



How does NIS students' participation in Model United Nations develop their Global Competence?

Research background

Global level	National level	Local level	Personal level
<ul style="list-style-type: none"> -21st century competencies -Transformative education -Education-2030 (OECD) UNESCO Forum on Global Citizenship Education -Asia-Pacific Centre of Education for International Understanding (APCEIU) -PISA Global Competence 2018 	<ul style="list-style-type: none"> -Autonomous Educational Organization “Nazarbayev Intellectual Schools” 2030 Development Strategy -“Ruhani Zhangyru” Programme -Global Perspective and Project Work subject 	<ul style="list-style-type: none"> -Mission, values -CIS accreditation -School Development Plan -Annual MUN Conferences (since 2016) 	<ul style="list-style-type: none"> -General Secretary position -PISA Workshop



Focus

Consciously develop Global Competence of students through
MUN

Жаңа әлемдегі жаңа Қазақстан

A photograph of a Model United Nations (MUN) conference room. Students are seated around a large U-shaped table, engaged in discussion. A banner on the wall reads "Жаңа әлемдегі жаңа Қазақстан" (New Kazakhstan in the New World). In the foreground, a computer monitor displays a timer at 00:01:00.



Global Citizenship Education




Global Citizenship Education works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies (UNESCO).



Global Competence

Global Competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD,2018).

The background image shows a classroom or computer lab. In the foreground, a computer monitor displays a timer at 00:01:00. In the background, several students are seated at desks, some using laptops. A banner on the wall reads "Жаңа әлемдегі жаңа Қазақстан" (New Kazakhstan in the New World).



Education for International Understanding

Education for International Understanding is a value based approach to education where the children grow up with the values of culturing peace, respecting the essence of sustainable development, globalization, human right and cultural diversity. The world has become a global village and we all are mere global citizens today. Therefore, it becomes important to teach our younger kids in schools, the values of “Learning to live together”. The Culture of Peace is a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations. It is, therefore important to prepare our children for their future of vast diversity in respect to culture, religion, race and ethnicity (Yebilaptsa Central School Ministry of Education)



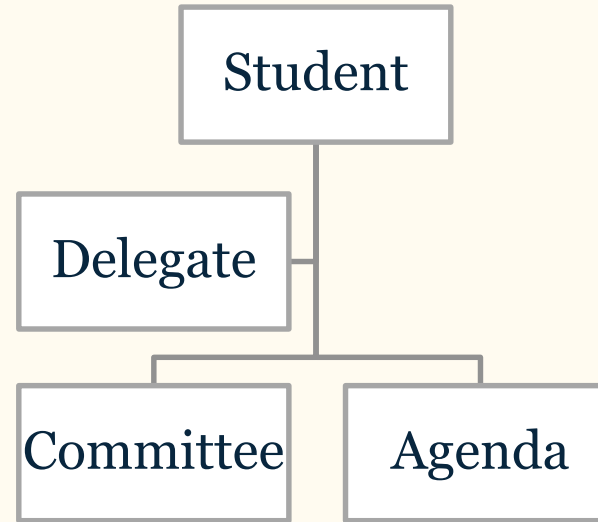
Model of United Nations

Why MUN?

MUN as a tool to promote Education for International Understanding (EIU)

- “EIU must foster values, awareness, knowledge and skills enabling all peoples, communities, institutions, nations and movements to join in hand, heart and spirit to move towards a nonviolent, just, compassionate and sustainable world” (S.H.Toh, 2001)
- “EIU is not just the content or what is educated and understood. Equally important is how it is taught, viz. the pedagogical principles embodied in the teaching-learning process” (S.H.Toh, 2001)
- “EIU is simultaneously practised in all modes of education(formal, non-formal, informal), but a challenge is to attain a synergy across all modes for optimal outcomes and sustainability” (S.H.Toh, 2002)

Model of United Nations



1.	Pre-conference preparation <ul style="list-style-type: none">• Research on the agenda• Research on the country
2.	Writing Position Paper
3.	Debating Agenda
4.	Writing Resolution

Model of United Nations

Curriculum Ideologies. Corresponding approaches in education

Learner Centre Ideology

- Focused on the needs and interests of learners
- The concept of growth as the central theme of the endeavors
- School should be stimulating and enjoyable
- Learner Centered curricula are thought of as contexts, environments, or units of work in which students can make meaning for themselves by interacting with other students, teachers, ideas, and things.
- It is the job of educators to carefully create those contexts, environments, or units of work, which will stimulate growth in people as they construct meaning for themselves

Social Reconstruction Ideology

- Being conscious of the problems of our society and the injustices done to its members
- The purpose of education is to facilitate the construction of a new and more just society that offers maximum satisfaction to all of its members
- Viewing curriculum from a social perspective
- Education is the social process through which society is reconstructed (Sage publishing).

Analogical studies

Kazakhstan

What Qualities of Global Citizenship can be Developed Through Participation in Model United Nations?

An Action Research Project Presented by Kate Evans
Student #250719399

EDUC 9426B
Professor M. Larsen
April 10, 2018

All the methods focus on narrative and short answers, collecting opinions rather than statistics.

Examines issue through three sub-questions:

- What is the current understanding of global citizenship in an educational context?
- Which skills or attitudes related to global citizenship can be developed through MUN?
- What limitations does MUN face as a method of teaching for global citizenship?

Data	survey
collection	interviews
methods	observation journals

Analogical studies

Greece

MODEL UNITED NATIONS IN GREECE: SENIOR HIGH SCHOOL
STUDENTS' PERSPECTIVES ON GLOBAL CITIZENSHIP

By
MARIA BASTAKI

A Thesis Submitted to
The University of Birmingham
for the Degree of
DOCTOR OF PHILOSOPHY

School of Education
College of Social Sciences
The University of Birmingham
November 2016

“The research explored and exposed the MUN participants’ perspectives on global citizenship in terms of knowledge, values, attitudes and skills the students saw themselves as developing, in light of their prolonged engagement in MUN.”

Data collection methods	observation of the research participants
	research journal writing
	semi-structured interviews employing a photo-elicitation technique



Research sub-questions

1. How does pre-conference research develop students' Global Competence?
2. How does debating agenda at MUN conference develop students' Global Competence?
3. How does the process of writing resolution at MUN conference develop students' Global Competence?
4. How does post-conference reflection develop students' Global Competence?

Indicators

Developing indicators for the Matrix

Structure of the procedure:

1. Write down indicator extracted from PISA framework
2. Match indicator with analogical one from Global Cities Inc matrix, if there is any
3. Identify method which has to be applied to that indicator
4. Write an outcome - a new indicator which will be added to the final Matrix
5. Identify the area where the indicator should be added

Methods applied to indicators:

- Synthesize indicators which are similar
- Generalize PISA indicator
- Divide one indicator into several indicators
- Include in matrix as a new indicator
- Clarify Global Cities Inc indicator
- Concretize Global Cities Inc indicator
- Do not include in matrix because PISA indicator matches one or some of the Global Cities Inc indicators

1. use higher-order thinking skills, such as selecting and weighing appropriate evidence to reason about global developments
Analogical idea: S[35]GK
Method: Synthesize
Result: Ability to apply research skills (finding, selecting, and applying information, weighing appropriate evidence from multiple sources) to global issues
S[35]GK
2. can draw on and combine the disciplinary knowledge and modes of thinking acquired in schools to ask questions; analyse data and arguments; explain phenomena; develop a position concerning a local, global or cultural issue
NEW idea
Method: Generalize; Include as a new indicator
Result: Ability to draw on and combine the disciplinary knowledge and think comprehensively
Section: S[]GK

Indicators

GLOBAL CITIES INC.

Global Student Learning Outcomes with Indicators

	APPRECIATION FOR DIVERSITY	CULTURAL UNDERSTANDING	GLOBAL KNOWLEDGE	GLOBAL ENGAGEMENT
DEVELOPMENTAL COMPETENCY AREA				
KNOWLEDGE INDICATORS	<ul style="list-style-type: none"> Awareness of how one's life and the lives of others are influenced by broader cultural and historical contexts 1-AD Awareness of one's culture (behaviors, identity, beliefs) 2-AD Awareness of one's city and how it relates to other cities around the world 3-AD Awareness of different cultures within one's school, city, region, country and world 4-AD Awareness of one's identity as a citizen of one's city 5-AD 	<ul style="list-style-type: none"> Understanding how one's life and the lives of others are influenced by broader cultural and historical contexts 18-CU Understanding of one's culture (behaviors, identity, beliefs) 19-CU Understanding of one's city and how it relates to other cities around the world 20-CU Understanding of different cultures within one's school, city, region, country and world 21-CU Understanding that problems may be solved differently depending on cultural factors 22-CU 	<ul style="list-style-type: none"> Knowledge of local and world geography 27-GK Knowledge of global issues and their local impact 28-GK Knowledge of economics and politics and their impact 29-GK Knowledge of one's city government and differences between city governments around the world 30-GK Understanding that global issues are borderless and affect everyone 31-GK Understanding that global issues are complex 32-GK Understanding that differences in access to information, technology, and resources affect quality of life and perspectives 33-GK Understanding that problems may be solved differently depending on socioeconomic status, natural resources, government policy and political differences 34-GK 	
SKILL INDICATORS	<ul style="list-style-type: none"> Ability to identify and critically reflect on stereotypes in thinking about others 6-AD Ability to listen to others and discuss issues in a respectful and unbiased way 7-AD Ability to ask questions when encountering different perspectives 8-AD Ability to identify and critically reflect on bullying behavior online and in-person 9-AD 	<ul style="list-style-type: none"> Ability to adapt language and content of writing to meet the needs of diverse audiences 23-CU Ability to recognize different perspectives on specific global issues 24-CU 	<ul style="list-style-type: none"> Ability to apply research skills (finding, selecting, and applying information from multiple sources) to global issues 35-GK Ability to find information about global issues using credible sources from around the world 36-GK Ability to synthesize different perspectives on the same topic to draw conclusions about global issues 37-GK 	<ul style="list-style-type: none"> Ability to engage in inclusive problem solving 41-GE
ATTITUDINAL INDICATORS	<ul style="list-style-type: none"> Positive attitude towards one's own culture 10-AD Tolerance of differences 11-AD Responding to differences with openness and positivity, not fear 12-AD Willingness to interact with peers and adults of different backgrounds respectfully 13-AD Willingness to work collaboratively with peers and adults of different backgrounds to achieve shared goals 14-AD 	<ul style="list-style-type: none"> Recognition of different perspectives as legitimate 25-CU Positive attitude towards other cultures 26-CU 	<ul style="list-style-type: none"> Recognition of the importance of learning about other cities and countries 38-GK Recognition of the importance of learning about global issues that affect us all 39-GK Recognition of the importance of analyzing multiple perspectives 40-GK 	<ul style="list-style-type: none"> Interest in the larger world, particularly unfamiliar people and places 42-GE Interest in global issues 43-GE Recognition of the value of inclusive problem-solving 44-GE Recognition of one's capacity to advocate for and contribute to local, regional, or global improvement 45-GE Appreciation of language learning as a means of communicating and collaborating with people around the world 46-GE Willingness to take action to address global issues 47-GE
BEHAVIORAL INDICATORS	<ul style="list-style-type: none"> Interacting with people of different backgrounds positively and respectfully 15-AD Working collaboratively with people of different backgrounds to achieve shared goals 16-AD Intervening against intolerant behavior online and in-person 17-AD 			<ul style="list-style-type: none"> Using digital tools to learn from and communicate with students from cities around the world 48-GE Seeking opportunities to communicate with people in other cities and cultures, as well as one's own 49-GE Seeking opportunities to interact and collaborate with people of different cultures and backgrounds 50-GE Gathering and interpreting information from people in one's own city and culture 51-GE Gathering and interpreting information from people in other cities and cultures 52-GE Presenting information, formally and informally, to people in one's own city and culture 53-GE

STUDENT LEARNING OUTCOMES

2. **Communicate effectively and respectfully** with people who are perceived to have different cultural backgrounds
Analysis: Effective communication requires being able to express oneself clearly, confidently, and without anger, even when expressing a fundamental disagreement[SAD] . Respectful communication requires understanding the expectations and perspectives of diverse audiences, and applying that understanding to meet the audience's needs. Respectful communicators also check and clarify the meanings of words and phrases when they engage in an intercultural dialogue. Speaking more than one language is a clear asset for effective intercultural communication. Smooth communication in intercultural contexts is also facilitated by active listening – this means looking for not only what is being said but also how it is being said, through the use of voice and accompanying body language . Competent students are capable speakers who can use their body language and voice effectively when they discuss and debate global issues, express and justify a personal opinion and persuade others to pursue a particular course of action.

Result:

Communicate effectively and respectfully with people who are perceived to have different cultural backgrounds

Globally competent students:

- are able to express oneself clearly, confidently NEW
- are able to express oneself without anger, even when expressing a fundamental disagreement A[11]AD; B[15]AD; A[12]AD
- understand the expectations and perspectives of diverse audiences, and applies that understanding to meet the audience's needs S[23]CU
- check and clarify the meanings of words and phrases when they engage in an intercultural dialogue S[8]AD
- recognize that speaking more than one language is a clear asset for effective intercultural

Color-coding:

Red-definitions

Green- ideas which are the same as in Global Cities Inc. indicators

Purple-new, additional ideas

Yellow-comparisons/difference

Not mentioned in GCI but perhaps, the same idea is being meant

Matching: S[37]GK or [AD] are the areas/indicators from Global Cities Inc.

ot only what is being said but also how it is being (anying body language) NEW

ody language and voice effectively when they and justify a personal opinion and persuade others

W

“PREPARING OUR YOUTH FOR AN INCLUSIVE AND SUSTAINABLE WORLD. The OECD PISA global competence framework 2018”

Matrix

NEW MATRIX

Global Student Learning Outcomes and Indicators

Purple colored indicators - either new (from PISA framework) or modified indicators

	APPRECIATION FOR DIVERSITY	CULTURAL UNDERSTANDING	GLOBAL KNOWLEDGE	GLOBAL ENGAGEMENT
DEVELOPMENTAL COMPETENCY AREA				

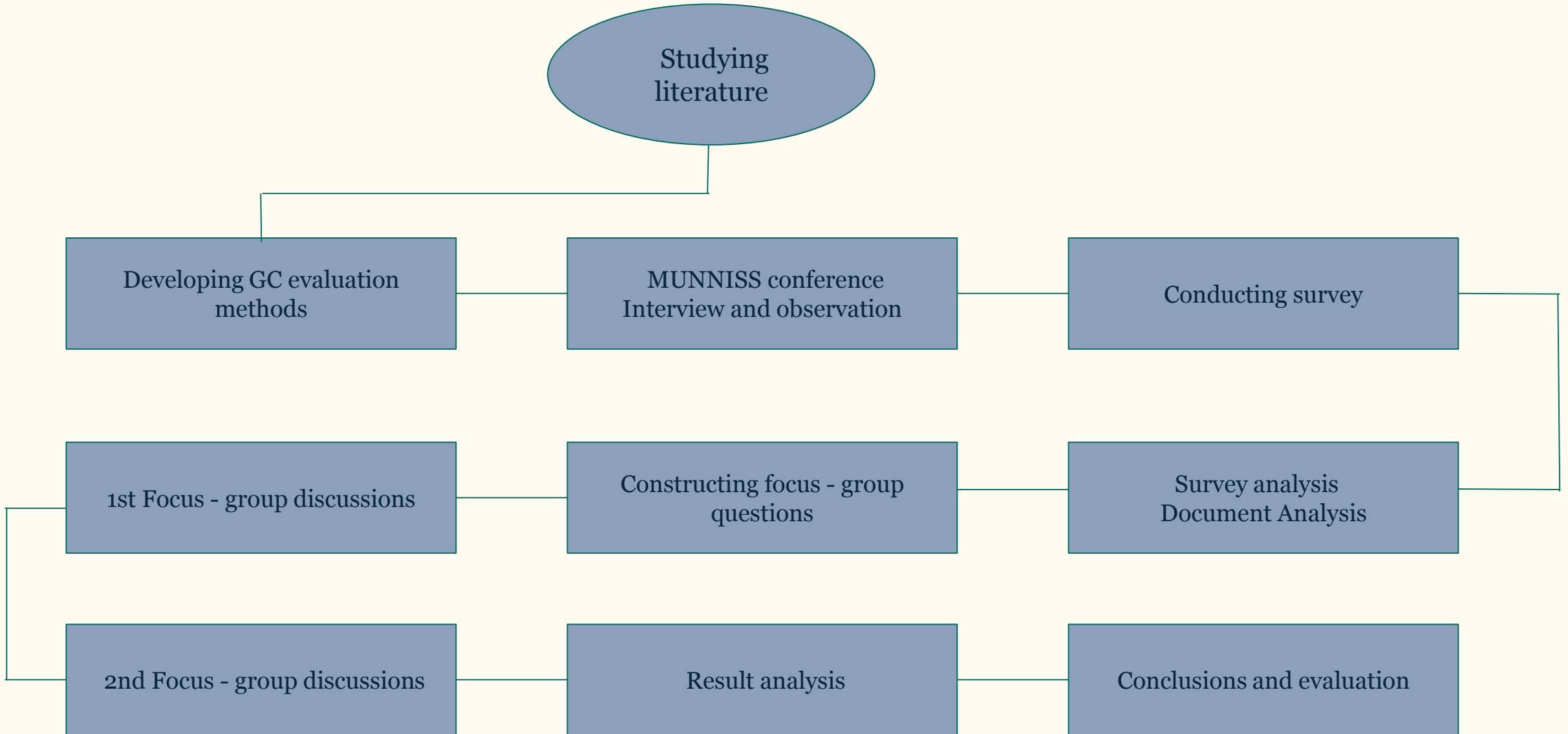
KNOWLEDGE INDICATORS	APPRECIATION FOR DIVERSITY	CULTURAL UNDERSTANDING	GLOBAL KNOWLEDGE	GLOBAL ENGAGEMENT
	<ul style="list-style-type: none"> - Awareness of how one's own life and the lives of others are influenced by broader cultural and historical contexts K[1]AD - Awareness of one's own culture (behaviors, identity, beliefs) K[2]AD ... 	<ul style="list-style-type: none"> -Understanding how one's own life and the lives of others are influenced by broader cultural and historical contexts K[18]CU -Understanding of one's own culture and how it is different from and similar with other cultures (identity, beliefs and behaviours, what includes cultural norms, interactive styles and degrees of formality of intercultural contexts) K[19]CU ... 	<ul style="list-style-type: none"> - Knowledge of local and world geography K[27]GK - Knowledge of global issues and their local impact K[28]GK - Knowledge of economics and politics (including their demand for and use of natural resources) and their impact K[29]GK ... 	<ul style="list-style-type: none"> -Understanding the significance of another person's sufferings K[]GE ...

SKILL INDICATORS	APPRECIATION FOR DIVERSITY	CULTURAL UNDERSTANDING	GLOBAL KNOWLEDGE	GLOBAL ENGAGEMENT
	<ul style="list-style-type: none"> -Ability to identify and critically reflect on stereotypes (which are caused by factors like cultural identity) in thinking about others, ... 	<ul style="list-style-type: none"> - Ability to flexibly adapt one's own behaviour and communication (speech and voice, body language and content of writing) to suit and meet the needs of ... 	<ul style="list-style-type: none"> - Ability to apply research skills (finding, selecting, and applying information, weighing appropriate evidence ... 	<ul style="list-style-type: none"> - Ability to engage in inclusive problem solving S[41]GE -Ability to examine spaces and opportunities for young people to play an active role ...

ATTITUDINAL INDICATORS	APPRECIATION FOR DIVERSITY	CULTURAL UNDERSTANDING	GLOBAL KNOWLEDGE	GLOBAL ENGAGEMENT
	<ul style="list-style-type: none"> -Positive attitude towards one's own culture A[10]AD -Recognition and respect towards fundamental human rights and tolerance of differences ... 	<ul style="list-style-type: none"> -Recognition of different perspectives as legitimate (recognize another's position or belief is not necessarily to accept that position or belief) A[25]CU - Positive attitude towards ... 	<ul style="list-style-type: none"> -Recognition of the importance of learning about other cities and countries A[38]GK -Recognition of the importance of ... 	<ul style="list-style-type: none"> -Interest in learning about the larger world, particularly unfamiliar places and people (including their linguistic and behavioural conventions, cultural perspectives and how they interpret ...

BEHAVIORAL INDICATORS	APPRECIATION FOR DIVERSITY	CULTURAL UNDERSTANDING	GLOBAL KNOWLEDGE	GLOBAL ENGAGEMENT
	<ul style="list-style-type: none"> -Interacting with people of different backgrounds positively and respectfully (includes checking and clarifying the meanings of words and phrases which are misunderstood) B[15]AD ... 	<ul style="list-style-type: none"> -Retaining one's own cultural identity while simultaneously being aware of the cultural values and beliefs of people around them, and not assuming that one's own values, beliefs and behaviours are the only possible correct ones B[]CU ... 		<ul style="list-style-type: none"> - Using digital tools to learn from and communicate with students from cities around the world B[48]GE - Seeking opportunities to communicate with people in other cities and cultures, as well as one's own B[49]GE ...

Research design



Methodology

Observation

- **6 committees**
- **18 students** (3 per committee) with different levels of academic performance
- **evaluation page** (indicators)
- **observers:** executive board (chairs and co-chairs) of committees, Secretary-General, and GP teacher

Interview

- **respondent:** the head of Central Asia MUN Coordination Center (CAMUNCC) in Astana
- **personal view and experience**
- **general discussion** (CAMUN, Kazakhstan MUN)

Survey

- **paper-based**
- **self-assessment survey with closed-ended questions**
- **the purpose:** to identify how students evaluate the influence of MUN participation on the development of their skills, enlargement of their global knowledge, their attitude and behavior as global citizens.
- **15 questions and 48 indicators**

Document Analysis

- **17 position papers written by earlier observed students**
- **6 committees**
- **check list** (indicators)

Focus-group

- **2 focus-group discussions with two different groups**
- **the first group:** 6 students
the second group: 4 students
- **questions were divided into two categories:** more general (directing) and specific ones
- **conducted in russian language**
- **focus: on ideas**

Pre-conference research results

Knowledge

- High level
- National level is missed
- Influence (external factors, community)

Skills

- Different level of achievement
- Interdisciplinary skills
- Narrow vision of the issue
- Students' attitude


Debating agenda results

Skills

- Building a dialogue (listen to, ask Qs, express, justify, persuade)
- Recognize perspectives (apply, not only understand)

Attitude

- Importance of learning about Global issues and other countries
- Respectful attitude towards differences and value them
- Value connections
- Feeling concerns for others and willingness to take actions



The process of writing resolution results

Skills

- Interpersonal relationships
- Inclusive problem solving
- Persuade others

Behavior

- Seeking opportunities to work collaboratively
- Collaboration (interaction)
- Caring about future generation (voice, rights promotions, reflective actions)



The post-conference reflection results

Skills

- Take responsibility to exercise own rights

Behavior

- Own contribution
- Taking reflective actions



Conclusions

1. Knowledge and skills were developed more rather than attitude and behavior.
2. Give the opportunity to choose to participate in the conference.
3. Teachers need a conscious development of global competencies (teacher training is possible).
4. Educate students on global issues starting at the local / national level.
5. Create maximum opportunities for participation and holding international conferences.
6. Form a systematic approach to the development of global competencies.
7. Focus on reflection and on the next steps after participating in the conference.

Limitations





Further research

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- Жаңа әлемдегі жаңа Қазақстан
- To improve indicators of Global Competence and assessment tools.
 - To use Nvivo software.
 - To create a network research within NIS schools.
 - To integrate the practice with international school from abroad.

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Жаңа әлемдегі жаңа Қазақстан

