

flame

MAGAZINE

MANDOULIDES SCHOOLS ANNUAL PUBLICATION

JUNE 2017



MANDOULIDES
EDUCATORS SINCE 1978

At the top...

We congratulate our students who have taken us to the top in 2017

7 students in universities of the USA

16 students in universities of Great Britain

2 students in universities of Italy

5 students in universities of The Netherlands

1 student in a university of France

1 student in a university of Switzerland

University of Cambridge, Great Britain
P. Koutsogeorgos

Dartmouth College, USA
T. Haris \$56,325*

Imperial College London, Great Britain
V. Georgiadis, P. Koutsogeorgos

Bocconi University, Italy
P. Adamidis, V. Kostakis

Aix-Marseille Université, France
E. Papanikolaou

Maastricht University, the Netherlands
C. Karathodoros, E. Papanikolaou, T. Haris

Les Roches International School of Hotel Management, Switzerland
C. Kotanidis

**Annual scholarship for 4 years*

Cambridge

Dartmouth

Imperial

Bocconi

Maastricht

Aix-Marseille

Les Roches

The students attended Mandoulides Schools' "Studies Abroad" program, which prepares them for admission into universities abroad, without International Baccalaureate (IB) courses.



+
34th Balkan Mathematical Olympiad, FYROM, 2017
Gold Medal (V. Georgiadis, 12th Grade)
Silver Medal (R. Tsiamis, 11th Grade)
Both Qualified for the 58th International Mathematical Olympiad, Brazil, 2017
Mediterranean Youth Mathematical Championship, Italy, 2017
Qualified (A. – Ch. Savva, 10th Grade)

+
10th International Astronomy and Astrophysics Olympiad, India, 2016
Bronze Medal
(G. Papachatzakis, Mandoulides Schools graduate)

+
F1 in Schools World Finals, USA, 2016
1st place
Infinite Racing team

+
Final phase "Archimedes" of the 34th National Mathematical Olympiad of the Hellenic Mathematical Society (HMS) 2017
1 Gold Medal
6 Silver Medals
1 Bronze Medal

+
22nd National Astronomy Competition "Ipparhos", 2017
3rd place
(R. Tsiamis, 11th Grade)

SCHOLARSHIPS

Mandoulides Schools award Junior – Senior High School students with internal scholarships that amount to €900,000.

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 **MANDOULIDES**
EDUCATORS SINCE 1978

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Microsoft Showcase School Innovative Actions



Mandoulides Schools is 1 of the 4 schools in Greece and 1 of the 850 schools worldwide that have been selected by Microsoft as a "Microsoft Showcase School".

Actions in collaboration with Microsoft Hellas

Hackathon

International Student Competition

18/03/2017 (finals)

A competition providing students with the opportunity to develop their programming skills and channel their creativity into advanced Information Technology applications.

Coding Girls

11/02/2017

A unique educational program that aims to inspire all girls to channel their creativity digitally by learning to program, design and direct interactive 3D stories and impressive games.

Transforming Education

12/02/2017

An introductory workshop to New Technologies in education, where participants will have the opportunity to exchange views and experiences with teachers who have already incorporated Microsoft technologies (OneNote, Sway, Office Mix, etc.) in their teaching.



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EDITORIAL

Dear readers,

A few days ago, Apple CEO Tim Cook delivered MIT's 2017 commencement address to the graduates at the University's Cambridge, MA campus. It was a source of inspiration for me and this is the reason why I wish to borrow some of his thoughts in this year's editorial. His speech was a thought-provoking piece of writing on how technology can serve humanity but while reading it I could actually recognize a lot of the concepts that are the focal point in many of our articles this year. It is not so much the parts he referred to in technology, that I would like to draw your attention to, but the ones in which he addressed his incitement to the young graduates.

"Don't get caught up in the trivial aspects of life. Don't listen to trolls and for God's sake don't become one. Measure your impact in humanity not in the likes, but the lives you touch; not in popularity, but in the people you serve. I found that my life got bigger when I stopped carrying about what other people thought about me. You will find yours will too. Stay focused on what really matters."

Reaching the end of these lines I really caught myself smiling because it was a bit of a déjà vu since I had read about these in my students' work.

The concepts of fame and how it can be achieved through good deeds by serving humanity; the danger of letting oneself be consumed in the world of social media while waiting for likes and thumbs up in pursuit of corroboration; the denouncement of inequality and

the call for empathy; the cry for being allowed to do what they wish, far from the social conventions that dictate perfection as the only acceptable outcome, were all there.

The last thing that caught my eye and made me feel really proud of what we do at our school was Cook's reference to what Steve Jobs used to say. 'Technology alone is not enough!..... When you keep people at the center of what you do, it can have an enormous impact.'

We have turned these words into action. Our high-tech F1 in Schools world champions go hand in hand with the volunteering team and our gold and bronze medalists in science competitions work side by side with the participants in MUN conferences aiming to alleviate suffering and promote peace and justice.

As educators we take great pleasure in assisting students to progress but we also aspire to build well-rounded personalities who will trigger social changes and make the world a better place to live in. Time will tell if we have achieved our goal but for now we invite you to enjoy our magazine, which is even more proof of our relentless effort to encourage students' creativity and critical thinking. Reading their articles is just like reading their minds. Even though they are children molded in a technology era, where the desire for immediate gratification prevails, they are lamenting the absence of time for more down-to-earth activities like spending time with friends, expressing their love or infusing their lives with some wonder by lying back on a sun-soaked beach. Let us all make some time this summer and enjoy the gift of life.

See you next year!

Rania Dantsi
Editor-in-Chief

Photo by Daphne Mesochoriti





WORLD FINALS
AUSTIN TEXAS ★ 2016



**Infinite Racing Team
crowned F1 in Schools
World Champions**

INFINITE RACING

by Angeliki Samara

"F1 in Schools has just taught me so much, it made me more confident and inspired me to become an engineer."

"It's a fun way to apply mathematics and engage in science."

"Being in the world finals, and competing against 39 other teams from all around the world, is the greatest experience of my life."

"The feeling of being on top of the world, makes me want to keep participating in it. It is addictive and truly amazing."

These are some of the words that F1 in Schools participants have said.

The 2016 World Finals were held in October 2016 at the Hyatt Regency Hotel in Austin, Texas, USA. It was a five-day intense competition among 39 teams that had qualified via their National Competitions.

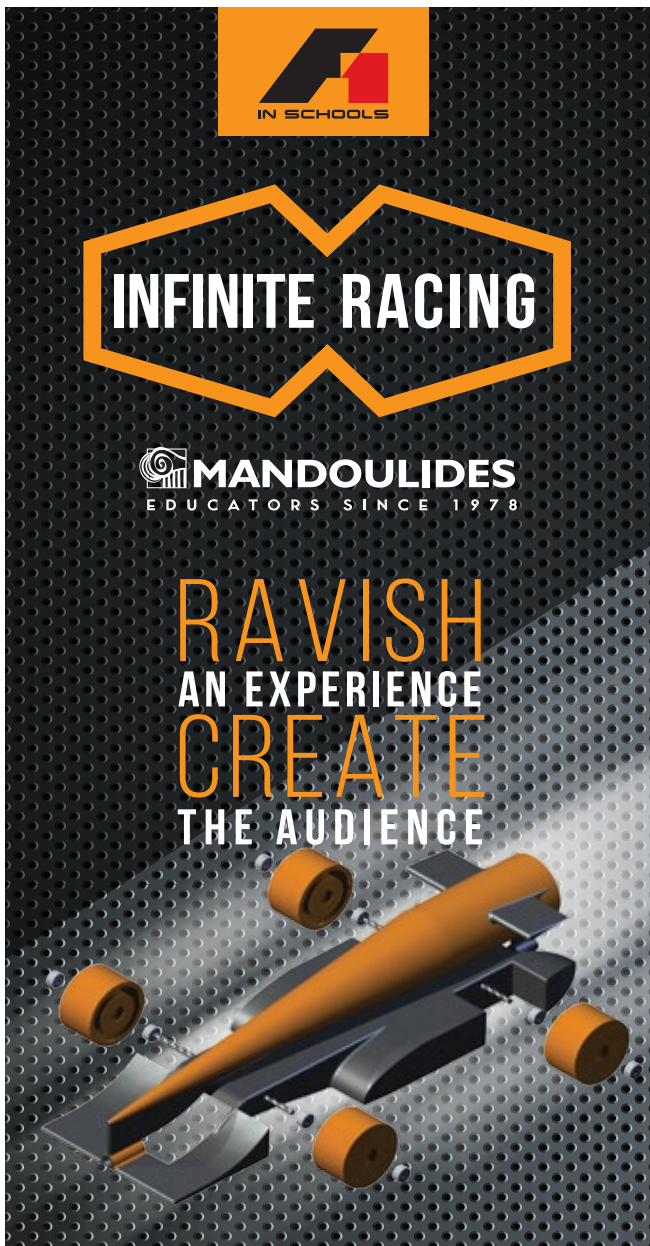
The Infinite Racing Team were named champions in the F1 in Schools World Finals 2016, and lifted the famous Bernie Ecclestone World Champions trophy, the first team from Greece to be on the World Finals podium. The team won an impressive haul of trophies, taking the Pressure Challenge Award, the Knockout Competition Award and the Team Website Award. The team of students from Mandoulides School beat Australian squad Infinitude into second place, with Endeavour from Germany taking the final podium spot. (<https://www.formula1.com/en/latest/headlines/2016/10/greek-team-champions-f1-in-schools-world-finals.html>)

The evening kicked off with the final round of the popular knock out competition, contested by eventual champions, Infinite Racing and their Athens rivals, Aeolus Racing. Infinite Racing coped with the high pressure atmosphere to win both races and take this



*we dreamed,
we created,
we communicated,
we innovated,*

*we did not only win
a World championship
but also a lifetime
experience*



title, which brought with it a very special opportunity-to race a McLaren Racing F1 in Schools car. That was the night that INFINITE RACING had been waiting for. Seven hundred hours of passionate, hard work finally paid off. This was the lifetime experience in which the world champions achieved the goal that they had set back in June, to be the first Greek team to reach the podium. Let's get a closer look at what happened in Austin that day.

20 October 2016, all the teams gathered in the ballroom for the award dinner dressed in their team's formal clothes. Everyone was excited but you could see the anxiety in the participants' eyes.

The moment of the announcement of the three podium winners had come. I clearly remember this moment, the most stressful moment of my entire life. I also remember some members representing Dubai looking us and telling us "it's you", but I shook my head in disbelief.

The room started spinning when the name of Greece was heard as the F1 in Schools World Champions. Our team had made the difference. We grabbed the Greek flag and started running towards the podium. Tears of joy and excitement and indescribable emotions overwhelmed us.

"I wasn't really sure if what I was living was real", said Angelika Samaras.

"Our dream has come true. We are the first Greek team to be rewarded with the famous Bernie Ecclestone award, the Managing director of Formula One Group (whom we had the honor to meet the following day)", said Vasileia.

"We are the ambassadors of today's youth, we want to inspire others and to share our knowledge, we want to innovate and to show that with team work and passion we can reach the top." INFINITE RACING

We dreamed, we created, we communicated, we innovated. We did not only win a World Championship but also a lifetime experience.

INFINITE RACING wishes to thank everyone who believed in their effort and mostly their school which engaged them in the competition.

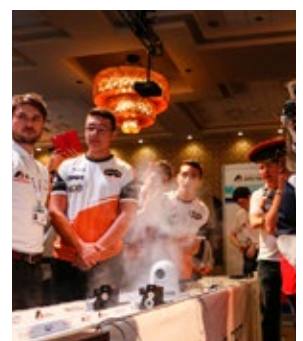
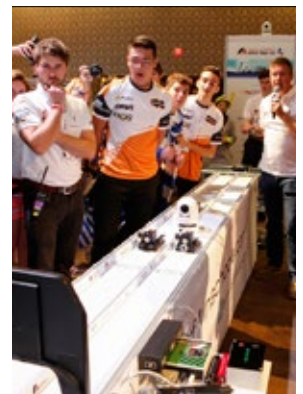
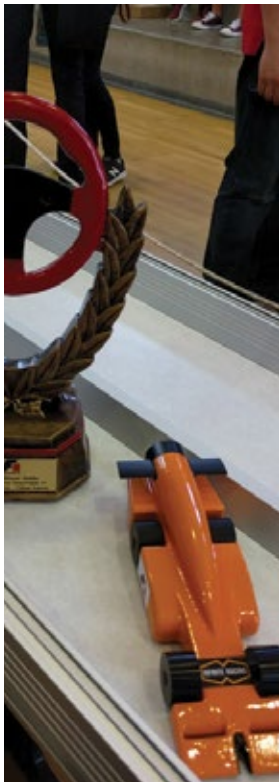
Behind the scenes

F1 in schools is the largest and most successful school based STEM program in the world.

F1 in Schools challenges students to create their own Formula One team which is commissioned to design, construct and race the fastest miniature Formula One Car of the Future, a 21cm long scale model built from the F1 in Schools model block and powered by a compressed air cylinder. Each team, which can be comprised of three to six students, creates a 'pit' display and showcases their work.

While the engineering members have to design and manufacture the car from a model block using CAD/CAM design tools, the marketing members have to organize the strategy that the team will follow. They create a brand name and a marketing strategy which aims to increasing awareness for the team and the competition through news media and promo events.

As all companies have a budget, the same happens with F1 in Schools teams. In order to cover their expenses teams are challenged to approach potential sponsors and seek funding for their venture.





#love#unconditional

“The course of true love never did run smooth”

by Elizabeth Michalopoulou

Love has always been a popular theme with writers and movie makers alike.

“The course of true love never did run smooth”, said William Shakespeare, while Oscar Wilde wondered: “Who, being loved, is poor?”

Romantic films have given us some heart stopping moments and when Leonardo Di Caprio in *The Titanic* said that, “Love can touch us once and last forever”, there are few who could deny that they were left unswayed.

Is there anyone who has never seen a movie recounting a love story or read a romantic novel or poem? I highly doubt it. Therefore we are all familiar with the overused term of “unconditional love”, which by itself is a sensitive issue.

Imagine what would happen if your significant other told you: “I love you conditionally”. Most probably you’d like to slap them in the face. That is due to the fact that when people find somebody they really love, they tend to tell each other “I will always love you no matter what.” And the truth is, that the mere sound of these words relays an extremely hopeful and optimistic feeling. They turn you into the happiest person in the world since you will never have to worry about your actions related to this person, because they have made

it clear to you that their feelings will remain unaltered no matter what.

However, I wish to present you with a slightly controversial view about unconditional love. For starters, have you ever wondered if it actually exists? Personally, I think it doesn’t. The truth is that I actually hope love isn’t unconditional, because if it were that would be a terrible thing and please let me explain why. To begin with, the definition of love refers to strong feelings of affection for someone, which makes one truly accept this person exactly as they are, including their flaws. In this way, love by itself does not include terms. As a result, adding the adjective unconditional to it to create the ultimate type of love, ends up in a horrible misunderstanding. During our lifetime - if we are lucky enough - we experience love in various kinds of ways. Probably one of the most characteristic relationships which might be infused with the idea of “unconditional” love is romantic partnership. I reckon that the point of having such a connection is when deciding to spend your life with someone that you have a unique bond with and someone who really



JOHN LENNON

“There are two basic motivating forces: **fear** and **love**.

When we are afraid, we pull back from life. When we are in love, we open to all that life has to offer with passion, excitement, and acceptance.

We need to learn to love ourselves first, in all our glory and our **imperfections**. If we cannot love ourselves, we cannot fully open to our ability to love others or our potential to create.

Evolution and all hopes for a better world rest in the fearlessness and open-hearted vision of people who embrace life.”

cares for you, it is just like choosing a teammate. And that, in my point of view, relationships are a kind of teamwork. They are about two people who look after each other, two people who complement each other, they are there for each other. Actually, it is the best team that could ever exist because they can count on one another in every single way.

“You jump, I jump.” Remember? I bet most of you recognize one of the most famous quotes of the flagship of romantic movies “The Titanic”. And although it might be overrated, as some people claim, it endorses this specific mindset. Two people coming from extremely different social backgrounds, yet so perfect as a couple, they worked as a team from the moment they met until the moment they had to part. And if that doesn’t fit into the idea of unconditional love, then what does?

It clearly seems to suggest that no matter what someone does, you still love them, and you are still committed to them. I don’t know many relationships like that. I challenge you to name one. I challenge you to name a relationship where no matter what those two people did to each other, they stayed together.

To me, unconditional love seems like an extremely dangerous concept. A significant number of people might wonder “why?” or “how could love ever be dangerous?” They are not taking into account the importance of the aforementioned adjective. Love by itself has often become the motive for people in order to accomplish unimaginable things, both positive or negative, as they overcome their personal limitations and barriers. But what happens when things do not go the way they planned them at the beginning of their love story? When the common dominator of their love equation changes? Can “unconditional” become the chain that keeps them together in a daunting effort

to prove the term right? Should they feel guilty for not being able to stay in a relationship that suffocates them? Should they break their neck to make it real or break free?

I would definitely go with the latter. They should feel free to leave a relationship when it does not meet their standards and avoid compromising with anything less than what makes them happy. Unfortunately, this unreasonable feeling of guilt is the consequence of the stereotypic view that unconditional love is the key element that gives a romantic relationship its true meaning. To my mind, this specific type of love is extremely destructive. It provides no reason to fight for and consequently no reason to improve oneself and grow not only for one’s own good but also for the good of the relationship. That is definitely not romantic. Love means caring for your partner, waking up every day wondering what you can do to surprise them, to become a little bit less predictable, to fight to keep them in your life. Of course this way of thinking should work both ways. Ask yourself what your partner is doing for your good and if the answer is “nothing” then that is not a relationship you should stay in. “The best love is the kind that awakens the soul, that makes us reach for more, that plants a fire in our hearts and brings peace in our souls”, said Noah in the Notebook and I think this can be the meaning of unconditional love on the cinema screen, but what about real life?

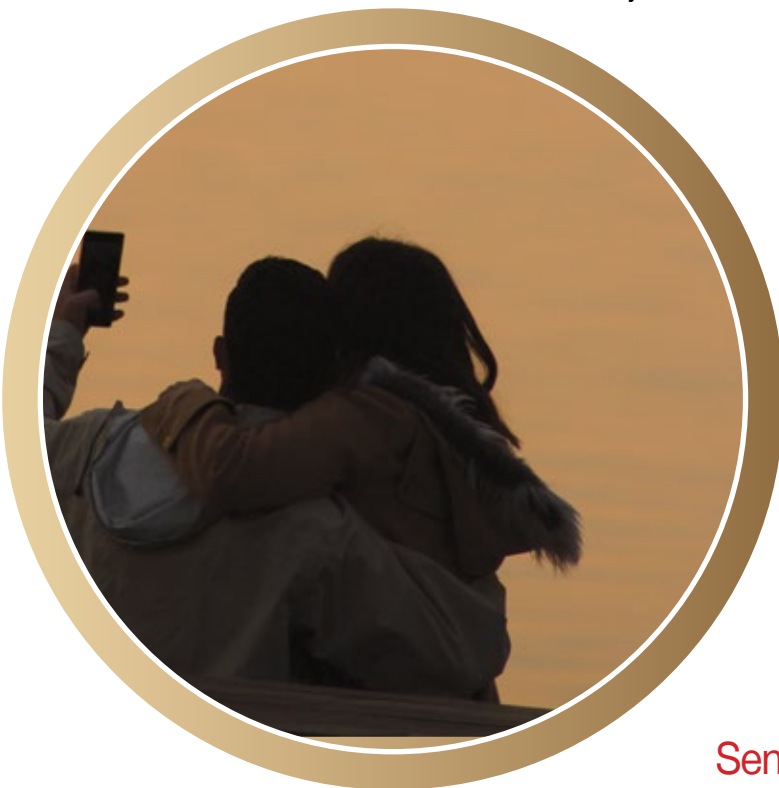
Finally, to turn this argument the other way round, when you first meet someone what makes you love him? Do you just love him unconditionally at first sight? Definitely no. Your love is based on the person’s most appealing traits, it is based on conditions. Unconditional love is simply an overenthusiastic exaggeration based on very strong emotions. The point is to stay in love with someone because we choose him every day, because he makes our life better. And I can assure you that we would all be happy if there was just a little bit more love in this world, even if we didn’t describe it as “unconditional”.

Love means caring for your partner, waking up every day wondering what you can do to surprise him, to become a little bit less predictable, to fight to keep him in your life.

5 simple ways

to show your love

by Maria Eirini Papagianni



Photos by Daphne Mesochoriti

1

Send a message.

Nowadays, the majority of people owning smartphones are able to send free messages to their loved ones. In this way, you can avoid common problems such as weird teenage voice-cracks and awkward pauses. Go on! Click on that 2 MB-sized application and may the Wi-Fi gods be with you.

2

Pan a compliment.

However hard it may seem, everyone can do it. It can range from the awfully cliché, “your eyes look like the stars” to extremely creative, such as “I like you more than I like burgers and gyros”. Be careful though, as there is the rare possibility that the person complimented may be a vegan. In this case, your unusual, yet kind, remarks are likely to cause the opposite results from the ones anticipated.

3

Be a gentleman.

This rule does not apply only to men. It is vital you show your good manners every day. Keep the door open for the person behind you, don’t forget to say the magic words “please” and “thank you” and offer to hold your friend’s delicious sandwich WITHOUT eating it.



4

Have a good memory.

Remember important information, such as personal preferences and dates. And no, the “day we both scored an F on that chemistry test” does not count.

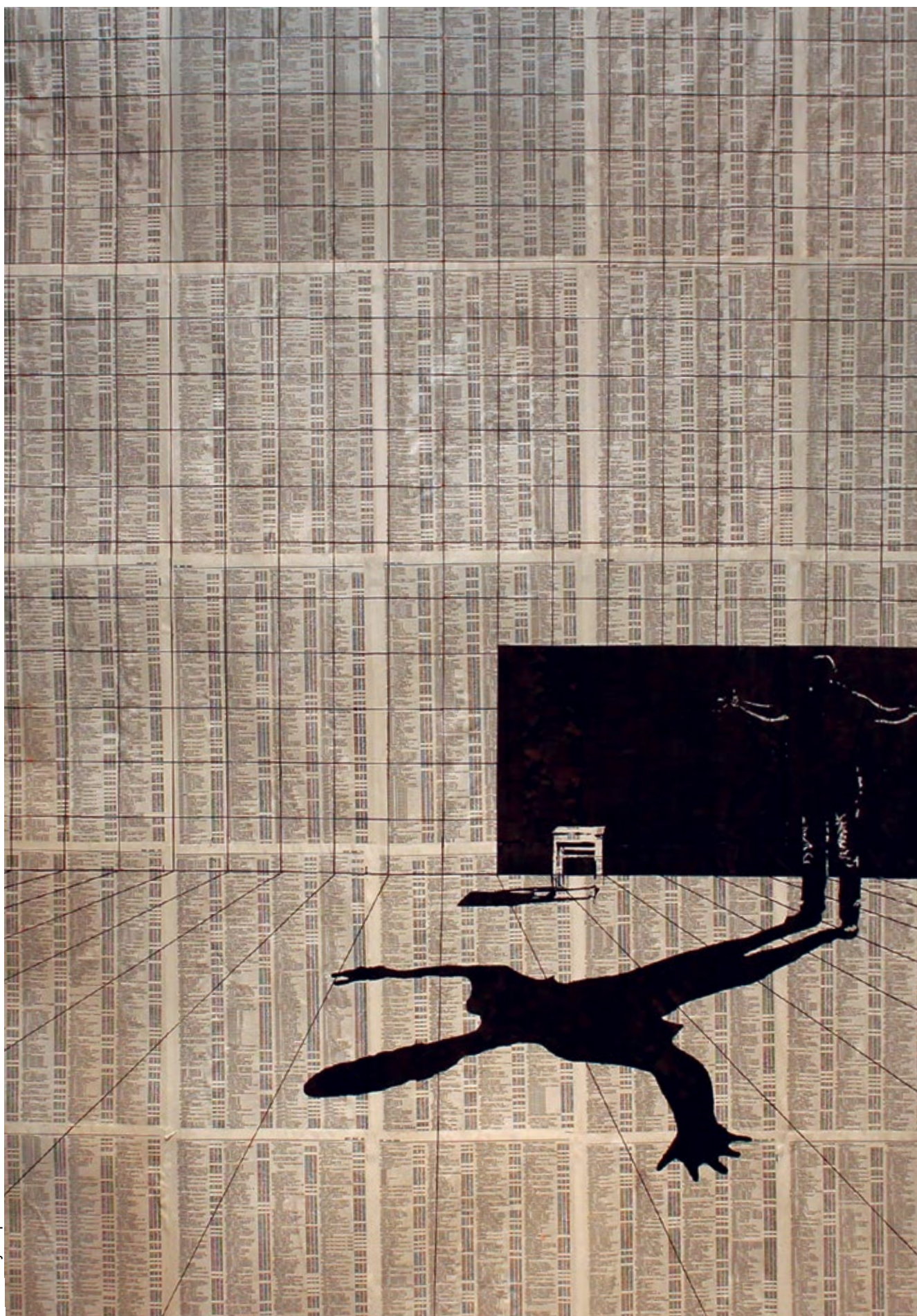


5

Be yourself.

It’s the easiest way to show your feelings. People show their love in different ways, do not try to be someone else. After all, not everyone can be Ryan Gosling in La-La-Land!!

Disclaimer: Errors may occur, as the writer has not expressed her love properly for years.



A paralyzing sensation

What exactly is this paralyzing sensation that we refer to as fear?

by Konstantinos Athanasopoulos

It's dark outside, and you're home alone. The house is quiet, nothing but the muffled voice of someone talking on TV is heard. Suddenly, the front door is thrown against the door frame. BANG!

Your breathing speeds up. Your heart races. Your muscles tighten.

And then, a split second later, you know it's the wind. No one is trying to break into your home. For a moment, you were so afraid that you reacted as if your life were in danger and your body was ready to initiate the fight-or-flight response, critical to any animal's survival. But really, there was no danger at all. What happened to cause such an intense reaction? What exactly is this paralyzing sensation that we refer to as fear?

In the next few lines, we'll try to examine the psychological and physical properties of fear, find out what causes a fear response and look at some ways we can conquer our fears.

Fear is a feeling induced by the perception of danger or threat, which causes a change in metabolic and organ functions and ultimately a change in behavior, such as fleeing, hiding, or freezing from events discerned as traumatic. For human beings, it may be the response to a specific stimulus occurring in the present, or in anticipation or expectation of a future threat considered a risk to body or life. The fear response arises from the perception of danger leading to either confronting or avoiding the threat (also known as the fight-or-flight response that was referred to earlier), which in extreme cases of fear can be a freeze response or even paralysis.

In humans and animals, fear is modulated by our cognitive functions and the process of learning. Thus fear

is judged as rational or appropriate and irrational or inappropriate. An irrational fear is called a phobia.

Psychologists such as John B. Watson, Robert Plutchik, and Paul Ekman have suggested that there is only a small set of basic or innate emotions and that fear is one of them. This hypothesized set includes emotions such as acute stress reaction, anger, angst, anxiety, fright, horror, joy, panic, and sadness. Fear is closely related to, but should be distinguished from, the emotion of anxiety, which occurs as the result of threats that are perceived to be uncontrollable or unavoidable. The fear response serves survival purposes by generating appropriate behavioral responses, and this is how and why it has been preserved throughout evolution.

Overall, so pervasive an instinct as fear, it indisputably and quite understandably, boils down to one's own perspective of danger, thus rendering it utterly subjective.

Although fear is indeed subjective, in some cases it can trouble more than a handful of people and become a problem concerning society as a whole! Most certainly, these fears digress to both a moral and metaphysical level and one of the most controversial and important subjects which all religions perceive differently is the fear of existence and its end or in other words the fear of death. Death is a primeval fear. Freud supported that "dealing" with the learned idea of death is one of the greatest challenges of adulthood. Death is described as a passage, a flight into another world. Humans have always been aware that their time on Earth is limited and this is a reality that most of us is difficult to bear. The origins of this intangible fear are not found in the present world. Therefore to discover them we must travel back in time. Roman philosopher Lucretius famously advocated that "fear was the first thing on Earth to make gods" and much later anthropologist Bronishaw Malinowski argued that religion gives us a sense of power over death. What initially led to the formation of reli-

gions, was nothing but humanity's lack of capacity to explain any natural phenomenon occurring which consequently bred fear in people's hearts. Therefore a fictional explanation often helped to overcome these fears.

The belief in afterlife lessened the fear of death. In a sense we can assume that fear of death was, and I dare say still is, a big influence on things such as morality, shaping of social structures and even on a very personal level, our own way of life.

On a more personal level I think that loneliness is the biggest and innermost fear of human sapiens. One might say that the very formation of communities occurred because people lived in fear of being alone, and this was ultimately what forced people to unite so as to overcome dangers together. And in such a sense it is truly saddening to see people being rejected by their social counterparts.

From being excluded from society due to their dissimilitude, to their families shunning them because of their alternate viewpoints and social inconformity, there are people who are considered as outcasts and are condemned to live marginalized fighting with their fears alone day after day.

But why exactly do we fear?

The truth is that if we did not feel afraid, we wouldn't have survived for so long. We'd be walking into oncoming traffic, stepping off of rooftops and carelessly handling poisonous snakes. In humans and in all animals, the purpose of fear is to promote survival. In the course of human evolution, the people who feared the right things survived to pass on their genes. In passing on their genes, the trait of fear and the response to it were selected as beneficial to the race.

During a 19th-century debate surrounding evolution, the "face of fear", that wide-eyed gaping grimace that often accompanies sheer terror, became a talking point. Why do people make that face when they're terrified? Some said God had given people a way to let others know they were afraid even if they didn't speak the same language. Charles Darwin said it was a result of the instinctive tightening of muscles triggered by an evolved response to fear. To prove his point, he went to the reptile house at the London Zoological Gardens. Trying to remain perfectly calm, he stood as close to the glass as possible while a puff adder lunged toward him on the other side. Every time it happened, he grimaced and jumped back. In his diary, he writes, "My will and reason were powerless against the imagination of a danger which had never been experienced." He concluded that the entire fear response is an ancient instinct that has been untouched by the nuances of modern civilization.

Mahatma Gandhi said: "Fear has its use but cowardice has none." So, I urge you to understand your fears and embrace them. Do not feel paralyzed by them. Do not cower before them. Understand and adore these fears for these are what make you strive to live, these are the reasons humanity evolved. Accept your fears. For acceptance is maybe the final battle to conquering these fears of ours.

Photo by Stavros Piperidis



*Death is described
as a passage,
a flight into
another world.*



*Courage is not the absence of fear but the triumph over it.
The brave man is not he who does not feel afraid but he who conquers that fear.*
Nelson Mandela

Password: Happiness

Laughter is the shortest distance
between two people.

by Sofronis Prokopiou

Nowadays the benefits of laughter and humor go unappreciated. Not only has it become substantially more difficult to find time to joke around in today's fast-paced society, but also people have become demure, pretending that they find no joy in such "petty and wasteful things", in an attempt to appear more serious and mature. But it is about time modern people let themselves enjoy a good, hearty laugh because it can prove to be a life savior.

Laughter has been defined as the shortest distance between two people, and has many social applications. Even a subtle chuckle can establish connections between people, whilst a superior sense of humor can often showcase intelligence and keen perception. It can also have a more of a "diplomatic" use, since it gives us the ability to move between seriousness and gaiety without running the danger of being misunderstood, thus allowing us to safely criticize the flaws of friends and close ones.

Another great aspect of humor that cannot be disregarded is its effectiveness against angst. Good sense of humor allows us to take distance from the problem at hand and better evaluate different ways of coming up with solutions. Sometimes we exaggerate a situation and make things seem worse than they really are; through humor we can establish some sort of dominance over difficult situations, take a fresh look at the problem, be more realistic about it and thus cope more efficiently with stress; instead of being overwhelmed by the seriousness of the situation, we can laugh at it.

As previously mentioned, the presence of laughter is beneficial and its absence can be unpleasantly felt throughout every occasion. It has been reported that the sensitivity, the refinement and the mental state of the members of a society can be assessed by the frequency of laughter and by the quality of the means that causes it.

“The body heals with play;
the mind heals
with laughter and
the spirit heals with joy.”

Catherine Rippenger Fenwick



Photo by Stavros Piperidis



*Everyone should strive towards being a generally happier person
and thankfully there are many ways one can do that.*

In addition, scientific research has proven that laughter can also have a beneficial effect on one's health. Primarily it increases immune cells and infection-fighting antibodies, thus improving your resistance to diseases, it also protects against cardiovascular problems and heart attacks, by improving the function of blood vessels and increasing blood flow. Last but not least, by laughing, endorphins are released into the body, which can promote an overall sense of well being and relieve pain.

Taking into consideration all of the positive effects of laughter, it is vital that everyone should strive towards being a generally happier person and thankfully there are many ways one can do that. Laughter is contagious and can be enough to lighten up a stressful environment, that's why spending time with joyful

people can have such positive effects on someone's own mental health. It clears the mind and allows our imagination to stretch and our capacity to find effective solutions to problems is increased.

Though, in contrast, the opposite can be said about frowning or generally looking sad. So, it would be advisable for one to avoid always dwelling on the negative side, since no one likes a wet blanket. Just as important is considered being able not to take things seriously and occasionally even being able to have a laugh at yourself.

All in all, laughing is one of man's greatest gifts, providing both psychological and physical benefits and being one of the most efficient ways to bring people together. It is spiritually uplifting and its ability to help us with our problems is only surpassed by its capability of enhancing our everyday lives.

Making a good living rather than living a good life



Photo by Danae Mesochoriti

by Nikolaos Tosounidis

Throughout the course of history, from the dawn of time up until today, people have been struggling to get hold of more and more material possessions. With the beginning of the world's oldest civilization in Mesopotamia the concept of accumulating wealth was introduced. At first, not everyone used money for their transactions, people would rather trade goods. As time passed, the idea of being prosperous started to play a more and more important role in ancient societies, entering people's lives and eventually becoming synonym with success and happiness. As societies progressed, making money gained more and more importance, and even as money has enabled humans to survive and thrive, it has also harmed them. In our times the desire for accumulation of wealth reigns in our everyday lives. People are trying to make an affluent living at the expense of living a good life. Some-

times it seems that our lust for money and material possessions is ingrained in our DNA, even more so than our desire for happiness.

Nowadays people tend to confuse the terms of making a good living and living a good life. Although making a good living can often contribute to living a good life, it's something completely different. The former is associated with a six-figure salary whereas the latter refers to leading a genuinely joyful life, socializing and getting on well with other people and generally living happily with family members and friends. So the core difference is that a good living has to do with someone's financial status whereas a good life is directly connected with living merrily.

But why do people draw their attention so much more

to achieving a good living? There are a lot of factors that contribute to this choice.

First and foremost the mass media have managed to convince people that they need to be rich in order to be happy. Our cultures have become consumption-driven. People are bombarded with advertisements on a daily basis, making them desire a glamorous lifestyle. It is true that it is difficult to escape their influence, since their highly persuasive presentation suggests that the acquisition of, let's say, a fast car or a brand name piece of clothing will make you look cool, self-assured, handsome, socially accepted and generally jubilant. People fall victim to commercials of this kind and become trapped in the mindset of focusing on making more money; but money is never enough to satisfy our needs. It is a vicious cycle.

Another important factor is human nature itself as it has developed. In a recent study published in *Neuron Journal* concerning materialism, researchers found out that the desire of buying or owning things in order to be happy is a part of human nature. As bad as it might sound, materialism is carved in all of our DNA. In the research that was conducted, when images of products that are currently described as "in fashion" where flashed before people's eyes their brains released chemicals like dopamine and serotonin which are directly connected with happiness. The funniest part of the experiment was that the mere thinking of buying an item generated pretty much the same feelings as actually buying it.

So, if working and consuming are the words that define the concept of making a living, what is it that brings contentment in our lives thus making them more meaningful?

First of all, we need some time to pause and think what makes us really happy. Unfortunately, being caught up in the rat race does not really help. We need to set priorities, nobody can have everything but everybody deserves to be happy. Ignore the new BMW commercial, you are not in the driver's seat and it is ok if you never are. But you can always make time for a peaceful afternoon at home, read your favorite book and enjoy a cup of coffee with some friends.

Living a good life is about harmony and balance. The ancient Greeks advocated that nothing should be in excess.

It's about time people in modern societies learnt to make good use of this ancient wisdom and avoided pursuing yet another pay bonus or a better paid CEO position. We need to take a break, take a step back and think very seriously that we sometimes get so busy making a life that you forget to live, as Dolly Parton said.

My philosophy for a happy life

| Sam Berns |

Sampson Gordon -"Sam" Berns (October 23, 1996-January 10, 2014) led a happy life. He was a philosopher, a student, a drummer, a party boy and a good friend. He was sick for most of his life with an illness that made him old before his time. Sam spoke at a TEDx Mid-Atlantic Conference in October 2013, on his three rules for a happy life just months before he would pass away. Here is part of the transcript:

"So I'm here today, to share with you my philosophy for a happy life. This is a quote from the famous Ferris Bueller. "Life moves pretty fast. If you don't stop and look around once in a while, you could miss it".

So, for me, there are 3 aspects to this philosophy.

- The first aspect to my philosophy is that I'm okay with what I ultimately can't do because there is so much I can do.
- The next aspect to my philosophy is that I surround myself with people I want to be with, people of high quality.
- The third aspect to the philosophy is – Keep moving forward. I always try to have something to look forward to. Something to strive for to make my life richer.

(<https://singjupost.com/philosophy-happy-life-sam-berns-transcript/>)



Life According to Sam is a 2013 documentary film based on the life of Sam Berns

Watch the video on:

<https://www.youtube.com/watch?v=36m1o-tM05g>



Photo by Stavros Piperidis

*Don't say "there's still time" or "maybe next time"
because there's also the concept of "it's too late".*

Too little, too late

by Iliana Sakaloglou

With the invention of the clock, we drag days along as if they were a burden, and indeed they are a burden because we don't really live, we are just alive.

We are only looking at our clocks to watch the time pass, witness the seconds turn into hours and days until tomorrow comes and this harrowing enumeration goes anew.

We divide the day into corpses of killed hours and we bury them within us, until there is no room left for more meaningful things, like playing or chatting with our children, petting an animal, falling in love, taking delight in a beautiful sunrise, admiring the beauty of the world around us, getting to know ourselves and our neighbor.

We leave all these "time consuming" things for tomorrow, a tomorrow that never comes.

Only when death takes a friend or a family member away from us, we suffer and we think how many important things we wanted to say to him, like how much we loved him, BUT... we had left it for tomorrow.

And we, instead of crying because the sun has already set, we are relieved.

And you know why?

Because our day is full of anguish, instead of being an adventure, an encounter with our limits.

Eternal time

If life is measured in years, it is actually short
but if it is measured in moments, it is perpetual.

by Despoina Giannoulidou

Time is actually relative, and flexible and, according to Albert Einstein himself, “the dividing line between past, present, and future is an illusion.”

So why are we trying so hard to demystify the concept of time? Is it just vanity or an inner necessity to connect with the universe? To define time is to touch the fabric of creation. And why do we crave for more time?

Apart from the fact that we have constructed our lives around the notion of time, what else makes it so crucial?

We crave for more time or we pine to turn time back. What both desires have in common is that they are unobtainable. It is engraved in the human DNA to yearn for the things that are impossible, to ache for all those we have no power to control. Arguably, our wish to turn time back derives from our insecurities. This wish is the ultimate example of our notion that if we relived we could do better or even change the present or the future. Time goes forward but never backwards and this is why we had better live the moment till the last second and be the best version of ourselves motivated by the impossibility of having the chance to relive moments. Time can be ‘eternal’ if you manage it right. The actual problem is that you think you have time. On the contrary it isn’t about having time in life, it’s about making time. Make time to stop for a while and look around you. To realize that it is one element that connects you with all the rest of the human beings on the planet, invokes you the same as the rest, but the way you handle it makes you unique.

Dedicate time to observing, learning, loving and finally living. If life is measured in years it is actually short, but if it is measured in moments it is perpetual.



Photo by Stavros Piperidis

*They took away time,
and they gave us the clock.*

Exam anxiety

We often see people trying to put panic-stricken teenagers at ease just by praising their abilities. But is it the right way to do so?

by Stergios Mastoris

Photo by Daphne Mesochoriti



I have always been anxious about everything in my life. From the simplest things, like waking up early enough to catch the school bus, to more important ones, such as competitions and exams. Well, most of you must be thinking that 'exams' and 'tests' are not that important in life, but for some reason doing well on them has always been my top priority.

Having to tackle the pressure of various types of assessments, I think that it has given me some kind of expertise and I feel I can help you tackle anxiety and stress, which may have a negative impact on everything that might be of importance to you.

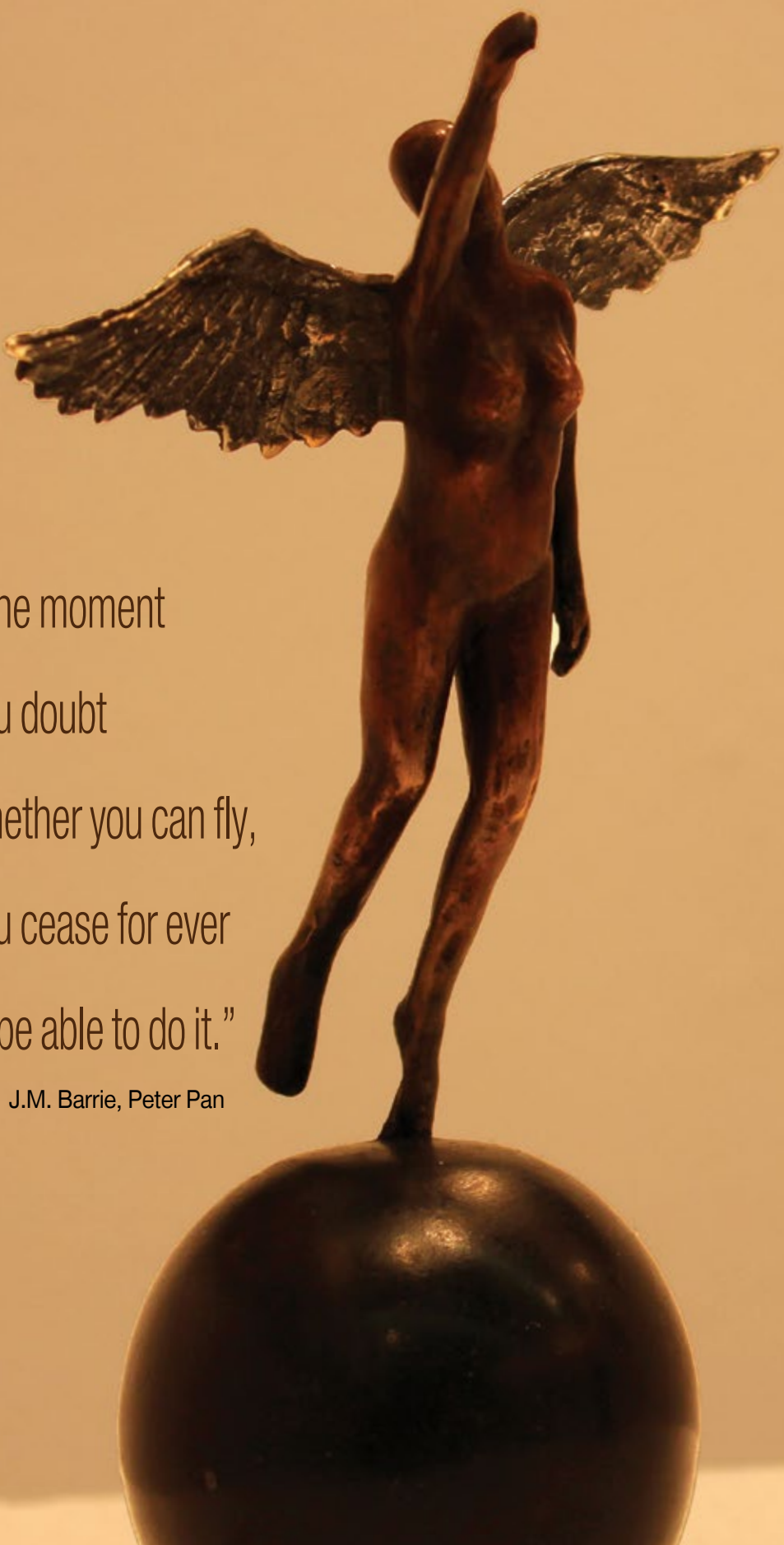
More often than not, we see people trying to put panic-stricken teenagers at ease just by praising their abilities and desperately trying to boost their self confidence. But is it the right way to do so? Do comments like: 'You are going to do well!' or 'There is nothing to worry about' really help? No, I believe no one's mood can change this way. The correct fashion to help someone is to show him, with substantial evidence, that all the effort he has

put in while studying is enough for success. Helping people to realize that adequate preparation has been made, infuses positive thoughts into their mind, lightens their dark mood, and most possibly brings them one step closer to success.

Another very important thing that makes me feel anxious is what people are going to think and say in case of failure. Having to meet everyone's expectations and the thought that my failure might disappoint my family, relatives and friends definitely do not help me to keep calm and focus on achieving my personal goals. My suggestion to those of you who might have the same problem is to make clear to everyone around you that the goals you have set are your own choice and whether you will achieve them or not does not concern anyone else but you.

It is also crucial to realize that in the case of taking part in competitions that concern extra-curricular activities, ranging from science contests to spelling bee school competitions, what you do is your passion and you have decided to do it because you liked it. If the magic of accomplishing something you love is lost in an emotional turmoil called 'anxiety', then your occupation with the topic will just become distressing and insupportable. In order to face anxiety, it is truly important to realize that what prompted you to sit the test was an inner desire to become better and gain experience. The same goes with exams and tests at school. Is there anything to worry about if you have studied and learnt what you were supposed to? If the answer to that question is no, then it cannot be denied that the preparation for the test was correctly organized and hence the results will be very good. Well, even if something unexpected happens during the exams that does not let you do well enough, there is always next time. Your life will not be shaped by the grade you got on one specific test. Nevertheless, if the answer to the abovementioned question is yes, then there is also nothing to be anxious about, since undoubtedly the goal to do well on a test for which no preparation has been made is unfeasible.

In conclusion, it cannot be doubted that excessive anxiety can 'destroy' one's life, since it does not let the person focus on achieving his goals, do his best and why not, derive pleasure from his success. I truly hope that I gave some efficient advice and helped some of you face the nightmare called 'Exam Anxiety'.



“The moment
you doubt
whether you can fly,
you cease for ever
to be able to do it.”

J.M. Barrie, Peter Pan

The joy of failing

Our greatest glory is not in never falling,
but in rising every time we fall.

A person who does not give up
can change this world

by Themistoklis Haris

Mistakes are not only unavoidable occurrences in life, they are also what gives life its meaning. Where's the fun and excitement in trying something you already know you can do?

A Japanese saying goes: 'a frog trapped in a well cannot know of the great ocean.' If a person stays forever chained to his or her own personal world, within their own "well", they will never be able to witness the marvels that lie beyond and fully appreciate the beauty of life. Fear of failure provides the building blocks for the "wells" we build around us, the metaphorical walls that we erect around ourselves to avoid being exposed to the unknown.

And although while tearing down those walls we may stumble and fall, this is human nature and it is beautiful. Admittedly, it is not until you fall that you realize that getting up is not as easy as it sounds.

But at the end of the day we are all asked to make a choice: Will we stand up, or will we stay down? An individual who has made a conscious decision to break the barrier of failure is an unstoppable force. A person who does not give up can change this world in more ways that anyone can possibly imagine. Every day, I strive to be that kind of person. Honorable in victory, gracious in defeat and always endeavoring to break down my "well" in order to get a glimpse of the great big ocean. After all, our greatest glory is not in never falling, but in rising every time we fall. (Confucius)

Failure is the perfect chance for
you to identify your weaknesses

by Eleni Kolymbianaki

Failure is the perfect chance for you to identify your weaknesses. Identifying them is the first step one has to take in order to eventually overcome them. Having weaknesses is definitely not something you should be ashamed of. We all do, nobody is perfect. Becoming acquainted with your weaknesses can actually be an invaluable learning experience. That is the beauty of failure. Failure will teach you things that no success could ever do. It could teach you how strong you are, or how well you act under pressure, aspects of yourself that would have never been revealed without it. This does not mean that you have to try to fail, You should try to understand though, that this is not your final destination. It is not absolute, nor is it an endgame, it is an instructive stage, and one step closer to finding success on the long journey of life.

You fell the first time you tried to walk, you almost drowned the first time you tried to swim. Did that stop you? No it did not. So find that inner power and use it to its full potential. And don't worry about failure. Worry about the chances you miss when you don't even try.

Choosing your future

We all make choices, but in the end our choices make us.

by Vasiliki Triantafyllou

"Mommy, when I grow up, I want to be the Prime Minister of Greece." (Vasiliki, 7 years old)

"Daddy, when I grow up I want to be an actress." (Vasiliki, 12 years old)

"Mom, when I finally grow up, I..." (silence) (Vasiliki, 16 years old)

This is my story. This is my journey. But this is not just about me. I'm sharing this story in order to help you understand that it is okay not to know who you truly are or what you want to be at this point of your life. It is perfectly acceptable to do NOTHING about it, not to try to rediscover yourself and be reinvented every step of the way. Discovering who I am and choosing a career path has always been on my mind. Seriously, this thought has been burdening my life for as long as I can remember. Now you might think: "Oh this poor little child, imagine the pressure her parents have put on her about her future." WRONG. You see, it's funny because my parents have always been open to any idea that entered my head; they have always wanted me to spend my childhood as smoothly as possible, to make mistakes and learn from them, experience things, seize the day and live every moment to the fullest. I guess it was my problem. I put pressure on myself and I was constantly wondering if I was the only person who freaked out about the future, the only over thinker on earth. I am pretty sure that the moment you are reading these lines you can recall - like an awful "dejavu" - asking yourself the following questions: "What do I want from my life?", "Where do I want to be 10 years from now?", "What is going to become of me?"

Three months ago I turned sixteen and if you ask me now what I want to do in my life, my answer is probably going to be: "Everything". Most of you would expect me to say: "I don't know", and honestly I used to give this kind of answer quite some time ago. But then I realized that "I don't know" is not an answer for me, it just does not reflect my personality. Not because I have all the answers, that would be a lie, but because for the most part I do hold an opinion for things that concern me. And that is exactly why if you are like me, your answer shouldn't be "I don't know", because the truth is that you do know but this decision of yours is buried under a pile of thoughts, obligations and boring chores and has not found some empty space to sprout yet. But believe me it will. In my case it did. So from now on, when someone asks you what you want to do when you grow up, given the fact that you're still not sure, smile and tell them that you're working on it.

When I started thinking seriously about what profession I'd like to follow or what kind of life I would like to lead, I had so many ideas in my head, as most of you do. I wanted to be so many things. I wanted to achieve so many things. I wanted to exploit every single interest and talent of mine. It turns out that being a person who literally jumps at every opportunity to experience everything life has to offer, I had trouble coming to terms with the fact that I could not do each and every thing that I found intriguing. Some I had to let go. In order to succeed, I had to focus on what I really, truly love, set a goal and work towards it. I knew I had to make a choice. I'm not going to lie, this was a difficult undertaking.

Let us be honest, adolescence is a difficult time, a time of search and discovery. You are trying to get to know yourself and shape your personality, therefore, believe me when I say that it is fine to have question marks at this time of your life. It is good to search your true identity. No one was born knowing who they would become. Going through the course of discovery of your true self is the natural way of things. So yes, it is okay not to know who you are and what you want to do with your life. I would suggest you accept your inability to decide, lay back and let life guide you. Don't get me wrong. I am not saying that you should leave everything to luck or faith or even better in God's hands, I am just saying that you should take your time. It's not about choosing black or white Converse, it is about choosing your future. So don't rush the decision. Grow up and let it grow with you.

And if you ever find yourself facing fear, despair or hopelessness be assured that you are not alone. You have to know that we have all been there. Stop listening to what others have to say about you, and start caring about what you have to say. Take your anxieties on bit by bit, make things more manageable, have your own say, make your own choices. As Ken Levine once said, "We all make choices, but in the end our choices make us." Therefore, don't get caught up in the madness of possibilities and even if it sounds cliché follow your heart and your instinct. At the end of the day all you have to do is "breathe in, breathe out and then decide."



To be or not to be yourself ?

by Sabina Digktsi

“To be or not to be? That is the question”, Shakespeare wondered. In a humble attempt to use his famous quote, I’m asking; “To be or not to be...yourself? That is today’s question.”

Most of us would consider the answer to this question as self-evident; of course we should be ourselves, but we tend to ignore that for some people this right can be a mere luxury.

The right to who I want to be or what I want to look like is not protected by nations’ laws, because it cannot be defined by specific criteria; but it is everyone’s right to be different, or the same as a million other people but be respected for what they are without becoming a laughing stock. It is everyone’s right not to be marginalized because of their beliefs or social conduct, provided they are not breaking the law or constitute a threat to their fellow citizens, without being considered a freak or an outcast.

Unfortunately this is not always the case. Countless young teenagers nowadays find themselves torn because they are afraid to express themselves in an environment where they are actually pressured to conform to in order to fit in.

They fall into different categories so let us start with those who abhor inclusion in the mass but dread the idea of being left alone just because they do not wish to go with the flow. Their choices may pertain to minor issues, such as the way they dress, the music they listen to or the movies they watch, but they can also concern more serious matters such as political beliefs or defying social conventions.

Branded clothing or an expensive mobile phone or laptop play a great role in adolescents’ popularity as well as their integration in a group. For example, it is not uncommon for a girl to buy expensive clothes, just to look like her so called “friends”, although these clothes do not represent her personality and perhaps do not even suit her. Similarly, it is not unusual for a boy to buy the latest Apple iPhone, in order to impress his friends, even though he barely knows its key functions.

Two other typical areas of “forced choices”, concerning the habits that teens adopt because of peer pressure, are television and music. It is very common for teenagers to listen to the latest hits or watch programs on television that latest trends dictate. Of course, we should not forget to mention the Internet and the social media. It is unforgivably old fashioned not to communicate with one’s innumerable friends, often strangers, via Facebook. Who doesn’t take selfies or upload photos of their daily activities? Who does not comment on actions and posts of others? Acceptance and success are counted with LIKES.

More often than not individuals who are mature, responsible, and diligent are considered “passé”. What better example than the one witnessed in the school environment with the A+ students pretending that they achieved high grades with little or no studying at all, while most of them have dedicated countless hours of studying and effort, so that they won’t be characterized as nerds.

Excellence becomes a burden which they cannot stand to bear, so much to my surprise and of course dismay they eventually join the popular side of the school yard. They choose uniformity.

Adolescence though, comes in mysterious ways, so on the other side of the coin many teenagers of more rebellious nature wish to be considered as the black sheep that stands out in the flock. They go against stereotypes and they want to have nothing to do with the traditional status quo. The prevailing idea among them is that the more different you are, the better. Thus, they adopt alternative styles in appearance and adjust their social behavior to the standards of the groups they choose to belong to in order to manifest their unruly side.



Acceptance and success are counted with LIKES.

Many convert to different religions or atheism, and even to black magic so as to be considered different, as society condemns such kind of beliefs. The ones who choose to change their appearance opt for tattooing and piercing. The intricate paintings on their skin as well as the various holes on their body that are decorated with rings and studs, is definitely a way to look different from the others and display a more mysterious, adventurous, uncompromised side of themselves.

Sadly though, these choices are not limited to a few more earrings than the norm or a dragon with piercing eyes covering one's muscular arm; they may take a dangerous path and go as far as substance or alcohol abuse. Vandalisms and defiance of laws governing law-abiding societies are far from rare in these cases. In order to prove that they disagree with what the majority of people believe, they join angry mobs breaking police barriers in an effort to fight the "system". The result of all these actions? A different kind of uniformity.

But what happens with the teenagers who really find the clothes that are in fashion tasteful, genuinely love the glittering sparkle of the little ornaments on their Juicy Couture, who have fun dancing to the rhythm of the lat-

est hits, who adore marathon nights of cheesy movies, even though some others would characterize them as "trash"?

I am sure that they do not feel comfortable, either. They may also have to "sacrifice" their own identity and part of their personality, for the sake of belonging somewhere.

The whole situation is really absurd. Life is actually so easy and we turn it into a complicated maze that the exit is nowhere to be found by anyone no matter what they do. A vicious circle.

I do not think that there is a secret formula that can make things easier for people. The answer is simple, stay true to who you are and allow others to be who they truly are. Listen and let others listen to Justin Timberlake or Coldplay, Bob Dylan or The Rolling Stones, watch The Vampire Diaries or The Big Bang Theory, wear Converse or Prada high heels, wear their hair in braids or straight or get a tattoo!!

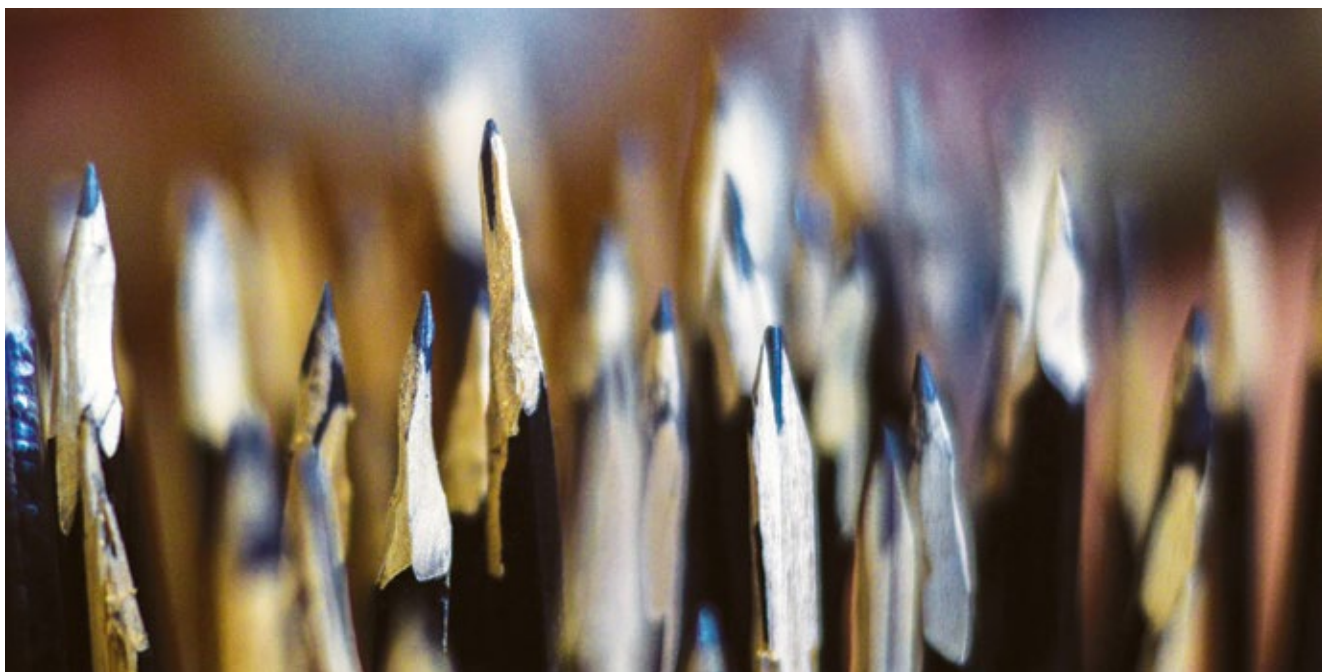
Don't laugh at anyone and do not let them laugh at you, stand up for your rights and never be carried away by any mass, not even the mass of the many, the mass of the ones who do not want to belong to a mass as my favorite Mafalda from the comic books says.

I feel that if Shakespeare was alive today, he would ask too: "To be yourself or not to be yourself?". I think that the answer is obvious...

The prevailing idea among teenagers is that the more different you are, the better.

Are We All Equal?

Photo by Stavros Piperidis



by Zoe Kamopoulou

7,510,987,300. This is not a random number, but the number of people on our planet right now, but are they all treated equally? Sadly, the answer is no. As people, we all have basic human rights, but, in reality, our society hasn't made that possible for all of us yet. So, today I wish to raise my voice for the unvoiced. To raise my voice for those suffering, who live in fear and in shame and who are daily discriminated by our society, by us. Being a woman myself I wish to start with the injustices that are still faced by women in countries around the world.

In Russia there are some popular sayings pertaining to women which give everyone listening to them a creepy-crawly sensation: "If he beats you, he loves you" and "You should be proud of your bruises." In February 2017, Russia decriminalized family violence that does not require hospital treatment. As if the 14.000 women that died annually due to domestic violence weren't enough!

Domestic violence is not the only indicator of gender inequality nowadays. Child marriage, early parenthood and trafficking are being forced on girls and women worldwide. Female Genital Mutilation (FGM) is carried out on more than 200 million young women in Africa, the Middle East and Asia, where FGM is mostly practiced. The procedures involved can lead to excessive bleeding, menstrual problems, childbirth complications and

even death. The endorsement of FMG is a clear example of how specific societies and religions want ultimate control on women, both physically and psychologically, using, at times, religious doctrines to justify it.

What is also shocking is that TODAY nearly two-thirds of world's illiterate adults are women. In the Middle East, where fanatic religious groups, such as the Taliban and the Al-Qaeda, rule large regions, girls are not allowed to go to school, a prohibition which the 11 year activist Malala Yousafzai from Pakistan stood up against. During her fight for girls' right to education, which began when she delivered a speech on: "How dare the Taliban take away my basic right to education?", she was shot in the head while she was coming back from school. When she recovered she continued to take action on global education and in 2014 she received the Nobel Peace Prize for her struggle and commitment.

Unfortunately, on the one hand we have teenagers, such as Malala, fighting for equality, whilst on the other we have politicians doing the exact opposite. Mr. Donald Trump, the current President of the US, has been accused of being a misogynist and a sexist by many. In his speeches he has criticized women for expecting

their husbands to change diapers and shown his condemnation for mothers who breastfeed during a trial when a female lawyer asked for a medical break to pump breast milk for her 3-month-old daughter.

I urge you now to count the number of famous women you know, who excel in executive positions today; you could probably count them on the fingers of one hand. That is because of gender inequality. Women in the workplace are seldom trusted with executive positions and are less likely to advance their career than men are, even though they are more productive than men. In the US, women still make 82 percent of what their male counterparts make, according to most recent estimates. The U.S. is just one of the many countries where a gender pay gap exists.

But how can we expect from women to work in the same conditions as men when there are countries where women are constantly harassed or live under the threat of being raped or murdered even during daylight. In India four out of five women are sexually harassed in public places and in countries like Pakistan and Egypt a new taxi service has been launched, called Pink-Taxi, which has only female drivers and offers women passengers secure travel in an effort to tackle sexual assaults.

But why is gender inequality still an issue nowadays, you may ask. It is probably because of all the stereotypes caused by social, cultural and religious norms, which subconsciously instill gender biases in people. We are raised to think of men and women with specific roles or characteristics, and only few of us outgrow these preconceptions.

But gender inequality is not the only discrimination I wish to refer on.

Does the name Alan Turing ring a bell? He was an English computer scientist and mathematician, who laid the theoretical groundwork for computing and helped the Allies win World War II by breaking the Enigma Code while intercepting the coded messages of the Nazis. When Turing accepted his homosexuality he was given a choice between imprisonment and undergoing hormonal treatment designed to reduce his libido. He chose the latter and after a year he committed suicide. Despite saving countless MILLIONS of lives, his sexual orientation was thought of as much more defining. This

is a solid example of the value system our society has formed, in which the wrong priorities have been set when evaluating people and their actions, and of our ability to cast off even the most productive members of society if they don't fit within our social norms.

The migrant crisis is the last issue I wish to bring to your attention. I know you have probably read about it a thousand times or so, but I'd like to approach the topic from a different point of view. I'd like us to focus on the individuals and not the countries as a whole. See, it's up to a country to receive refugees or not, but what happens to them while trying to adjust to their new reality, it is our responsibility. We see them wandering in the streets, we have heard and read about the places they live and we know that they are waiting for someone to help them, for someone to treat them humanely. And while we preach about the need to be on their side, we demonstrate against their children using the same schools and facilities as our children. How hypocritical!

These are only a few groups of people that have been discriminated against in our societies for decades. I wish we would stop turning a blind eye to daily instances of injustice. I am calling all of you to act against them; not to be part of the problem but part of the solution. Stand up against people's fanaticism and bigotry. Because, as Nelson Mandela once said, "To deny people their human rights is to challenge their very humanity" and we're all humans after all, aren't we?

by Konstantinos Koukalias



*Mr. Donald Trump, the current President of the US,
has been accused of being a misogynist and a sexist.*

Fame

31% of teenagers nowadays think it is likely that they will be famous due to their exposure in the social media.

by Elena Chrysafi

Achieving fame is like crossing the street. If there is nothing there then it is a pointless destination. For years people all over the world have been going to great lengths to achieve a tiny bit of fame. We see it every day as people expose themselves in the social media just to see how many likes they will get and thus feel popular for a day.

Surveys have shown that today's generation is aspiring to fame more than any other generation before them. A recent survey conducted by Harvard University showed that 31% of teenagers think it is likely that they will be famous for one day due to their exposure in the social media. Teenage girls would choose to be a famous person's personal assistant than a CEO (chief executive officer) in a multinational company. Therefore, since our generation's self-esteem and future depends on how many likes they get on Facebook, when attention fades they are left bitterly disappointed.

It seems that this can be explained in terms of psychology. More specifically, people driven by an inferiority complex think that they are full of imperfections and the only way to overcome this is by earning public acceptance. They believe that their confidence will be boosted by their gaining popularity and being accepted by their peers. The media play an important role in this by exerting influence both on adults and adolescents. When the media reveal the positive side of a celebrity's life, this life is perceived as ideal.

That's the case with the new President of the United States, Donald Trump, a person with no prior political experience, who now leads America. His victory is the result of the overwhelming factor called "fame". Before running for President, he had already established himself as an often controversial but crucially three-dimensional personality instead of a faceless, one-dimensional politician. He was famous among people who were politically apathetic, being a guest in some of the most popular TV programs, even alongside Sarah Jessica Parker in *Sex and the City*. The 70-year-old businessman – politician would always stop to speak to the press, whether it be on the street or during a public appearance, a stance

that served him well in the American elections. He used every opportunity to sell himself as a Messiah figure, the man who could save America from crisis as he claimed. All in all, Trump managed to hide his political inexperience behind publicity, something that affected his voters.

As in the previous example, we see that the public are often so impressed by one's popularity that they do not ask themselves why or how this person became so well-known. And this might have destructive consequences. In many cases, fame that is gained so quickly is brief. A lot of people have gained publicity from various talent shows but yet only a few of them achieved a long-lasting career. That's because as trends change, celebrities change. Even Marilyn Monroe, an actress who maintained her public eminence after her death, said "Fame doesn't fulfill you, it warms you a bit but the warmth is temporary." In addition people who achieve fame may not be able to handle the results. Fame can easily be transformed into an obsession as people are trying to preserve it. Becoming a celebrity alters the person's being-in-the-world. Once fame hits, with its growing sense of being watched, of isolation and lack of personal privacy, the person develops a kind of character-splitting between the "celebrity self", which seems like the ideal situation, and the "authentic self" with all its flaws and imperfections. But since a celebrity's life is constantly being watched the 'celebrity self' is what prevails in the end and therefore people sacrifice their personal life and suppress their feelings for the sake of fame. As a result, many celebrities have resorted to violence or ended up with psychological problems as a means of expressing those suppressed feelings. For example, after being discovered at the age of 12, Justin Bieber has achieved a phenomenal level of fame, boosted by his dedicated followers, the "Beliebers".



by Konstantinos Koutroulis

*Mother Teresa was a great example of a person
who has gained publicity as an outcome of her actions.*

However, in the last couple of years he has been accused of reckless driving, resisting arrest, impulsive behavior and vandalism.

Taking the above into consideration a question arises: Should we stop striving for fame since it might be short-lived and misleading? The answer is NO. As long as we live in this world we remain in perseverance of good, and this perseverance for good brings us fame. Our actions are the ones that define us not how many people know us. For example, when performing a good deed we are helping both the others and ourselves. Good deeds are very powerful and that's the reason why almost every culture and religion values and rewards the performance of such deeds and deems the 'performer' worthy of respect. Mother Teresa was a great example of a person who has gained publicity as an outcome of her actions.

Mother Teresa was a Roman Catholic nun who travelled around the world and devoted her life to serving the poor. She spent many years in Calcutta, India where she founded the Missionaries of Charity, a religious congregation devoted to helping those in great need. In 1979, Mother Teresa was awarded the Nobel Peace Prize and became a symbol of charitable, selfless work.

All in all, success comes to those who dedicate everything to their passion to life. To be successful it is important to be humble and never let fame or money lead you. Thus, the negative consequences of fame can easily be prevented if people cared more about what they do and not if the public approves or not. Fame lasts for a day, but living in the hearts of people is something completely different. As Andy Warhol said, "In the future everybody will be world-famous for 15 minutes." Well apparently today is the future, let's make the most of it.



Photo by Daphne Mesochoriti

The universe doesn't allow perfection

If you look for perfection, you will never be content.

by Eleni Tsouroukidou

Can we ever achieve perfection? The answer to this question seems obvious; allegedly everybody knows that nobody is perfect. However, many of us keep pursuing their dream of becoming perfect and leading a perfect life.

It goes without saying that they never attain it. Consequently, they end up becoming miserable and self-conscious because they feel like they are not good enough. No matter how successful they are, they can never be satisfied as they are aiming at the impossible. In this way they do not appreciate what they already have and are not pleased with their lives, because they keep comparing them with the perfect life they have visualized, as well as with other people's lives which they consider to be better than their own. As a result their self-esteem lessens and they are constantly stressed out, in their effort to achieve perfection.

So the lingering question is why do we crave perfection when we are taught since a very young age that it is unattainable?

Our own personal insecurities can account for this desire. The truth is that the vast majority of people feel insecure about something. The reason may be the -often irrational- demands our parents used to have from us during our childhood or the fact that we compare ourselves with other people and result to the conclusion that they are better.

Subconsciously we feel that if we could become perfect no one would ever criticize us and we would never feel as though we aren't good enough. As a result, we end up visualizing a perfect life with no problems, we dream of always being happy, doing everything right and being admired. However the only thing we achieve is stressing over everything, constantly disappointing ourselves and missing many moments of happiness.

Some of us may even become self-centered in our ef-

fort to achieve perfection. It can make us concentrate too much on our own selves and consider our problems to be much more intense than they actually are. Sometimes our jealousy of others, who seem better than us, can even lead to a mean behavior towards them. Some of us are even willing to bring others down in order to seem better than them.

The fact is that we are all different. We all have advantages as well as flaws. This is what diversifies us and makes us interesting, while a world full of perfect people would be rather boring. We should learn to accept other people's flaws and like them just the way they are. The fact that perfection is unattainable does not mean that we should stop trying to improve ourselves. In our life we should always keep on trying to become better, overcome our fears.

However, our goal should under no circumstances be perfection. We should only aim at doing our best and becoming better than we used to be. There is no reason to compare with others, they aren't better, they are merely different. We should only try to overcome our own limits. The same rule applies to our lives. No one leads a perfect life. No one is constantly satisfied. In conclusion, we should cease seeking perfection and believing that it can render us happy. We should learn to appreciate ourselves as well as our lives and this is when we will be truly happy, because as Leo Tolstoy quoted in Anna Karenina, "If you look for perfection, you will never be content."

The philosophy of perfection

by Lukas Papadimitriou

Before we begin to examine whether putting perfectionism at the center of our philosophy is ultimately a good choice, we should take a better look at the term itself. The definition of perfectionism is the striving of a person to achieve flawlessness, thus setting extremely high personal standards. It should be noted that with the use of the term perfectionism we do not refer to the psychological disorder. That is a maladaptive form of the trait, possible to lead to severe depression and even suicide, and should be reacted as such. What we

are examining here is the concept of perfectionism from a philosophical perspective. From that perspective, the concept of perfectionism has existed in human history since its dawn. Not only is self-improvement a basic characteristic of collective human psychology, a trait found in every religion on the planet, but also a goal generally accepted as impossible to achieve. On the one hand, and especially when it comes to religion, humans tend to set a paragon and try to come as close to it as possible. In Christianity, for example, Jesus Christ is the paragon and embodiment of absolute abidance to the ethical rules the religion represents, and in the context of said religion that is considered flawlessness. On the other hand, we have Dante's Inferno, first part of his epic poem Divine Comedy, one of the most celebrated works of art, whose basis is Christianity. In said poem Dante describes what are collectively known in popular culture as the seven deadly sins. While most assume that said sins are acts that humans should avoid to commit, interpretations of the work lead to the conclusion that they are actually inseparable parts of the human essence. As terrible sins as they are considered, there is no human that can escape completely from their own wrath and pride. With that in mind, reaching perfection should be considered impossible, deeming the decision to pursue it downright illogical. But it remains a fact that perfectionism is a philosophy that is adopted by most people, even unconsciously. The only conclusion to be made is that another important aspect of human nature is a fascination with the impossible. Perfection being unreachable could be considered a prime reason for humans to try to reach it, adapting perfectionism as a philosophy being an expression of human beings' affinity for rebellion and surpassing their own limits. Regardless of the roots of the decision to adapt a perfectionism mindset, what pros and cons does said mindset have? The more obvious negative aspect of it is the constant feeling of emptiness and disappointment that is sure to come with setting incredibly high standards. Even the most hard-working students will get a bad grade at some point and no athlete can avoid disrupting an exercise routine forever. But despite that setback, the pros of perfectionism outweigh the cons. We may never achieve absolute perfection, but pursuing it leads to us inevitably coming closer to it. In conclusion, when handled properly, thus not letting the burden that comes with it bring us down, perfectionism is a philosophy that can help us improve ourselves. It might be impossible to become flawless, but trying to become will definitely make us better than we already are.

We may never achieve absolute perfection, but pursuing it leads to us inevitably coming closer to it.

Bridges

If my heaven is your hell and my hell your heaven,
is it possible that our differences are the bridges?

by Aspasia Ramona Spyropoulou

Despite our differences, we ought to communicate and interact with others. That is called sociality. Being in touch with others seems to be extremely significant, so as to survive in our endless routine, in the perpetual race of life. That life, which requires cooperation and coexistence. But, if you get disappointed by others, of the abjection and misery of the world, you adopt the principle of loneliness like the only existent solution to survive. That is how the two counterweights are formed. On the one hand, loneliness and isolation, while on the other hand, there is communication, interaction and sociality.

The philosopher Roze Garodi, who supports that: "My hell is the non-existence of others", mentions that a person can only be completed if he is in touch with others. While, Jean Paul Sartre maintains the idea of the necessity and ability any person has, to live individually without any type of interaction with other humans. He says, "My hell is the existence of others."

But, what does communication offer to an individual?

First of all, others are your mirror. Your behavior, affects the other's behavior. For example, if you continually smile, you will see the others smile, too. You will notice a positive change in the others' attitude. But through them, you also see your faults and weaknesses. Not only do you help, but you are also helped. Without them, you are isolated. Every person is a political being and cannot put up with loneliness. Isolation can lead to desperation, distress, hopelessness, boredom and ennui. The presence of others can make it possible for the person to overcome the difficulties and constraints of the daily routine. For instance, if we feel disappointed, the support others may give us can be extremely significant, so as to overcome it and continue with our lives. Our emotional situation improves. Friendship, love in our life, entertainment as a

break during our routine, cooperation, the recognition of our offer and our social acceptance can result in our happiness. Through the participation in social events and our offering to others, we feel happiness, completion and satisfaction. We become creatures with identity and a definite destination. Our identity is not only formed through the way we perceive ourselves, but also through the way we are perceived by others. The opinion, which others have of us, is very important for our life, because in this way, we are classified into social groups.

In society, a person learns to understand himself and the others' behaviors better. So, we can become more sincere, objective and learn to face the person as a whole. All this can improve our moral conscience and make us feel that there is a purpose to our existence. That purpose is the fact that living better is superior to just living. How can this be explained? We realize that we ought to communicate, so as to improve our daily life. We realize that interaction with others is the one thing, which mostly contributes to our happiness.

But, as both opinions can be justified, let's see what Sartre claims. Jean Paul Sartre, who supports isolation, considers that it is the inevitable consequence of the above factors. Nowadays, it is a widespread belief that people have stopped communicating in a meaningful way. Real, authentic friendships have become rare and relationships are speculative. Everyone tries for himself and not for the team spirit. For, example, in a company, all the employees work for their personal upgrade. They do not care for the company's development. There is also a lack of ethical values and indifference towards others. We ignore their needs. In



*“In our small planet, we are all passengers
on the same boat and we need to help one another.”*

Saint-Exupéry

contemporary society, humans tend to face every situation superficially. Profit undermines all our actions. Meaning and essence are lost in this material society, where everyone has a motive and everyone acts with speculative incentives.

These days, the conditions seem to account for the seclusion of many people. But, it is without any doubt, that everyone has the innate need to communicate with the others, so as to survive. For example, Robinson Crusoe, who was isolated on an island for many years, had the compulsory need to write a diary, every single day, since he couldn't communicate with other humans. Conclusively, it can be easily understood that the conditions are the ones, which create the beliefs. If we try to see everything positively and find the way to become completed, we will have improved our lives. So, that is when we come up with this last question. If

my heaven is your hell and my hell your heaven, is it possible that our differences are the bridges?

Perhaps they are. Perhaps, in the end, we are saying the same thing, in different ways, or our points can converge, somewhere in the middle. That is the only truth in our chaotic routine. We are not different in essence. We are not one-dimensional, and that is why we aim at variety. That is the reason why we have different identities, because we are different creatures.

Nowadays, people are disappointed by the world and that is real, nobody can question the flaws of our little earth, and consequently, nobody can seek perfection. But, despite any doubts, we are social creatures, who need cooperation. So, are our differences the bridges?

Like Saint-Exupéry wrote, “in our small planet, we are all passengers on the same boat and we need to help one another.” I think that this is the best we can do.

In a world where machines have **feelings**

Creating machines that can “think” and “feel”
is as dangerous as it is exciting and interesting.

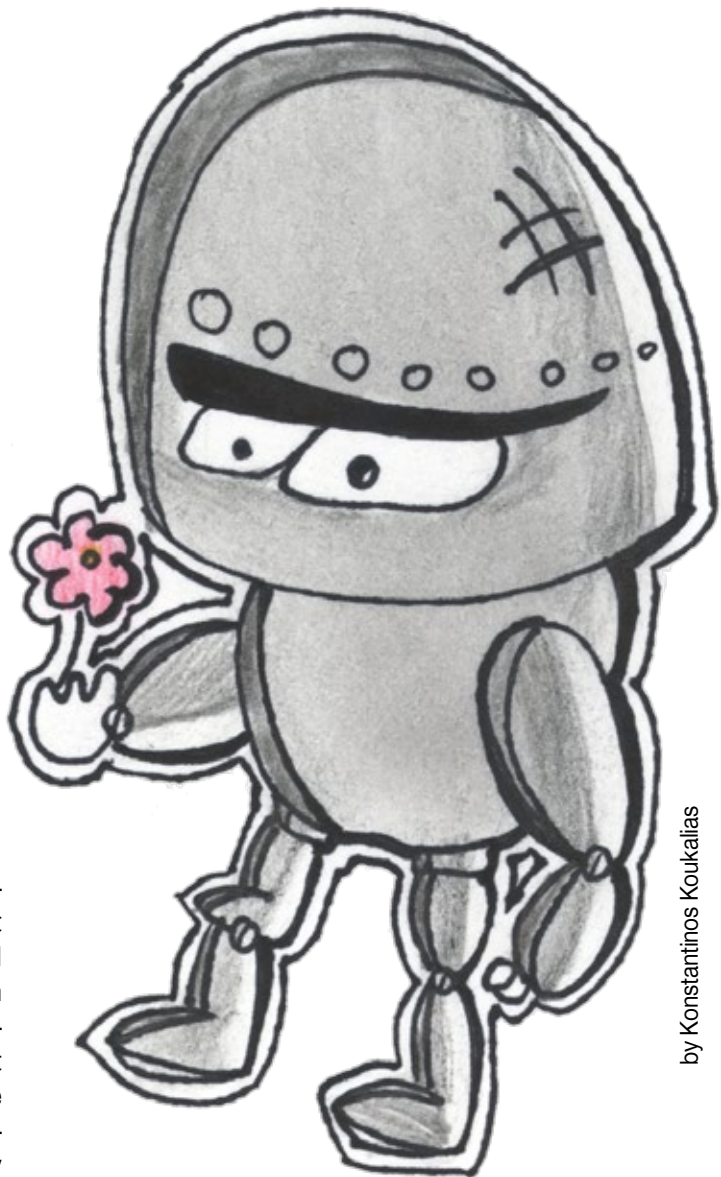
by Themistoklis Haris

Could a computer feel sad? If so, could it become angry? How would it react to joy or jealousy, to love or hatred? Ultimately, can a machine constructed by humans achieve a level of consciousness equal to or greater than that of its makers?

Artificial intelligence has puzzled philosophers and scientists alike for many, many years. The concept initially didn't even originate from computers, but from existential questions that philosophers posed to try to understand the fabric of reality and consciousness. Because everything begins from that ambiguous, highly axiomatic starting point: what is consciousness? How can it be defined? Does it transcend the physical realm to be noted as something really mysterious that cannot be fully understood? Or is it nothing but a series of chemical reactions taking place in the nervous system of mentally evolved apes? The question borders the endless philosophical search for a soul and almost all religions will tell you that humans possess an unbounded cognitive and conscientious sense, which sometimes surpasses the physical laws. Science on the other hand, as cold, harsh and deterministic as it may seem, rejects the idea that human consciousness is in any way special, claiming that it too can be fully explained through reason. So are ideas, thoughts and feelings any more special than the sun rising every day or the Earth's magnetic field creating beautiful and colorful auroras? Perhaps, as many nowadays like to claim, consciousness is nothing but an illusion, needed by life forms to give meaning to an otherwise vain and meaningless world.

But instead of delving more into - probably unanswerable -

[Can a machine
constructed by
humans achieve a level
of consciousness
equal to or greater than
that of its makers?]



by Konstantinos Koukalias

philosophical dilemmas and finding ourselves becoming more pessimistic the more we go, let's attempt to contemplate some of those extreme hypothetical questions we all know and love. Suppose that a team of engineers announces tomorrow that they have constructed a conscious robot; a mechanical human that is externally and mentally identical to man, with the sole difference in that it is made from circuits and transistors. Instead of questioning the validity or practicality of that claim, let's accept it and lead the discussion somewhere else. Imagine confronting a regular person who may be selfish, lazy, sad or simply annoying and then finding out that they are a robot. Would you treat him/her differently? Or should we call them an "it" for genders are biologically and organically determined? Could you love this person? Could you trust it to be your doctor or to teach your children at school? The possibility of it "breaking down" certainly isn't non-existent. Humans never "malfunction". Or do we? When we get sick or injured, couldn't we call this "malfunctioning"? "No way", most will reply, "you can't use these terms for regular people – it's inhumane". But then, how will the robot feel, with its intelligence and emotional sense, when being treated as nothing more than an object, a cold, emotionless automaton. To put it into perspective, how would we feel, if our creator, the existence of whom is a debate for another time, simply viewed us as "things", creations that could easily be replaced, supposing the correct "parts" were found?

We thus arrive to the real question: What defines a human? Where do we draw the line between man and machine? Because it turns out that the philosophical search for a definition of thought and consciousness is indeed of very high importance. We will, in the not-so-distant future come face to face with ethical dilemmas we cannot currently imagine or consider. Creating machines that can "think" and "feel" is as dangerous as it is exciting and interesting. Because we humans are so very, very proud of being "the only conscious being" and "the only being in the universe who can contemplate its own existence". Like in many other areas, our arrogance could lead to our downfall. As we are indeed, as historian Yuval Noah Harari so cleverly remarked, "Animals that became Gods".

technology

Don't mess with Mother Earth



by Christina Efsthathiou

It took a long time before people in modern societies learnt about the catastrophic results some commercial products have had in the environment. For example, the well-known aerosol can. During the 1970s, many widely used household items contained CFCs—a type of chemicals that are made of combinations of Chlorine, Fluorine and Carbon atoms. Developed in the 1930s under the trade name Freon, they were thought to be wonder chemicals. They were nontoxic, non-flammable and didn't react with any common chemicals and thus were assumed to be safe for the environment, hence why they were used in refrigerators, Styrofoam and hair sprays. Alas, these innocent looking products released CFC gas into the atmosphere, contributing drastically to the ozone depletion. Things have changed though, and there is no doubt that nowadays people have become more aware of their lifestyle choices and their impact on the planet. Unfortunately, we still aren't informed adequately about things that concern each and every one of us.

Every year, or less, a new smart phone, a new computer or a state-of-the-art smart watch—and the list goes on and on, is launched. And while some psychologists are quite worried about the frenzy that is created by people who are willing to sleepover outside a department store or be stumped over in order to get hold of one of those items, environmentalists are worried about something different. Have you ever wondered, where our beloved gadgets end up when we deem it's time to toss them away? We do recycle them, right? Wrong!

Welcome to the reality of Guiyu. The world's capital of electronic waste. It is quite safe to say, that most of us have been scammed when we gave our computers to "recycling companies". Most of them are waste disposal centres, which export hazardous waste in countries in Africa, Asia and Latin America. Such activity has been declared illegal since the signing of the Basel Convention in 1999 which banned the transportation of waste to developing countries in order to minimize the toxicity of waste generated. Environmentalist Jim Puckett reports, "It is a lot cheaper to send dump in China than have them recycled in America. It's all about the profit you make and at the end of the day the

consumer does not know where his computer is discarded or the impact it will have on the environment".

In a utopic world, we would imagine that workers in Guiyu have the proper equipment, masks and gloves to wear, so as to be protected from the dangerous chemicals released while dismantling the appliances. Unfortunately, they don't and they also don't even have the proper technology to do so, as they use various ancient methods, including fire, to break down and find precious metals and gold. These toxic chemicals are then released to the air, land and water.

The implications to the environment are terrifying. When heavy metals found in computer screens and main boards, such as cadmium, lead and mercury, are released into the water, they practically wreak havoc. The acidity of the rivers increases, thus all species found in aquatic environments start to decrease in number as they don't have the proper resources to feed on. This kind of phenomenon disrupts the whole ecosystem, causes malfunction in the food chain between plants and animals and the natural habitat of all organisms is extensively polluted or in many cases destroyed completely. In consequence, species face extinction and the place becomes nothing more than a digital cemetery.

Probably by now you have got an idea of what difficulties Guiyu residents face daily. A lot of workers have gathered in this e-waste town over the past 7 years, ensuring 1 dollar a day but they pay a much higher price for this. The land and rivers around the area are so polluted that their pH level equals to 0, thus more than 320.000 people don't have access to clean water and therefore can't cultivate farm goods or breed animals. Streams are black and pungent, choked with industrial waste. What is more, 70% of the population suffers from respiratory diseases, as the air is heavily contaminated from the burning electronic waste. And this is a common occurrence to all cities where their inhabitants are involved in this type of "recycling".

The illegal transportation of electronic waste will continue to exist, UN figures suggest that 90% of the world's e-waste is illegally dumped, but we can do our share in order to help minimize the waste produced.

It is extravagant to buy a new phone every year when our old one is working just fine, and if we cannot control our desires, at least let's make sure we know where to recycle safely.

This shouldn't be an edgy act. It should be a self-evident act.

Be careful, don't mess with Mother Earth, so we can always have her on our side.

School Daze

by Anna Maria Chatzopoulou

What is school?

- a unique environment
- a place we are taught how to think, how to behave with others and how to progress in life
- a place we all know and understand as we all have to go there as children whether we like it or not

What is school for me?

- a place to learn and improve my skills, not only academic, but also skills that will follow me in my everyday life
- a place where I make most of my friends
- a place where I learn how to fit in

What would you miss if you left your school?

- **My friends.** Seeing my friends is what makes school awesome. Friends always make me laugh, smile and have fun. There is fun in playing games together, fun singing songs and others. The memories that one makes at school are priceless and the friends irreplaceable. The true and emotional friendships that are built at school may never happen in life again.
- **My teachers.** A child's first inspiration to gain knowledge and to earn an independent life often comes from teachers. Teachers love the students in their class, even the ones that are hard to love. Teachers are creative. They can help students learn something a million different ways. Teachers take care of us and keep caring even when we leave.
- **School trips.** We love going on trips without the supervision of parents. I will never forget sleeping with my classmates and having potato chip parties at night in the hotels, or running in the hallways from room to room. Last but not least, I will miss all the "interesting" museums and other sights we visited on these trips.
- **Forensics.** Endless rehearsals, missing classes, breakfast at school, observing and laughing (or crying) with each other's pieces and finally the tournament make forensics one of the most unforgettable experiences at school.
- **Volunteering.** It is a unique experience as you don't

only help others by offering your services but you also become sensitive to their needs and desires. As tired as I am from my workload I always looked forward to Sunday afternoons when I visited sick children in the hospital to play games or danced with the elderly at the old people's home.

What wouldn't you miss?

- **Tests and exams.** Tests cause anxiety and stress. You have to study, learn facts, memorize rules and theories. The worst thing about tests is when your mind goes blank while you are writing- especially those true/false exercises.
- **The alarm clock.** It is the worst thing that can happen when you are dreaming and sleeping. That awful feeling that you have when you hear your alarm clock ringing and you know that you have to get up, brush your teeth, get dressed and begin another laborious day at school. I have to try making a mental note of something I am looking forward to doing that day to make waking up slightly easier.
- **School rules.** Don't wear shorts in 40 degrees weather! Don't chew gum in class! Don't you dare bring a cell phone to school! Pull your hair back, let all your teachers see your beautiful face!

Do you think there's anything you might appreciate later on, after you graduate, that you don't fully appreciate now?

- **Advice that our teachers give us.** The advice that our teachers give us and we now don't fully appreciate will stay in our minds forever. When we grow up and become adults and have children of our own we will undoubtedly remember those small tips our teachers had given us way back then.
- **Strict teachers.** We might now hate them as they give us too much homework but later on this might work as an advantage. They don't allow cheating or slacking off. They keep us on our toes with frequent reviewing and many, many exercises! They prepare us for the "real" world which is tough like them.

Turning
tradition into
innovation

Flipped Classroom

Mandoulides Schools are introducing the “Flipped Classroom: Turning tradition into innovation.” program on the subjects of Mathematics, Physics, Chemistry and Biology for the 8th and 9th grade students

The traditional classroom

Teacher-centric



Students will have the opportunity:



video
7
minutes

- to watch pre-recorded lectures online one day in advance at home or in the school library
- to avoid missing a lecture when absent
- to watch the video at their own convenience: pause, revisit concepts and consolidate the material at their own pace

Teachers will be in a position:

- to allocate more time in class to concept engagement and illustration as well as activity learning
- to devote class time to addressing individual inquiries and reviewing concepts
- to allow time inside the classroom to be used for consolidating the material viewed on video while interacting with the students and providing instructional support
- to ensure students have watched the video, understood the theory and the examples provided



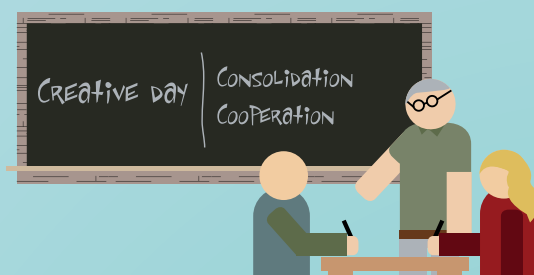
Parents will benefit from:



- having extra help at home free of charge
- being able to monitor their child's progress

Flipped Classroom

Student-centric



- to answer comprehension questions (in the form of diagnostic quizzes)
- to understand and consolidate the concepts presented, thus developing a more active role in class

What is the Flipped Classroom model?

The Flipped Classroom model gives students access to online lectures one day earlier than their regular class thus allowing teachers to individualize learning and introduce collaborative group work in the classroom.

It all started with Salman Khan. The interactive online lectures of the Khan Academy led schools in the USA to flip the classroom. Bill Gates, the founder of Microsoft, characterized it as the future of modern education.

Was it successful?

Research conducted at schools in the USA showed

Before the introduction of the Flipped Classroom model

+50%
of 9th grade students succeeded in English

56%
of 9th grade students succeeded in Mathematics

After the introduction of the Flipped Classroom model

81%
of 9th grade students succeeded in English

87%
of 9th grade students succeeded in Mathematics

case studies

Innovation in learning

Mandoulides Schools have introduced **Case Studies** to the “Projects” program.

-
- **Development of critical thinking**
 - **Development of team spirit**
 - **Contemporary, scientific issues**
 - **STEM (Science, Technology, Engineering, Mathematics) oriented**
-

For decades, **Case Studies** have been successfully implemented as a teaching method in top universities abroad and specifically in Law, Business and Medical Schools.

Research conducted by the **Organization for Economic Co-operation and Development (OECD)** has proven that the introduction and implementation of this model of teaching in secondary education is of the outmost necessity and importance.

The knowledge economy will continue to replace even white collar workers and requires critical thinking rather than rote memorization.

Case Studies are scenarios that link academic knowledge to everyday life. Through these students take a leading role in resolving an issue of scientific and ethical nature. This teaching method can be used not only for teaching science but also for developing critical thinking and team spirit.

preparing for the future

www.mandoulides.edu.gr



“The Case Studies that we use have been created by the American educational institution Stagelearn, which is among the 7 educational institutions that have been selected to take part in Learning Innovation (Hub) in the USA, the final phase of the promotion process of educational innovative actions in Silicon Valley.”



MY EDUCATION

Learning is Experience



Aristotle, the great Greek philosopher, in his emblematic work *Nicomachean Ethics* wrote: "For the things we have to learn before we can do them, we learn by doing them. Men become builders by building."

Later on, Einstein advocated that "Learning is experience. Everything else is information."

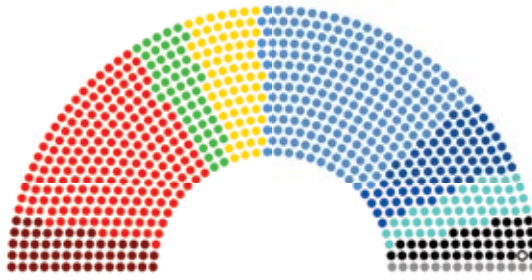
In our times these theories are comprised in the term *experiential learning* which has been described by Simon Fraser University as: "the strategic, active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavours in a multitude of settings inside and outside of the classroom."

At Mandoulides Schools we believe that students should be provided with alternative ways to learning which will turn them from mere recipients of ready-made content lectures to active participants in the learning process.

To that end students are encouraged to participate in numerous activities, in which they are required to take initiative, make decisions, solve problems and be creative. The scope is broad, it ranges from exploring history to building an F1 car and from becoming entrepreneurs to stepping into the shoes of a diplomat.

What they all agree on is that the journey into learning is accelerated and it is taken beyond the constrictive walls of a classroom.





SIMULATION OF THE EUROPEAN PARLIAMENT PLENARY SESSION

POLITICS MADE EASY AND FUN

by Elizabeth Chasioti

The way the European Union works often appears confusing and difficult to comprehend from the outside. But since its institutions play a very important role in the life of European citizens we need to understand the way it works and the course of action that is needed in order to make the decisions which affect over 500,000,000 people.

On 17 February 2017, Mandoulides Schools organized for the second time a Simulation of the Plenary Session of the European Parliament thus giving the opportunity to 150 teenagers from schools all over Greece to gain insight into the internal functioning of the EU. We took on the roles of members of the European Parliament and we debated legislative proposals by simulating the EU decision making process. "The cultural differences of nations", "The European immigration policy" and "Gender equality in the labor market" were some of the issues discussed in the Plenary Session this year. Our participation in the simulation was a real eye-opener which helped us understand how EU politics work in practice and how demanding it is to reach common solutions.

What made our participation in the simulation of European Parliament special?

- We learned how to communicate effectively and we became more responsible and receptive to new ideas while collaborating with each other.
- We broadened our horizons and evolved as personalities.
- Our interest in EU politics and policy making was reinforced in the process of researching and collecting information concerning problems that most European countries are faced with.
- We made new friends and learned the workings of democracy while having fun.

It was an unforgettable experience that we are looking forward to living again next year. After all, it will be a great opportunity to put on our suits again and embark on a new adventure solving the problems that grownups in the European Parliament can't.

The event was supported by the European Parliament Information Office
and the European Commission Representation in Greece.

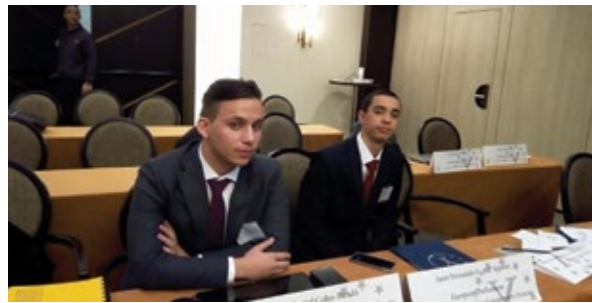


MODEL DIPLOMACY



Conference simulations are not only an innovative, collaborative and inspiring way to engage teenagers in politics and challenge them to address global issues, but they are also a wonderful reason to bring together delegates from around the world. Every year a lot of students of our school take advantage of this opportunity and experience what a diplomat's life is like. The conferences are held either in English or in Greek depending on which event you choose to participate in. The feeling is unique!





PanHellenic Student Competition
 “Cyprus-Greece-Homogeny: Educational Bridges”

1st Place - Film Documentary
 “I Talk About Cyprus and I Weep”



“The Reunification of Aphrodite”
 showing the beach in Pafos, Cyprus, on the southeast coast of the island, where mythology suggests that Aphrodite, the ancient goddess of Love, was born. The poster symbolizes the “wounded” island trying to recover after the Turkish invasion in 1974.

1st Place - Photography
 The Reunification of Aphrodite - I. Laspidou

The chronicle of yet another abortive attempt to end the plight of the People of Cyprus was what prompted us to work on the burning issue of the reunification of the island. The headlines of the newspapers of the time are indicative of the difficulty to reach an agreement on this burning issue that has been festering the Cypriot community for years.

- 09/01/2017 (Guardian) Talks to secure Cyprus reunification enter ‘final stages’
 - 12/01/2017 (Guardian) UK, Greece and Turkey join Cyprus peace talks in Geneva
 - 14/01/2017 (Guardian) Cyprus reunification talks: rivals reject proposed new borders
- Delegations from Greek and Turkish sides failed to agree on new map for divided island state, saying proposals are ‘unacceptable’.**

In order to film our documentary we interviewed both high ranked officials and people who lived on the island during the invasion. The former expressed the view of the Cypriot government whereas the latter revolted to the mere thought of any compromise attempted and dreaded the outcome of political manoeuvrings. It was a really enlightening experience that taught us the history of the island like no textbook or teacher could ever do.

6th International Short Film Competition “Let’s go to the cinema”

1st Place - “The Walk” Distinction, Medea Awards 2016 - 2017



Our stimulus for the development of the short film “The Walk” was to familiarize students with sound and video productions, as well as with the creation of scripts, stage direction and photography.

Our primary aspiration was to encourage the viewers and the judges to realize the exclusion that a lot of students suffer by the prevalence of memorization and negative competition in the Greek educational system, which we, as supporters of the European Educational Methods, try to combat.

In general, the media provides the students with the opportunity not only to express themselves creatively and originally, but also learn in depth all the aspects of every lesson at their own pace, through various activities, namely through the creation of short videos, animation or websites, photography, music and presentations. By taking part in Medea Awards 2017 we hoped to encourage students from Greece to become familiar with alternative educational methods, to get in touch and cooperate with other students abroad, as well as to take part in sound and image production based on common experiences and ideas of students around the globe.

The whole process of making a short film is pure inspiration for searching new levels of knowledge and a motivation for students never to stop creating. It doesn’t exclude any student, but embraces everyone who wishes to get involved in innovative ways of learning.



Panhellenic Video Production Competition “The Child Victim of Holocaust”

1st Place - “Umberto Primo”

What is a sondercommando? What is the Holocaust? What happened in the Konzentrationslager Auschwitz-Birkenau? Why the Jews?

The filming of our digital story was a unique opportunity for us to delve into history and approach the events of the turbulent period of the 1940s through the eyes of Daniel Benahmias, a young Jew who was taken to the purgatory of Auschwitz, saw his parents being executed and survived hell by carrying dead corpses of his compatriots out of the gas chambers (sondercommando).

An essay he had written back in 1942 on the topic of “Acropolis, a symbol of eternity” was the impetus for our story. A prophetic piece of writing that forecast the events that shook the world and irreparably damaged the Jews in many European countries.



The short film has been included in the official list of documentaries published by the Ministry of Education to be used at schools on the Commemoration day of the Holocaust in order to preserve its memory.

7th International Short Film Competition “Have you Done Your Cinema Homework?”

1st Place - Historical Documentary “The Massacre of the Consuls”



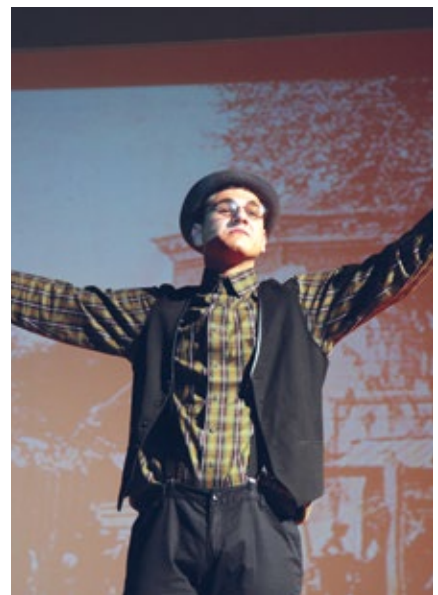
On 6th May 1876, the German Consul Eric Abbott and his French counterpart M. Moulin, were lynched by a raging Muslim mob in Saati Mosque in Thessaloniki. The incident has been recorded in history as the Massacre of the Consuls and it is just one of the many manifestations of extreme religious fanaticism in the history of mankind.

Theodore Roosevelt once said that: “The more you know about the past, the more prepared you are for the future”, and the making of this documentary film was a lesson well taught for us. From the research stage to the assembling of the video, every step of the way, we came closer to the exploration of the historical period we were working on.

The result vindicated our efforts and our work was awarded first place out of the eight finalist documentaries in the 7th International Short Film Competition: “Have you Done your Cinema Homework?” We have certainly done ours!

Panhellenic Student Art Competition

Agones Technis



The Panhellenic Student Art Competition is addressed to Junior and Senior high school students in Greece and the Diaspora and encompasses theater, poetry, music (musical and choral ensembles) painting, photography and video production. Students have the chance to cultivate and display their skills in artistic expression and creation, while appreciating the value of art in contemporary times in an educational environment that teaches and ensures fair play. Their participation in such a contest strengthens their confidence, improves their social skills, and is an ideal opportunity to meet with peers, communicate, and create. The Art Competition takes place every year on the Mandoulides Junior - Senior High School premises.

Mandoulides Schools organized for the 3rd consecutive year the Panhellenic Student Art Competition from 2nd Thursday to 4th Saturday March, 2017.



MY EDUCATION



My education

My future

My success

Virtual Enterprise Competition Junior Achievement Greece (SEN/JA)

10th grade students created the virtual enterprise “My Education”

“My Education” is an online search and evaluation platform of educational institutions.
It enables the users to search, compare, select and evaluate
the educational organization that interests them.



“Are you overwhelmed by the constantly increasing school responsibilities and you feel that you need some support? Are you interested in starting a new activity and want someone to consult you on that decision? As a parent, do you want to provide some extra help to your child and you don’t know how? “My Education” is here with solutions to all of your problems! Just a click on your computer screen is enough to provide you with access to every educational institution near your area! We offer you a wide variety of educational centers, so we guarantee that you will be more than satisfied! “My Education” though doesn’t stop here. We take an extra step and provide you with analytical reviews by users that have previously collaborated with the educational center of your choice! That way you will know if it’s suitable for you without having to try it yourself, thus saving both money and time! The process of finding an eligible educational center for you or your family has never been so simple. “My Education” is here to help you, so do not miss this unique opportunity.”

$$E=mc^2$$

We lay strong foundations for learning
We pave the way to success

www.mandoulides.edu.gr

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| SCHOOL OF MILITARY MEDICINE, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Ioannis Kiriakidis - 2002 |
| SCHOOL OF MEDICINE, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Aikaterini Papaioannou - 2016, Vasiliki Fesatidou - 2011, Alexandros Karentzos - 1998 |
| 2 ND PLACE | Chrysoula Gouta - 2012 |
| 3 RD PLACE | Eleni Frilighou - 2012 |
| SCHOOL OF MEDICINE, UNIVERSITY OF THESSALY | |
| 2 ND PLACE | Evangelos Tsiakiris - 2016 |
| SCHOOL OF DENTISTRY, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Maria-Eleni Zouloumi - 2014 |
| SCHOOL OF CIVIL ENGINEERING, THE ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Stavros Kalampokis - 2016, Harilaos Karassiotos - 1998 |
| 2 ND PLACE | Xenia Samara - 1999 |
| 3 RD PLACE | Avraam Ioannidis - 2016, Stavros Tseranidis - 2009, Alexios Ampatzis - 1997 |
| SCHOOL OF ARCHITECTURE, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Zoi Tzika - 2010 |
| 2 ND PLACE | Anastasia Printziou - 2012 |
| SCHOOL OF ARCHITECTURE, DEMOCRITUS UNIVERSITY OF THRACE | |
| 1 ST PLACE | Ekaterini Bakaliou - 2005 |
| SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Antonios Gavezos - 2015 |
| 3 RD PLACE | Magdalini Papaevangelou - 2013 |
| SCHOOL OF CHEMICAL ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Lydia Theodorou - 2009 |
| SCHOOL OF MECHANICAL ENGINEERING, UNIVERSITY OF THESSALY | |
| 2 ND PLACE | Dimitrios Anastasiadis - 2015 |
| DEPARTMENT OF SPATIAL PLANNING AND DEVELOPMENT, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Anastasios Tsiropoulos - 2011, A. Foutaki |
| SCHOOL OF LAW, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Vassiliki Kapsali - 1998 |
| 2 ND PLACE | Afroditi Giovanopoulou - 2004 |
| 3 RD PLACE | Heleni Fotiadou - 2006, Evangelia Mokou - 2015 |
| SCHOOL OF PSYCHOLOGY, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Stylianios Syropoulos - 2014 |
| SCHOOL OF POLITICAL SCIENCES, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | St. Androniki Vasileiou - 2014, Eleftherios Arvanitis - 2001 |
| 2 ND PLACE | Chrysanthi Athanasiadou - 2014, Sriridon Goulielmos - 2007 |
| 3 RD PLACE | Anastasia Panagiotopoulou - 2006 |
| SCHOOL OF MUSIC STUDIES, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Georgia Polymeneri - 2013 |
| SCHOOL OF ENGLISH LANGUAGE & LITERATURE, NATIONAL & KAPODISTRIAN UNIVERSITY OF ATHENS | |
| 3 RD PLACE | Rafaela Liakopoulou - 2013 |
| CORPS OFFICERS OF THE GREEK POLICE | |
| 1 ST PLACE | Nikolaos Stathis - 1999 |
| SCHOOL OF THEOLOGY, THE ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 3 RD PLACE | Timotheos Hourpouliadis - 2006 |
| SCHOOL OF MATHEMATICS, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Iris-Ioanna Papadopoulos - 2002 |
| SCHOOL OF MATHEMATICS, AEGEAN UNIVERSITY | |
| 1 ST PLACE | Maria Stogianitsi - 2012 |
| 3 RD PLACE | Iason Ioannis Papastavrou - 2013 |
| SCHOOL OF BIOLOGY, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 1 ST PLACE | Gerasimos Kavadias - 2002 |
| SCHOOL OF PHYSICS, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 3 RD PLACE | Georgios Ioannidis Kopanos - 2011 |
| SCHOOL OF CHEMISTRY, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Ekaterini Karamouzi - 2010, Maria Akritidou - 2009, Lucy Kasemian - 2001 |
| SCHOOL OF AGRICULTURE, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Nikolaos Andreadis - 2014, Athanasios Tsalikidis - 2005 |
| SCHOOL OF GEOLOGY, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Maria Kazili - 2005 |
| DEPARTMENT OF ECONOMICS, MILITARY SCHOOL OF THESSALONIKI | |
| 3 RD PLACE | Christos Tasioulas - 2014 |
| DEPARTMENT OF ACCOUNTING AND FINANCE, UNIVERSITY OF MACEDONIA | |
| 2 ND PLACE | Konstantinos Dolkeras - 2014 |
| DEPARTMENT OF BUSINESS ADMINISTRATION AND MARKETING, UNIVERSITY OF MACEDONIA | |
| 1 ST PLACE | Stilianos Kyrtzi - 2016, Christos Venetopoulos - 2014, Nikolaos Georgakis - 2011 |
| 2 ND PLACE | Panagiota Aslanidou - 1999, Dimitrios Mantoulidis - 1994 |
| 3 RD PLACE | Vasileios Moschoulas - 2012, Kyriaki Ioulia Koudouni - 2010 |
| DEPARTMENT OF ECONOMICS, UNIVERSITY OF MACEDONIA | |
| 3 RD PLACE | Theodoros Velentzas - 2014, Katerina Zachari - 2007 |
| DEPARTMENT OF BALKAN, SLAVIC AND ORIENTAL STUDIES, UNIVERSITY OF MACEDONIA | |
| 1 ST PLACE | Dimitra Kirkinezi - 2012 |
| 3 RD PLACE | Nikolaos Mitakidis - 2015 |
| DEPARTMENT OF PRIMARY EDUCATION, ARISTOTLE UNIVERSITY OF THESSALONIKI | |
| 2 ND PLACE | Georgios Billios - 2016 |

studies abroad



**Harvard University**

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|-------------------|------|
| R. Ketsetsidis | 2016 |
| F. -I. Sitolidis | 2016 |
| V. Katsarou | 2007 |
| C. Mantoulidis | 2007 |
| T. Gogakos | 2006 |
| I. Konstantinidis | 2005 |
| D. Batzilis | 2004 |
| D. Lagias | 2003 |
| M. Moutselos | 2003 |
| E. Tsoukalidou | 1998 |

Princeton University

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|-------------------|------|
| F. -I. Sitolidis | 2016 |
| E. Taratoris | 2010 |
| P. Toskas | 2010 |
| C. Mantoulidis | 2007 |
| T. Gogakos | 2006 |
| I. Konstantinidis | 2005 |

Stanford University

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| C. Mantoulidis | 2007 |
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Yale University

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| K. Mavromati | 2014 |
| P. Toskas | 2010 |
| I. Legbelos | 2008 |
| V. Katsarou | 2007 |
| T. Gogakos | 2006 |
| I. Konstantinidis | 2005 |
| A. Charokopos | 2005 |
| S. Magkiriadou | 2003 |

Columbia University

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| I. Coward-Ambrosiadis | 2013 |
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M.I.T.

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| E. Ioannidis | 2010 |
| E. Taratoris | 2010 |
| I. Tsoukalidis | 2001 |

Duke University

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| A. -I. Koulouras | 2016 |
| P. Toskas | 2010 |
| T. Gogakos | 2006 |
| I. Grammatikopoulou | 2001 |
| E. Grammatikopoulou | 2000 |

California Institute of Technology

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|----------------|------|
| R. Ketsetsidis | 2016 |
| E. Taratoris | 2010 |
| C. Mantoulidis | 2007 |

Johns Hopkins University

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|---------------------|------|
| P. Pachidis | 2011 |
| A. Gaitanidis | 2010 |
| P. Toskas | 2010 |
| S. Tseranidis | 2009 |
| T. Gogakos | 2006 |
| E. Grammatikopoulou | 2000 |

Dartmouth College

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| T. Haris | 2017 |
| F. -I. Sitolidis | 2016 |
| D. Sideri | 2007 |
| T. Gogakos | 2006 |

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| I. Konstantinidis | 2005 |
| D. Batzilis | 2004 |
| S. Magkiriadou | 2003 |
| I. Grammatikopoulou | 2001 |

Northwestern University

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| I. Grammatikopoulou | 2001 |
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Cornell University

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| E. Tsaprazi | 2014 |
| A. Gaitanidis | 2010 |
| C. Mantoulidis | 2007 |
| Z. Chatzidimitriadou | 2007 |

University of California, Berkeley

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| P. Toskas | 2010 |
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Georgetown University

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| M. Moutselos | 2003 |
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UCLA

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| G. Papachatzakis | 2016 |
| T. Feldman | 2001 |

Carnegie Mellon University

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| C. Mantoulidis | 2007 |
| S. Magkiriadou | 2003 |
| I. Grammatikopoulou | 2001 |

University of North Carolina, Chapel Hill

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| D. Papatziomou | 2015 |
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New York University

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| O. Tzamtzis | 2017 |
| T. Feldman | 2001 |

University of Rochester

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| D. Nikolaou | 2013 |
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Brandeis University

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|-----------------|------|
| E. Mainou | 2013 |
| Z. Hiliada | 2012 |
| T. Athanasakis | 2005 |
| Z. Kiriakou | 2001 |
| M. Papadopoulos | 1997 |
| A. Gogakos | 1996 |

Georgia Institute of Technology

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| A. Gkavezos | 2015 |
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Boston University

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| D. Papatziomou | 2015 |
| P. Lianos | 2004 |
| T. Feldman | 2001 |
| I. Grammatikopoulou | 2001 |

Northeastern University

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|-----------------|------|
| A. Tagtalenidis | 2012 |
| M. Katsarou | 2005 |
| P. Kazamias | 2005 |
| P. Papadopoulos | 2004 |

University of California-Santa Barbara

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| G. Papachatzakis | 2016 |
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University of California-San Diego

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| G. Papachatzakis | 2016 |
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Univ. of Illinois at Urbana-Champaign

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| G. Papachatzakis | 2016 |
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Pennsylvania State University

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| K. Chatzidimoulas | 2016 |
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University of Texas-Austin

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| A. -I. Koulouras | 2016 |
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Virginia Tech

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| K. Chatzidimoulas | 2016 |
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Worcester Polytechnic Institute

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| S. Koutroulis | 2015 |
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Syracuse University

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| G. Zachariadis | 2017 |
| A. Dourou | 2017 |

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|-------------------|------|
| S. Pavlidis | 2017 |
| K. Chatzidimoulas | 2016 |
| S. Koutroulis | 2015 |
| I. Boziaris | 2007 |
| G. Chalvatzoglou | 2007 |

Purdue University

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|-------------------|------|
| K. Chatzidimoulas | 2016 |
| P. Kiriakidis | 2005 |
| G. Adam | 1998 |
| N. Tsakiris | 1998 |
| K. Tzaros | 1997 |
| H. Saatsoglou | 1994 |

Fordham University

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|----------------|------|
| D. Papatziomou | 2015 |
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Texas A & M University

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| A. -I. Koulouras | 2016 |
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Clark University

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| M. Tirta | 2014 |
| P. Papadopoulos | 2004 |
| A. Tsipidis | 2004 |
| A. Tsipidou | 2000 |

Stevens Institute of Technology

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|-----------------|------|
| K. Mavromati | 2014 |
| A. Tagtalenidis | 2012 |
| S. Tseranidis | 2009 |

University of Denver

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| D. Papatziomou | 2015 |
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Drexel University

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|-------------------|------|
| O. Tzamtzis | 2017 |
| A. Chorozioglou | 2016 |
| K. Chatzidimoulas | 2016 |
| K. Mavromati | 2014 |
| V. Haidas | 2013 |
| P. Prezas | 2012 |
| A. Willis | 2010 |

Seton Hall University

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| O. Rantis | 2017 |
| K. Veliani | 2016 |

Hofstra University

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|----------------|------|
| D. Papatziomou | 2015 |
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University of Texas-Dallas

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| A. -I. Koulouras | 2016 |
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University of South Florida

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| K. Chatzidimoulas | 2016 |
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University of Houston

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| A. -I. Koulouras | 2016 |
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Williams College

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| E. Konstantinidis | 2005 |
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Amherst College

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| Z. Chatzidimitriadou | 2007 |
| I. Konstantinidis | 2005 |
| S. Magkiriadou | 2003 |
| K. Ktenidis | 2003 |

Swarthmore College

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|---------------------------|------|
| D. Aretakis | 2009 |
| D. Lazaridis-Giannopoulos | 2008 |
| T. Gogakos | 2006 |
| T. Feldman | 2001 |

Wellesley College

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|-------------|------|
| V. Katsarou | 2007 |
| M. Katsarou | 2005 |

Vassar College

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| A. Chatzidimitriadis | 2013 |
| E. Kanonidis | 2012 |
| Z. Chatzidimitriadou | 2007 |

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| M. Katsarou | 2005 |
| T. Feldman | 2001 |
| Smith College | |
| K. Mavromati | 2014 |
| E. Mainou | 2013 |
| Z. Hiliada | 2012 |
| E. Vlahou | 2008 |
| N. Bitzeli | 2006 |
| M. Katsarou | 2005 |
| A. Giovanopoulou | 2004 |
| E. Tsoukalidou | 1998 |
| M. Papadopoulou | 1997 |
| Grinnell College | |
| E. Mainou | 2013 |
| Z. Hiliada | 2012 |
| D. Pezati | 2006 |
| T. Athanasakis | 2005 |
| A. Gogakos | 1996 |
| T. Avrambeki | 1995 |
| Macalester College | |
| E. Mainou | 2013 |
| A. Xakis | 2012 |
| E. Tezapsidis | 2006 |
| E. Tsoukalidou | 1998 |
| Bryn Mawr College | |
| Z. Hiliada | 2012 |
| University of Richmond | |
| K. Veliani | 2016 |
| A. Chorozioglou | 2016 |
| Mount Holyoke College | |
| Z. Hiliada | 2012 |
| E. Faraza | 2011 |
| E. Vlahou | 2008 |
| V. Katsarou | 2007 |
| D. Pezati | 2006 |
| M. Katsarou | 2005 |
| A. Giovanopoulou | 2004 |
| Z. Kiriakou | 2001 |
| E. Grammatikopoulou | 2000 |
| E. Chovarda | 2006 |
| Skidmore College | |
| E. Chantzi | 2013 |
| Franklin & Marshall College | |
| S. Syropoulos | 2014 |
| D. Batzilis | 2004 |
| A. Tsakiris | 2000 |
| A. Frida | 2001 |
| H. Tsatalas | 2007 |
| A. Karentzos | 1996 |
| Bard College | |
| A. Dourou | 2017 |
| K. Mavromati | 2014 |
| M. Tirta | 2014 |
| A. Chatzidimitriadis | 2013 |
| K. Kyriakidis | 2013 |
| A. Lappas | 2013 |
| D. Nikolaou | 2013 |
| P. Zaimi | 2013 |
| A. Xakis | 2012 |
| E. Kanonidis | 2012 |
| Z. Hiliada | 2012 |
| E. Faraza | 2011 |
| G. Douganiotis | 2009 |
| D. Lazaridis-Giannopoulos | 2008 |
| S. Mentesis | 2008 |

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| E. Vlahou | 2008 |
| A. Fragkopoulos | 2007 |
| S. Velissaris | 2007 |
| E. Tezapsidis | 2006 |
| M. Katsarou | 2005 |
| Austin College | |
| V. Aidonidou | 2015 |
| Messiah College | |
| K. Chatzidimoulas | 2016 |
| Geneva College | |
| K. Chatzidimoulas | 2016 |
| Westminster College | |
| E. Sifnaiou | 2017 |
| University of Charleston | |
| A. Dourou | 2017 |



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|---------------------------------------|------|
| University of Toronto | |
| A. Tagtalenidis | 2012 |
| University of British Columbia | |
| O. Bouroutis | 2015 |



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|--------------------------------|------|
| Cambridge University | |
| P. Koutsogeorgos | 2017 |
| R. Ketsetsidis | 2016 |
| F. - I. Sitilidis | 2016 |
| G. Venizelos | 2016 |
| G. Batzolis | 2015 |
| I. Coward-Ambrosiadis | 2013 |
| C. Mantoulidis | 2007 |
| Oxford University | |
| S. Tseranidis | 2009 |
| E. Mandaltsi | 2007 |
| Imperial College London | |
| V. Georgiadis | 2017 |
| P. Koutsogeorgos | 2017 |
| R. Ketsetsidis | 2016 |
| G. Venizelos | 2016 |
| A. Panagiotopoulos | 2015 |
| D. Papatziamou | 2015 |
| N. M. Fanaropoulou | 2015 |
| M. Tirta | 2014 |
| I. Coward-Ambrosiadis | 2013 |
| E. Mainou | 2013 |
| K. Kyriakidis | 2013 |
| N. Pallas-Misailidis | 2013 |
| T. Zachariadis | 2012 |
| L. Kazakou | 2012 |

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| C. Varsamis | 2011 |
| G. Ioannidis-Kopanos | 2011 |
| G. Gavriloglou | 2010 |
| A. Gaitanidis | 2010 |
| E. Ioannidis | 2010 |
| E. Taratoris | 2010 |
| P. Toskas | 2010 |
| S. Tseranidis | 2009 |
| O. Antoniou | 2009 |
| E. Mandaltsi | 2007 |
| University of St. Andrews | |
| K. Dolkeras | 2014 |
| E. Tsaprazi | 2014 |
| A. Hristakopoulos | 2010 |
| G. Douganiotis | 2009 |
| Durham University | |
| V. Georgiadis | 2017 |
| T. Haris | 2017 |
| N. Kalosidis | 2016 |
| R. Ketsetsidis | 2016 |
| S. Koutroulis | 2015 |
| G. Batzolis | 2015 |
| V. Siomos | 2013 |
| G. Ioannidis-Kopanos | 2011 |
| E. Mastoris | 2011 |
| A. Hristakopoulos | 2010 |
| E. Meleziadou | 2009 |
| G. Douganiotis | 2009 |
| M. Gaitanidou | 2009 |
| E. Vlahou | 2008 |
| University of Warwick | |
| I. Coward-Ambrosiadis | 2013 |
| University of Surrey | |
| E. Papanikolaou | 2017 |
| S. Pavlidis | 2017 |
| O. Tzamtzis | 2017 |
| F. - I. Sitilidis | 2016 |
| C. Gkantsinikoudi | 2016 |
| K. Dervisopoulos | 2016 |
| N. Papadopoulos | 2016 |
| S. - A. Stamboulzi | 2016 |
| P. Anastasiadis | 2015 |
| V. Georgalas | 2015 |
| P. Zavitsanos | 2015 |
| K. Karasakalidis | 2015 |
| M. Kerasidou | 2015 |
| A. Kondelidou | 2015 |
| S. Koulaxis | 2015 |
| S. Koutroulis | 2015 |
| N. Mantatzis | 2015 |
| V. Bikou | 2015 |
| A. Panagiotopoulos | 2015 |
| A. Patakas | 2015 |
| D. Papatziamou | 2015 |
| N. M. Fanaropoulou | 2015 |
| G. Fanaropoulou | 2015 |
| H. Athanasiadou | 2014 |
| S. Katsiotis | 2014 |
| K. Mavromati | 2014 |
| V. J. Meacher | 2014 |
| C. Papadopoulos | 2014 |
| F. Tsougianni | 2014 |
| D. Nikolaou | 2013 |
| V. Prasini | 2013 |
| V. Tsartsalis | 2013 |

V. Chaidas 2013
T. Zachariadis 2012
V. Georgiou 2011
O. Antoniou 2009
S. Tseranidis 2009

University College London

G. Papachatzakis 2016
I. Coward-Ambrosiadis 2013

Lancaster University

G. Korifidis 2017
P. Koutsogeorgos 2017
A. Bardou 2016
A. Chorozioglou 2016
N. Papadopoulos 2016
G. Zevgaridou 2016
P. Anastasiadis 2015
M. Kerasidou 2015
S. Kougioumtzi 2015
S. Koutroulis 2015
N. Mantatzis 2015
D. Papatziomou 2015
I. Saropoulos 2015
G. Efstathiou 2014
S. Katsiotis 2014
M. Tirta 2014
E. Tsaprazi 2014
F. Tsougianni 2014
P. Boumi 2013
I. Revach 2013
A. Xakis 2012
Z. Hiliada 2012
E. Faraza 2011
G. Ioannidis-Kopanos 2011
A. Andrikos 2009
D. Andrikos 2009
B. Vasmatzis 2009

Loughborough University

A. Chorozioglou 2016
G. Sykas 2015
P. Zaimi 2013
N. Tselepidis 2012
E. Ioannidis 2010
M. Kostaki 2010
A. Andrikos 2009
D. Andrikos 2009
B. Vasmatzis 2009

University of Leeds

G. Karanikos 2016

University of York

S. Pavlidis 2017
S. Kiratzi 2016
M. Kerasidou 2015
D. Tsevremes 2015
P. Zaimi 2013
V. Tsartsalis 2013
A. Xakis 2012
K. Efstathiou 2012
A. Hristakopoulos 2010

University of Southampton

V. Georgiadis 2017
C. Karathodoros 2017
R. Ketsetsidis 2016
G. Karanikos 2016
A. - I. Koulouras 2016
P. Anastasiadis 2015

A. Panagiotopoulos 2015
S. N. Markianos Wright 2014
F. Katsios 2011

University of Birmingham

E. Papanikolaou 2017
I. Girosidis 2016
G. Karanikos 2016
A. - I. Koulouras 2016
V. Niavi 2016
F. - I. Sitalidis 2016
P. Anastasiadis 2015
N. - C. - M. Bakola 2015
S. - N. Markianos Wright 2014

University of Sussex

S. Pavlidis 2017
A. Chorozioglou 2016
C. Gkantsinikoudi 2016
A. Bardou 2016
G. Papanikolaou 2016
I. Salamotas 2016
S. - A. Stamboultsi 2016
V. Bikou 2015
M. Kerasidou 2015
P. Zavitsanos 2015
O. Bouroutis 2015
N. M. Fanaropoulou 2015
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A. Hatzistavrou 2015
A. Kondelidou 2015
A. Patakas 2015
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C. Athanasiadou 2014
A. Vasiliou 2014
S. Thomaidou 2014
S. N. Markianos Wright 2014
K. Mavromati 2014
K. Dolgeras 2014
C. Papadopoulos 2014
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M. E. Dimou 2013
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G. Tsousidis 2012
P. Prezas 2012
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V. Georgiou 2011

University of Bristol

V. Georgiadis 2017
C. Karathodoros 2017
P. Koutsogeorgos 2017
E. Papanikolaou 2017
O. Tzamtzis 2017
T. Haris 2017
C. Gkantsinikoudi 2016
I. Girosidis 2016
C. Dimarakis 2016
G. Zevgaridou 2016
G. Karanikos 2016
A. - I. Koulouras 2016
S. Kiratzi 2016
V. Niavi 2016
F. - I. Sitalidis 2016
N. - C. - M. Bakola 2015

P. Zavitsanos 2015
S. Thomaidou 2014
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M. Tirta 2014
N. Tselepidis 2012
A. Tagtalenidis 2012
T. Zachariadis 2012
E. Mastoris 2011
D. Aretakis 2009

University of Sheffield

V. Georgiadis 2017
M. Konstantinidou - Sirou 2017
S. Pavlidis 2017
T. Haris 2017
G. Venizelos 2016
C. Dimarakis 2016
S. Zafeiriadis 2016
A. Bardou 2016
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O. Balidis 2015
I. Saropoulos 2015
A. Vogt 2015
V. - J. Meacher 2014
P. Zaimi 2013
X. Boumi 2013
V. Chaidas 2013
M. Aretaki 2013
P. Karakosta 2013
K. Kyriakidis 2013
Th. Stamboultsis 2013
M. Fesatidou 2013
A. Xakis 2012
K. Efstathiou 2012
E. Friligkou 2012
L. Kazakou 2012
E. Faraza 2011
G. Gavriiloglou 2010
E. Meleziadou 2009

University of Edinburgh

C. Dimarakis 2016
R. Ketsetsidis 2016
G. Papachatzakis 2016
K. Mavromati 2014
E. Tsaprazi 2014
M. Aretaki 2013
P. Karakosta 2013
E. Mainou 2013
N. Pallas - Misailidis 2013
Th. Stamboultsis 2013
V. Siomos 2013
M. Fesatidou 2013
V. Chaidas 2013
K. Efstathiou 2012
T. Zachariadis 2012
L. Kazakou 2012
E. Kanonidis 2012
E. Friligkou 2012
S. Hytioglou 2012
G. Ioannidis Kopanos 2011
P. Pachidis 2011
A. Gaitanidis 2010
E. Ioannidis 2010
O. Antoniou 2009
D. Aretakis 2009
E. Meleziadou 2009

University of Kent

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| E. Papanikolaou | 2017 |
| C. Athanasiadou | 2014 |
| G. Papazoglou | 2013 |
| I. Revach | 2013 |
| A. Alexiou | 2011 |

Newcastle University

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| Th. Tyflioris | 2013 |
| P. Prezas | 2012 |
| C. Tsolakidis | 2012 |
| M. Karsanidou | 2010 |
| M. Kostaki | 2010 |

University of Nottingham

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|---------------------|------|
| P. Adamidis | 2017 |
| C. Karathodoros | 2017 |
| O. Rantis | 2017 |
| K. Dervisopoulos | 2016 |
| V. Niavi | 2016 |
| P. Anastasiadis | 2015 |
| N. - C. - M. Bakola | 2015 |
| K. Efstathiou | 2012 |

University of Glasgow

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| A. Panagiotopoulos | 2015 |
| G. Efstathiou | 2014 |
| E. Kanonidou | 2014 |
| M. Tirta | 2014 |
| E. Tsaprazi | 2014 |
| K. Mavromati | 2014 |
| M. E. Dimou | 2013 |
| K. Kyriakidis | 2013 |
| E. Mainou | 2013 |
| G. Papazoglou | 2013 |
| V. Chaidas | 2013 |
| K. Efstathiou | 2012 |
| E. Mastoris | 2011 |
| E. Faraza | 2011 |
| E. Ioannidis | 2010 |

King's College London

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| N. Kalosidis | 2016 |
| A. - I. Koulouras | 2016 |
| F. - I. Sitalidis | 2016 |
| K. Dolkeras | 2014 |
| I. Coward - Ambrosiadis | 2013 |
| R. Margaritidou | 2013 |
| E. Chantzi | 2013 |
| E. Friligkou | 2012 |
| E. Kanonidis | 2012 |
| L. Kazakou | 2012 |
| G. Gavriloglou | 2010 |
| E. Taratoris | 2010 |
| M. Gaitanidou | 2009 |

University of Manchester

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| C. Karathodoros | 2017 |
| G. Korifidis | 2017 |
| P. Koutsogeorgos | 2017 |
| M. Konstantinidou - Sirou | 2017 |
| O. Tzamtzis | 2017 |
| G. Papachatzakis | 2016 |
| G. Venizelos | 2016 |
| A. Hatzistavrou | 2015 |
| S. Koutroulis | 2015 |
| E. Tsaprazi | 2014 |
| V. Siomos | 2013 |
| Th. Tyflioris | 2013 |
| A. Tagtalenidis | 2012 |

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| C. Varsamis | 2011 |
| G. Ioannidis-Kopanos | 2011 |
| A. Gaitanidis | 2010 |

The University of Reading

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| O. Rantis | 2017 |
| M. Anastasiadou | 2015 |
| M. Karasakalidou | 2015 |
| A. Kondelidou | 2015 |
| S. Kougioumtzi | 2015 |
| N. Mantatzis | 2015 |
| A. Patakas | 2015 |
| A. Vasiliou | 2014 |
| Z. Hiliada | 2012 |
| E. Faraza | 2011 |

Cardiff University

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| G. Korifidis | 2017 |
| M. Sakaloglou | 2016 |

Queen Mary University of London

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| P. Adamidis | 2017 |
| M. Anastasiadou | 2015 |
| D. Papatziamou | 2015 |
| A. Kondelidou | 2015 |
| O. Bouroutis | 2015 |
| Z. Hiliada | 2012 |
| V. Georgiou | 2011 |

University of Essex

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|-----------------|------|
| S. Pavlidis | 2017 |
| A. Bardou | 2016 |
| A. Chorozioglou | 2016 |
| S. Kougioumtzi | 2015 |
| V. Tsartsalis | 2013 |
| G. Tsousidis | 2012 |

Royal Holloway, University of London

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|---------------|------|
| V. Georgalas | 2015 |
| S. Daniilidis | 2015 |
| D. Gioltzidi | 2013 |
| S. Hytioglou | 2012 |

University of Dundee

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|---------------------------|------|
| M. Konstantinidou - Sirou | 2017 |
| C. Kalfas | 2017 |
| M. Hatzitziva | 2017 |
| K. Veliani | 2016 |
| G. Papanikolaou | 2016 |
| I. Salomotas | 2016 |
| E. Kanonidou | 2014 |

University of Buckingham

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| C. Papadopoulos | 2014 |
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Heriot-Watt University, Edinburgh

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| N. Dimopoulos | 2017 |
| G. Korifidis | 2017 |
| C. Varsamis | 2011 |

University of Liverpool

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| S. - N. Markianos Wright | 2014 |
| M. E. Dimou | 2013 |
| P. Karakosta | 2013 |
| K. Kyriakidis | 2013 |

City, University of London

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|-------------------|------|
| P. Adamidis | 2017 |
| C. Kalfas | 2017 |
| E. Karpozilos | 2013 |
| S. Tseranidis | 2009 |
| E. Konstantinidis | 2005 |

Keele University

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|-----------------|------|
| R. Margaritidou | 2013 |
| E. Nakis | 2013 |

The University of Aberdeen

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| N. Dimopoulos | 2017 |
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University of Strathclyde

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| N. Dimopoulos | 2017 |
| D. Nikolaou | 2013 |

Coventry University

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| I. Salomotas | 2016 |
| C. Matiaki | 2015 |

University of Stirling

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| N. Dimopoulos | 2017 |
| G. Michelakakis | 2017 |
| A. Vogt | 2015 |

DeMontfort University

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| C. Gkantsinkoudi | 2016 |
| M. Sakaloglou | 2016 |
| E. Tsigka | 2016 |
| P. Zavitsanos | 2015 |
| O. Balidis | 2015 |
| D. Tsevrems | 2015 |
| G. Damaskos | 2015 |

University of Portsmouth

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| E. Tsigka | 2016 |
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Nottingham University

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|----------------|------|
| A. Karapatakis | 2008 |
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Oxford Brooks University

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| V. A. Georgiou | 2011 |
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Falmouth College

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|--------------------|------|
| S. Romanou - Pilli | 2017 |
| A. Chalvatzoglou | 2012 |

Brunel University

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|--------------------------------|------|
| K. Dervisopoulos | 2016 |
| G. Papanikolaou | 2016 |
| S. - A. Stamboulzi | 2016 |
| V. Georgalas | 2015 |
| M. Karasakalidou | 2015 |
| A. Kondelidou | 2015 |
| N. Mantatzis | 2015 |
| A. Patakas | 2015 |
| A. Hatzistavrou | 2015 |
| C. Athanasiasou | 2014 |
| V. Likogiannis | 2014 |
| C. Papadopoulos | 2014 |
| E. Th. Mavroudakakis-MacCallum | 2013 |
| Th. Tyflioris | 2013 |
| E. Chantzi | 2013 |
| G. Tsousidis | 2012 |
| D. Mavromatis | 2010 |

University of Creative Arts

| | |
|--------------------|------|
| S. Romanou - Pilli | 2017 |
| M. Vathioti | 2013 |

University of Northumbria

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| E. Nakis | 2013 |
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University of Goldsmiths

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|-----------------|------|
| C. Haritopoulou | 2011 |
| D. Lamprinos | 2009 |
| A. Ignatidou | 2008 |

University of the West of England

| | |
|--------------|------|
| D. Lamprinos | 2009 |
|--------------|------|

University of Bradford

| | |
|-----------|------|
| O. Rantis | 2017 |
| D. Hatzis | 2008 |

University of Hertfordshire

| | |
|--------------------------------|------|
| E. Th. Mavroudakakis-MacCallum | 2013 |
|--------------------------------|------|

Manchester Metropolitan University

| | |
|-----------------|------|
| A. Daldogiannis | 2015 |
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|---|------|
| A. Alexiou | 2011 |
| University of Roehampton | |
| C. Haritopoulou | 2011 |
| D. Navrommatis | 2010 |
| University of Northampton | |
| K. Veliani | 2016 |
| I. Salamotas | 2016 |
| University of Derby | |
| M. Vathioti | 2013 |
| Middlesex University | |
| A. Halvatzoglou | 2012 |
| E. Konstantinidis | 2005 |
| Plymouth University | |
| C. Tsolakidis | 2012 |
| University of Brighton | |
| G. Korifidis | 2017 |
| K. Dervisopoulos | 2016 |
| C. Gkantsinikoudi | 2016 |
| A. Chorozioglou | 2016 |
| E. Tsigka | 2016 |
| D. Anastasiadou | 2015 |
| S. Kougioumtzi | 2015 |
| C. Matiaki | 2015 |
| G. Sykas | 2015 |
| G. Fanaropoulou | 2015 |
| V.J. Meacher | 2014 |
| F. Tsougianni | 2014 |
| D. Gioltzidi | 2013 |
| R. Margaritidou | 2013 |
| E. Th. Mavroudakias-MacCallum | 2013 |
| P. Boumi | 2013 |
| C. Varsamis | 2011 |
| M. Karsanidou | 2010 |
| E. Konstantinidis | 2005 |
| University of Central Lancashire | |
| M. Vathioti | 2013 |
| Edinburgh Napier University | |
| C. Matiaki | 2015 |
| A. Vogt | 2015 |
| G. Sykas | 2015 |
| K. Kyriakidis | 2013 |
| E. Nakis | 2013 |
| Glasgow Caledonian | |
| C. Matiaki | 2015 |
| Queen Margaret University, Edinburgh | |
| S.- A. Stamboultzi | 2016 |
| Staffordshire University | |
| S. Romanou - Pilli | 2017 |
| Salford University | |
| G. Michelakakis | 2017 |
| M. Hatzitziva | 2017 |
| A. Daldogiannis | 2015 |
| V. Likogiannis | 2014 |
| E. Th. Mavroudakias-MacCallum | 2013 |
| V. Fessatidou | 2011 |
| University of Sunderland | |
| D. Chatzis | 2008 |
| Greenwich University | |
| E. Karpozilos | 2013 |
| E. Nakis | 2013 |
| C. Tsolakidis | 2012 |
| C. Varsamis | 2011 |
| R. Tseranidou | 2010 |
| E. Konstantinidis | 2005 |

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|-----------------------------------|------|
| Anglia Ruskin | |
| M. Hatzitziva | 2017 |
| M. Sakaloglou | 2016 |
| LCA Business School London | |
| C. Katsiotis | 2014 |
| Kingston University | |
| C. Kalfas | 2017 |
| G. Michelakakis | 2017 |
| O. Rantis | 2017 |
| D. Anastasiadou | 2015 |
| M. Karasakalidou | 2015 |
| C. Athanasiadou | 2014 |
| E. Karpozilos | 2013 |
| R. Margaritidou | 2013 |
| D. Lambrinos | 2009 |
| M. Hytioglou | 2008 |
| University of Westminster | |
| G. Michelakakis | 2017 |
| C. Papadopoulos | 2014 |
| V. Georgiou | 2011 |
| O. Papantoni | 2011 |
| T. Tseranidou | 2010 |
| E. Konstantinidis | 2005 |
| University of East London | |
| M. Hatzitziva | 2017 |
| G. Damaskos | 2015 |
| R. Tseranidou | 2010 |
| E. Karpozilos | 2013 |

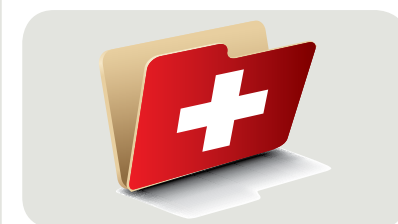


| | |
|--|------|
| Bocconi University, School of Economics | |
| P. Adamidis | 2017 |
| V. Kostakis | 2017 |
| T. Zikouli | 2016 |
| C. Vafeiadis | 2016 |
| I. Saropoulos | 2015 |
| S. Koulaxis | 2015 |
| D. Tsevremes | 2015 |
| F. Tsougianni | 2014 |
| A. Kyriazis | 2013 |



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|---------------------------------|------|
| University of Maastricht | |
| C. Karathodoros | 2017 |
| E. Papanikolaou | 2017 |
| T. Haris | 2017 |
| S. - A. Stamboultzi | 2016 |
| E. - S. Vantouli | 2016 |
| A. Bardou | 2016 |
| E. Fesatidou | 2015 |

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|---|------|
| D. Tyfliori | 2015 |
| N. Mantatzis | 2015 |
| D. Tsevremes | 2015 |
| C. Papadopoulos | 2014 |
| Groningen University | |
| V. Georgiadis | 2017 |
| C. Karathodoros | 2017 |
| E. Papanikolaou | 2017 |
| T. Haris | 2017 |
| N. Dimopoulos | 2017 |
| A. - S. Dimitriou | 2016 |
| A. Bardou | 2016 |
| S. - A. Stamboultzi | 2016 |
| S. Kougioumtzi | 2015 |
| E. Fesatidou | 2015 |
| D. Tyfliori | 2015 |
| Erasmus University | |
| D. Tsevremes | 2015 |
| University of Twente | |
| V. Georgiadis | 2017 |
| N. Dimopoulos | 2017 |
| C. Karathodoros | 2017 |
| T. Haris | 2017 |
| Radboud University | |
| V. Georgiadis | 2017 |
| D. Tsevremes | 2015 |
| Tilburg University | |
| E. Papanikolaou | 2017 |
| D. Tsevremes | 2015 |
| VU Amsterdam | |
| C. Karathodoros | 2017 |
| E. - S. Vantouli | 2016 |
| E. Tsigka | 2016 |
| A. - S. Dimitriou | 2016 |
| The Hague University of Applied Sciences | |
| A. - S. Dimitriou | 2016 |
| A. Bardou | 2016 |
| S.- A. Stamboultzi | 2016 |
| N. Mantatzis | 2015 |
| D. Tyfliori | 2015 |
| E. Fesatidou | 2015 |
| C. Papadopoulos | 2014 |



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| Les Roches Hospitality Management | |
| H. Kotanidis | 2017 |
| F. Dellou | 2015 |



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|---------------------------------|------|
| Aix-Marseille Université | |
| E. Papanikolaou | 2017 |

honors





INTERNATIONAL OLYMPIAD IN INFORMATICS

| | | |
|-----------|----------------|---------------------------|
| 2nd place | C. MANDOULIDIS | MEXICO 2006 |
| | I. TSOUKALIDIS | FINLAND 2001 |
| 3rd place | C. MANTOULIDIS | CROATIA 2007 |
| | I. TSOUKALIDIS | CHINA 2000, PORTUGAL 1998 |

BALKAN OLYMPIAD IN INFORMATICS

| | | |
|-----------|----------------|--------------------------|
| 2nd place | C. MANTOULIDIS | MOLDOVA 2007 |
| | I. TSOUKALIDIS | FYROM 2000, GREECE 1999 |
| 3rd place | R. KETSETSIDIS | CYPRUS 2016 |
| | G. VENIZELOS | BULGARIA 2013 |
| | C. MANTOULIDIS | CYPRUS 2006, GREECE 2005 |



INTERNATIONAL OLYMPIAD IN MATHEMATICS

| | | |
|-------------------|--------------------|----------------|
| 2nd place | E. TARATORIS | KAZAKSTAN 2010 |
| 3rd place | R. TSIAMIS | HONG-KONG 2016 |
| Honorable mention | V. GEORGIADIS | HONG-KONG 2016 |
| | A. PANAGIOTOPOULOS | TAILAND 2015 |
| | E. TARATORIS | GERMANY 2009 |

BALKAN OLYMPIAD IN MATHEMATICS

| | | |
|-----------|------------------------------------|--------------------------------------|
| 1st place | V. GEORGIADIS | FYROM 2017 |
| | R. TSIAMIS | SERVIA 2015 |
| 2nd place | R. TSIAMIS | FYROM 2017, ALBANIA 2016, FYROM 2014 |
| | E. TARATORIS | MOLDOVA 2010 |
| 3rd place | V. GEORGIADIS | ALBANIA 2016 |
| | R. KETSETSIDIS, A. PANAGIOTOPOULOS | GREECE 2015 |
| | G. VENIZELOS | GREECE 2015, TURKEY 2013 |
| | P. KOUTSOGEORGOS | FYROM 2014 |
| | N. KALOSIDIS | TURKEY 2013 |
| | E. TARATORIS | SERBIA 2009 |
| | O. PLOIARIDIS | ROMANIA 2016 |

MEDITERRANEAN MATHEMATICS OLYMPIAD

| | | |
|-----------|---------------------------|------------|
| 3rd place | R. TSIAMIS | 2016 |
| | A. PANAGIOTOPOULOS | 2014 |
| | E. TARATORIS | 2010, 2009 |
| | E. MASTORIS, E. FRILINGOU | 2010 |

EUROPEAN MATHEMATICAL CUP

| | | |
|--------------|---|------------|
| Gold medal | R. TSIAMIS | 2017 |
| | G. VENIZELOS | 2015 |
| | R. KETSETSIDIS | 2014 |
| Silver medal | V. GEORGIADIS | 2015 |
| 1st place | V. GEORGIADIS, O. PLOIARIDIS | 2017 |
| | G. VENIZELOS | 2014 |
| 2nd place | F.- I. SITILIDIS, R. TSIAMIS | 2015, 2014 |
| | R. KETSETSIDIS, T. HARIS | 2015 |
| | N. KALOSIDIS, G. BATZOLIS | 2014 |
| 3rd place | S. MASTORIS, I. PILIANIDIS, A.C. SAVVA | 2016 |
| | C. IOANNIDIS, K. KOUTROULIS, P. KOUTSOGIORGOS, I. PILIANIDIS | 2015 |
| | I. GIROUSIS, G. PAPACHATZAKIS, O. PLOIARIDIS, I. ARNOLD-AMVROSIADIS | 2014 |

AMERICAN MATHEMATICS COMPETITION - AMC10 & AMC12

| | | |
|-------|--|------|
| AMC10 | O. PLOIARIDIS, P. KESOPOULOS, G. MICHAILIDIS | 2017 |
| | R. TSIAMIS, N. KARAZIOTIS, O. PLOIARIDIS | 2016 |
| | P. DIAMANTIS, C. IOANNIDIS | 2015 |
| | P. KOUTSOGEORGOS, C. KARATHODOROS - (qualified for AIMEI, among 2,5 % internationally) | 2014 |
| | G. VENIZELOS - (qualified for AIMEI among 1 % internationally) | 2014 |
| AMC12 | P. DIAMANTIS, V. GEORGIADIS, R. TSIAMIS | 2016 |
| | G. VENIZELOS, C. IOANNIDIS | 2016 |
| | F. - I. SITILIDIS, G. VENIZELOS - (qualified for AIMEI among 5 % internationally) | 2015 |
| | SPYROS KOUTROULIS - (qualified for AIMEI among 5 % internationally) | 2014 |

INTERNATIONAL MATHEMATICAL MULTIATHLON (KOLMOGOROV), RUSSIA**3rd place**

I. GIROUSIS, A. PANAGIOTOPOULOS

2013

INTERNATIONAL MATHEMATICS CONTEST «PITAGORA», ROMANIA**1st place**

O. ANTONIOU

2008

E. TARATORIS

2008

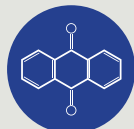
C. MANTOULIDIS

2004

**INTERNATIONAL PHYSICS OLYMPIAD****Honorable mention**

G. SKOLIANOS

SPAIN 2005

**INTERNATIONAL BIOLOGY OLYMPIAD****3rd place**

K. SAMARAS - TSAKIRIS

SINGAPORE 2012

Honorable mention

E. KONSTANTINIDOU

SWITZERLAND 2013

**INTERNATIONAL CHEMISTRY COMPETITION****1st place**

P. KALMOUKOS

HOLLAND 2013

**INTERNATIONAL ASTRONOMY & ASTROPHYSICS OLYMPIAD****3rd place**

G. PAPACHATZAKIS

INDIA 2016

Honorable mention

G. PAPACHATZAKIS

INDONESIA 2015

E. A. PALASKOS

GREECE 2013

**INTERNATIONAL F1 IN SCHOOLS COMPETITION****1st place**

INFINITE RACING TEAM

Team members: C. KALFAS, S. MAVROMATIS, V. NIAVI,
K. THEOFANIDIS, A. SAMARA,**INTERNATIONAL MEDIA COMPETITION «MEDEA AWARDS»****1st place**

«THE WALK»

2017

**INTERNATIONAL EUROPEAN YOUTH PARLIAMENT
MEMBERS OF THE GREEK DELEGATION**

R. TSIAMIS

2016

V. KARAKOSTA, P. ARGYRAKIS

2015

E. FESATIDOU

2014

A. FIRTINIDOU

2013

N. PALLAS - MISAILIDIS, E. TSAPRAZI, Z. HILIADA

2012

P. SIOZOS - DROSOS, A. KARAKOSTA, M. ARETAKI

2011

H. TZELI, E. FARAHA, B. WILLIS

2010

P. PACHIDIS, P. TOSKAS

2009

M. GAITANIDOU, I. LEGBELOS

2008



YALE MODEL GOVERNMENT EUROPE

Honorable mention N. - C. - M. BAKOLA, G. PAPANIKOLAOU 2014
Best speaker award A. FIRTINIDOU 2012

NORTH AMERICAN INVITATIONAL MODEL UNITED NATIONS

Honorable mention F. VALAVANI 2014

HARVARD MODEL CONGRESS EUROPE

Best speaker award M. GAITANIDOU, I. LEGBELOS 2007
 E. MANDALTSI, I. KRANIA 2006
 D. LAGIAS 2002
 K. KTENIDIS 2000

MODEL UNITED NATIONS DEVELOPMENT PROGRAM

Best speaker award P. SIOZOS - DROSOS 2011

JUNIOR MODEL UNITED NATIONS - HISAR SCHOOL

Best delegate award A. KOURTI 2015

EUROSCOLA

I. LIAKOU 2016
 S. KYRATZI, K. VELIANI, F. - I. SITILIDIS, 2015
 C. GANTSINIKOUDI, V. NIAVI

INTERNATIONAL DEBATE COMPETITION

G. DOUGANIOTIS (member of the official Greek team) 2008



INTERNATIONAL DRAWING COMPETITION: «BYZANTINE ART»

1st place A. ZACHARIADIS 2006

INTERNATIONAL DRAWING COMPETITION

«Development Youth Prize 2006-Focus on Africa»

1st place A. ZACHARIADIS 2006

«Development Youth Prize 2008»

2nd place I. LEGBELOS 2008

BIENNALE 2008 - 4TH INTERNATIONAL COMPETITION OF CHILDREN'S ART (PORTRAIT)

1st place V. HAIDAS
2nd place D. ZACHARIADOU, E. KARIOFILI, I. DELLIOS
3rd place L. PASCHALIDIS



INTERNATIONAL MUSIC COMPETITION

INTERNATIONAL MUSIC FESTIVAL 2008-YOUNG PRAGUE 2008

2nd place MANDOULIDES ORCHESTRA AND CHOIR

INTERNATIONAL MUSIC FESTIVAL 2009 - NEERPELT, BELGIUM 2009

2nd place MANDOULIDES ORCHESTRA AND CHOIR



INTERNATIONAL COMPETITION IN FAIRY TALE WRITING

2nd place DESPOINA ZACHARIADOU 2008

EUROPEAN CLASSICS COMPETITION IN ANCIENT GREEK LANGUAGE & CIVILIZATION

3rd place DESPOINA SIDERI 2006



MANDOULIDES BASKETBALL

1st place ISRAEL 1999
2nd place POLAND 2005
3rd place TURKEY 2009



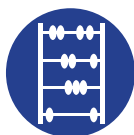


NATIONAL OLYMPIAD IN INFORMATICS

(organized by the Greek Society of Computer Scientists)

| | | |
|-----------|----------------|------------------|
| 1st place | R. KETSETSIDIS | 2013 |
| | C. MANTOULIDIS | 2007, 2006, 2005 |
| | T. ATHANASAKIS | 2004 |
| 2nd place | I. TSOUKALIDIS | 2001, 1999 |
| | G. VENIZELOS | 2016 |
| | K. STEFANIDIS | 2014 |
| 3rd place | R. KETSETSIDIS | 2013, 2012 |
| | A. GAITANIDIS | 2009, 2007 |
| | E. KATSIVELOS | 2004 |
| | I. TSOUKALIDIS | 2000, 1998, 1997 |

(all students qualified for balkan and international olympiads)



NATIONAL MATHEMATICS OLYMPIAD

(organized by the Hellenic Mathematics Society)

| | | |
|-----------|---|------------------|
| 1st place | V. GEORGIADIS | 2017 |
| | V. GEORGIADIS, O. PLOIARIDIS, R. TSIAMIS | 2016 |
| | A. PANAGIOTOPOULOS, R. TSIAMIS | 2015 |
| | P. KOUTSOGEORGOS, R. TSIAMIS | 2014 |
| | R. KETSETSIDIS, G. VENIZELOS | 2013 |
| | E. TARATORIS | 2010 |
| 2nd place | C. ALVANOS, T. HARIS, N. KONSTANTINIDOU, S. MASTORIS | 2017 |
| | A.C.SAVVA, R. TSIAMIS | |
| | G. VENIZELOS, R. , KETSETSIDIS, K. KOUTROULIS, I. CHARISIADIS | 2016 |
| | P. KOUTSOGEORGOS, F.- I. SITILIDIS | 2016, 2015 |
| | I. AMBROSIADIS - COWARD, G. BATZOLIS, | |
| | N. KALOSIDIS, P. KOUTSOGEORGOS | 2013 |
| | P. KALMOUKOS, I. AMBROSIADIS - COWARD | 2012 |
| | E. MASTORIS | 2010 |
| | E. TARATORIS, K. SAMARAS - TSAKIRIS | 2009 |
| | A. FOTIADIS, D. VALSAMIS, G. STAVRINOS | 2008 |
| | C. MANTOULIDIS | 2007 |
| | G. SKOLIANOS | 2005 |
| | Z. HATZIDIMITRIADOU | 2004 |
| | I. KONSTANTINIDIS, K. KTENIDIS | 2002 |
| 3rd place | J. GRAMMATIKOPOULOU | 1997 |
| | S. ROMANOU-PILI | 2017 |
| | N. KALOSIDIS, T. HARIS | 2016 |
| | G. VENIZELOS, I. GIROUSIS, N. KALOSIDIS, R. KETSETSIDIS, | 2015 |
| | G. BATZOLIS, O. PLOIARIDIS | 2015 |
| | T. HARIS, A. PANAGIOTOPOULOS, N. KALOSIDIS | 2014 |
| | C. KARATHODOROS | 2013 |
| | G. KOTZAMPASIS, K. MAVROMATI, E. MASTORIS | 2011 |
| | E. FRILINGOU | 2011, 2010 |
| | V. PARASCHOU | 2007 |
| | D. LAZARIDIS | 2007, 2006, 2005 |
| | C. MANTOULIDIS | 2006, 2004 |
| | D. GRAMMATIKOPOULOU | 2005, 2002 |
| | G. SKOLIANOS | 2004 |
| | N. BITZELI | 2003 |
| | A. DIMARATOS | 1997 |

PROBABILITIES COMPETITION «LEFKOPOULIOS»

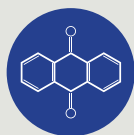
(organized by the Athens University, Department of Statistics)

| | | |
|------------------|----------------|------|
| 1st place | C. MANTOULIDIS | 2007 |
| 2nd place | C. MANTOULIDIS | 2006 |

**NATIONAL PHYSICS COMPETITION**

(organized by the Hellenic Physics Society)

| | | |
|------------------|-------------------|------|
| 1st place | V. GEORGIADIS | 2016 |
| | P. KOUTSOGEORGOS | 2015 |
| | S. MAKGIRIADOU | 2003 |
| 2nd place | S. THOMAREIS | 2012 |
| 3rd place | F. - I. SITILIDIS | 2014 |
| | G. SKOLIANOS | 2005 |

**NATIONAL BIOLOGY COMPETITION**

(organized by the Hellenic Biology Society)

| | | |
|------------------|----------------------------|------------|
| 1st place | K. SAMARAS - TSAKIRIS | 2012 |
| 2nd place | K. SAMARAS - TSAKIRIS | 2011 |
| 3rd place | E. KONSTANTINIDOU | 2013, 2012 |
| | K. VELIANI, R. KETSETSIDIS | 2014 |

**ASTRONOMY AND SPACE COMPETITION**

| | | |
|------------------|------------------|------------|
| 1st place | G. PAPACHATZAKIS | 2016 |
| | R. TSIAMIS | 2015 |
| 2nd place | G. PAPACHATZAKIS | 2015 |
| | E. TSAPRAZI | 2014 |
| | C. TSERTSENEIS | 2013 |
| 3rd place | R. TSIAMIS | 2017, 2016 |
| | A. PALASKOS | 2014 |

**NATIONAL CHEMISTRY COMPETITION**

(organized by the Hellenic Chemistry Society)

| | | |
|------------------|---------------------|------|
| 1st place | P. KALMOUKOS | 2012 |
| 3rd place | D. GRAMMATIKOPOULOU | 2005 |

**NATIONAL COMPETITION IN GREEK LANGUAGE AND SPELLING**

| | | |
|------------------|------------------|------|
| 1st place | I. KOTSAMPASIS | 2011 |
| 2nd place | A. GERONTOPOULOS | 2015 |
| 3rd place | V. PRASINI | 2010 |

**NATIONAL LITERARY COMPETITION IN NOVEL WRITING**

(organized by the HELLENIC AUTHORS SOCIETY)

| | | |
|------------------|---------------------|------|
| 3rd place | N. - C. - M. BAKOLA | 2013 |
|------------------|---------------------|------|

NATIONAL FRENCH LANGUAGE STUDENT COMPETITION «LA GRECE VOUS INVITE»

| | | |
|------------------|-----------------|------|
| 1st place | D. GIANNOULIDOU | 2014 |
|------------------|-----------------|------|

NATIONAL LITERARY COMPETITION IN NOVEL-POETRY WRITING «GR. PENTZIKIS»

(organized by the HELLENIC AUTHORS SOCIETY)

| | | |
|------------------|----------------|------|
| 2nd place | S. ZAFEIRIADIS | 2015 |
|------------------|----------------|------|



EDUCATIONAL PROGRAM FOR CYPRUS

DOCUMENTARY FILM 1st place

PHOTOGRAPHY 1st place

PAINTING 2nd place

3rd place

POETRY 2nd place

I. LASPIDOU
D. MESOCHORITI
E. KANTOUROU
I. KOSTAKI

2017, 2016
2017
2016
2016
2016
2016



VIDEO/FILM PRODUCTION COMPETITIONS

Distinction The Holocaust and The Greek Jews

1st place The Walk

The Slaughter of the Consuls

2015
2016
2017



NATIONAL STUDENT ART COMPETITION "AGONES TECHNIS"

THEATRE 1st place

3rd place

MUSIC 1st place

2nd place

VIDEO PRODUCTION 1st place

2nd place

POETRY 1st place

2nd place

3rd place

PHOTOGRAPHY 2nd place

3rd place

HIS LIFE'S ONLY JOURNEY (G. VIZYINOS)
LEONIS (G. THEOTOKAS)
SCHOOL ORCHESTRA
SCHOOL ORCHESTRA
THE WALK
MUTE
LIGHTS, CAMERA, REACTION
A. SYMEONIDOU
F.- I. SYTILIDIS
K.- A. ZAGRI
E. GERO THANASI, S. ZAFEIRIADIS
A. - R. SPYROPOULOU
I. SAKALOGLOU
I. - M. ARNOLD - AMBROSIADIS
M.- S. CHRISTODOULAKI
S. PIPERIDIS

2015
2017
2016, 2015
2017
2016
2017
2015
2017
2016
2017
2016
2015
2017
2015
2017
2016
2017



DEBATE/PUBLIC SPEAKING & DRAMATIC PRESENTATION OF LITERATURE IN ENGLISH / FORENSICS

1st place

2nd place

3rd place

4th place

FINALISTS 2017

DUET ACTING -DRAMATIC

ORAL INTERPRETATION OF LITERATURE-COMIC

IMPROMPTU SPEAKING

F. PENTOUSI, A. TZIMOURAKA, K. ATHANASOPOULOS, T. FESATIDOU
T. FESATIDOU
I. LIAKOU

2007, 2004, 2003, 2001, 1996
2002
2015, 2005
2017, 2016, 2014, 2013, 2011, 2010, 2009



GREEK YOUTH PARLIAMENT

N. KIPOUROS, S. PIPERIDIS, N. EFTHIMIADOU
N. - C. - M. BAKOLA
D. GIANNOU
E. MASTORIS
I. GEORGOULAS, P. TOSKAS

2016
2014
2013
2010
2009



NATIONAL STUDENT MODEL UNITED NATIONS (HUMAN RIGHTS)

FINALISTS

1st place

BEST SPEAKERS

2nd place

HONORABLE MENTION

Z. KAMOPOULOU, E. KOLYMPIANAKI, S. PIPERIDIS
E. CHASIOTI, N. KIPOUROS, P. DIAMANTIS
S. MASTORIS, G. MICHAELIDIS,
A. PAPATHANASIOU, M. MERTZIMEKI



CONSEIL DES JEUNES CITOYENS

Debate and Public Speaking Scholastic Competition in French

| | | |
|------------------|--|------|
| 1st place | S. ZISIS, V. TRIANTAFYLLOU, C. CHORINOS | 2017 |
| | M. MERTZIMEKI, V. TRIANTAFYLLOU, C. CHORINOS | 2016 |
| | E. KARAVASIL | 2015 |
| 3rd place | C. - A. EFSTATHIOU | 2017 |



DEBATE AND PUBLIC SPEAKING SCHOLASTIC COMPETITION IN GREEK

DEBATE

| | | |
|------------------|--|------|
| 2nd place | Z. KAMOPOULOU, A. KOURTI, E. CHRYSAFI | 2016 |
| | S. ZAFEIRIADIS, N. - C. - M. BAKOLA, E. KASSAGIANI | 2015 |

ORATORY

| | | |
|------------------|------------|------|
| 1st place | S. KYRATZI | 2016 |
| | S. DIGKTSI | 2015 |

IMPROMPTU

| | | |
|------------------|---------------------|------|
| 1st place | N. - C. - M. BAKOLA | 2015 |
|------------------|---------------------|------|

NATIONAL DEBATE AND PUBLIC SPEAKING COMPETITION

(co-ordinated by the Ministry of Education)

| | | |
|----------------------|-------------|------------------|
| 1st place | | 2006 |
| 2nd place | | 2010, 2009, 2004 |
| BEST SPEAKERS | | |
| 1st place | V. KATSAROU | 2007 |
| | T. GOGAKOS | 2006 |
| 3rd place | P. TOSKAS | 2009 |
| | V. KATSAROU | 2006 |



EXPRESSIVE READING COMPETITION IN FRENCH

| | | |
|------------------|----------------------------------|------------|
| 2nd place | A. ARCHIPOVA, C. - A. EFSTATHIOU | 2016 |
| 3rd place | C. - A. EFSTATHIOU | 2017 |
| | S. ZISIS | 2017, 2016 |
| 4th place | A. - T. PAPAPAVLOU | 2017 |
| | A. TOLI | 2016 |



MANDOULIDES BASKETBALL


| | |
|------------------|--|
| 1st place | 2016, 2013, 2009, 2006, 2005, 2000, 1999 |
| 2nd place | 2008, 2007, 2001, 1996 |
| 3rd place | 2015, 2014, 2012 |



Free
for all
children of
Thessaloniki



Mandoulides **Art @ Science days**



Develop a love for mathematics
by playing and learning

Discover the 3D world

Create 3D games

Become the Architect of your own future

Calculate and devise codes
to protect your data

Design solar powered remote
control cars

Learn how to edit pictures
and create impressive posters

Direct your own video on a PC

Dare to compose your own
digital music

Participate in a trivia competition
and rhetoric speech games
and impress your peers

Become a member of the choir or the
orchestra you've always dreamed of

Learn the secrets of painters
and artists

schedule

21/01/2017, 10:00 - 14:00

Mandoulides Computer Epathlon & Hackathon

4th - 7th grade students

Workshops:

- Games Programming
- 3D Design & Printing
- Mandoulides Computer Hackathon

21/01/2017, 11:00 - 13:00

Arkki: School of Architecture for children and youth

Pre-Kindergarten - 6th grade students

Workshops:

- Architecture for children
- Puzzle City

11/02/2017, 10:00 - 13:00

Coding Girls

4th - 9th grade students

Workshops:

- Creation of virtual 3D worlds only for girls
- Design and direction of interactive 3D stories
- Computer games design using MsKodu
- Development of impressive projects using Alice3D
- Learning how to program easily and stylishly

18/02/2017, 10:00 - 13:00

Kangaroo Plus

2nd - 8th grade students

18/03/2017, 12:00 - 18:00

Mandoulides Computer Epathlon & Hackathon

4th - 9th grade students

International Competition

20/05/2017, 10:00 - 13:00

Mandoulides Art & Science Day

1. Art Day

4th - 6th grade students

Workshops:

- Arts & Crafts

2. Young Scientists: Exploring laboratories from an early age

4th - 6th grade students

Workshops:

- Solar Powered Remote Control Cars

28 - 29/08/2017, 10:00 - 13:00

Mandoulides Computer Epathlon & Hackathon Camp

4th - 9th grade students

Workshops:

- Computer Programming
- Video & Music creation on a computer
- Mandoulides Computer Hackathon

30/08/2017, 10:00 - 13:00

Mandoulides Programming Day

7th - 12th grade students

Workshops:

- Computer Programming (advanced level)
- Preparation for National and International Informatics Competitions

31/08 - 01/09/2017, 10:00 - 13:00

Mathematical Games

5th - 6th grade students

31/08 - 01/09/2017 & 04 - 06/09/2017, 10:00 - 13:00

Mathematical Thinking & Reasoning

8th - 12th grade students

06 - 07/09/2017, 10:00 - 13:00

Mathematical Thinking & Reasoning

7th grade students

COMMUNICATION SPONSOR

www.makthes.gr

Junior - Senior High School Campus

Registration forms www.mandoulides.edu.gr/en

STEM

steps

SCIENCE
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ENGINEERING
MATHEMATICS

Showcase School
Microsoft



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