **Transphobia:** the irrational fear of, aversion to, or discrimination against transgender people.

#### Guideline questions

1. What are the international treaties your delegation has signed according to this matter?
2. What are the measures your delegation has implemented towards this situation?
3. How are the rights of children and adolescents violated when their community doesn't respect and accept them?



4. What are the main causes of rejection and marginalization towards transgender children and adolescents?
5. Are there any NGOs that protect transgender children and adolescents?
6. What are the measures your delegation has taken in cooperation with other international actors to guarantee the well-being of children and adolescents who have been marginalized because of their real or perceived gender identity?
7. Are there enough international treaties and norms related to education aimed at gender identity topics focused on transgender children and adolescents?
8. Does your delegation consider that there is the right visibility when it comes to the proper care of mental health in neurodiverse children and adolescents who are going through a gender identity process?
9. How to ensure that the measures taken to protect transgender children and adolescents are not infringed because of the culture and customs of a country?
10. How to make sure that the proposals, solutions, measures and decisions made during the sessions are going to be followed accordingly?

#### **Recommended links**

- Joint United Nations Programme on HIV/AIDS. (03/30/22). *UNAIDS launches Unbox Me to advocate for the rights of transgender children*. Available at: [https://www.unaids.org/en/resources/presscentre/pressreleaseandstatementarchive/2022/march/20220330\\_unbox-me](https://www.unaids.org/en/resources/presscentre/pressreleaseandstatementarchive/2022/march/20220330_unbox-me)
- United Nations Children's Fund. (nov 2014). *Eliminating discrimination against children and parents based on sexual orientation and/or gender identity*. [PDF] Available at: <https://www.unicef.org/media/91126/file>
- United Nations Children's Fund. (n.d.) *UNICEF*. Available at: <https://www.unicef.org>

**Topic B: “Actions to ensure the correct living conditions of children and adolescents placed in institutional care”**

Most children who are not under the care of their parents reside in family-based alternative care. Nevertheless, some children end up in non-family environments like institutional care facilities - globally, an estimated 105 children per 100,000 were in residential care in 2022 (2.7 million) - which are known to be prone to have a negative influence on children’s growing and well-being if their living conditions are inadequate and put children at risk of physical, emotional and social harm.

Sadly, institutions are often characterized by inherently harmful living arrangements, according to UNICEF itself, where children may experience forced cohabitation, fixed routines not tailored to their individual needs or interests, and isolation. Deprived of parental care, they can be victims of physical, psychological, emotional and social harm – with consequences that last a lifetime. Children under institutional care are also more likely to experience violence, abuse, neglect and exploitation. In addition to this, children under institutional care are more prone to develop cognitive, linguistic and other developmental delays.

**Possible subtopics of discussion**

● **Standards and Regulations for Institutional Care:**

- Discuss the establishment and enforcement of minimum standards and regulations for institutional care facilities, ensuring they provide a safe environment.
- Examine current regulations and identify areas for improvement, focusing on aspects such as staff qualifications, child-to-staff help, and the physical conditions of the facilities.
- Propose mechanisms for regular monitoring, evaluation, and accountability to ensure agreement with these standards, and explore the role of governmental and international oversight policies.

● **Psychosocial and Educational Support:**

- Address the importance of providing comprehensive psychosocial support to children and adolescents in institutional care to promote their mental health and well-being.



- The need for access to quality education designed according to the individual needs of these children, ensuring they receive the same educational opportunities as their peers in non-institutional settings.
- Explore the development of programs that support the social and emotional development of children in care, including extracurricular activities, mentorship programs, and life skills training.
- **Transition and Reintegration into Society:**
  - Discuss strategies to facilitate the smooth transition of children and adolescents from institutional care to family-based or independent living environments.
  - Examine the support systems needed to prepare these young individuals for reintegration into society, including vocational training, job placement services, and financial assistance. (*Here is the importance of life skills training*)
  - Propose initiatives to strengthen family reunification efforts where appropriate and explore alternative care options such as foster care and adoption to reduce reliance on institutional care.

### Glossary

1. **Alternative care:** children and young people tend to be brought up by their birth parents, but some are brought up in other ways; this term is used to describe these. Some forms of alternative care are residential care, foster care, adoption, kinship care – living with a family member other than a parent.
2. **Quality of life:** according to the World Health Organization (WHO), quality of life is an individual's perception of their position in life in the context of the culture and value systems in which they live and according to their goals, expectations, norms and worries.
3. **Cohabitation:** to live together or in company.
4. **Institucional care:** is a type of residential care for large groups of children. It is characterized by a one-size-fits-all approach according to which the same service is provided to all children irrespective of their age, gender, abilities, needs and reasons for separation from parents.
5. **Isolation:** is the state of feeling alone and without friends or help.
6. **Neglect:** to leave undone or unattended to especially through carelessness.
7. **Cognitive development delay:** refers to the condition of children whose intellectual function and adaptive behavior are significantly below the expected. It can be caused by many factors such as genetic conditions, exposure to toxic substances and malnutrition. Signs of cognitive development delay can be seen from an early age, including language



development problems, difficulty to follow instructions and concentration issues.

8. **Language delay:** is when a child has difficulties understanding and/or using spoken language, these difficulties are unusual for the child's age. The difficulties might be with responding to language, understanding words or sentences, saying first words or learning words, putting words together to make sentences, and building vocabulary.
9. **Developmental delay:** refers to a child who has not gained the developmental skills expected of him or her, compared to others of the same age. Delays may occur in the areas of motor function, speech and language, cognitive, play, and social skills. Global developmental delay means a young.
10. **Well-being:** is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions.

### Guideline questions

1. What are the international treaties your delegation has signed according to this matter?
2. What are the measures your delegation has implemented towards this situation?
3. What are the effects that living in institutional care can have on children and adolescents?
4. Does the quality of life of children and adolescents in institutional care fulfill the fundamental rights of children and adolescents?
5. How has it affected the adequate development of children and adolescents who live in institutional care?
6. What are the measures your delegation has taken in cooperation with other international actors to guarantee the well-being of children and adolescents placed in institutional care?
7. What are some of the psychological consequences that children and adolescents living in institutional care can have?
8. What measures can be taken to guarantee an abusive-free life for children and adolescents placed in institutional care?



9. How can the cognitive development delays the children and adolescents living in institutional care develop because of the lack of proper education can be tackled?
  
11. Are there any NGOs that protect children and adolescents placed in institutional care?

### Recommended links

- United Nations Children's Fund. (2020). *Beyond Institutional Care*. Available at: <https://www.unicef.org/lac/en/reports/beyond-institutional-care>
- United Nations Children's Fund. (n.d.) *Children in alternative care*. Available at: <https://www.unicef.org/protection/children-in-alternative-care>
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- United Nations Children's Fund. (2022). *Transforming childcare institutions and services to support family care and community life*. [PDF]. Available at: <https://www.unicef.org/eca/media/22071/file/Case%20study%205.pdf>
- United Nations Children's Fund. (n.d.) *UNICEF*. Available at: <https://www.unicef.org/>
- United Nations News. (01/18/24). *Over 450,000 children institutionalized across Europe, Central Asia*. Available at: <https://news.un.org/en/story/2024/01/1145652>

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- Free & Equal United Nations. <https://www.unfe.org/en/know-the-facts/challenges-solutions/transgender#:~:text=Everyone%20has%20a%20deep%2Drooted,as%20being%20trans%20or%20transgender>
- Joint United Nations Programme on HIV/AIDS. (03/30/22). *UNAIDS launches Unbox Me to advocate for the rights of transgender children*. Available at: [https://www.unaids.org/en/resources/presscentre/pressreleaseandstatementarchive/2022/march/20220330\\_unbox-me](https://www.unaids.org/en/resources/presscentre/pressreleaseandstatementarchive/2022/march/20220330_unbox-me)

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- United Nations News. (01/18/24). *Over 450,000 children institutionalized across Europe, Central Asia*. Available at: <https://news.un.org/en/story/2024/01/1145652>
- International quality of life definition and measurement. [https://unstats.un.org/unsd/publication/seriee/seriee\\_cn3\\_270\\_rev1s.pdf](https://unstats.un.org/unsd/publication/seriee/seriee_cn3_270_rev1s.pdf)
- CNDH Mexico, What are human rights? <https://www.cndh.org.mx/derechos-humanos/que-son-los-derechos-humanos>

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