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Purpose

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Dear student,

Welcome to UWC Dilijan!

There are thousands of international schools, many of which use the IB Diploma Programme for their curriculum. So what is special about UWC Dilijan? To answer this question, we start this Handbook with our mission statement and our values that need to permeate everything we do.

We are not an academically selective school that puts academic performance above everything else. That does not mean that we do not value intellectual development, curiosity and a desire to know more and to develop skills. We value active engagement in all areas of our learning programme, which includes academics and also our Creativity, Action and Service (CAS) programme, and our Residential Life programme. They are all connected and you will have opportunities to grow in all of them.

We value diversity, which means that you may find yourself in situations in which your own beliefs or values will be challenged, and that sometimes things will not go the way you expect them to. This is part of the experience of learning about others and to compromise in order to be able to live and learn, to cooperate and to grow with others. There will be highs and lows, there will be comedy and there will be drama. There will be sweat and there will be tears, even if it is only at the moment of parting after graduation!

May the UWCD experience make you someone that you are proud of, someone who has an impact on those around you and your community, and may you cherish it for the rest of your life.

Gabriel Ernesto Abad Fernández
The UWC movement

Mission Statement

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

The UWC is a unique global educational movement that brings together students from all over the world – selected on personal merit, promise and potential, irrespective of race, religion, politics and the ability to pay – with the explicit aim of fostering peace and international understanding.

Each UWC College or school is guided by the UWC mission statement and promotes the cause of international understanding by creating an environment in which students from countries and cultures around the world come together to study and to serve the global community.

UWC Values

UWC believes that to achieve peace and a sustainable future, the following values are crucial:

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

Guiding Principles of UWC Schools and Colleges

These principles draw their inspiration from Kurt Hahn’s pioneering work in founding the UWC movement. Though set within the context of Hahn’s original thought, these principles reflect the intervening 50 years experience and more recent advances in educational thinking. Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.

Each school and college responds to the UWC mission statement within the context of its location; this creates distinctive identities based upon local resources and opportunities. However, all schools and colleges share the same basic values as outlined in the UWC mission and values above – the following, then, are the basic principles from which is derived the practice of education at UWC schools and colleges:

1. that this education should take place within a diverse college community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between peoples.
2. that this education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.
3. that physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.

1Approved by the UWC International Board of Directors, 17th October 2010.
4. that community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.
5. that students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.
6. that opportunities for students to practice personal initiative, self-discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.
7. that recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college, which enable all selected students to fulfil their potential.

How can there be peace in the world if we don’t understand each other, and how can we understand each other if we don’t know each other?

Lester B. Pearson

UWC Common Code of Conduct

Your educational experience at UWC Dilijan College will include a wide range of learning opportunities. Among these will be your participation in a residential town, in an academic programme, in a variety of regularly scheduled activities, in service, and in formal and informal exchanges about international issues and sustainability.

Pursuing the UWC mission – to make education a force to unite people, nations, and cultures for peace and a sustainable future – requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge, action and personal example.

At the heart of the UWC ethos is respect for self and others in all our actions and words in all circumstances, including online. This means that we must think about the common good and be able to rise above our individual desires and needs in order to create fully integrated communities. In short, our ideals require good-heartedness from all members of the UWC community and a recognition that cultural norms are diverse.

Therefore, the following are not acceptable:

- Consumption, possession and/or distribution of
  - drugs for recreational or other non-medically prescribed purposes
  - tobacco, vaping and other related products
  - alcohol on school property and school sponsored activities
- Sexual activity in student rooms and any other shared or public spaces
- Violence of any kind including hazing, bullying, harassment or any other form of abuse
- Assault, including but not limited to verbal, physical and sexual
- Stealing or “borrowing without permission”

Each school or college will have clear expectations regarding:

- Non-attendance (at any classes and activities)
- Academic dishonesty
- Disrespect for curfew and/or quiet times
Individual UWC schools and colleges may have additional standards on these issues that reflect the laws and cultural norms of the country in which they are located. The expectation is that the UWC common code of conduct will be followed both in action and in spirit. Those who breach the code will lose the right to remain in their UWC school or college.

**UWC Dilijan Code of Conduct**

All students at the college are selected on the basis of their potential to live up to the idealism of the UWC movement Mission and values. There are many deserving applicants for whom there is no place available. Students should consider it their responsibility to make the most of the opportunity that they have been given.

In the event of serious cases of actions in conflict with these values, the Disciplinary Council will be called upon to proceed to an inquiry and make recommendations to the school leadership on measures that need to be taken.

The Disciplinary Council is made up of specially trained representatives of both students and staff; its role is carefully explained in a separate document.

Students enrolling in the College agree implicitly to comply with all College rules that are aligned with Armenian legislation.

**Living the UWC mission at UWC Dilijan**

All UWCs are united by the mission. All are separated and unique according to their placing. UWC Dilijan has been deliberately placed in Armenia in the beautiful but largely undeveloped Dilijan. Dilijan has a history of being a place where people go to recharge their batteries but also to develop the intellectual and artistic sides of their character.

The place makes a difference and UWC Dilijan is determined that it will make a difference to the place. Of course like all UWCs, UWC Dilijan embraces the UWC Mission to make education a force to unite people, nations and cultures for peace and a sustainable future. UWC Dilijan however has willingly accepted the task set by its founders which is to be in the community and by being part of the community to change the College and all who come here and change the circumstances of the community in which it is placed. Of course the College looks to global needs but with a strong belief that if you cannot make a difference where you are there is no likelihood that you will change the world.

The environment we are living in is a National Park and if UWC Dilijan College is a jewel, it is one set in green. In addition, the friendly and hospitable local community is already benefiting from the presence of the College in terms of employment opportunities and use of our facilities as well as interactions with students and staff, and we see many opportunities to continue and expand this involvement.

We also are fully committed to one of the central purposes of UWC, which is to promote and encourage a peaceful coexistence of people around the world. We believe that we need to become aware of the fact that peace begins with each one of us individually. A deliberately diverse community is challenging in many ways but needs to be a practical example of how much better this world can be. This is a challenge to each member of the community (staff and students).

> I regard it as the foremost task of education to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all, compassion.
>  
> Kurt Hahn
Living and Learning Together at UWC Dilijan

We cannot separate living from learning otherwise there would be no point in our coming to Dilijan. We seek to understand each other as real caring people, instead of reinforcing the stereotypes that fill the world with hatred and fear. Getting to know each other means understanding each other and valuing the difference in the other person. Only if we can achieve the aim of not just tolerating differences but understanding and celebrating them will we be living life in the UWC way. Living and experiencing, experiencing and learning come together at UWC Dilijan College. Only in this way will each of us, staff and students alike, grow as whole people.

Let us see how this fits together:

- **Education of the whole person** requires respect for all elements of learning, including service, leadership, creative and physical pursuits, as well as academic and professional learning.
- **Service to each other and the community** is central for all students. Only by being able to see others’ real needs (rather than our perception of them) can we create powerful opportunities for understanding one another and ourselves and contribute to the wider community.
- **Sustainability** requires conscious decisions on the part of all members of the community to respect the local and global environment through daily actions.
- **Personal initiative** is highly valued in the College environment, as it requires mutual support and self-responsibility rather than an over-reliance on hierarchies and supervisory positions. It fosters compassionate, courageous, and diverse leadership. The College is what the students and staff make it into.
- **Open, honest and caring discussion** is essential. All should take responsibility to voice concerns in meetings so that issues are dealt with as transparently as possible. Voicing a personal concern directly with the person involved in a considerate and thoughtful way shows care and respect.

Remember: changing the world begins with personal choices and actions. Kurt Hahn

**Attendance and Engagement**

A condition of accepting a place at UWC Dilijan is that students participate in all aspects of College life including classes, services, activities, mentor and residence meetings, assemblies, Global Affairs sessions, special conferences and all other activities considered integral to the life of the College.

Absences and lack of engagement are recorded and reported. Under no circumstances can absence from the college be justified on the basis of travel convenience or cost. Late arrivals or early departures without an approved reason will be followed up with a letter written to parents and, when relevant, National Committees.
Students who are not fully and positively engaged in the life of the College and the active pursuit of the UWC mission and values may forfeit their place at the College. For this reason, promotion into the second year of the Diploma Programme is not automatic. What this means is that it is dependent upon satisfactory effort and performance in all aspects of College life and upon clear commitment to UWC principles and ideals.

In the unfortunate event of a student being expelled from the College, if the student is the recipient of a scholarship, this is automatically suspended and cannot be transferred to another school.

College Calendars

Our campus is a busy place! Coordinating the schedules of ca. 220 students and over 70 staff is quite a task. Therefore, we use Google Calendar to run several calendars:

1. Academic calendar: A common calendar with information about academic deadlines, major academic events and so on.
2. CAS and Events: For all of our CAS events plus any other College-wide event.
3. Residential Life: For all events related specifically to our residential community.
4. Operations: For
5. University and Careers Counselling Calendar:

Student Initiative

Student initiative is highly valued as an opportunity for students to put UWC ideals into practice. Regular student-led initiatives include Project Weeks, workshops and performances, social events, House activities, etc. Many other student-led initiatives and projects take place both inside and outside the College and we encourage students to imagine and act.

At UWCD we value student initiative enormously, which is why our students have a degree of autonomy that is unthinkable in many other schools. This autonomy is intrinsically linked with the UWC value of personal responsibility and integrity.

Living for and with our Community

What does it mean to live sustainably with each other and as stewards of different communities, different environments, as stewards of a planet? These will be the most important questions that will guide our discussions as an intentional community. This includes a wide variety of approaches on how to live together and learn together, how to make informed choices and how to do that in a sustainable fashion. In particular, for a College placed as UWC Dilijan is within a special, rural, and in many ways poor community it is important for us to learn to understand what our individual and collective impact is, how to assess this impact, raise awareness in others and how to aspire to become our better selves finding ways of serving the community around us.

By coming to UWC Dilijan College, you accept the challenge of becoming personally and actively involved in the process of building a community and serving a community in an outward-looking and caring manner.

To ensure that UWC Dilijan College is a safe, secure, healthy and respectful place for everyone and to follow the rule of law in Armenia, all members of the community are required to abide by the College policies both in spirit and in action at all times.
## Behavioural Expectations and Consequences

<table>
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<tr>
<th>UWC Value</th>
<th>Minor disappointment</th>
<th>Moderately serious failure to live up to values</th>
<th>Serious failure to live up to values</th>
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<tr>
<td><strong>International and intercultural understanding, celebration of difference</strong></td>
<td>Instances of thoughtless behaviour or speech</td>
<td>Intolerance, harassment, intimidation, bullying/hazing</td>
<td>Repeat of moderately serious instance before, or single serious instance such as assault</td>
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<td><strong>Personal responsibility</strong></td>
<td>Missing significant work deadlines, or Reported poor punctuality Residence room unhygienic, or Breaking code of conduct other than theft or bullying and assault</td>
<td>Repeated minor instances as noted before</td>
<td>Sustained minor instances Serious single instance of personal risk</td>
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<td><strong>Personal integrity</strong></td>
<td>First instance of academic dishonesty on internal work</td>
<td>Verbal or written dishonest accounts of events, first instance of minor Academic dishonesty on IB coursework Unwelcome borrowing</td>
<td>Repeat of moderately serious instances, or theft Major instance of deliberate academic dishonesty</td>
</tr>
<tr>
<td><strong>Compassion and service</strong></td>
<td>Reported instances of lack of consideration towards others. non-attendance of service</td>
<td>Repeated minor instances as before</td>
<td>Sustained minor instances</td>
</tr>
<tr>
<td><strong>Respect for the environment</strong></td>
<td>Reported wasteful, extravagant, or destructive behaviour</td>
<td>Repeated instances as before</td>
<td>Sustained wasteful, extravagant, or destructive behaviour</td>
</tr>
<tr>
<td><strong>Action and Personal example</strong></td>
<td>Sets a bad example to other students through actions</td>
<td>Repeatedly sets a bad example to other students, or Acts in such a way as to bring the College reputation into disrepute</td>
<td>Continues internal bad examples, or Repeats bringing College into disrepute</td>
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The table illustrates examples of incidents that could result in disciplinary responses by the College; it is not an exclusive list. As a rule of thumb, remember that all aspects of life at the college have been guided by a simple principle: consideration for others. If you find yourself arguing “I am entitled to…” that often means that you are not putting others at the centre of your decision-making process.

Being a teenager means exploring your identity and pushing boundaries. This is developmentally-appropriate but it does not mean that members of our community have carte blanche to do as they please. The sections below aim at making some UWCD expectations (and, in some cases, the Armenian legal framework) as clear as possible in some areas that adolescents all over the world may struggle with:

**Alcohol**

Following the UWC Code of Conduct, the possession and consumption of alcohol is strictly prohibited on campus and College-sponsored events. 

Off campus, in line with Armenian legislation, students over the age of 18 are permitted to consume alcohol in moderation in restaurants and bars. Nonetheless, it is a UWC expectation that students joining our campus commit to a healthy lifestyle, and the College expects its students of legal age not to engage in excessive drinking. The research on the damage that alcohol causes in young people is extensive, as is the research of the dangers teenagers put themselves under while under the influence of alcohol.

The purchase of alcohol in shops or elsewhere, as well as its consumption in licensed establishments (including restaurants) is forbidden for all students who are below the legal age. No one is allowed to purchase alcohol for students under the age of 18 (this is illegal in Armenia), to consume or to purchase it for consumption outside licensed establishments.

**Drugs**

The manufacturing, possession, use, or trafficking of any narcotics or illegal drugs (e.g. marijuana, hashish, cocaine, heroin, etc.) is an offence in Armenia. Any student involved with illegal drugs in any way will be dismissed immediately from the College, which has the right to contact the Armenian authorities as needed.

**Smoking**

The research on the impact of smoking on health is very clear. In line with the UWC Common Code of Conduct, smoking (including any form of e-cigarette or ‘vape’) is not allowed anywhere on campus. Smoking is illegal for minors in Armenia (below 18 years old) in any case.

Students who have already developed the habit of smoking and do not wish to take the opportunity to give up an unhealthy habit, can register as smokers and then smoke in a designated area outside of campus near the entry gate. Any smoking materials will have to stay in a locker at our guardhouse and are not allowed on campus.

Students smoking on campus are not only endangering their own health, but also the safety and health of others. If a student is found smoking on campus, the student’s parents or guardians and National Committee (if relevant) will be informed. Repeated instances of this behaviour will be considered as a lack of respect towards the College community and dealt with accordingly.

Please also read the College’s more detailed Alcohol, Tobacco, Drugs Misuse Prevention Policy.

**Stealing or Borrowing Without Permission**

Joining a residential community means that some students will lose an amount of privacy (you may be used to having your own room, for example) while for others it will be the opposite and they may enjoy an amount of privacy and access to facilities like bathrooms that they have not enjoyed in the past.
This process involves adjusting for all concerned, including different perceptions of the concept of property. Some of our students come from tribal or village backgrounds in which everything is shared; others come from backgrounds in which personal property is sacrosanct.

In order to avoid conflicts regarding this, and following the overarching principle of **consideration for others**, always ask for permission before borrowing anything from anyone, even if it is a close friend, as this will avoid misunderstandings and potentially difficult conversations.

Any student who steals somebody else’s property (including the College), will face disciplinary action that may involve, depending on the circumstances, forfeiting their place at the College. The College has the right to involve the Armenian authorities as needed to deal with such cases.

Connected to this, the College has the:

**Right to Search**

Only in cases where the College has reasonable grounds to suspect that illegal drugs, alcohol, stolen property, any forbidden substances and/or weapons are stored on campus, staff have the right to search any part of the College including bedrooms and students’ personal belongings.

The students’ rooms, lockers and personal belongings can be checked without the student’s consent if the College has a reasonable ground to believe that as a result of such checkup a serious risk for the student’s or others life, health and safety could be eliminated. Any suspicion of keeping any forbidden substances or items shall be considered as a reasonable ground to conduct a checkup **without the resident’s consent**. Such searches will always be conducted in the presence of the residents of the room and a trusted adult. If the student does not nominate a trusted adult, the student’s mentor or Toon Parent will act in such capacity.

**Violence, Theft, Harassment and Anti-Social Behaviour and Willfully Endangering others**

Students who use physical force towards others, who become involved in theft, hazing, other anti-social behaviour, or who act willfully in a way that endangers the health and safety of another, may forfeit their right to remain as part of the UWCD community.

Behaviour that threatens, ridicules or humiliates another person will not be tolerated – even if the target of the behaviour says it is “okay” to do so, as this is often just a defense mechanism that does not justify such behaviours.

**Sexual Relationships between Students**

Discovering one’s sexual identity is part of the normal developmental process, and it is shaped by the culture/s of the individual. Concepts such as “personal space” and “modesty” are interpreted very differently in the range of cultures which our community members come from.

At times there is an interpretation of the UWC experience that equates it with a Western-centric ideological approach that imposes certain expectations on others in what sometimes constitutes a form of harassment. One such example is the most unfortunately named “UWC Challenge” by which students are encouraged by their peers to engage in sexual contact with students from each continent. Such behaviours are completely opposed to UWC values and continue to put members of our community at risk; therefore, students engaging in such behaviours will face disciplinary consequences that may include forfeiting the right to remain as part of the community.

The UWC Common Code of Conduct is very clear on this: “Sexual activity in student rooms and any other shared or public spaces” is not allowed on campus or on school activities such as trips, project weeks and so on.

**Affirmative Consent**

There are many examples of healthy relationships that develop during the time at UWC. In such relationships, it is the moral responsibility of each person involved in any intimate contact to ensure that they have the affirmative
consent of the other to behave in such a way. Lack of protest or resistance does not mean consent, nor does silence mean consent.

Affirmative consent (in Armenia the age of consent is 16) must be ongoing throughout and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.
Caring for yourself and others at UWC Dilijan

Student Support

Life at UWC Dilijan College is energetic, busy and full of personal demands and to help you meet these there are a number of people and structures in place. The students all live in Toons - *tun* is the Armenian word for house - and it is important to all that your Toon is a safe and happy place for you.

Your room is a place to relax and rejuvenate from a busy schedule at UWC Dilijan College. There are huge benefits from sharing a room with other students but there are also huge demands. Four students of the same gender and mixed nationalities share a room. That means different expectations and cultural attitudes. It works only if all are ready to put themselves in the position of the other and understand the impact of their own cultural background on others. When it works well it is a life-changing and enhancing experience. How it works depends upon you.

At UWC Dilijan we take your feelings of safety and security very seriously. All students have a Mentor and a Toon Parent and will receive guidance and advice from them, and know that they can share any problems with them. There are other adults who are available. Remember that they too have chosen to come to UWC Dilijan because they value the special place that all United World Colleges are. They care about you but can only care for you if you let them.

Just like in your home, at UWC Dilijan College there are tasks that need to be done so everyone can live well together. You are expected to assist with washing dishes and keeping your room and your shared spaces clean and welcoming. Since everyone must help in this way, there is a shared sense of ownership of the beautiful campus.

The Head, Gabriel Abad Fernandez, is also there to serve you and hopes you will always find him available to listen to you.

The school employs a senior doctor, nurses and a full-time male psychologist. There is also access to a female psychologist, at need, and also to a full range of medical professionals within the local community. We are lucky to have a fully equipped Health Centre with its own beds available for students in need.

One of the huge privileges we have here is a wonderful staff of cleaners, chefs, maintenance engineers, gardeners and security staff to keep you clean, fed and safe. They too are there to care for you and are entitled to be greeted and thanked. Our community will be judged locally on how those working here are treated.

Here’s an overview of our 3 support networks:

1. Learning Team
2. Caring Team
3. Peer group support

Who can you talk to?

Anyone you trust - Head of College, Deputy Head of College, Safeguarding Leads, Mentors, Teachers, Head of Residential Life, Toon Parents, the doctor, Learning Support Coordinator, the school psychologists, the University
and Careers Counselor, the CAS Coordinator, the Outdoor Education team, other non-academic staff, peer listeners, peers. There are lots of open ears around for you to use!

Caring Leadership Team

- Head of Residential Life - responsible for all residential matters specifically for ensuring that the support offered is consistent and aligned with UWC values and policies.
- Toon Parents (TP) are responsible for all students in their Toon.
- Day Toon Parent (DTP) - are responsible for all students in the residences during the day.
- Doctor - She lives on campus during the week and is always available. Ringing the medical center number (or going there directly) is the best way to get in touch.
- Nurses - there is always one of the nurses on duty in the medical centre, it never closes. The nurses support the doctor and you in health related matters.
- School psychologists - One of these is on campus every working day and often over the weekend. He is responsible for the mental health and psychological well-being of all students, and he is joined on certain days by a female colleague who can also work remotely when needed.

Safeguarding Team

- Nominated Safeguarding Governor
- Designated Safeguarding Lead
- Deputy Designated Safeguarding Leads

Learning Leadership Team

- IB Coordinator
- EE Coordinator
- CAS Coordinator
- TOK Coordinator
- University and Careers Counselor
- Mentors - responsible for your learning outside of the toons; that's CAS and all the things happening in classrooms
- Teachers - in charge of your subject learning and skills development.

CLT (College Leadership Team)

- Head of College - has the ultimate responsibility for the college
- Deputy Head of College - responsible for everything to do with the IB and academics, plus everything else when the Head is out of school
- COO (Chief Operating Officer) - responsible for everything related to finances.
- Acting Head of Advancement Department
- Head of Residential Life
- Human Resources Manager - responsible for all staff related issues
- Facilities Manager - He's in charge of the buildings and all other non-human bits and pieces on campus

Toon Parent

Toon parents are responsible for the general well-being of their students, assuming a parental role in guiding and supporting them. Toon parents can be approached with any problem - however, please remember that they also need some time to sleep, or simply be with their families.
Mentor

Each student is assigned a Mentor who provides both personal and academic support. Mentor groups meet twice a week in timetabled slots of 35 minutes, and also plan dinners or other events together at irregular intervals to develop a sense of community.

University and Careers Counsellor

Our University and Careers Counsellor is in charge of guiding you in your career plans, including your university applications. At the end of your first year, you will be encouraged to begin the process of preparing for life after UWC, whether it is to attend university abroad or at home or to consider a volunteer year, or even something totally different.

Our Counsellor is available to assist and advise students with their applications. The counsellor is not an all-knowing magician, but has the experience to guide students on how to proceed with their applications and ensure that all supporting documentation required from the college is provided. The university counsellor will provide timelines and deadlines for student applications. Students who ignore these deadlines may find that it is not possible for their applications to be processed on time.

College Psychologist

The College employs a full time psychologist who can provide consultation, counselling and psychotherapy. Students who feel they are going through a condition of emotional stress or who simply need to speak about themselves can ask for help and receive support in a non-judgemental and confidential setting.

Counselling and psychotherapy are collaborative work in which conditions of emotional distress and psychological issues can be explored and processed promoting a greater familiarity with personal desires and resources. The College Psychologist can liaise with the College Doctor, the Senior Toon Parent, external specialists and families if necessary in order to provide holistic support to students. Moreover, he trains and supervises a group of peer listeners (whose role is described below) and he visits mentor groups to give advice on time and stress management as well as other issues.

Confidentiality

Information shared with a health (physical and mental) professional (doctor, psychologist) or peer supporter is strictly confidential, meaning it will not be shared with anyone, unless you or someone else is at risk of being harmed. In such a rare instance, it becomes a moral and legal obligation to raise an alert to protect the person at risk.

Peer Support Network

The Peer Support Network is a means to connect students with trained listeners who are similar in age and experience in times of need. Peer Listeners are second year students trained and supported by the College to provide help through listening with the aim to offer an additional option to the current support system (Toon Parents, Psychologist, Mentor, Doctor, Nurse, etc.).

Learning to Take Care of Yourself and Others

In order to foster a sense of community, the College community meets on Monday mornings for an assembly at which students and staff make announcements to the community as a whole. There is also a student council that meets regularly, also as part of the community council involving representatives from all areas of the College.

Acceptance of a place at UWC Dilijan carries many obligations. We do not pretend that the College programme is anything other than extremely demanding and students are expected to devote themselves full time to this programme.
The UWC Dilijan way is to understand that we have been given a huge opportunity and that this carries its own obligations:

1. Never take what we have for granted - it is a gift to be passed on to each other and the college community;
2. Never to exercise our freedoms in ways that leave others less free or paying the price;
3. Always to look for ways to reach out in service to others.

For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.

Nelson Mandela

Health and Wellbeing

Health and wellbeing are taken very seriously, and students are given advice and support on how to achieve this goal in a variety of different ways. The college employs a full-time residential doctor who is available on campus during the week in our well equipped medical centre. We also have a 24/7 presence of nursing staff in the centre, which has some treatment facilities and several bedrooms in which students with contagious illnesses can stay overnight. There is a small local clinic, and a major hospital in Yerevan. In case of specific health conditions, the College will follow Armenian healthcare workers instructions as to the student’s placement in a designated location.

At the beginning of the academic year, each new student has a medical examination to evaluate his or her general condition and the school doctor monitors any students with chronic conditions such as asthma or diabetes. In addition, students are educated on a healthy lifestyle in the Toons, and elsewhere.

Fitness Programme and Personal Wellness

A balanced lifestyle includes physical exercise. Exercise promotes overall health, reduces stress and improves focus, and is a part of the mandatory CAS programme. In addition to a core CAS Action, we recommend students to join at least two sessions of student-led exercise per week as part of the College fitness programme. Wherever possible, the college also supports students’ own initiatives to stay fit.

The Importance of Sleep

There has recently been much scientific research on the importance of sleep. According to the National Sleep Foundation in America, teens aged 13 to 18 need about eight to 10 hours of sleep each night, although very few actually achieve that amount (Eaton et al, 2010) and many are chronically sleep deprived. Poor sleep patterns are also linked with risky behaviour, including smoking, drinking alcohol, stimulant abuse, physical inactivity, as well as anxiety and depression. In the residencies we therefore emphasize quiet time and mutual respect and considerate behaviour, ensuring that everyone understands the need to sleep, and that everyone has the opportunity to sleep at night.
Permitted days

A permitted day is a discretionary day without lessons or other commitments. It can be granted for emotional reasons – the need to have a brief respite from the college environment or routine, or in response to other personal needs.

In instances of urgent personal need, the student’s Toon Parent or Mentor can grant a permitted day and will inform the Deputy Head so that their absence is justified. This should be the case when it was not possible for the student to speak directly with the Deputy Head because of the urgent, sudden or personal nature of the request.

Permitted days requested in advance will not normally be granted on Mondays or Fridays, except where it is essential to add them to a weekend, perhaps in order to visit or be visited by family in sensitive circumstances. A normal birthday celebration would not qualify, serious illness or worse in a closely-related family certainly could. A student may be given time to see parents who have travelled a long way in order to see them, but due to circumstances beyond their control it is not on a weekend. A demonstrated clear need for some parental support may justify a return home.

An exemplary attendance and involvement record is not a guarantee of a permitted day being granted, although poor attendance and engagement will certainly not help the case for such a day.

Justified absences in order to attend religious ceremonies or celebrate national days or public holidays are not permitted days. A conversation with the Deputy Head about how such a ceremony or day can be shared with the community is welcome.

Wherever possible, teachers will be notified in advance by the student’s Mentor or Toon Parent of a request for a permitted day and then may flag up a particular difficulty or concern about academic progress. The Deputy Head will then re-evaluate the request after consultation with the Toon Parent and Mentor.

Student Life

Your room

As you will have up to four roommates from different parts of the world, your room will be one of the first places where you will experience cultural differences first hand. You will soon discover that people from other cultures have different habits from you and may have different views on even the simplest of things. Roommates will have to work out arrangements respectfully to allow each member of the room to maintain his or her own personal space and feel at home; this may involve compromises regarding the opening and closing of windows and doors, turning lights on and off, waking up and going to sleep, having guests in the room, playing music, decorating the walls and so on. Please remember that considering others includes the residential staff you are sharing the toon with. Students should keep in mind that other community members might not be willing to express disagreement openly because of their cultural background. Students should remember, however, that to resolve points of conflict it is best to discuss them respectfully rather than ignore them. World peace begins with each person making peace with the people nearest to him or her.

Students are traditionally allocated rooms on the basis of the gender recorded on their passports or other official identification documents. The college recognizes that a student’s assigned gender (on official documents) may not
align with their sense of their own gender identity and makes every effort to accommodate gender non-binary and transgender students and to provide living arrangements that support students in their personal journeys. We encourage students to express any concerns or requests related to their gender identity, including about room sharing, either during the admission and selection process or at any time after joining the college, to any staff or faculty member they trust.

Your Toon

Each Toon has a common room which doubles as a basic kitchen, and ample space to socialize which sometimes doubles up as a study space. The bedroom is, as mentioned above, a place to sleep, to study and to relax. Have fun in the socializing space. Please respect the need of others to study in these areas at certain times; if you don’t sleep you won’t be able to study or meet the high demands of the IB Diploma. The roommates are responsible for their room’s tidiness, common spaces in the Toon are the responsibility of all who must keep their Toon tidy. Please have respect for the buildings of this College which are maintained to the highest standard.

Sharing a room, a Toon and a campus

After 22:00, or after 23:00 on Fridays and Saturdays, the entire campus should be quiet enough to allow all residents to sleep. Only students assigned to a room may be in that room from check-in until breakfast. On school nights, from 22:00 to breakfast, students have to remain in the residences and this is considered quiet time (see below). As we do not divide our Toons according to gender it is especially important that you will stay in your own corridor or in the common rooms during these hours.

Students who violate these requirements repeatedly and/or whose level of disturbance to others is severe can expect to have their parents, guardians and national committee (if relevant) informed. Offences of a more serious nature may result in suspension or dismissal from the College.

Laundry

Washing machines and tumble dryers are available for use, free-of-charge, in the laundry room of each residence. Students should note that washing powder is not provided.

Helping out around the Campus

There are clear safety guidelines for behaviour in the Toon related to personal/general safety and these will be outlined by Toon Parents to all students during orientation week. Such guidelines include the use of approved electrical equipment, storage of bikes on campus, keeping doors and windows shut, prohibition of candles, incense sticks and other flammable materials.

In addition to your room, you are responsible for cleaning dayrooms, kitchens, corridors and the laundry room. Each Toon decides the best way of allocating jobs and responsibilities to students’ houses.

You are also able to participate in College Service where you will be called upon once a week to assist around the campus, for example repairing the school bikes, assisting in the library, working as a public relations assistant, etc. There are also times when students will be asked to contribute to special projects around campus, such as spring cleaning.

Meals

Three meals are served daily in the college Dining Hall. Vegetarian and vegan options are always available, and
kosher and halal food is also available as far as is possible in Armenia. We endeavour to accommodate other dietary restrictions, but would encourage you to get in touch with us ahead of arrival so that expectations can be made clear.

Our Food Committee liaises with Art Lunch, our catering company, gathers feedback from the community, suggests new recipes and ideas to continually improve our dining experience.

**Student ID and Key card**

Your student ID card is your proof of identity but also allows you access to your residence and all academic buildings. Please submit a picture of yourself with your joining papers for your personalized ID. The College is implementing access control and you will need it to access some areas of the campus.

**Computers and Internet Access**

Each student receives an account on the College network and can use this account to save documents on the server and to access the internet. The account has a printing quota, which allows students to print up to a certain number of pages each week for free. All students are provided with a UWC Dilijan email account. It serves as the student's official way of communication and must be checked daily.

Wireless access to the internet is available in most areas of the College.

Students who have their own laptops are encouraged to bring them. Students who do not have their own laptop may be provided with a device upon agreement with their parents, guardians and/or UWC National Committee if the College has any available.

All electrical equipment must be reported to your Toon parent on arrival and must not be used until it has been checked, due to potential fire risks.

**The Library**

Our library is open for study, browsing and lending from 7.30 in the morning until check-in.

The library collection currently includes books, DVDs, journals, and databases. The material is selected to support the curriculum and CAS activities and to encourage wider reading both of classic and contemporary fiction and non-fiction. Collection languages are mostly English, then Armenian and other languages taught at the school. Recommendations for additional purchases are always welcome.

In addition to the collection, library services include research and project support, information literacy training as well as the management of textbooks and other teaching material. The library is managed by two full-time librarians and supported by student staff.

The Library is well equipped with computers which are available to students.
Long weekends, regular weekends and overnights

On some weekends, the college will offer bus transport to Yerevan. Students may choose to spend a day in the city, but certain rules and guidelines have to be followed. Overnight stays in Yerevan or elsewhere are only allowed with parental permission.

In the second term we normally have two long weekends during which students are encouraged to explore Armenia. However, the college remains open and the time may just as well be used to rest or study.

All travel must occur within the weekend; personal days or justified absences may not be taken in order to have an extended long weekend.

Visitors

UWC Dilijan welcomes visitors but they need to be announced to the Senior Toon Parent well in advance before arriving on campus. While visitors, including former students and family and friends of current students, are welcome, they must find accommodation off campus, as the College does not have the space to host them. For legal, medical and privacy reasons, visitors are not allowed to stay overnight in student rooms or residence dayrooms. Visitors during the day have to be accompanied by the Toon parent. Meal tickets for visitors to eat in the canteen are available for a small charge.

Absence from campus

Students who plan to be away from the College overnight must gain permission from their Toon Parent and fill out the overnight leave form, which is available online (we are about to introduce a new online system for the full process which also involves parents at home). Students who need to be away from the College overnight on a school night must also gain permission from the Deputy Head. If a student must miss classes or activities for some reason, he or she must gain approval from the Deputy Head and the Toon parent, and has to inform the teachers whose classes or activities will be missed in advance.

In order to ensure full participation in College life students living in the country should aim to go home not more than once a term, unless they take fellow students with them. It is essential that the College knows where you are going and who you are staying with, and that you keep in touch via mobile phone so that you can be contacted at need. It is your responsibility to ensure that the correct number is on file with the college, and that your phone is able to make and receive calls.

Unarranged absences will be regarded very seriously and could result in disciplinary measures being taken. In serious cases such absences might be reported to parents or the National Committee, or even result in your having to leave the College.

Intercultural and Interpersonal Awareness

Learning more about other people is probably one of the main reasons you chose to come to UWC Dilijan. One of the most important ways for you to maintain and build the community is by listening to other members of the community.

College Assemblies

These meetings create opportunities for the whole community to gather and share ideas and issues relevant to living together at UWC Dilijan, but there are also announcements and sometimes performances. The weekly meetings are opportunities to practice conflict resolution, public speaking and active listening in a group of 250 students and staff. College assemblies are based on the belief that there is wisdom in sharing ideas with the whole community.
and discussing issues openly before making major decisions in a smaller group such as Residential Life meetings or the Community Council.

**Peace and conflict**

Learning and deepening skills for conflict resolution, and gaining knowledge of approaches such as restorative justice are an important part of every student’s experience at UWC Dilijan College. These skills are acquired in a number of ways: by discussing and resolving differences in a Toon of up to 40 students; by organizing events as a member of a team; by attending workshops; through learning to discuss issues and course content in classes; by working alongside others during activities; by participating in student meetings; and many other daily interactions.

You will be expected to challenge yourself and carefully consider the views and desires of others during your entire time at UWC Dilijan. Our focus is on learning from and about each other, not on winning an argument.

**How to arrange an event**

During your time at UWC Dilijan College, you are encouraged to take initiative in creating and maintaining a learning community. From time to time you may wish to organize events, involving outside speakers and parties. Organizing events like this can be hard work but, more importantly, very rewarding. It is important that you are fully aware of the responsibility that you are taking on and that you are prepared to follow through with all the details that will make your event a success.

The Social Committee (SoCo) has weekly meetings on a Tuesday in which social events are planned and organised. Dates for these events are provisionally decided upon, also the equipment required to run them in the most effective way possible. On Wednesdays these plans will be shared in a meeting with the Deputy Head and the CAS coordinator, and any clashes and other problems will be discussed. Once an event is entered into the Events Calendar, it is binding.

Events not organised by the SoCo should be presented to either the CAS Coordinator, the Senior Toon Parent or Deputy Head - these could be simple discussion groups or larger events involving local community members, such as the EcoQuest Hackathon or DiliMUN.

UWCD has a lively and incredibly creative student population and our facilities are here to be used. However, making research, planning and reflection a natural part of any event will increase the enjoyment for all.

**A Typical Day**

**Meal-Times**

<table>
<thead>
<tr>
<th></th>
<th>Monday to Friday</th>
<th>Saturday and Sunday</th>
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<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td>07:00 – 08:20</td>
<td>08:00 – 09:30</td>
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<tr>
<td><strong>Lunch</strong></td>
<td>12:00 – 12:10(Primary)</td>
<td>12:00 – 14:00</td>
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<td></td>
<td>12:10-12:40 (DP1 first term, DP2 second term)</td>
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<tr>
<td></td>
<td>12:40-13:30 (DP2 first term, DP1 second term)</td>
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<tr>
<td><strong>Dinner</strong></td>
<td>18:30 – 20:00</td>
<td>18:30 – 20:00</td>
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</tbody>
</table>
College Assembly

The whole community meets every week on Monday from 09:55 -10:30 to share notices and be clear about the week ahead, as well as presenting and discussing relevant issues and current affairs. The meeting is run by the Student Council.

Mentor Time

A time to meet with your mentor, either as a group or individually, every Tuesday and Thursday 9:55 -10:30.

Toon Time and Life Skills

On Thursdays at 20:30 whole Toons meet in your Toon with your Toon Parent for Toon Time. The purpose of Toon time is to spend quality time as families and also to learn together various life skills and other well-being lessons.

Communal Cleaning and Linen Change

On Sundays at 20:30, all students will again be in their Toon for communal cleaning, organizing rooms and dealing with the change of bedlinen.

Lesson Times

Lessons start at 08:30 and finish at 16:10 except on Mondays and Thursdays. You may have free periods during the day, but for the 20/21 academic year there may also be some lessons later in the afternoon.

Check in

Check-in means that a staff member will check that everyone is in at 21:45 from Sunday – Thursday. This will happen in your Toon, so students should be around their designated area and check in with the member of staff on duty. On Friday and Saturday check-in is at 22:45. All students must stay within the residential buildings area after check in (22:00 Sunday – Thursday, 23:00 Friday and Saturday).

Activities finish at 20:30 to allow students to use the time between 20:30 and check-in to deal with homework and personal matters (calling home, doing laundry, thinking and reflecting). This means that by check-in they should be starting their routine to unwind and be ready to sleep.

Quiet Time

Quiet Time starts at 22:00 and ends at 6:30 from Sunday to Thursday, and at 23:00 to 7:30 the following morning on Friday and Saturday. After these times there should be limited noise in student rooms or communal areas that could disturb others. For example, no music should be played via speakers and only headphones are allowed during that time anywhere on campus. This is an important aspect of showing respect in communal living.

Students are reminded that the IB and UWC programme is intensive and demanding. Sleeping well is crucial, as is eating well and exercising. Thus from Sunday – Thursday it is expected that students will have finished their work and be quietly in their room by midnight at the latest. Students must learn to organise and discipline themselves in order to be able to engage positively.

Medical Centre

The Medical Centre is open 24 hours a day, every day during term time. A nurse is available and will be able to get extra help if necessary. The doctor is usually in the Medical Centre between 08:15 and 18:00 on weekdays. Students admitted to the clinic after check-in will spend the night there, but can be discharged the next morning by either the school doctor or the nurse on duty, depending on the severity of the case.
Library

The Library is open from 7.30 to check-in every day. It is our main study space, and all students are required to behave responsibly and allow everyone to study effectively, even if the library staff are not on duty.

Leaving Campus

Students are free to leave campus to go into Dilijan after school and before check-in on weekdays if they do not have other commitments. On weekends they can leave between 06:30 and check-in. This is to encourage students to organize their time most effectively. Commitment and punctuality are important.

In the 20/21 academic year we may have to modify these regulations, as we don’t know yet if Armenia will be implementing any restrictions to freedom of movement due to Covid-19.

When off campus your safety and behaviour are of prime importance. Armenia and Dilijan are safe places to be but it is wise to always be aware of your surroundings and actions. It is also important that you are sensitive to local culture and expectations in terms of behaviour and clothing.

To leave campus, when not part of an organised trip, students MUST show their ID card at the gate. The ID card has an emergency phone number (098146098) on it. In case of any unwanted situation students should call this number; they are required to carry a working and charged phone when leaving campus.

No student should be off campus alone after dark. They must travel in groups of three after dark.

The students should follow the leaving campus protocols as applicable.

If students wish to go further afield than Dilijan they can do so if they are in a group of three or more and fill out the Out of Dilijan Day Travel Form online. They will also need to follow the protocols for an Unaccompanied Day Trip such as leaving their destination and contact details in the form in case of an emergency.

On certain weekends each term students may go in groups to travel overnight together. These Unaccompanied Overnights must be authorised by parent/guardian and be accompanied by accommodation confirmation. If you are unclear of the process refer to your Toon Parent who will explain it in detail.

Additional advice for your efficient daily life:

1. Check your College email account regularly, certainly daily at least. It is the formal channel of communications from the College.
2. Check your online Calendar regularly. You will receive invitations to meetings and events via it and are expected to use the RSVP function. Whether the event is compulsory or optional, please do accept as soon as possible. You can set up your own automatic reminders if that helps!
3. Check the notice boards regularly.
4. Make sure you are aware of what is on the calendar!
5. Do your washing regularly.
6. Keep your corner clean and tidy.
7. Go to bed in time to get at least 7 hours sleep in order to be effective and engaged.
Learning about yourself, others and the world at UWC Dilijan

Our Learning Programme

At UWC Dilijan, learning inside and outside of the classroom is an important part of the UWC Dilijan experience. It requires commitment and willingness to learn how to multitask, prioritise and manage time most efficiently.

The International Baccalaureate Diploma Programme (IBDP)

UWC Dilijan College is an IB World School, offering an academic programme that allows students an opportunity to earn a diploma that is accepted by universities in many countries, the IB Diploma Programme.

It is a deliberate compromise between the specialization required in some national systems and the breadth provided in others. All students study 6 subjects from 5 to 6 different academic areas.

All students study three subjects at Higher Level and three at Standard Level. Your academic programme will also include a course in Theory of Knowledge, an Extended Essay, and participation in the Creativity Action Service (CAS) Programme.
The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRING**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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The Academic Component

in order to obtain an IB Diploma, you need to fulfil the following requirements:
● Complete 6 IB academic subjects (3 at Higher Level, 3 at Standard Level)
● Complete the Theory of Knowledge course
● Submit an Extended Essay of up to 4,000 words
● Complete the CAS programme.

The arts, sciences, humanities, physical education, languages and maths all have equal and central contributions to make to a student's education.

Ken Robinson

Choosing the Right Subjects

Students should begin by consulting the information in this handbook, on the IB webpage and by considering their own strengths and weaknesses. They should, however, also take into consideration their future career plans as certain selections or omissions from the programme will limit study choices in some university systems. Therefore, before you plan, you should become familiar with the requirements and expectations of the universities in the country or countries to which you intend to apply.

Once you arrive at the College you will have the opportunity to find out more about individual subjects in the subject introduction session that will be followed by a guidance interview with your mentor. There will be placement tests in Mathematics and English to indicate the appropriate level of study in these areas. You will also have a chance to speak to the University and Careers Counsellor before your final choice of subjects, which will be confirmed in an interview with the Deputy Head.

Most universities accept students on the basis of their IB Diploma qualifications. However, for entrance into universities in some countries there are certain course requirements. We encourage you to do some prior research on what the requirements are for the countries that you are considering applying for.

Armenian students

As a result of the educational requirements of the Armenian Government, all Armenian Students have to take extra Armenian lessons outside of the timetable once a week. This requirement is waived if they choose Armenian A Literature as their Group 1 subject (students can choose two Languages A, should they wish to do so - this leads to a Bilingual Diploma).

The IB Core

Theory of Knowledge

This is an interdisciplinary course intended to stimulate critical thinking. The course challenges you to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument.
TOK is a key element in encouraging you to appreciate other cultural perspectives. All students are required to study this course in addition to the six selected subjects.

**The Extended Essay**

You will write a 4,000-word independent research essay as a part of your diploma. The Extended Essay is written under the guidance of one of your teachers and encourages you to deepen your programs of study in a chosen academic discipline, and acquaint yourself with the kind of independent research and writing skills expected by universities.

**Creativity, Activity and Service (CAS)**

The Creativity, Activity and Service programme (CAS) is at the core of the IB Diploma and it is aligned to our school’s core values of integrity and respect. Simply put, CAS continues your education outside the classroom. It is an opportunity for you to develop your own skills and interests and contribute what you have to offer to various communities by short-term or long-term experiences you have undertaken.

Full commitment to your CAS programme is central to both your successful completion of the IB and contribution to the UWC movement. At UWC Dilijan, we consider your participation, engagement and initiative in activities equally as valuable a learning experience as the time and energy put into academics.

At UWC Dilijan College we are committed to service for the community both within and outside the Campus. There are many ways in which these activities are carried out in different ways that often connect to experiential learning.

The school runs a lively CAS timetable ranging between 15:30 and 20:30 and on weekends. All students should participate in several organised activities a week, our expectations are higher than the minimum requirements specified by the IB.

**Creativity**

Exploring and extending ideas leading to an original or interpretive product or performance. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. You are encouraged to engage in creative endeavors that move you beyond the familiar, broadening your scope from conventional to unconventional thinking.

At UWCD some current examples are Film Making, Art in the Community, Ceramics with the community, Carpentry club, Band, Choir, Web programming, Coding, Travel Foodie, MUN.

**Activity**

Physical exertion contributes to a healthy lifestyle. You are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. You could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport.

Some current examples at UWCD are basketball, volleyball, badminton, table tennis, swimming
clubs, outdoor experiences, climbing, mountain biking, hiking, running, Zumba, Afro-beats, Latino dance...

**Service**

Service is about collaborative and reciprocal engagement with the community in response to an authentic need. The aim of the “Service” strand is for you to understand your capacity to make a meaningful contribution to the community and society. Through service, our students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

**Four types of service action**

It is recommended that you engage with different types of service within the CAS programme:

- **Direct service**: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, language, math tutoring with local kids, peer-to-peer listening, musical instrument teaching, science experiments with local kids.

- **Indirect service**: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization’s website, letter writing to politicians, businesses and journalists calling for change on matters of humanitarian and environmental concern.

- **Advocacy**: Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

- **Research**: Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Some current examples of service at UWCD are Dilinglish, Russian, German clubs, swimming lessons, environmental education, robotics club, science with kids, football for girls…..

CAS is intended to help you develop as an individual, through a process of self-discovery, self-awareness and reflection. During and after an experience, you will have to reflect on what you are doing, how you are doing it, and what thoughts or feelings it creates for you. As a result, before you start, you need to stop and look at yourself and the activities which you would like to take part in.

First and foremost, though, CAS should be an enjoyable part of your learning experience!

**The Weekly Schedule**

Here is an example of what the weekly schedule could look like, but we might make some changes at the start of the year.
Project Week

In the first term, UWC Dilijan College supports students in designing, planning and carrying out off campus projects lasting several days within a two-week time frame. Students are challenged to come up with meaningful projects that respect certain limits regarding distance, safety and cost. Project Week is a way of promoting the ideals and mission of the UWC movement hands-on. These projects allow you to exercise your leadership skills in the areas of humanitarian service, creative expression and physical challenge. All projects should contain clear objectives, an element of challenge, clear learning outcomes and at least one strand of CAS. The school covers the cost of their project weeks (transport, accommodation and meals), but careful planning and budgeting is required within a given framework.

Projects can be done independently, in the Dilijan area or further afield, by partnering with community organizations with whom we have established ties, or by forming new ones. The spending restriction for Project Week indicates the community’s desire to incur only modest costs, including transportation costs, during this period. Project Week is not an opportunity for a fly to another part of the world – there is much to be explored in this region of Europe, which is accessible on foot, by bike, bus or train.

The IB Subject Groups

Some classes are not separated into HL and SL during the first year, but some are which makes the final decision a bit more flexible. That is the case for Chemistry and Physics, and also some of the Groups 3 subjects.

At the end of your second year at UWC Dilijan College, you will take your final IB examinations. Subject grades are awarded on a 1 to 7 scale, with 7 being the highest. A diploma is awarded to students who attain a combined total of at least 24 points, subject to supplementary conditions including evidence for having completed our CAS
During the two years of study teachers regularly assess students to monitor their progress. Feedback is criterion referenced and intended to reflect levels of achievement. Formal reports are given at the end of each term and sent to students, parents and the National Committee and include grades that follow the IB grading scale. At the end of the first year predicted grades are given so that students can prepare for informed university choices, and in the second year updated predicted grades are sent to the universities as part of the official transcript. These grades predict achievement on the IB examinations and are based on past performances and rate of growth.

**Group 1**

Students at UWC Dilijan are required to study two languages – at least one with a high degree of competency. The courses are meant for students who are native or very advanced speakers of a particular language. Group 1 courses in language and literature focus on the relationship between fictional and non-fictional texts and their cultural context, on critical media literacy and questioning the constructed meaning in language.

At UWC Dilijan, we generally offer instruction in English Language & Literature, and Literature. Armenian and Russian offer the Literature course.

**School-Supported Self-Taught A**

The College offers IB DP Language A School-Supported Self-Taught Literature option for everyone whose strongest language is not Armenian or English. You will attend class to help you develop the analytical skills and to guide you through the study of works of literature in your first language. The language of instruction is English, but all written and oral work is done in the student’s chosen Language A.

*A word after a word after a word is power.*

*Margaret Atwood*

**Group 2: Second Language (B and Ab Initio)**

All students whose first language is not Armenian are asked to enrol in a class of Armenian for non-Armenians which teaches basic language skills for communication with the locals in everyday situations. These classes are timetabled for the first term, but are not examined; Armenian students join as ‘assistant teachers’ and present on various aspects of Armenian culture.

The IB requires all students to study a second language. This can either be another Language A, or a Language B (continued study of a language). In UWC Dilijan we offer instruction in English B only at Higher Level. However, we also offer Russian, German and Spanish as Ab Initio languages (beginner’s level), taking into account that many students see the two years at the UWC as a chance to explore not only new cultures, but also languages.

**Group 3: Individuals and Societies**

All Group 3 subjects encourage the systematic and critical engagement of human experiences and behaviour, both of individuals and as larger groups in their physical, economic and social
environments, and the history and development of social and cultural institutions. Studying multiple perspectives fosters an appreciation of change, continuity, similarity and difference, and the diverse backgrounds of UWC Dilijan’s students contribute greatly to discussion and exploration. No previous knowledge of the subjects is required.

**Economics**

Economics is the social science that studies the behaviour and decision-making of humans as they seek to satisfy needs and wants in a world of limited resources. Given that most resources are scarce, and can be used for a number of different purposes, economists try to understand how individuals, firms and societies make decisions about their use, and the consequences of those decisions. By studying economic models, quantitative methods and analytical tools you will gain the skills, knowledge and confidence to understand, analyse and explain real-world economic phenomena (“what is”) as well as to derive recommendations for meaningful economic decision making (“what ought to be”). You are asked to reflect the underlying assumptions and resulting choices from the points of view of different cultural, social, or environmental backgrounds.

After studying microeconomics and macroeconomics during the first year, the focus turns to international trade and economic development in the second year. Throughout the course, particular attention is given to issues of sustainability and the interrelation of economics and the environment. Lessons connect theories to empirical findings and address real world events, past and present. Classes include lecture based sessions and Socratic discussions, as well as individual and group research and presentations.

**Geography**

Are you interested in issues such as population growth, migration, refugee movements, species extinction, urbanization, global poverty, renewable energy, among others? Have you ever wondered why humans built settlements where they did, or how governments are trying to cooperate to solve global environmental problems, or why certain diseases are more common in some areas than others? If so, geography might be the subject for you.

Geography is so much more than memorizing names of capital cities and rivers; it focuses on the interactions between individuals, societies and the physical environment, and seeks to identify and understand trends, patterns and processes. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography occupies the middle ground between social sciences and natural sciences, and the IB geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. However, the main focus at UWC Dilijan is on topics within human Geography. The course examines key global issues, such as poverty, sustainability and climate change on a variety of scales and from a range of perspectives, and seeks to develop understanding and concern for global issues and to raise awareness of our own responsibilities at a local level.

It considers examples and detailed case studies from local to regional, national and international. At UWC Dilijan College students engage in the course material through lectures, readings, class discussions, individual and team research projects, and presentations. Students will also have the opportunity to undertake field research leading to a written research report.

**European History**

The purpose of studying History is to widen students’ experience and develop qualities of perception and judgement. The study of History provides a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes. History involves the cultural shock of encountering and sensing the past’s otherness and of learning to understand unfamiliar structures, cultures and belief systems. These forms of understanding also shed important light on the influence that the past has on the present. History’s reciprocal relationship with many other disciplines can have an important influence on the experience of the student of the subject.

At UWC Dilijan College, the programme will have a focus on European history in the 19th (for the HL students only) and 20th century but within a wider world context. Both HL and SL students will study the causes, course and consequences of the first World War (2014 being the centennial of the Great War), diplomacy and peace-making
during the interwar years in Europe (including the Spanish Civil War) and abroad, the Weimar Republic and the Rise of Hitler, the time of National Socialism, causes of the Second World War, as well as its course and consequences.

HL students will in addition engage in an in-depth study of the unification and consolidation of Germany and Italy from 1815 to 1890 as well as of European diplomacy from 1870 to the first World War. When looking at the interwar years, HL students will also do a study of Germany from 1919 onward with a focus on a comparative perspective with Italy during the same period. Both SL and HL students will also briefly examine Mao’s rise to power and the first 10 years of his rule as a contrast to European single-party states. In addition to preparing students for examination essays and also completing a research assignment known as the Internal Assessment, the topics studied will be explored through a variety of means such as presentations, class discussions, simulations, research dossiers and mock historical trials.

Philosophy

Philosophy is the study of timeless and profound questions relating to life, knowledge, and existence itself. Philosophers explore these questions by reading, engaging in dialogue, and by formulating and analyzing their own arguments. Philosophy is challenging, but it is also fun. It requires an open mind, reflective thinking, and strong language skills in English, but you can choose this subject without any prior knowledge. Universities tend to look very favorably on philosophy students because philosophy encourages strong analytical skills and critical thinking. You will also become skilled in abstract thinking, argumentative essay writing, philosophical reflection, active listening and dialogue.

SL students study the Core Theme, Core Text, one Optional Theme and complete an Internal Assessment (written essay). HL students study an additional Optional Theme and an HL Extension theme.

- **Core theme: Being Human.** In the Core Theme all students study the nature of human existence, asking questions such as, How are we different from animals? Do I have a fixed identity, separate from other people? Am I more than just a physical body? Do I have free will?

- **Optional themes:**
  - Epistemology is the study of knowledge. It asks what it means to know and how we can justify our knowledge claims (if at all). Epistemology is not the same as TOK; you won’t find this theme redundant!
  - Political philosophy looks at the nature of government and society. It asks questions about the political obligations, rights, and freedoms, and looks at different forms of government.

- **Core text:** Simone de Beauvoir’s *The Second Sex* is a masterpiece of Feminist and Existentialist philosophy. It challenges us to consider the ways in which gender is constructed and how women are alienated from society. It is a difficult, but rewarding part of the curriculum.

The philosophy Internal Assessment that all students have to complete is a 2000-word independent research essay, relating a piece of non-philosophical material (ie. a picture, a short film, etc.) to a philosophical theme. The HL students study an extension of the SL programme that looks at the nature, method, meaning and method of philosophical activity. Students are asked to philosophize about philosophy itself.
Global Politics

“The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.”

The most exciting phrase to hear in science, the one that heralds new discoveries, is not “Eureka!” (I found it!) but “That's funny ...”.

Attributed to Isaac Asimov

Group 4: Experimental Sciences

The Experimental Sciences offered consist of Physics, Chemistry, Biology, and Environmental Systems and Societies (SL only, trans-disciplinary for Groups 3 and 4).

The science programmes at UWC Dilijan College are all based on an experimental approach to learning in our well-equipped laboratories and in the local natural environment. The Experimental Sciences share a common syllabus structure: a required subject core, HL extensions, and an option. A strong element of each Experimental Science is that of practical work, part of which is the interdisciplinary ‘Group 4’ project, completed during the first year, which gives students an opportunity to experience the collaborative nature of scientific work. The practical work forms the basis of the internal Assessment.

While both HL and SL provide a strong background in each science, students should keep in mind that universities might require science courses to be taken at HL, depending on the programme to which the student is applying.
Biology

The emphasis in the biology course is on developing a broad understanding of the following concepts as they apply to living organisms: structure and function, universality versus diversity, equilibrium within systems, and evolution. The topics covered include: ecology, molecular biology and genetics, biochemical processes, plant science and human physiology. There is no prerequisite for this course, although it is useful if you have some knowledge of chemistry.

Chemistry

Chemistry is one of the branches of natural Sciences and deals with the systematic study of all substances. With hands-on experiments, topics like aqueous chemical reactions, energetics, atomic structure and the periodic table, kinetics, equilibrium and organic chemistry will be covered during the course. Biochemistry will be offered as the Option and students at Chemistry Higher Level will explore some chemical concepts in more depth. Although no prior knowledge in chemistry is required, it will be beneficial for those that choose Higher Level.

Environmental Systems and Societies (ESS)

ESS is a trans-disciplinary subject combining groups 3 and 4, and as such, it combines the techniques and knowledge associated with the experimental sciences with those associated with the humanities. The course is offered at SL only.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students’ attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach therefore needs to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

Physics

This course offers an opportunity for students to explore many facets of physics through experimental enquiry and class discussion. Topics covered include classical mechanics, thermal physics, waves, electromagnetism, atomic and nuclear physics, energy, power and climate change, relativity and astrophysics. Students will have an opportunity to use a variety of laboratory equipment; they do not need prior knowledge in Physics at Standard Level, however some background is beneficial at the Higher Level.

Group 5: Mathematics

All candidates for the IBDP are required to complete a mathematics course, and four options are available to cater to different abilities and levels of student interest. Each course aims to deepen your understanding of
mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

You will be given a preliminary assessment during orientation week to help the department and you assess the best course choice for you.

Mathematics - Application and Interpretation (HL and SL)

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: Applications and Interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: Applications and Interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Mathematics - Analysis and Approaches (HL and SL)

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: Analysis and Approaches at Higher Level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Group 6: The Arts

The Arts Group 6 subjects offer you an opportunity for exploration and creativity along with a deepened ability to critique and understand the historical, theoretical and social influences on an art from a variety of eras and cultures.

Theatre

This is a largely project-based subject; through participation in our own productions and visits to outside productions, in workshops and class presentations, you will experience and analyse a diversity of theatre processes, productions and practices from different eras and cultures. The aim of the course is to extend your appreciation of and skills in a broad selection of the many functions and forms of theatre, so you may acquire an

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understanding of the art form. You do not need prior knowledge or experience in theatre to register for this course.

Visual Art

The course has a focus in three areas. It is primarily a practical art-making course where techniques are taught, different materials are explored and your own body of artwork is created. However during the course we study art in its historical, cultural and social context and curatorial studies, in other words how to present your work. The course is open to both those students who have prior art training and those who do not. To be a successful student, you should be interested and enthusiastic about visual art and be prepared to work hard, take risks, and think critically.

Academic Supplies

Stationery

Students are responsible for their own pens, pencils, notebooks, binders, paper and so on. Rulers are necessary for mathematics, the sciences, and economics. We have a small stationery shop in the college on the ground floor that can provide the basics.

Textbooks

Core textbooks are loaned to students free of charge in all subjects. However, charges for unreturned or damaged books will be deducted from students’ caution money. Many supplementary textbooks are available for reference in the school library.

Kognity

The College provides all students access to intelligent online textbooks via Kognity.

Calculators

Graphic Display Calculators are required for students throughout the mathematics and sciences courses and for the final iB examinations. The model we use is a Casio FX-CG50. All students will be loaned a calculator for the two years they study at UWC Dilijan College.

Dictionaries

Students generally use electronic dictionaries on their devices, but these are only allowed during lessons or homework assignments. Only a simple printed translating dictionary without pictures or additional information is permitted in IB examinations in Groups 3 - 6; the College will provide this.

Academic Honesty

The College recognizes the importance of intellectual property. As such, it is a serious offence to cheat, collude or plagiarize, and doing so will result in disciplinary action and the possible loss of the IB Diploma.

Students are expected to maintain academic honesty at all times, including on homework, internal assessments, and IB examinations. This means that all intellectual property must be properly credited and not falsely claimed as
the student's own work. Failure to do so constitutes plagiarism. Furthermore, any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, etc.) also constitutes academic malpractice and may result in the student being asked to leave the college. For details, please read our Academic Honesty Policy which can be found on the college website.

Information technology

All students are required to sign an Information Technology Acceptable Use Agreement. Violation of this agreement will result in the loss of access to information technology resources. Technology in the classroom

Students can use technological devices in classrooms at the discretion of the teacher. Using a technology device for social communication, etc. during a lesson is not only distracting; it is also discourteous and potentially dishonest. There is no need to have laptops, smart phones etc. in the college during assemblies, Global Affairs, presentations, etc. Their use during these events is not encouraged.

Additional Opportunities To Learn

Learning through Residential Life

At the core of the UWC Dilijan College programme is a need for you to be conscious of your personal well-being and the well-being of the community. Given the overall hectic nature of life at UWC Dilijan College, you may find this to be the most challenging aspect of your time here. You will need to work hard to ensure that you receive adequate sleep, regular physical exercise, a healthy and balanced diet, and time for reflection. Without taking care of yourself, taking care of others and meeting the challenges of the programmes becomes very difficult. Alongside taking care of yourself, you will need to reflect on your role within the UWC Dilijan College Community and your participation in all aspects of the programme. This will include thinking about how you interact with others and taking responsibility to build a respectful, joyful community.

Being part of this community means actively participating in the well-being of the community. You will thus be expected, individually and with other members of the community, to live by the values upon which the College is founded. There might be aspects of residential life with which you may be unfamiliar at first, like living with other students in one room and living in a community of people from all around the world.

Each Toon, which is the Armenian word for “home”, meets once a week as a group, and this is an opportunity to share experiences, discuss both global and internal issues or simply have fun and spend time bonding in a smaller group. We also run the “League of Toons”, a friendly competition of fun activities that serve to create positive ‘Toon spirit’. Toon time is also an opportunity to learn about different life skills in a family setting, preparing students for future lives outside UWC.

Global Affairs

The College invites speakers to present issues of global importance and interest throughout the year. Such sessions could take place after school or in the evenings throughout the year. We also run a CAS that discusses Global Affairs in weekly meetings. Topics range from human trafficking, international volunteering organizations and global warming to current affairs as they occur. There is a wide variety of opportunities to engage with Global Affairs around the college, and students are encouraged to make the most of these.

Special conferences and Special topic days

Special conferences take place both in the college and outside, usually in Yerevan within the context of the Aurora Foundation and other affiliated organisations. Students are either invited to attend on a sign-up basis, or as a whole college community.
Public Holidays and Festivals

Throughout the year the college participates in a number of local public holidays, such as Army Day or the Genocide Remembrance Day. There will be information sessions and the college participates in activities taking place either in Dilijan or in Yerevan. We also run events on UWC Day, Women’s Day and the Global Week for Future. Students are encouraged to plan and run such events either as a whole Focus Week, or as a one-off discussion or presentation in the evenings.

Regional Cultural Evenings

Students are invited to present their cultures and traditions in usually seven regional groups on Saturday evenings during the course of the year. These shows are a great opportunity to celebrate cultural diversity and offer many opportunities for showcasing talent, as well as learning and reflecting. However, it is very important for all participants to consider their audience and strive not to offend any member of the community through their actions and words.

These evenings are often combined with a focus week of activities and workshops and the whole college community is expected to take up as many of these opportunities to engage with other cultures as possible, either as participants or audience.
Appendix 1: Preparing for joining UWC Dilijan

Travelling to Armenia

Passports and Visa for international Students

- Check that your passport is up-to-date and will not expire within the next two years. If necessary, obtain a new passport.
- Apply for a two-year, multiple-entry visitor’s visa and study permit. The Admissions Office will provide details for this process.
- All certified College letters, medical insurance certificate and declaration form are needed for your application.
- Check that you have all appropriate visas for the countries you must travel through.

Passports for Armenian Students

- You are encouraged to come to UWC Dilijan College with a valid passport for travels to Georgia and other surrounding countries.

What to Pack

General packing tips

- Do not be a packing procrastinator. Start packing gradually now to avoid last minute stress before your flight.
- Pack your bags and then take out half of the stuff you packed. You will be surprised that you can live very comfortably with very little.
- If you can’t carry everything you have packed up and down a flight of stairs by yourself, then you know you are taking too much.
- Don’t forget a small piece of luggage/backpack that you can take on weekend trips. You will need this for Project Week and it will make personal travel much easier!
- Leave expensive/valuable items at home. If you don’t want to lose it, don’t bring it.
- Clearly identify ALL luggage inside and out with your name and destination.
- Check airline regulations for weight, size and number of bags. If you cannot carry or roll your luggage yourself, you are bringing too much.
- Keep a copy of your passport and all important documents in a different place than your actual passport.
- For more packing tips, you may want to check this site as a guide.

Clothing

Pack less than you think you need, and choose clothing that is comfortable and can mix-and-match. Remember too – dark clothes don’t show dirt as much as light clothes. For outdoor activities such as skiing, hiking or sailing the school can provide specific clothing.

- 1 warm coat/winter jacket
- Lightweight, rainproof jacket
- Scarf/gloves
- 1-2 semi-dressy outfits for special events (suit/dress), including a national costume if you have one
- 10 tops (mixture of t-shirts, sweaters, hoodies, blouses, shirts)
- 2 pairs of jeans
- 2 pairs comfortable pants/trousers
- 1 belt
- 10 pairs of socks and underwear
- Umbrella (small compactable)
- Bathing suit
- Sunglasses
- Two reusable face-masks to avoid having to use disposable masks

In line with our focus on sustainability, if you find yourself without something you need, the College has a Second Hand Store where you can access used items for free! In addition, you may need to buy some clothes here suitable to the climate, such as warm sweaters/sweatshirts, and buy personal items for some activities. However, choice is limited in Dilijan and you may not find time to go to Yerevan when you need something at short notice, so think ahead.

**Shoes**

Limit the shoes!

1. 1 pair of dress shoes
2. 2 comfortable pairs of closed shoes.
3. 1 pair sturdy shoes for hiking and other outdoor activities.

The College will provide you with bedlinen, blankets and towels.

**Organizing your Arrival**

If your family or your National Committee is funding your travel, make your reservations. You must arrive in Armenia on the dates specified in the college calendar and the documentation you are provided. The College will make flight arrangements in those cases in which it is funding the annual ticket.

The college encourages the use of more environmentally friendly transport options wherever possible, e.g. going by bus or train instead of flying. Note the dates for the beginning and end of the school year. It might be easier to make reservations early if you plan to travel home. You will not be permitted to leave the College early and you will be expected to return on the published dates.

During the winter holidays, while some students return home many have the opportunity to stay with Armenian host families.

It is important to make reservations for your airline or train tickets as soon as possible. If you have any questions or require assistance, please contact our admissions office on admissions@uwcdilijan.am.
Important Dates

You will have access to the college calendar through your Google account. Life at our campus is hectic and things can change very quickly, so please subscribe to the calendar so that you are always up to date.

This year, the DP1 students should start arriving on August 21st and 22nd. This is the designated window for the arrivals of DP1 and DP2 students who have not yet been fully vaccinated and need to quarantine. However, it is important to note that the parents and students are asked to be in close communication with the Admissions office prior to booking the tickets. Those students not needing quarantine will arrive on September 1st, 2nd and 3rd. However, all students will be engaged in an online programme from Monday 23rd to Friday 27th of August; this will be an academic programme for DP2, and an orientation programme for the new DP1 cohort.

Finances

Spending Money

Socioeconomic diversity is one of many aspects of diversity at UWC Dilijan. Some students come from financially wealthy families while others have limited or no financial resources. While we know financial extremes exist, we wish to minimize impact on student life.

Each year well over one-quarter of our students come to the College with little or no money at all. To serve these students, and to make sure they can enjoy the full UWC Dilijan experience, fundraising includes campaigns to raise money to provide airfare, pocket money and health insurance for these students.

For those who qualify, we provide the AMD equivalent of USD 50 per month spending money. With this in mind, we ask that all students strive to stay frugal in their own budgeting and not bring much more than this on a monthly basis. For some, this is living with what Kurt Hahn called, “reasonable self-denial.” There is plenty of inequality in the world and we do not wish to emphasize it at the College. We also ask that you act in such a way that you are mindful of these differences and that an excessive display of wealth does not happen.

Bank Accounts

For all non-Armenian students, the College will organise a bank account with Ameriabank, which also provides an ATM card. Pocket money is transferred directly to their accounts on a monthly basis. This account needs to be activated by all students, and kept active until the end of the two years in UWCD, as the deposit money will be returned to this account (subject to no debts having been incurred).

Please follow the guidelines about the money needed during the two years at UWC Dilijan as detailed in the Joining Papers.

Caution Money

All students must pay a deposit of USD 200 at the beginning of their first year as caution money. Should this deposit be used up at any time before the end of the school year, it must be topped up so that you have that balance before you start your second year.

Amounts will be deducted for damage to College property, unreturned books, and so on; any remaining balance is returned at the end of the second year after departure. Students are given the choice to donate their balance to the Student Fund to support other students in need of additional financial support.

If you are making your payment from a bank account outside of Armenia, you may send your payment to UWC Dilijan College via international wire transfer. Please note that it can take several weeks for a wire transfer to be received.

Wire transfer instructions, as well as the online payment system link have been sent out during the admissions process. Please follow the instructions carefully.
Send a scanned copy of your payment receipt to finance@uwcdilijan.am to ensure that we are made aware of your payment. Failure to do so will mean it will take longer for your payment to be identified. You are responsible for ensuring that the payment arrives before the payment deadline.

Bikes

We have a number of bicycles on campus that can be used free of charge on a loan system. We encourage you to use these bikes, rather than taking a taxi into town. The bikes are maintained and managed by students as part of their CAS.
Appendix 2: Framework for Supporting UWCD Students

We are sharing with you here a key document that guides how we support our students so that you can understand the multiple levels of support available, how they are organised and who is involved at every stage.

**Purpose**

The purpose of this framework is to allow the staff of the College to have a common standard to consider students’ wellbeing and how to cater to their needs ensuring consistency and the involvement of all the stakeholders.

<table>
<thead>
<tr>
<th>0 Regular Care</th>
<th>1 Focused Care</th>
<th>2 Coach</th>
<th>3 Counsel</th>
<th>4 Cure</th>
</tr>
</thead>
<tbody>
<tr>
<td>No need to escalate.</td>
<td>Observations, signs and symptoms of distress:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Academic, Emotional, Physical and Social)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>● Negative change in</td>
<td>Previous plus (on a case by case basis):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning programme (academic, CAS, residential)</td>
<td>● For at least 1 week, signs and symptoms as in L1: sleeping difficulties, abnormal eating habits, etc.</td>
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<td></td>
<td></td>
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<tr>
<td>● Social withdrawal</td>
<td>● Pale and/or weight loss/gain</td>
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<td></td>
</tr>
<tr>
<td>● For less than 1 week: feeling low mood, anxious, lonely, fatigued or having sleeping difficulties, eating difficulties or temper outbursts, or having multiple episodes of distress</td>
<td>● Change in usual behaviour and appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Frequent somatic complaints or illness (headaches, sickness)</td>
<td>● SLD</td>
<td></td>
<td></td>
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<tr>
<td>● Loss of a loved one</td>
<td>● For at least 2 weeks, signs and symptoms as in L1 causing significant distress in important areas of functioning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● ADHD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Non-acute suicidality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Signs of self-harm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Behavioural issues associated with distress in individual or others</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Violation of rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Any condition of mental distress as listed in section II of DSM-5 (psychotic disorders, depressive disorders, anxiety disorders, etc.) including autism spectrum disorders and with the exception of other neurodevelopmental disorders (ADHD, SLD)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Not improving in L3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Pressure too high on community and/or peers</td>
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</tr>
</tbody>
</table>

**Lines of information and involvement**
(always transparent to the student concerned and respecting confidentiality of content)

<table>
<thead>
<tr>
<th></th>
<th>Previous plus (on a case by case basis):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toon parent</td>
<td>● Mentor</td>
</tr>
<tr>
<td>Mentor</td>
<td>● Parents (encouraged, but student decision)</td>
</tr>
<tr>
<td>Weekly Residential Life Team Meeting</td>
<td>● College Psychologist</td>
</tr>
<tr>
<td>Daily Duty Team Briefing</td>
<td>● College Doctor</td>
</tr>
<tr>
<td></td>
<td>● Relevant teachers (including those supervising any outings or trips in which the student concerned is involved)</td>
</tr>
<tr>
<td></td>
<td>● College Community</td>
</tr>
<tr>
<td></td>
<td>● Board of Governors</td>
</tr>
<tr>
<td></td>
<td>● Donor/s if relevant</td>
</tr>
</tbody>
</table>
### Interventions

- Regular check-in with Toon Parent and/or Mentor
- Tutoring
- Observation (being alert looking for flags)
- Personal Days
- Relaxation, Mindfulness, Meditation, Yoga
- Rest and sleep
- Regular meal attendance
- Somatic medical treatment
- Psychological consultation and/or counselling

<table>
<thead>
<tr>
<th>Previous plus (on a case by case basis):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation and diagnostic sessions with College Psychologist or external mental health expert</td>
</tr>
<tr>
<td>Psychological counselling if necessary</td>
</tr>
<tr>
<td>Academic counselling</td>
</tr>
<tr>
<td>Other forms of therapy: art, music, gardening…</td>
</tr>
<tr>
<td>Somatic medical appointments (diagnostic and treatment including medication)</td>
</tr>
<tr>
<td>Regular counselling or psychotherapy</td>
</tr>
<tr>
<td>Medication</td>
</tr>
<tr>
<td>Temporary Stress Decreasing Program: less lessons/HW, altered deadlines for assignments, less/no CAS)</td>
</tr>
<tr>
<td>Individual tutoring</td>
</tr>
<tr>
<td>No competitive sports or similar commitments</td>
</tr>
<tr>
<td>Alternative curricular paths</td>
</tr>
<tr>
<td>Spread academic assessments</td>
</tr>
</tbody>
</table>

- High-frequency mental health care (>1/week)
- Leaving the College community. This can be temporary or permanent (exclusion) when the student's needs cannot be supported by us:
  - Hospitalization
  - Home country treatment
  - Psychotherapy
  - Psychiatric care

### Need to Know Checklist

<table>
<thead>
<tr>
<th>1 Focused Care</th>
<th>2 Coach</th>
<th>3 Counsel</th>
<th>4 Cure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Toon Parent</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Mentor</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Residential Life Team</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>College Psychologist</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>College Doctor</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>ResLife Duty Team (staff on duty on any given day)</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Safeguarding Team</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Parents or Legal Guardian (if relevant)</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Student’s Teachers and Staff supervising activities including sports and trips</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Respective UWC NC (if relevant)</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>---------------------------------------------------------------------</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Board of Governors (Chair of the Board and/or Nominated Safeguarding Governor)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>College Community</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Scholarship Donor (if relevant)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>