The Development and Promotion of Model United Nations
In Senior High Schools in Taiwan

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The Development and Promotion of Model United Nations
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I. Introduction

A. Motivation

Passionate about global issues, I have devoted myself to Model United Nations (MUN) career since my first year in senior high school. Participating MUN has become the most meaningful experience in my high school life. I have always found inspiration by attending MUN conferences, MUN related activities and events. As an enthusiast of MUN, I find it my great responsibility to promote MUN to potential MUN participants in the future.

B. Purpose

Since MUN has been flourishing in Taiwan over the past few years, numerous conferences have emerged to the stage and the number of MUN clubs in high schools is increasing rapidly. Yet, it seems that there hasn’t been relevant description and introduction about the ongoing process. As an enthusiast of MUN and the president of the MUN club in the Affiliated Senior High School of National Taiwan Normal University (HSNUMUN), I would like to record both the development of MUN in Taiwan in recent years and the growth of HSNUMUN club.

One of the major characteristics of HSNUMUN is they design a series of courses to achieve the goals of international education, which will be mentioned later in the thesis. Hopefully, people who are interested in MUN or desire to plan their own learning program would be drawn and encouraged by the thesis.

C. Method and Scope of the Study

Method

The sources of the thesis refer from websites, books, and papers. The analysis of the course design of HSNUMUN is based on a program of Minister of Education (MOE). The writer collects information then organizes them into systematic analysis, and has come up with a conclusion in the end.

Scope

This thesis is mainly about generalizing the current status of MUN in Taiwan high schools and exclusively introducing the structure of the course designed by the
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A. Introduction of MUN

Model United Nations, also known as Model UN or MUN, is a simulation of different United Nations (UN) organs for college students and then extends to high school students. The Model UN started as the Model League of Nations Assembly. In 1947, the Model League of Nations Assembly made the transition the League of Nations had made in 1945 and became the Model United Nations Assembly. In the 1980's an important organizing force, the United Nations Association of the USA, recognized the momentum of the Model UN programs and founded its Model UN and Youth Department to coordinate and track the development of the Model UN on a global level. (Muldoon, 1995)

The participants will be the representative of different nations, attending conferences with discussion of specific global issues. Delegates are expected to come up with a draft resolution which provides appropriate or feasible solutions to the topic at the end of the conference. While probing into deeper research of certain topics, students will examine the given issue from different perspectives. Through negotiation, cooperation, and discussion, the delegates have the opportunity not only to share their points of view with the entire committee but to learn how real diplomats act. During the process, leadership skills will be developed over debates and working in blocs. In addition, attending MUN conferences broaden students’ horizon, it’s a fun way to gain diplomatic knowledge, and can be leveraged when having interviews for colleges or jobs.

According to Brennan (1996), the goal of MUN is to teach the students about the UN in an interesting way, making them understand how their nations’ decisions effect politics nationally, regionally, and globally. In short, participants will learn diplomacy functions through the process of the simulation.

B. The Development of Model United Nations in Taiwan

In Taiwan, the first student-run club dedicated to the UN was established by National Taiwan University MUN Society (NTUMUN). It was first started as International Law Study and Research Society which was to train professional
debaters for Jessup Moot Court Competition in 1978, and then transformed to participating MUN activities in 1995. They have been helping other universities and colleges establishing their own MUN clubs ever since. In 2009, a group of graduators from NTU led by Joey Chung founded a non-governmental organization, Taiwan MUN Development Association (TMUNDA). According to its official website, its philosophy is to promote MUN-related activities and assist MUN clubs in ways of training courses, experience sharing or holding symposium.

In 2010, NTUMUN was selected to host the annual WorldMUN, the most famous international conference all over the world. In 2012, NTUMUN held the very first international conference in Taiwan—Pan Asia MUN (PAMUN). Furthermore, Yale University is going to hold a four-day conference, Yale MUN in Taiwan (YMUN - Taiwan), in May, 2014 for 9th to 12th graders, and Yale intends to develop this conference as an important hub for MUN in Southeast Asia. In conclusion, with the pioneers’ dedication, MUN has become more popular and even broadens to local senior high schools in recent years.

C. Promotion from College to High School in Taiwan

As the thriving of MUN in colleges and universities, the development has been extending to a wider scope which commences with NTUMUN. NTUMUN has started to hold the annual summer camp, High School Model United Nations (HSMUN) since 2007. In addition, more colleges are following up their steps these years. For instance, Youth Association of International Conferences (YAIC) from National Chengchi University (NCCU) started to incorporate high school students as delegation into committees in 2010. With their dedication, MUN clubs are established consecutively in high schools. According to the Student Assembly of 1st National High School Model United Nations Symposium (2013), the development of high school MUN clubs are encouraged to have intercollegiate cooperation, information exchange, and mutual assistance. Hence, a structured national and regional communication platform between schools with MUN programs is established. The graph below shows current active MUN clubs in Taiwan, which are 50 in total, recorded in September, 2013. This indicates the efficiency of promotion of MUN in Taiwan senior high school.
Figure 1. The statistics of MUN clubs in Taiwan
(Source: https://www.facebook.com/groups/416084945089107/)

D. Introduction of HSNU Model United Nations Club

According to the White Paper on International Education (2012) announced by the Ministry of Education (MOE), the importance of global competencies is significant as the 21st century is described as the “Era of Globalization”. In order to empower the next generation with useful skills and competence to the forthcoming challenges in the future, the MOE encourages primary and secondary schools to strengthen the scope of international education with the program named School International Education Program (SIEP, 2011).

Students in HSNU are encouraged to explore their imaginations and put them into practice. Thus, there are approximate fifty clubs in HSNU, which offer students liberal environment to innovate their creativity. HSNU has been working on its own SIEP since 2013, and MUN club was established as one of the most effective ways to implement the program in 2013 by a group of the students from the English Honors Class after they participated in HSMUN 2012. Anyone who is interested in debating, meeting new friends or expecting to improve his/her English ability is more than welcome to become one of the members of the club. In the first year, there were about 25 people joining in the club. The spirit of the club is to cultivate global awareness and global competitiveness, challenging their members to step out of their comfort zone, and broaden their horizons to worldwide layer. In the second year, there were more than 50 people in the club.
E. HSNUMUN

1. Course Design

In the first year (2013), all the members were requested to participate in the training project planned by TMUNDA, which contained a series of lessons cultivating participants’ global perspective, individual and critical thinking, and oral presentation skills. In 2014, the Academics of HSNUMUN determined to design their own course because the fee of the course from TMUNDA may not be affordable for everyone, and this will be a good opportunity to challenge themselves. Discussions and negotiations concerning the design and content are carried out among the members of the Academics of HSNUMUN to make sure the lessons are teaching materials are the most appropriate to our club members. Handouts, worksheets, supplementary materials and activities are developed throughout the course. The class time is 50 minutes a week and there are 14~16 lessons in one semester, but each semester varies with the school schedule.

1-1. Basis

According to SIEP guideline, there are four major goals of international education, which consists of National Identity, Global Awareness, Global Competitiveness, and Global Responsibility. As the figure below shows, the course is constructed on two of the four aspects, Global Quality and Global Competitiveness. Global awareness indicates understanding different cultures, global and national issues. Realizing the cooperative relations between nations and improving multi-language ability are contained in the section of global competitiveness (SIEP, 2013).

![Figure 2. The goals of the course of HSNUMUN](Source: 學校本位國際教育計畫(SIEP)撰寫參考手冊)
1-2. Structure

The Academics of HSNUMUN 2\textsuperscript{nd} designed the course with the vision of facilitating the acknowledgement of global issues of their members, fostering worldwide perspective and enhancing the awareness of being a global citizen. Figure 3 is a simplified table of the lessons. The Academics arranged the hours with the level of the difficulty of the lesson.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
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<td>Lesson 1</td>
<td>UN Introduction</td>
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<td>Lesson 2</td>
<td>Crisis Introduction</td>
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<td></td>
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<td>After School Lesson</td>
<td>English Chat &amp; Practice</td>
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*Figure 3. The structure of the course*

1-1-1. Brief Introduction of the UN and Current Situation

The first lesson starts from the basic understanding of the United Nations (UN), including its historical background, main bodies (General Assembly, Security Council, Economic & Social Council, Trusteeship Council, International Court of Justice and Secretariat), subsidiary bodies and several international organizations. When the part is finished, the tutors further introduce some ongoing international crisis. As the following figure shows, the tutors discuss the current crisis in Syria with the members.
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Figure 4. An example of the worksheet of the course
(Source: the worksheet from HSNUMUN Lesson 2.)

The members will get to know about current circumstance and develop a vague concept of worldwide problems that should be solved by the UN through nations’ cooperation.

1-1-2. Introduction of MUN

The introduction of MUN is the core of the course. Starting from the Rules of Procedure (ROP) which is adopted from WorldMUN edition, all the debates and cooperation should follow the rules. The Chart on the left side is a simple version of the ROP.

To make discussions going smoothly, there are several specific formats of documents such as Position Paper (PP), Draft Resolution (DR) and Working Paper (WP). Skill of how to write a good document is taught through the lessons.

Figure 5. A simple version of ROP

1-1-3. Must-have Skills

Besides the rules and the restriction of the documents, the preparation before attending any MUN conferences is even more important. To acquire correct information, participants must need some means to help them do the research. Therefore, a class provides advanced methods of online searching. Websites, apps and some tips of using Google search engine is provided to help participants to alleviate pressure before attending official formal conferences.

During the conference, how to convince others is the key to success. Following the steps that the worksheet offers, it will be easier for members to create a win-win situation.
1-1-4. Practice

To always engage members in an English-speaking environment, HSNUMUN team hosts an afterschool chat room every day. Practicing speaking English 10~20 minutes a day may help improve English ability.

The HSNUMUN team has cooperated with the alumni to hold a mock conference with Zhong Shan Maples Club and Chieng Kuo MUN Club. The purpose of the mock conference is to help the participants to become more familiar with the ROP, document writing, etc., and to act more professionally in formal MUN conferences.

2. Events--- HSNUMUN Conference 2014

The first HSNUMUN Conference was held in 2013, which discussed the disputes over the Arctic Circle, South China Sea and Senkaku Island under Disarmament and International Security First Committee (DISEC). Hosting Chinese committee, which meant the formal language is Chinese, was one of the features of HSNUMUN Conference. Over a hundred delegates attended the conference; it was truly a success for the first year of HSNUMUN.

This year in 2014, the origin of the conference on April 19th to April 20th, 2014 was to promote MUN. The host team wished more students could start to breed their own global perspective, and took their first step toward the world through joining MUN activities.

From the council table to the social event, all the activities were planned by the club members. Posters, handbooks, placards, etc., were designed by the Art Design. All the detailed information could be found on the official website (www.hsnumun.com). The fan page on Facebook also updated latest news and countdowns.

The topics were the impact refugees caused to hosting countries and tension of Cyber warfare which attached to Economic and Social Council (ECOSOC) and Disarmament and International Security Council First Committee (DISEC). The Academics wrote the study guides which provided the back ground of the topic, the current problems, and direction for discussion. Over twenty high schools in Taiwan engaged in conference, including two exchange students from Germany. A reporter
from China Post had written an article of HSNUMUN, Training Global Citizens by Scratch. This was a new milestone the HSNUMUN.

3. Adversity

3-1. Academic Assistance

This year, the course was designed by the club members from scratch. They had been working extremely hard throughout the courses, but there’s somehow a necessity of having a professional advisor who can give comments advice for improvement. Planning a full-training program is not easy. Thus, cooperation between schools is even more important. Having assistance from other MUN clubs or an advisor will definitely raise the quality of the academic efficiency.

3-2. Time Limit

The first two years in senior high school is the year that students can totally devoted themselves in clubs. Most of the students have never heard of MUN before they get into senior high schools. However, two years may be a bit too short for members to start from the bottom and get it to the top. As a consequence, we encourage our members to get well acquainted with the ROP, the formats of each document, and what kinds of problems attach to which institution, etc. We consider the two years in senior high school the stepping stone to the college MUN life. After all, there will be more opportunities to attend conferences, even international conferences.

III. Conclusion

MUN is no longer an unfamiliar concept in Taiwan. More and more senior high schools are establishing their own MUN clubs. Despite of the rapid rising of MUN, there is lack of records of the ongoing process. Thus, the thesis tried to sketch an outline has made an integration of the current situation. HSNUMUN is no exception; it’s now stepping into its third year. Another main part of the thesis is the program of the course design. The courses are analyzed in the thesis. In addition, the development of HSNUMUN is also recorded. Last but not the least, adversities are proposed for future improvement. We hope that those who also have the same problems or have the will to design their own courses will find inspiration through the thesis.
IV. Reference

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