Student Handbook

2026/27

UWC DILIJAN

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Welcome from the Head

Dear Student,

Congratulations on securing a place at UWC Dilijan! Whilst it is a significant success in itself, it is only the beginning of what we hope will be a journey of discovery and growth for each of you.

I look forward to welcoming you to UWC Dilijan and being a part of your journey here. I am certain that your experiences will be worthwhile and meaningful in terms of both personal development and contributing to the world outside the school walls.

Of course, like any school we keep academics in the forefront, and it is clear that the IB Diploma Programme will require your commitment and self-discipline from the very beginning. Though demanding, it enables a well-rounded approach to education with its Creativity Activity Service programme (CAS) as a co-curricular requirement.

My hope is that you are coming to UWC Dilijan with an open mind and an open heart to join our diverse community. The school is located on the ancient Silk Route and at a crossroads of Europe and the Middle East, symbolising the idea of internationalism and friendship. What better place to live the UWC movement's mission and values!

Our vision is for UWC Dilijan to make an impact on our young people for them to reach their potential in a creative and supportive environment and become bridge builders in their communities and beyond, ready to contribute to achieving a more peaceful, equitable and sustainable world. However, we can do this only if we all work diligently together in partnership and demonstrate responsibility. Please remember that you have been awarded a place at UWCD as a result of a rigorous selection process because of your potential to contribute to the mission and values of the school.

Finally, we hope this handbook helps you prepare for your move to Dilijan as well as supports you in navigating life at UWCD upon arrival.

I look forward to sharing with you two fulfilling and transformative years of our lives.

Kind regards,

Adam Armanski

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 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[1]

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 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 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:

1. that this education should take place within a diverse school 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.

[1]Approved by the UWC International Board of Directors, 17th October 2010.

4. that community interaction is placed at the heart of school life. This requires the full and active participation of all members of the school.
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 school, which enable all selected students to fulfill 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 will include a wide range of learning opportunities. Among these will be your participation in a residential environment, 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 and energy beverages 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 will have clear expectations regarding:

- Non-attendance (at any classes and activities)
- Academic integrity

- Disrespect for curfew and/or quiet times
- Alcohol ‘on or off campus’

Individual UWC schools 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 Student 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.

UWCD Residential Code of Conduct

A Caring Lifestyle

Students who accept a position at a UWC school commit to the pursuit of a healthy lifestyle, one that avoids potential harm to themselves and others. We are here to learn from each other and care for ourselves and others by adopting and promoting healthy, positive, productive, and inspirational lifestyles and behaviours. Our goals and actions are tuned to the core values of UWC to build a peaceful and sustainable future for ourselves and the generations to come. Please see the Code of Conduct for full details.

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 school and all who come here and change the circumstances of the community in which it is placed. Of course, the school 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 School 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 school 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. 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 School 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 School 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 School life including classes, services, activities, mentor and residence meetings, assemblies, Global Issues Fora, Town Hall meetings, special conferences and all other activities considered integral to the life of the School.

Absences and lack of engagement are recorded and reported. Unexcused absences from lessons will be followed up during regular engagement checks by mentors and toon parents and will be escalated. The engagement checks will take place in conversations between mentor and toon parent. Should a pattern of concern be identified, this will

be communicated to students in a minuted meeting. If the concerns continue, parents and National Committees will be alerted; from the second term onwards the conversations will include the Assistant Head, or earlier if needed given the severity of the concerns.

Under no circumstances can absence from the school 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 School and the active pursuit of the UWC mission and values may forfeit their place at the School. For this reason, promotion into the second year of the Diploma Programme is not automatic and a student who fails to engage consistently may not be invited to re-enrol, as enrolment is dependent upon satisfactory effort and performance in all aspects of School life and upon clear commitment to UWC principles and ideals. The School reserves the right to set specific conditions that a student must meet within a defined timeframe to be able to re-enroll in the second year of the programme. Refusal to accept the conditions or failure to meet them may result in the discontinuation of the contract.

Not all students find it easy to cope with the demands of the academic programme. We have a number of support systems in place, starting with clinics and tutorials in individual subjects, and we also have a Special Educational Needs Coordinator who can be contacted by students or teachers and assess specific needs. Should a student fail to engage with academics without communicating a problem or concern, in order to ensure that they do not fall behind it will be possible to gate this student during the week. Such gating is a support measure, but gating can also be a consequence of not observing the rules of the community in various other ways explained in the gating and grounding protocol.

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

School 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. Here are some examples, and the use of the Google Calendar will be explained in more detail after arrival on campus.

1. Academic calendar: A common calendar with information about meetings, major events and so on.
2. Internal deadlines: all academic deadlines.
3. CAS and Events: For all of our CAS events plus any other School-wide event.
4. Residential Life: For all events related specifically to our residential community.
5. University and Careers Counseling Calendar: for all important dates and events connected to university applications

Student Initiative

Student initiative is highly valued as an opportunity for students to put UWC ideals into practice. Regular student-led initiatives include Focus Weeks, workshops and performances, social events, toon activities, etc. Many other student-led initiatives and projects take place both inside and outside the School 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, and 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 school 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 aspire to become our better selves, finding ways of serving the community around us.

By coming to UWC Dilijan, 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 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 school policies both in spirit and in action at all times. As a rule of thumb, remember that all aspects of life at the school 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:

Right to Search

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

The students’ rooms, lockers, safes and personal belongings can be checked without the student’s consent if the school has a reasonable ground to believe that as a result of such a 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 a reasonable ground to conduct a checkup **without the resident’s consent**. For more details, see the DISA Search Protocol.

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 behaviour is completely opposed to UWC values and continues to put members of our community at risk; therefore, students engaging in such behaviour 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. A one-time affirmative consent does not imply consent in perpetuity.

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 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* տուն 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. There are huge benefits from sharing a room with other students but there are also huge challenges. 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 there are tasks that need to be done so everyone can live well together. You are expected to assist with washing the dishes that you have used in the common kitchen 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, Adam Armanski, 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 well-being counselor. There is also access to an external 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 Center 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 School, Assistant Heads, Safeguarding Leads, Mentors, Teachers, Toon Parents, the school doctor, Learning Support Coordinator, the school Well-being Counselor, the University and Careers Counselor, the CAS Coordinator, the Outdoor Education team, other non-academic staff, peer listeners, peers. There are lots of open and supportive ears around for you to use!

- Assistant Head 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.
- Night Toon Parents (NTP) - are responsible for all students after Quiet Time.
- 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 center, it never closes. The nurses support the doctor and you in health related matters.
- School Well-being Counselor - he lives on campus every working day and often over the weekend. He is responsible for the mental health and well-being of all students, and he is joined on certain days by a female psychologist who can also work remotely when needed.
- Safeguarding Team: Nominated Safeguarding Governor, Designated Safeguarding Lead, Deputy Designated Safeguarding Leads
- Assistant Head IB Programme.
- 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.
- EE Coordinator.
- CAS Coordinator.
- TOK Coordinator.
- University and Careers Counselor.

SLT (School Leadership Team)

- Head - has the ultimate responsibility for the School
- Assistant Head for Residential Life
- Assistant Head for the IB Programme - responsible for everything to do with the IB
- COO (Chief Operating Officer) -responsible for all operational matters and human resources
- CFO (Chief Financial Officer) - responsible for everything related to finances
- Head of Advancement
- Facilities Manager - in charge of the buildings and all other non-human bits and pieces on campus
- Head of Admissions

- Head of Dilijan International School (DIS)

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 Counselor

Our University and Careers Counselor 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 Counselor is available to assist and advise students with their applications. The counselor 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 School is provided. The university counselor 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.

Well-Being Counselor

The School employs a full time well-being counselor who can provide consultation, and counseling. 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.

Counseling is 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 well-being counselor can liaise with the School Doctor, the Assistant Head of Residential Life , 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; also contributes to the elaboration of content and sessions for the residential life curriculum.

Confidentiality

Information shared with a health (physical and mental) professional (doctor or well-being counsellor) 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. Any such cases should be reported to the Designated Safeguarding Lead.

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 school to provide help through listening with the aim to offer an additional option to the current support system (Toon Parents, well-being counsellor, Mentor, Doctor, Nurse, etc.).

Learning to Take Care of Yourself and Others

In order to foster a sense of community, the School community meets on Monday afternoons 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 School.

Acceptance of a place at UWC Dilijan carries many obligations. We do not pretend that the School 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 School 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.

> 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 school 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 diagnostic centre and hospital locally and a major hospital in Yerevan. In case of specific health conditions, the school 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 join at least two sessions of student-led exercise per week as part of the school fitness programme. Wherever possible, the school 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 8 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 behavior, including smoking, drinking alcohol and energy beverages, stimulant abuse, physical inactivity, as well as anxiety and depression. In the residencies we therefore emphasize quiet time and mutual respect and considerate behavior, ensuring that everyone understands the need to sleep, and that everyone has the opportunity to sleep at night.

Pregnancy

While it is hoped that all students are aware of contraception as explained in our non-academic curriculum, UWCD recognizes the importance of supporting pregnant students and ensuring their well-being during their academic journey. Once the student finds out about the pregnancy, they should be encouraged to inform their parents/legal guardians, if the student has not already done so. Should that not be the case, then the Head of Residential Life, School Doctor or a designated member of staff will inform parents, considering this to be in the best interest of the student, as the school encourages open communication. Parents will be informed of the support available to their child and will be invited to participate in discussions regarding educational plans and accommodation.

UWCD is committed to providing pregnant students with the opportunity to continue their education. The decision about the future of the pregnancy rests solely with the student and her family and is subject to the laws of the

relevant country. Similarly, the family is solely responsible for any procedures resulting from the decision. If the student and parents decide to continue with the pregnancy, the student may continue her academic journey at UWCD. However, the student will be asked to leave the residences and will continue her education as a day student. If this option is possible, parents must find accommodation in Dilijan, taking all responsibilities, and the student will be allowed to continue her studies on site. The responsibility for the student's safety, etc., while off campus rests solely with the student's parents and cannot be ceded to UWCD. All the rules and regulations pertaining to day students in this handbook will be applicable. Alternatively, parents may take their child home, from where she can continue her studies online as far as is practicable. The school will allow for excused absences or medical leave related to pregnancy checkups or childbirth. The school will not be responsible for antenatal care.

In case the school determines that conceiving the child took place on school campus and/or on school-organised activities off campus, this will be qualified as a breach of the UWCD students' Code of Conduct, and the student may lose her place at school.

The school prohibits any form of discrimination or harassment based on a student's pregnancy status. Pregnant students will be treated with the same respect and dignity as any other student, and any instances of discrimination or harassment will be promptly addressed.

Nevertheless, each situation will be assessed on a case-by-case basis, and the school does not guarantee the automatic right of a pregnant student to remain at UWCD.

Permitted Days

A 'permitted day' refers to a scheduled or approved weekday during which a student may be excused from some or all academic classes, while remaining on the UWC Dilijan campus, due to personal, mental health, or recovery needs.

Permitted days are available only to students in special circumstances like exhaustion, emotional distress, bereavement, family situations, etc.

Students must not be under disciplinary review or on academic and cocurricular probation, such as gating.

Permitted days are limited to three (3) per year unless extended with a wellbeing counsellor's recommendation in exceptional circumstances or by the Toon parent, both in consultation with the head of residential life in emergency situations like bereavement.

For more details, see the Permitted Day Protocol.

Student Life

Your Toon

In Armenian the home is called a 'Toon'. You will be assigned to a Toon for your time here, and a Toon parent will be your local parent. In a Toon there will be 36-40 students, including both DP2s and DP1s. Each Toon generally has one girls' corridor and one boys' corridor at different floors. However, sometimes a Toon can have more than two corridors.

Each Toon has a common room which doubles as a basic kitchen, study rooms and ample space to socialise 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 socialising 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 school, which are maintained to the highest standard.

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 firsthand. 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 school recognises 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, during the admission and selection process to the admissions team. However, after arrival in Diljan, requests for accommodation can't be considered, as we do not have that flexibility and can't raise any expectations in this regard.

Sharing a Toon, a room 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 stay in your own room only or in the common rooms after Quiet Time starts and until midnight. After midnight all students should be in their rooms. Space inside one corridor is for the students living there, and even before check-in they should not be treated as common spaces. It is especially important to remember that the bathrooms can only be used by the students they are assigned to throughout the day and the night.

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 school. Please refer to the UWCD Student Residential Code of Conduct for details.

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. Students are expected to do their own laundry regularly to maintain a high standard of hygiene in the residences.

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, and prohibition of candles, incense sticks and other flammable materials.

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

You will also be asked to accept one of a range of 'student jobs', where you will be called upon once a week or at irregular intervals to assist around the campus, for example, repairing the school bikes, assisting the library team, 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 school dining hall. Vegetarian and vegan options are always available, and other options may be 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; and suggests new recipes and ideas to continually improve our dining experience.

Student ID and Access card

Your student ID card is your proof of identity, and your access card allows you access to your residence and restricted areas of academic buildings with prior permission. Please submit a picture of yourself with your joining papers for your personalised ID. The corridors in the residences are operated by an access control system, and you will need the access card to access the residences, the gate and some other areas of the campus.

Computers and Internet Access

Each student receives an account on the school 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 school.

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 the UWC National Committee only if the school 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 time.

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 and information literacy training as well as the management of textbooks and other teaching material. The library is managed by a librarian, who is supported by student volunteers.

The library is well equipped with computers which are available to students.

The top of the library is a designated area for events and meetings and is not part of students' study area. Only when available, students can use the area for quiet studies.

Long weekends, regular weekends and overnights

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 on designated weekends, the dates of which are shared with students and parents at the start of the academic year . Until the first project week is finished, no overnights will be permitted to DP1 students, but in the second half of the term students can choose designated weekends off campus for an overnight stay (conditions apply), as long as the student has no pending work or there have not been any behavioural concerns. Parental permission is required for such stays, for which the students have to provide all relevant information via REACH. Please note that students accessing their parents' accounts to grant themselves permission is considered identity theft, a very serious offence. All leave to be off campus has to be requested through REACH boarding management software, and a separate document explaining the guidelines of creating specific leave requests is hyperlinked here and also available on our intranet as well as the parent portal.

Visitors

UWC Dilijan welcomes visitors, but they need to be announced 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 school does not have the space to host them. For legal, medical and privacy reasons, visitors are not allowed to enter the residences. 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 school overnight during the academic days must gain permission from the assistant head (pastoral). They must create a leave request via the REACH platform, and the student's mentor must be consulted and informed of the leave request. The students who need to be away from the school overnight on a weekend must gain permission from the assistant head (pastoral) and create a leave request.

In order to ensure full participation in school 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 school 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 record with the school 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 school.

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.

School 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. School assemblies are based on the belief that there is wisdom in sharing ideas with the whole community and discussing issues openly before discussing 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. 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, 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 in which social events are planned and organized. 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 Assistant 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 organized by the SoCo should be presented to either the CAS Coordinator, the Head of Residential Life or the Assistant 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

	Monday to Friday	Saturday and Sunday
Breakfast	07:00 – 08:20	08:00 – 09.30
Lunch	11:45 – 12:10 (Primary)	12:00 – 14:00
	12:10-12:50 (DP2)	
	13:00-13:40 (DP1)	
Dinner	18:30 – 20:00	18:30 – 20:00

Mentor Time

A time to meet with your mentor, either as a group or individually, every Tuesday and Thursday 14:55 to 15:30.

Global Issues Forum (GIF)

On selected days throughout the term the whole community comes together for approximately one hour to listen to presentations on global issues, given either by outside speakers or by students, providing an opportunity to ask questions and discuss different perspectives.

Toon Time and Life Skills

On Thursdays at 20:30 the whole Toon meets in the designated Toon common room with your Toon parent for Toon Time. The purpose of Toon time is to spend quality time as families and also to learn together about various life skills and other well-being lessons. This is a protected time for the school, and no events or activities can be planned during this time. Students will not be excused from attending Toon time unless there is an emergency.

Communal Cleaning and Linen Change

On Mondays at 20:30, all students will again be in their Toons for communal cleaning, organising rooms and dealing with the change of bedlinen. The linens and towels are changed alternate weeks, and the school is responsible for cleaning them. This is a protected time for the school, and no events or activities can be planned during this time. Students will not be excused from communal cleaning and linen change time unless there is an emergency.

Maintenance Checks

Once every other week the facility team will do an inspection of alternate sides of the residences, including your rooms and common spaces, to ensure that you maintain every facility provided to you in a very good condition and to address any normal wear and tear in your living spaces. The day of maintenance check currently is on Friday morning, but it can change depending on the needs of the school.

Lesson Times

Lessons start at 08:30 and finish at 15:30 except on Mondays and Wednesdays. You may have free periods during the day, but if teachers arrange tutorials or individual meetings for you, these count as binding as well.

Check in

'Check-in' means that a staff member will check that everyone is in at 21:15 on Tuesdays, Wednesdays and Sundays. This will happen in the reception area of both the residences, 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 22:00. On Thursdays and Mondays check-in takes place in your Toon between 21:15 and 22:00. 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 6:30 the following morning on Friday and Saturday. During 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 to 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 Center

The Medical Center 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 08:30 and 17:00 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.

Leaving Campus

On weekends you can leave between 06:30 and gate closing time. This is to encourage you to organise your time most effectively. Commitment and punctuality are important. On weekdays you can leave campus to go to Dilijan town for chores but must return before the gate closes.

Permitted time slots for leaving campus

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06.30-08.00	06.30-08.00	06.30-08.00	06.30-08.00	06.30-08.00	06.30-22.00	06.30-21.30

15.30-20.00	15.30-21.30	15.30-21.30	15.30-20.00	15.00-22.00		

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. You must always carry a working phone with a full charge.

You should follow the leaving campus protocols as applicable. To leave campus when not part of an organised trip, you MUST sign out on REACH as well as at the Guards House. The ID card has an emergency phone number (098146098) on it. In case of any unwanted situation, you should call this number or the duty phone numbers (094880734 and 077880734) that are always with two residential staff members who are on duty 24/7. No student should be off campus alone after dark. They must travel in groups of three after dark.

If you wish to go further afield than Dilijan, you can do so (conditions apply) by creating appropriate leave requests via REACH, choosing the right leave type. The details are available here and on the school intranet and parent portal on our website.

Additional advice for your efficient daily life:

1. Check your school email account regularly, certainly daily at least. It is the formal channel of communications from the school.
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 8 hours' sleep in order to be effective and engaged.

Day Students at UWC Dilijan

UWC Dilijan opens its doors for day students who are doing the IB programme alongside UWC Dilijan boarding students without being accommodated at the campus residences.

During the regular school day, day students are welcome to use all the school facilities (such as the academic building, sports hall, swimming pool, library, and canteen) except for campus residences.

Day students can be invited to campus residences only in the following cases with the applicable procedure:

- *Toon time.* Day students' toon parents will invite them to participate in Toon Time events along with all students. The toon parent will make sure that after Toon Time the day student will leave the campus at 10:00 pm at the latest.
- *Supervised events / Unsupervised events (including CAS experiences and events, competitions, and trips).* Prior to any event taking place at the residences, day students will make sure to sign in by sending an email to their Toon Parent (copying their parents) mentioning the date and time of the event. Only if the Toon Parent approves can the student attend the event, and the Toon Parent on duty will make sure that the student leaves the campus at 9:30 pm at the latest. The day student will be allowed only in the location of the event.

At no point is a day student allowed in any of the student corridors or rooms. Access to the common areas will only be granted with permission from the Toon Parent when there is a valid reason according to the procedure above.

After any events taking place on Sundays, day students are obliged to leave the campus by 8:00 pm at the latest.

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, prioritize and manage time most efficiently.

The International Baccalaureate Diploma Programme (IBDP)

UWC Dilijan 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 Academic Component

In order to obtain an IB Diploma, you need to fulfill 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, from subject videos by our teachers, 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 School 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 Counselor before your final choice of subjects, which will be confirmed in an interview with the Assistant Head IB Programme.

We understand that these subject choices may not always be the right ones and that you only find that out after lessons have started. Therefore, changes can be made until 30 September, provided the timetable allows these changes and classes still have space available. After this date no more changes will be considered.

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 (TOK)

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 analyze 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 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 18:30. All students should participate in minimum three organized activities a week, our expectations are higher than the minimum requirements specified by the IB. As a minimum, every student should sign up for a weekly activity in each of the three strands - one C, one A and one S.

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 Choir, Art for primary classes, Ceramics with the community, Debate club, Band, Dilidance, 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, 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, bike maintanance, swimming lessons, environmental education, teaching art for primary kids, science with kids, working with local organisations such as 'Bridge of Hope'…..

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.

	Period 01		Period 02	Break	Period 03		Period 04/ Lunch	Period 04/ Lunch		Period 05	Period 06	15:35 - 16:35
	08:30 - 09:30	05 min	09:35 - 10:35	10:35 - 10:55	10:55 - 11:55	05 min	12:00 - 13:00	12:50 - 13:50	05 min	13:55 - 14:55	14:55 - 15:30	
Monday											College Assembly	
Tuesday											Mentor time	
Wednesday											Staff Meeting	
Thursday											Mentor time	
Friday											-	

Project and Half-term Week

There is a 10 day break in the academic programme in October and March, during which all students have an opportunity to involve in a series of service projects. There is also enough time for a few days of rest, as well as a focus on university applications for DP2 students.

UWC Dilijan supports students in designing, planning and carrying out off campus service projects lasting several days within the 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 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.

Projects can be done independently 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 during this period.

Overseas trips of students which are not part of the CAS or IB program are fully covered by parents.The school has no obligation to reimburse the costs of organizing non-IB competitions or events.

> Leadership and learning are indispensable to each other.
>
> John F. Kennedy

The IB Subject Groups

There are six subject groups and students are expected to select one from each groups with some exceptions. Selection of the subjects are expected to be confirmed at the beginning of the first year and no changes are allowed once the final confirmation. While some subjects are separated into higher and standard levels, some classes are not separated into HL and SL, which provides some flexibility.

At the end of your second year at UWC Dilijan, 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 programme. This takes the form of regular informal reflections on ManageBac, our online platform for the IB administration.

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.

Since the 2023-2024 academic year we have been taking part in the Pilot for a new IB subject called Language and Culture. You can read more about this subject in the subject choice booklet. it can be chosen as a subject in Groups 1, 2 and 3.

School-Supported Self-Taught A

The School offers IB DP Language A School-Supported Self-Taught Literature option for everyone whose strongest language is not Russian, 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)

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.

All students whose first language is not Armenian are asked to enroll 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.

Group 3: Individuals and Societies

All Group 3 subjects encourage the systematic and critical engagement of human experiences and behavior, 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 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 judgment. 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, 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 analysing 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 favourably 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, a prescribed text, one Optional Theme and complete an Internal Assessment (written essay). HL students study an additional Optional Theme and an HL Extension theme, focusing on the contemporary study of ecophilosophy and philosophy of technology. In addition to this HL students also focus on metaphilosophy, meaning exploring the nature of philosophy itself.

- **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 (these optional themes depend on what teacher you will get, but below is a list of what will be offered generally):**

- **Philosophy of Religion:** In this field you study the nature of God/Ultimate Reality, arguments for and against the existence of God, religious language, and religious experience and behaviour. Common questions are: Is there something we can call God? How do we speak about something that traditionally has been seen as beyond our understanding? Why does God allow evil, if God exists?

- **Ethics**: This study will focus on three main categories of questions. Firstly, normative ethics, that focuses on moral principles or moral theories designed to answer what we ought to do. Secondly, metaethics focuses on the origins of moral values and the nature of moral language. Thirdly, we focus on applied ethics and study business ethics, biomedical ethics, and distribution of wealth. Common questions in ethics are: How do I know what is the right and the wrong thing to do? What do I mean when I say that something is good? Are there any objective moral values at all?

- **Political Philosophy**: In political philosophy you study three main topics: the state, justice, and liberty and rights. You will delve deep into philosophical views on the state and its rights/responsibilities, how we best form a just and equal society, and rights and responsibilities of individuals in a society. Common questions could be: Are human rights universal? What makes a government legitimate? Is justice an idea or a process?

- **Prescribed text**: Prescribed text: *Meditations on First Philosophy* by René Descartes and Charles Taylor's *The Ethics of Authenticity* are usually selected from the IB's list of prescribed texts and studied in great depth in their entirety. Charles Taylor challenges John Stuart Mill's insistence on liberty from coercion or obstruction (negative liberty) and emphasises the value of the freedom to be ourselves, i.e. to be autonomous and authentic in choosing what we wish to be (positive liberty). René Descartes analyses the foundation of knowledge and asks himself what is needed to know something for certain.

- 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.

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 (from August 2025 offered also at HL, trans-disciplinary for Groups 3 and 4) as well as Computer Science (SL only).

The science programmes at UWC Dilijan 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 and HL from this year onwards.

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.

Computer Science

This is a new course in the School, which we are offering in response to an awareness of the need to develop 21st century skills in our academic portfolio, as well as meeting strong student interest. We are fortunate to use the Samsung Innovation Campus as a teaching space, which gives students access to top quality facilities. It is important to note that this course is not a requirement for Computer Science at university, but HL Mathematics and Physics are. Conversely, this course counts as a Group 4 science subject and can cover the requirements for this group in combination with just SL Mathematics. The course is offered at Standard Level only.

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 (SL only)

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 modeling. 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 should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

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.

Theater

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 analyze a diversity of theater 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 theater, so you may acquire an understanding of the art form. You do not need prior knowledge or experience in theater 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 School 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.

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-CG50. All students will be loaned a calculator for the two years they study at UWC Dilijan.

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.

Academic Integrity

The School recognizes the importance of intellectual property and use of Artificial Intelligence (AI). As such, it is a serious offense 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 behavior 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 School. For details, please read our Academic Integrity Policy which can be found on the School website. Students will also provide more guidance on healthy use of AI.

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 School during assemblies, Global Issues Forum, Toon time, presentations, etc. Their use during these events is not allowed unless stated otherwise during the event.

Additional Opportunities To Learn

Learning through Residential Life

At the core of the UWC Dilijan 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, 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 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 School 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 Issue Forum

The School invites speakers to present issues of global importance and interest throughout the year. Such sessions could take place after school on designated days. We also run a CAS called ‘Politics in Perspective’ 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 School, and students are encouraged to make the most of these.

Special conferences and special topic days

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

Public Holidays and Festivals

Throughout the year the School participates in a number of local public holidays, such as Army Day or the Genocide Remembrance Day. There will be information sessions and the School 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 School 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

Traveling 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 School 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 School 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.

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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 School 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 of sturdy shoes for hiking and other outdoor activities.

The School 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 School calendar and the documentation you are provided. The School will make flight arrangements in those cases in which it is funding the annual ticket.

The School 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 School 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 School 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 DP2 students will arrive on August 8 and 9. DP1 students should start arriving on August 22 and 23. 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. There is a whole school orientation program, and the normal timetable for all students will be in place from September 1.

The school has no legal obligation once students leave the campus for good after the graduation ceremony, however the school will continue supporting its alumni when it is appropriate and possible.

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 School 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 School. 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 School will organize 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 300 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 School 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 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 School to have a common standard to consider students' wellbeing and how to cater to their needs ensuring consistency and the involvement of all the relevant stakeholders while also ensuring that the right to io privacy is maintained.

This document is not intended to "box" or "label" students, but to be used as a checklist of what flags to pay attention to and how to proceed in a consistent manner.

<table>
<tr><td colspan="4">0 Regular Care</td></tr>
<tr><td colspan="4">No need to escalate.</td></tr>
<tr><td>1 Focused Care</td><td>2 Coach</td><td>3 Counsel</td><td>4 Cure</td></tr>
<tr><td colspan="4">Observations, signs and symptoms of distress: Learning Programme, Emotional, Physical and Social</td></tr>
<tr><td rowspan="2">• Negative change in learning programme (academic, CAS, residential)
• Social withdrawal or change in social and communicative patterns
• 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
• Frequent somatic complaints or illness (headaches, sickness)
• Bereavement of a relative or close friend</td><td colspan="3">Previous plus (on a case by case basis):</td></tr>
<tr><td>• For at least 1 week, signs and symptoms as in L1: sleeping difficulties or unhealthy patterns, abnormal eating habits, etc.
• Pale and/or weight loss/gain
• Hygiene issues
• Change in usual behaviour and appearance
• Specific Learning Needs
• Repeated lateness and/or absenteeism</td><td>• For at least 2 weeks, signs and symptoms as in L1 causing significant distress in important areas of functioning
• ADHD
• Non-acute suicidality
• Signs of self-harm
• Behavioural issues associated with distress in individual or others
• Violation of UWC Student Code of Conduct, UWCD Disciplinary Code</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)
• Not improving in L3
• Demands placed on the community (staff and/or peers) are too high</td></tr>
<tr><td colspan="4">Lines of information and involvement[2]</td></tr>
</table>

[2] It is essential that there is a clear understanding of the need-to-know: for example, a staff member may need to know that a student is receiving focused care because of a health issue but not the details of the issue. The student needs to know that we will respect the lines of involvement and notification in this document.

• Toon parent • Mentor • Weekly Residential Life Team Meeting • Daily Duty Team Briefing	Previous plus (on a case by case basis): • Mentor • Relevant teachers and activity/trip supervisors • Parents (unless in exceptional circumstances) • School Psychologist • School Doctor	• Friends, roommates and/or rest of the Toon as needed, specially if they are part of the support plan • Parents • National Committee if relevant	• School Community • Chair of the Board of Governors, Designated Safeguarding Governor • Donor/s if relevant
1 Focused Care	2 Coach	3 Counsel	4 Cure
Interventions			
• Regular check-in with Toon Parent and/or Mentor • Short-term academic intervention • Observation by Mentor, Toon Parent and any other relevant staff (being alert looking for flags) • Medical Leave (approved by School Doctor or Psychologist) • Justified Absence (approved by Toon Parent in consultation with Mentor) • Rest and sleep • Regular meal attendance • On campus medical treatment • Psychological consultation and/or counselling • Relaxation, Mindfulness, Meditation, Yoga and sports or outdoor activities	Previous plus (on a case by case basis): • Consultation and diagnostic sessions with School Psychologist or external mental health expert • Psychological counselling if necessary • Consultation with Learning Support Coordinator • Academic counselling by Mentor • Other forms of therapy: art, music, gardening… • External medical appointments (diagnostic and treatment including medication) • Medium-term academic intervention	• Regular counselling or psychotherapy • Medication • Temporary Stress Decreasing Program: less lessons/HW, altered deadlines for assignments, less/no CAS) • Individual tutoring • No competitive sports or similar commitments • Long-term academic intervention, including possible alternative curricular paths and spreading academic assessments	• High-frequency mental health care (>1/week) • Hospitalisation • Psychotherapy and/or Psychiatric care • Home country treatment • Host family care is only considered when in the best interest of the student and not an unreasonable expectation of the host family. • Leaving the School community. This can be temporary or permanent (exclusion) when the student's needs cannot be supported by us.

Need to Know Checklist

	1 Focused Care	2 Coach	3 Counsel	4 Cure
Student	√	√	√	√
Toon Parent and Mentor	√	√	√	√
Residential Life Team	√	√	√	√

School Psychologist and Doctor	√	√	√	√
Safeguarding Team			√	√
Parents or Legal Guardian (if relevant)		√	√	√
Student's' Teachers and Staff supervising activities including sports and trips		√	√	√
Respective UWC National Committee (if relevant)			√	√
Board of Governors (Chair of the Board and/or Nominated Safeguarding Governor)				√
School Community				√
Scholarship Donor (if relevant)				√

Support for Specific Learning Difficulties

All students selected through UWC National Committees or Global Selection Programme meet UWC selection criteria, answering questions relating to intellectual curiosity and motivation, active commitment, social competence, resilience, personal responsibility and integrity, academic robustness and motivation for the UWC values. Students selected to attend a UWC are generally high achievers within their contexts, and judged capable of gaining from studying for the IB Diploma.

UWC Dilijan is committed to encouraging all students to participate fully and confidently in college life. In accordance with the UWC values, considering in particular diversity, equity and inclusion, the college acknowledges its joint responsibility to help students with Specific Learning Difficulties to overcome obstacles to their learning by making reasonable adjustments within the scope of the school's resources.

UWCD follows established good practice in learning support provision by offering a graduated response, where support is differentiated according to student progress and available resources. We are not able to offer 1:1 teaching assistants, 1:1 study coaches or additional in-class support staff.

We have a Head of Learning Support to oversee and coordinate provision for students with Specific Learning Difficulties. The Head of Learning Support is qualified to conduct assessments to identify any requirements for inclusive access arrangements and to advise on strategies.

The first level of support is provided by effective differentiation and adjustments by **subject teachers, mentors and toon parents**. When a student is identified as having a difficulty which requires interventions and strategies additional to or different from those provided as part of a differentiated curriculum, advice will be given in the form of a student profile, written jointly by the student and the Head of Learning Support. This is an important method of communication and will also include details of special arrangements for tests and examinations.

All **faculty members** need to enable students to access the curriculum by employing appropriate strategies. All teachers are responsible for making reasonable adjustments to meet the needs of students encountering obstacles to their learning. The teaching staff will aim to adapt lessons and methods to meet different abilities and offer differentiation by content, task, resources, questioning, pace, homework, and/or class grouping.

The **Head of Learning Support** will publish suggested strategies for identified pupils and provide staff advice and training when required so that staff are able to develop expertise in recognising and meeting the needs of pupils with specific learning difficulties. S/he will also coach and mentor identified students and train peer tutors as appropriate.

The Head of Learning Support will collect appropriate evidence for applications for examination access arrangements and work with the IB DP Coordinator to submit the applications.

Parents and **students** must indicate on the admissions form any specific difficulties which affect a student's learning. Confidentiality of information will be respected. UWCD will take reasonable steps within its resources to provide appropriate support to such students, to enhance their daily learning experiences. These arrangements must be the student's normal way of working.

If parents have obtained specialist advice, for example from an Educational Psychologist, doctor or psychiatrist, they are asked to provide the College with a copy of the specialist's report which must have been completed within the 12 months before coming to this College.

Students should play an active part in overcoming obstacles to their learning by using the agreed strategies and suggesting their own. All students are expected to respect differences including alternative ways of learning.