

flame

MAGAZINE

MANDOULIDES SCHOOLS ANNUAL PUBLICATION
JUNE 2018



At the top...

We congratulate our students who have taken us to the top in 2018

4 students in universities of the USA

19 students in universities of Great Britain

7 students in universities of The Netherlands

2 students in a university of Canada

1 student in a university of Italy

1 student in a university of Switzerland

Harvard University, USA R. Tsiamis, \$62.480

Princeton University, USA R. Tsiamis, \$54.490

University of Cambridge, Great Britain R. Tsiamis

California Institute of Technology, USA R. Tsiamis

University of Pennsylvania, USA R. Tsiamis

Cornell University, USA R. Tsiamis

Imperial College, London, Great Britain R. Tsiamis

Tufts University, USA P. Pentousis, \$43.000

McGill University, Canada

P. Gragkopoulou, \$16.000, S. Mavromatis, \$16.000

Lancaster University, Great Britain

K. Athanasopoulos, P. Gragkopoulou, I. Liakou, E. Michalopoulou

Bocconi University, Italy I. Liakou

Maastricht University, The Netherlands

I. Vaggelis, F. Pentousi

**Annual scholarship for 4 years*

Harvard
Princeton
Cambridge
Caltech
Penn
Cornell
Imperial
Tufts
Leeds
Maastricht
McGill
Bocconi

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

35th Balkan Mathematical Olympiad
Silver Medal



11th International Astronomy and Astrophysics Olympiad
Honorable Mention



35th National Mathematical Olympiad "Archimedes"
1 Gold
& 4 Bronze Medals



HELLENIC MATHEMATICAL SOCIETY

+
35th Balkan Mathematical Olympiad, Serbia, 2018
Silver Medal (R. Tsiamis, 12th Grade)

R. Tsiamis **qualified** for the 59th International Mathematical Olympiad, Romania, July 2018

+
11th International Astronomy and Astrophysics Olympiad, November, 2017
Honorable Mention (R. Tsiamis, 12th Grade)

+
35th National Mathematical Olympiad "Archimedes", Greece, March, 2018
1st place - Gold Medal (R. Tsiamis, 12th Grade)
3rd place - Bronze Medal (Ch. Alvanos, 10th Grade)
3rd place - Bronze Medal (I. Dimoulis, 9th Grade)
3rd place - Bronze Medal (A. Georgiadis, 9th Grade)
3rd place - Bronze Medal (Ch. Karafyllia, 9th Grade)

SCHOLARSHIPS

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

Dear Readers,

We, educators are some of the few people who can realize the wealth hidden inside the souls of children. It is thus our obligation to try and unlock this treasure chest and bring out the best in them. Young teenagers, no matter how self-sufficient and freewheeling they try to look, they cherish positive engagement with their teachers and yearn for more incentives to keep them on their toes in their pursuit of accomplishment. We are a link between the process of learning and their future life in a demanding globalised world.

Therefore, we have to find the way to ignite their minds and mobilize them to aim high. Our students' thirst for knowledge is what spurs us on in order to outdo ourselves, keep innovating and be the catalyst for their development.

Every year, when our magazine is ready to be published, I feel that we have made a step forward with our effort to set the budding minds of our students free to roam in the realm of creativity. They voice their ideas, thoughts and concerns and our magazine turns into a platform where they display their inspiration and they share it with us.

I invite you to read their articles and feel the flame that burns inside them as we, their teachers, witness it in classrooms every day. I wish to leave you with some verses from a poem written by Paul Reynolds named **"The Keepers of the Flame"**

Every child is born with a precious flame within.
An inner flame of wonder,
And potential to begin.

This inner light illuminates the path that lies ahead,
Igniting curiosity, keeping passions fed.
But at times this flame is challenged,
From inside and from out.
It can flicker under pressure,
It can be smothered by self-doubt.

Though a child may sometimes stumble,
They are never lost,
For teachers are protecting
That flame at any cost.

Enjoy your summer holidays. See you next year!

Rania Dantsi
Editor-in-Chief

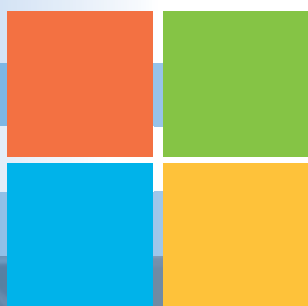




Showcase School

Mandoulides Schools are 1 of the 4 schools in Greece and out of 550 schools worldwide selected by Microsoft as a Microsoft Showcase School.

www.mandoulides.edu.gr



This distinction for the Schools is a recognition of the innovative actions, educational programs and the emphasis that is placed on the use of new technologies.

Innovative programs

Flipped Classroom, Watch & Learn, Case Studies, Art & Science Days and my mandoulides digital platform make the learning process more interactive and creative, and guarantee the smooth operation of Mandoulides Schools.

People

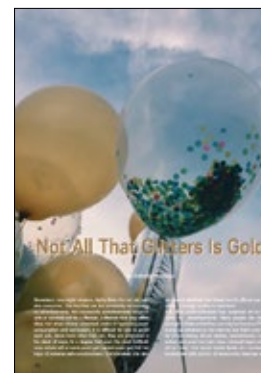
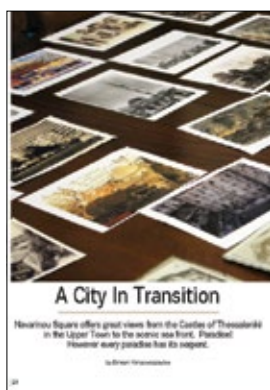
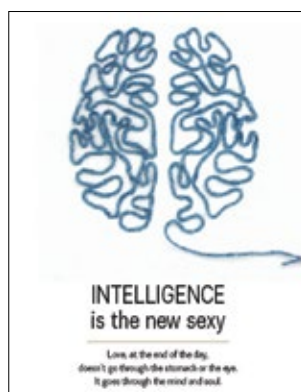
The educational and administrative staff are properly and constantly trained on new technologies and the use of innovative tools. 107 teachers from all over Greece have been distinguished as Innovative Educator Experts, 34 of whom are teachers of Mandoulides Schools.

Aim

Mandoulides School, as a Microsoft Showcase School, constitute a model for all schools and they envision a smart and modern education becoming a reality for all schools.



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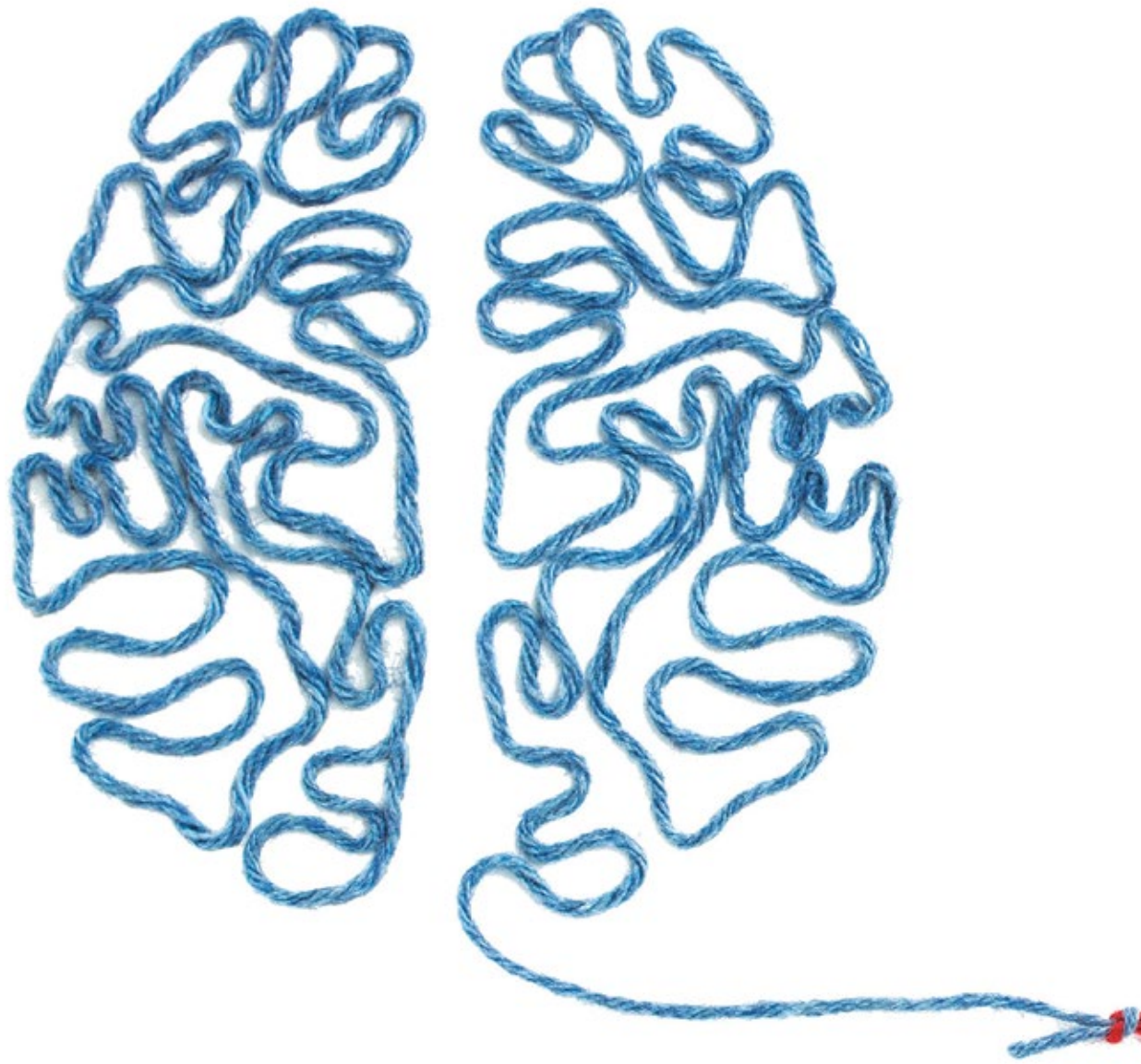
EDUCATORS SINCE 1978

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Intelligence is the New Sexy

Love, at the end of the day,
doesn't go through the stomach or the eye.
It goes through the mind and soul.

by Zoe Kamopoulou



Have you ever found yourself in a situation, where you're at a coffee shop, in the subway or even at work and you spot someone extremely attractive, like your dream partner, let's say, and, you start fantasizing about dating him, marrying him and having two children named Jack and Jill with him, and you have all your life figured out, but just then he opens his mouth! No, it's not his yellow teeth, his teeth are bright white and shiny, nor his breath, it's minty fresh. It's what comes out of his mouth that fills you with disgust with all of your previous thoughts. It's words. And then again, don't tell me that the exact opposite hasn't happened to you, when you meet an unattractive, by all accepted standards person, to which you are really attracted to because of what he says and how he says it. At first, I thought I was the weird one for not being able to focus on anything other than Zac Efron's mediocre acting performances and not on his perfect face and body, which is what other people mostly pay attention to. I had really gotten sick of constantly hearing comments regarding people's appearance, because, to me, the words some-

one uses should be, if not the only, the most important criterion for forming an opinion. When I say words, I'm talking about politeness, I'm talking about humor, I'm talking about being able to handle the language you're speaking correctly. I'm talking about forming an idea or a thought and having the ability to back it up and support it with reasonable arguments. All that, for me, makes up someone's intelligence, the most beautiful trait one can have.

So, let's break down the different cases we can have. Firstly, there is of course Zac Efron, cute but not mentally fulfilling. Then, we have George Clooney or Brad Pitt, both good looking and skilled men, which is...THE IDEAL. Lastly, we have Beauty and the Beast, where the beast is well... a beast, but really knowledgeable and inspiring. In the movie, even though we're talking about a huge, repellent, hairy monster, we see Belle actually falling for him. One could easily think "Wow, she's a wacko!", but thankfully there is science to give justice to this psycho, Belle. There is a phenomenon called "sapiosexuality" and it is the attraction you feel towards someone because of his intelligence. It's the connection you feel with someone on a mental and spiritual level. This can be really subjective, since it is related to someone's interests and passions, but it makes perfect sense.

Let's say you love literature and poetry and you're sitting

at a coffee shop reading Greek poetry, when someone approaches you out of nowhere and gives you his opinion on the specific poet or recites his favorite stanza. I can assume that you would instantly feel a kind of connection with that person, no matter what he looks like and that's because you have found this common ground. For a sapiosexual, this could be the sexiest scenario he could imagine.

At this point, I'd like to clarify something; I'm not trying to present you with the idea that beauty doesn't matter and that it is someone's inner world that plays the most important role in starting an intimate relation with somebody. No, I am a human being and yes, I am attracted to beauty to a certain extent, which is only natural. I've come to realize, though, that intelligence and attraction go hand in hand and the link between them is not that hard to see; attraction should be and is based on substance and beauty is of no substance. You see, in our days, beauty can be attained super easily, might that be plastic surgery or even just some red lipstick. At the same time, as easy as it is to attain beauty, it's even easier to lose it. Sadly, as we grow older, our beauty starts to fade. Not all of us are Sean Connery! We can't say the same about intelligence, though, whether it is emotional or mental. This kind of quality a person has, stays with him until the day he dies. So, when thinking about the long run, we would easily prefer someone with whom we can strike a good, fulfilling conversation over a handsome man with six-pack abs who is going around shirtless just to impress you. That's exactly the reason why a simple attraction cannot go far without this quality, without substance.

In fact, do you know the time when people only cared about substance? STONE AGE. Our ancient ancestors would have wanted an intelligent partner for the purposes of survival. A dumb partner would mean a less secure existence. Today, dear readers, all we do is risk our existence by dating people solely because of appearance. And do not tell me that's an exaggeration, because I know all of you reading this article would, without any second thoughts, swipe right to Zac Efron and I don't even need to explain why, remember BAYWATCH? 1.6 billion Profiles. 26 million matches per day. Is Tinder the new Cupid? Because, if it is, I don't want to be hit by it! Today, outrageously inappropriate mirror selfies and bios containing information like: female, 23y-o single and ready to mingle, #catperson#waitingformyRomeo#loveZacEfron will get you a partner. And that's not even the worst thing about Tinder. The worst thing is finding out this 23y-o female is neither 23 years old nor a female, the hard way.

We scroll on our phones, checking out profiles, double tapping photos, counting the likes we got on our most recent bikini selfie, and then, we call "nerds" or "weirdos"

the ones who don't. These quirky people who, you know, behave strangely and don't engage in our materialistic conversations, who pay attention to the words they use and hear. So, let me get this straight. Do their sarcastic comments turn you on? Do you find it challenging talking to them? Are you attracted to their intelligence? Then, don't pay attention to comments like: "Ew! pimples!"

Turn on your brain and let it speak for itself. Let it reach you. Because, love, at the end of the day, doesn't go through the stomach or the eye. It goes through the mind and soul. Dear readers, pay attention to that witty line, pay attention to that political opinion, that poem or that argument your date is expressing. Muscles are going to be muscles, eyes are going to be eyes and bodies are going to be bodies. Beauty isn't important as long as it's not physically painful to look at. Pay attention to the words. Try to be a sapiosexual. This is my humble opinion.

So, forgive me, but till this moment, if Zac Efron came up to me and asked me out, he's all yours.





Photo by Daphne Mesochoriti

“

Love always brings difficulties, that is true.
But the good side of it is that it gives energy.
What is done in love is done well.

”

Vincent Van Gogh

Street Harassment

Women have endured years of men doing unwanted comments.
They are exposed to harmful messages,
which are damaging to their self-esteem and self-worth.

by Christina Efstathiou

You have to endure discomfort and shame, till you turn right and walk again down a well-lit busy street. You have mastered the art pretending to be deaf, pacing fast, and smiling uncomfortably.

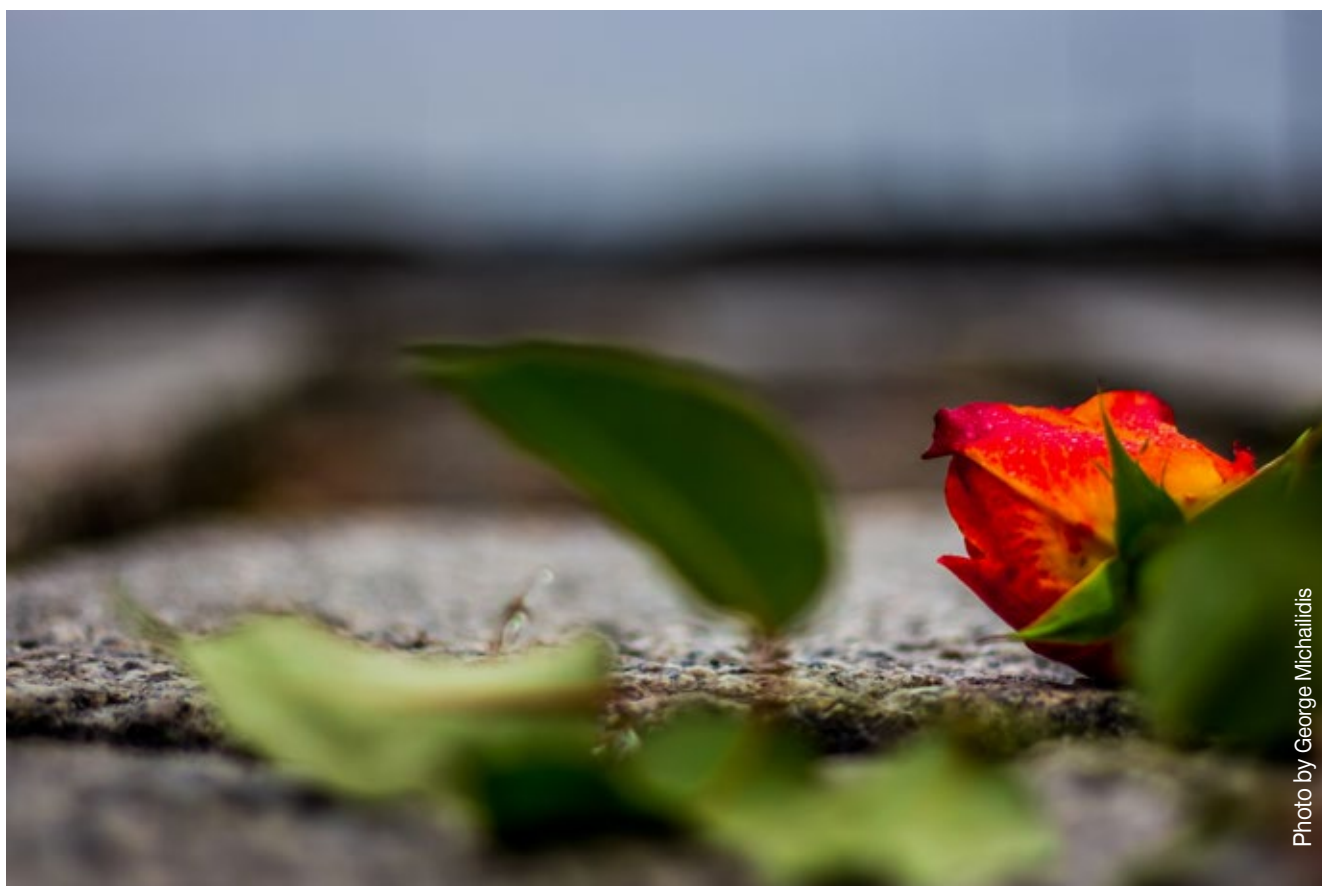
Gender-Based Street Harassment is a form of sexual harassment that consists of unwanted comments, gestures, and actions, forced on strangers in a public place, without their consent and is directed at them, because of their actual or perceived sex, gender, gender expression and sexual orientation.

Widely known under the term of “Catcalling”, it is a prevalent phenomenon in our community which spiked in frequency in ancient times and it has yet to subside. Victims of street harassment are 80% women, followed by 14% members of the LGBTQ+ community and 6% by men, who are never acknowledged as legitimate victims of street harassment. To provide some shock factor, recent research conducted by Cornell University revealed that 67% of women, first experienced catcalling before the age of 14. That means roughly the majority of people reading these lines, have received at least once, a sexual comment about their teenage developing body. While I adamantly believe that every victim should have the opportunity to be addressed, I would like to shift my focus to the elephant of the room, the total 80 out of 100 cases. Girls. They are vulnerable. Not weak, not dependent on anyone, but vulnerable. Especially young girls.

Generations of women have suffered injustice in silence. Comments about their worth, lack of proper behaviors, unacceptable skimpy way of dressing. It's almost like these sick words are inscribed in woman's skin. Let alone in teenage girls' skin, who have just celebrated their autonomy and have yet to discover themselves. And that's exactly where the problem starts. They are exposed to

harmful messages, which are damaging to their self-esteem and self-worth. They are naked and ready for everyone to insult them and leave behind toxic residue that will inscribe them for life. That's the raw situation right now.

In order to understand the case better, it's crucial we get a closer look at the mindset of catcallers. A common characteristic in all sexual offenders is a lack of moral compass, this specific trait that can be defined as a person's standard of behavior or beliefs concerning what is and is not acceptable for them to do. In our case, catcallers fail to recognize the physical or psychological consequences that stakeholders face, upon receiving sexual comments. What is more concerning, is that they don't have the ability to critically think their actions out, and realize the aftermath, thus augmenting the problem of street harassment. Essentially, people who lack moral compass and ethical values, can easily resort to all sorts of negative behaviors. When street harassment victims are women, things get a little more complicated. The motives behind catcalling, fall into two categories, the one being the subconscious objectification of women, while the other one the patriarchal idea of gender role in society. Women have long been viewed as sexual objects, so naturally their bodies, when in sight, are deemed erotic and provocative. As a result, people tend to believe that they have the right to criticize them. But it doesn't go this way. The excuse of catcallers, when they wolf whistle or utter obscene comments, is that the way some women are dressed, exceeds the level of appropriate sexiness, and they can't contain themselves. But again, it doesn't stop there. Catcallers won't reduce their disrespectful antics no matter how much women 'cover' themselves. A very vivid example of this, and quite paradoxical one, is Muslim women who experience street harassment and assaults in public places, even though



Generations of women have suffered injustice in silence.

they wear Hijabs or Chadors. That clearly proves that street harassment is not about clothing.

People and especially men who street harass, often excuse their behavior and characterize it as harmless fun, and at times they deem their comments as compliments. Confusing catcalling with compliments is very common. Women have endured years of men doing unwanted comments but they should not have to put up with such intrusive behaviors. So, what can we do to change it? For one thing, by not being afraid to use our voices. Responding to catcalling with firm or witty phrases is one way that will make street harassers uncomfortable, and thus they will be discouraged to continue. Don't be afraid to stand up for yourself. Of course, always exercise caution. Never put yourself in a dangerous situation, in a deserted area or in

the case of multiple harassers. Nobody should put up with street harassment.

Don't take it as a compliment, because it is not. It's a statement of power. It's a way of letting us know, that a man has the right over our body, a right to discuss it, analyze it and appraise it. It's a power that is used to intimidate and dehumanize members of the LGBTQ community.

It's a right that extends even to the bodies of 11 and 12-year-old girls, who have strangers shouting comments about their breasts and developing bodies on their way to school. Street harassment is no more about compliments than rape is about sex. They are both about power, violence and control.



Some people suggest that boys and girls are just born differently, boys are XYs and girls are XXs, but nowadays there are all the more advocates of the idea that society itself is a very basic and important cause of stereotypes.

by Constantina Karagkitsi



Photo by Daphne Mesochoriti



It is no secret that women are treated differently from men. Some people still believe that it is only natural, while others heavily oppose it. But does that inequality really exist and is there any chance of changing this situation? Researchers have shown that this scenario starts the moment a baby is born. All these stereotypes like “girly clothes” and “boy toys” set barriers between boys and girls from the first teeth soother they are given and culminate in severe cases of domestic violence against women and inequalities in workplace.

Girls and boys are treated differently in all manifestations of their life. Whether they are within the comfort of their domestic sphere or in their schooling environment there are indeed predetermined views on the way the two sexes are approached from a young age. Kids are raised according to certain stereotypes by their parents regarding their behavior, manners, curfew times, even the choice of past time activities. Moms and dads that have grown up with these standards sometimes unconsciously and subtly promote these gender inequalities to their children. More specifically, practically all fathers would react if they saw their sons playing with dolls or crying and, in the same context, not many mothers would run to sign up their daughters in

the football or martial arts club of their school.

It is, thus, evident that inequality starts from the family environment and later on influences the way children develop and engage with the world. Some people suggest that boys and girls are just born differently, boys are XYs and girls are XXs, but nowadays there are all the more advocates of the idea that society itself, is a very basic and important cause of stereotypes. Boys are allowed to scream out orders to their parents and friends whereas girls should be sweet and polite. Think about all the times you’ve acted differently according to whether males or females were around. The highly gendered social environment in which modern parents are raising their children influences in turn the way they engage with their offspring, leading parents to unconsciously communicate social norms and common beliefs. It comes naturally.

Isn’t it time we put a halt to these outdated views and make room for improvement?

We need to change people’s way of thinking and provide the youngest generation with equal experiences and opportunities thus allow them to grow up being free to explore who and what they want to be.



Should we Delete Facebook?

by Nikos Tossounidis

Facebook, the Original Social Network, the largest social media site in the world with more than 2 billion users worldwide and worth more than 500 billion dollars in market value. But during the last week of March 2018 Facebook suddenly dropped an astonishing amount of 35 billion dollars in value within just a few days, and world news outlets started calling for a boycott. So what caused this enormous outrage against Facebook? It all lies in the 2016 U.S elections.

Everything started from a billionaire named Robert Mercer, who was the main donor to Donald Trump's conservative campaign. The billionaire cooperated with an information technology company in the U.K. that specializes in social relations, called the SCL Group. (<https://sclgroup.cc/home>). The company boasts its persuasion tactics to "being akin to psychological warfare". Robert Mercer founded a subsidiary company to the SCL Group named Cambridge Analytica, a seemingly new business in the social relations sector within the U.S. The billionaire then placed his trusted friend and fellow conservative Steve Banon as Cambridge Analytica's vice president. But where does Facebook come in?

During the year 2016, Russian-American researcher Aleksandr Kogan, created an online quiz via an app inside Facebook. The seemingly innocent quiz actually collected the data of 270.000 users and also data of their friends. This was done through seemingly innocuous questions such as "how good or bad are you?" or "which superhero are you?". Cambridge Analytica bought this information and private data of 50 million American users on Facebook were exposed to the company and to the Trump Campaign. The sale of private data harvested on Facebook (or any social media for that matter) is prohibited, but this was done anyway. Using the massive amount of information it had acquired on the electorate, Cambridge Analytica identified 32 different types of personalities throughout the U.S. based on five criteria: Openness, conscientiousness, extraversion, agreeableness and neuroticism. They proceeded to then sending thousands of individualized messages to voters across the U.S. targeting those that were identified as most worried and neurotic and therefore being exposed to Donald Trump's campaign. The algorithm used by the Cambridge Analytica also took into consideration other factors which could be extracted through user data such as address, age, income, hobbies, purchases, religion and gun ownership as well as the "daily

routine" of the user and specifically when they are most likely online on Facebook. This is what made the major difference in swinging the election in Trump's favor. Cambridge Analytica used a certain Facebook feature called "dark posts" to "manipulate" the voters. Dark posts are temporary ads that only appear to one person and disappear soon after. Knowing the voter's online times and also their personality traits, Cambridge Analytica would send the "right message at the right time". For example, if someone was identified as a firearm owner, he would be sent a message such as "Hillary Clinton wants to take away your gun".

This may sound as a multi pronged issue, not solely involving Facebook, it turns out that actually the social network knew about the leak of information and didn't do anything about it. This makes Facebook untrustworthy. Going back to 2004 and the creation of the company, at-the-time 19 year old founder of Facebook, Mark Zuckerberg described the first 4.000 people to sign up to his platform as, quote: "dumb fools". He was taken aback by the fact that people would share their information with him, and he was shocked they actually trusted him. It turns out that billions more would do so over the next years. For users, Facebook was a great experience, a place where people could communicate and share moments with their friends and family. But, Mark Zuckeberg had to find a way to turn his platform into a profitable company. He used what he had most of, user data, sharing them to increase revenue. The issue at hand is that the average internet user doesn't fully comprehend the value of the information he is giving away when signing up to a free- to -use social network.

Thus, the question arises: Should we delete Facebook? This can be interpreted in two ways, the first one being if Facebook should be completely shut down. This might seem as an extreme measure, but many news outlets and press releases have taken a complete opposition to Facebook and call for the imposition of sanctions on the platform, if not its cessation.

The second interpretation of the question would be if we should delete our Facebook accounts. Surely, nobody would be happy about social sites sharing his personal data, but if we want to use these sites, that have become so prevalent in our day to day lives, we are at the mercy of the available technology. Breaking the issue down, we realize that Facebook offers many positive services as well as "side-effects". In a globalized world, where people

For users, Facebook was a great experience, a place where people could communicate and share moments with their friends and family.

But, Mark Zuckeberg had to find a way to turn his platform into a profitable company.

are often separated because of distance, Facebook offers an easy and most importantly free way to communicate and interact with friends and relatives anywhere on the globe. Also, Facebook has surely created many new job positions. A Facebook-sponsored study conducted in 2014 claims that Facebook, while only having 8.000 employees, has created in total 4.5 million new jobs around the world and has contributed 227 billion dollars to the global economy. Whatever the accuracy of this figure, it is certain that social media, led by Facebook, have created many work opportunities globally. Therefore, there is also a lot of reliance on Facebook, as it has become pivotal to many people's jobs, which makes them unable to simply delete their account.

On the other hand though, Facebook comes with a lot of downsides. Over the last decade the company has been called out several times for participating in corrupt and shadowy activities, the biggest being the most recent one in relation to the 2016 U.S. elections.

Besides data sharing, which is of course the most serious issue with Facebook, there are also other problems with the platform, such as bullying, which has become a major issue in schools in developed countries. The advantages that a bully has when participating in cyber bullying rather than "conventional bullying" is that he does not have to hurl insults at his victim face-to-face. If he catches his victim doing something embarrassing, he can share it with his whole network, spreading humiliation quickly. Bullying occurs most often on Facebook with the teenage group, but adults can bully one another as well. Facebook's public platform means that someone's shame can spread more quickly than ever.

Also, spam is an important problem regarding Facebook, as unwanted advertisements and notifications are more and more flooding the user's home page. Invitations for quizzes, horoscopes, games and more are creating a lot of junk within the social network.

Finally, another very serious issue concerning Facebook is addiction. Because of the way that the Facebook home page is laid out, it is natural to go from one thing to another, and before you know it you have spent half an hour

on the platform when you only intended to "quickly check Facebook for 5 minutes". It is one thing to occasionally kill some time on social media, but if using Facebook occurs so often and for such extended periods of time that it is negatively affecting your productivity in work or school then it has already taken the form of an addiction. A study conducted in July 2016 showed that the average American spends approximately 40 minutes per day on Facebook and that approximately 50% of 18–24 year-olds visit the social network as soon as they wake up. People can develop a dependency on Facebook, and, like any other addiction, become restless and unproductive when they cannot visit the site.

In conclusion, Facebook is shady, but then, aren't most tech companies? Unless users are willing to pay for their services, social networks must find ways to make profit other than selling user data. Deleting Facebook won't simply solve the issue, as there are many other tech and social companies out there, and we must also consider the fact that for many people it is nearly impossible to delete their account as it has become an integral part of their livelihood. But, proper data protection laws and stricter and enforced media regulations might be able to tackle the issue of internet privacy and data theft. Companies like Facebook have to become absolutely transparent regarding how much they know about users and become accountable for what they do with that information. Surely companies like Facebook have to find ways to stay competitive, but the extent of the data they are harvesting, how long they hold on to that knowledge and with whom they are trading it has to be regulated.

So should we delete Facebook? Well, that is up to the individual, but it won't really change the issue at hand. Facebook's loss is Twitter and Google's gain; the key to combating the problem is that users should be more aware of what they are sharing, and the value this information holds. Of course, proper legislations and regulations must be crafted, but really, it's in every person's hand to protect their own privacy. Until then, we really are at the mercy of tech companies in terms of data sharing.

WHY FACEBOOK WILL NEVER DIE

Despite scandals over fake news and data privacy, the social network is unlikely to disappear any time soon.

Read more:

<http://www.bbc.com/capital/story/20180523-why-facebook-will-never-die>

Worst Scenario of Automation

by Eleni Chrysafi

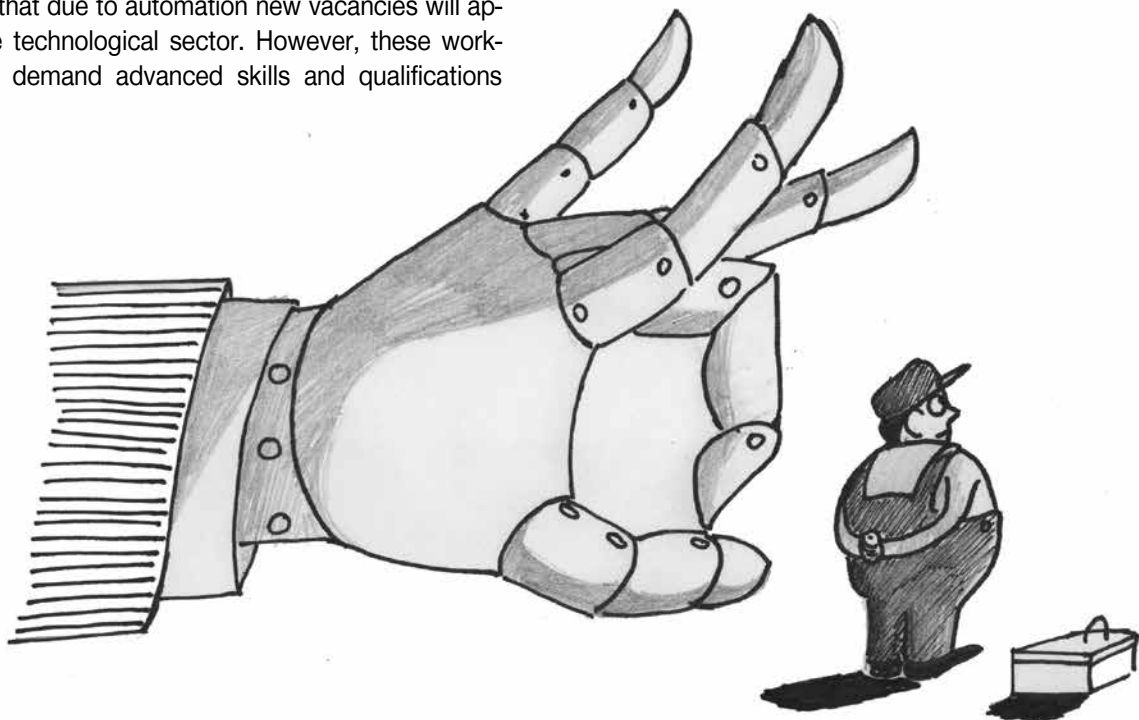
In today's world where science and technology are constantly moving forward it is really hard to predict whether this is going to have a negative impact in the future. Advances in robotics and artificial intelligence are ushering a new era of automation since machines can now outperform humans really easily in a range of work activities.

Therefore, one of the worst fears raised by the development of technology is the fact that more than 47% of all jobs are likely to be replaced by non-human workforce, which will lead to mass unemployment and an increase in poverty rate. More specifically, automation of activities is much more attractive to businesses since it can enable them to improve their performance by reducing errors and improving quality and speed in a very affordable way in the long-run. Thus, it is really possible that physical labor will be replaced by industrial robots since they are able to work in hazardous conditions, are reprogrammable, don't need a human operator and are more efficient in completing repetitive tasks than humans.

On the other hand, many experts claim that the displacement effects of automation can be equilibrated because of the fact that due to automation new vacancies will appear in the technological sector. However, these workplaces will demand advanced skills and qualifications

specific to technological advancements that our current educational and training systems are not able to provide their students with. That is to say, that today's education does not provide the right qualifications for workers to interact and work efficiently alongside machines. Last but not least many researchers conclude that there is going to be a gradual transition to the outcomes of digitalization in the workplace. But even if this is accurate, given the current situation the displacement effect of automation is what will dominate in the new era of artificial intelligence. Taking all the above into consideration it is vital that a regulatory framework is created in order to ensure that automation is as beneficial as possible for society. Therefore measures should be taken not only to minimize the negative consequences of automation but also to prepare the future generations for the upcoming requirements in the workplace.

by Konstantinos Koutroulis





Not All That Glitters Is Gold

by Sofronis Prokopiou

Photo by Daphne Mesochoriti

Nowadays, it is highly likely for the not yet passive consumer to observe that we are constantly surrounded by advertisements. These advertisements are not necessarily for products or services but for a lifestyle, a lifestyle that may seem ideal, but when closely examined, reeks of hypocrisy, overconsumption and narcissism. It is difficult for one to avoid such ads, since more often than not, they are promoted in the slickest of ways, to a degree that even the most fortitudinous minds will at some point get carried away and fall into traps of extreme self-consciousness.

Unfortunately one simply cannot eliminate this threat, but its effects can be offset if enough caution is exercised. It is often underestimated how swarmed we've become by advertisements. Many people are naive enough to believe that they can only be found on TV or in pop-up windows on the internet, but that's only the tip of the iceberg. All our clothes, smartphones, computers and even our cars have colossal logos printed on them. Our social media feeds are constantly bombarded with photos of restaurants, beaches and stores, usually by our own friends.

Internet “stars”, of course referring to the many individuals with disturbingly numerous followers, friends, viewers or anything of the sort, are constantly sneaking in promotions and ads, showcasing their glamorous lives, often to an unsuspecting and vulnerable audience and in turn they gain traction and sponsorships. Social media sites are sharing our information with outside parties in order to better identify our interests and create targeted ads. All in all it is clear that the “hand” of advertising companies can stretch out almost no end.

In addition, it is clear that the purpose of the advertisement has also changed over the years. On the surface it may still seem that selling individual products remains the main objective of the ad, but in reality a more sinister approach is taken. What is being promoted is essentially an expensive lifestyle filled with convenience, fame and an overwhelming number of commodities, which will supposedly lead to a happier life. This excessive lifestyle is, of course, one without a trace of humility and virtue of any kind and is backed up by the narrative that the only thing that is truly important is money and that it matters very little how one comes into that money, no matter how immoral his/her practices are.

As a result, people lose sight of the truly important things in life and instead their sole purpose is to acquire wealth by any means necessary, having confused the concept of being rich with the concept of being happy. We seek validation from the number of “friends” we appear to have, without questioning their quality. Someone’s sense of style no longer has anything to do with his creativity but on the contrary his ability to follow social norms and wear what is currently in fashion. Our lives are only as great as their projection in our social media accounts. -never posting a selfie wearing the same outfit twice.

We constantly drool over the lives of people who have it better than us, instead of counting our own blessings. We are led to believe that leading our lives in luxury is the only way to bliss. That is why, in almost all countries of the western world, despite the acquisition of technology that would supposedly make everything in our lives easier, people work more and more just to cover the bills and have enough for a new smartphone of sorts. It is evident that the idea of a simple, austere and quiet life is long gone. It is undeniable that this ideology has also led to a crisis of values. As previously mentioned, our privacy is breached, almost on a daily basis by the same companies we trust with our information. Anything we click on, every message we send, every tweet we make, is effectively arming these corporations with knowledge and allows them to create

targeted ads, which will be even more manipulative. Also, worth considering is the fact that this may prove to have even more destructive consequences than just conniving at advertisements. It may also lead to the elimination of our most basic human rights if we are not careful enough. All in all, by simply clicking on “accept terms and conditions” without reading about them, we are essentially giving up our rights for both freedom and privacy, and we prove unworthy of either.

On another note, by validating the wealthy, simply because they are wealthy and willfully ignoring the ways in which they acquired their money and what they are doing with it, we are effectively participating in the shake-up of this society’s ethical values. However, if at least more attention was drawn to brilliant and successful scientists, scholars or even artists of our time, then we could channel the influence that is exerted by wealth in a positive way, if nothing else and encourage more people to follow still lucrative yet salutary to society careers.

Nevertheless, it is of outmost importance to understand that we can stand our ground against this “Orwellian nightmare” by exercising caution and voicing our opinion when our rights are being trampled on. First of all, we need to start taking control of the tools and conveniences that we are provided with instead of letting them control us. Social media is a crucial part of everyone’s life, but not crucial enough to exchange our right to privacy for it. Subsequently when asked to forfeit these oh so elementary rights, we must fight with tooth and nail to preserve these freedoms, by organizing rallies, boycotts and voicing our opinion properly. It is also worth noting that the fight against advertisement is a fight of the individual. One must master the courage himself to remain impervious to the countless ads he is surrounded by and to deny himself all these comforts when needed. So, in conclusion, by setting the necessary boundaries, having self-confidence and behaving like the democratic citizens, we can mitigate the effects of advertising.

All things considered, the information age entails a minefield of dangers both to the individual and society as a whole. But as it stands, one should not feel intimidated by this threat, not just because it is impossible to do so, but because we must remind ourselves that not all that glitters is gold and make the first move to safeguarding our serenity by clicking on “Unsubscribe” to whatever we feel that may subconsciously turn us into pawns on the chess board of consumerism.

Fake News

A lie can travel halfway around the globe,
while the truth is putting its shoes on.

by Zoe Kamopoulou & Ioannis Dimoulis

From whether Rihanna and Drake are back together or whether Hillary Clinton's emails pose a threat to the U.S.A.'s sovereignty or not, different and often controversial news stories are everywhere! The era we live in is characterized by intense globalization, which inevitably brings about an endless flow of information all over our news outlets and social media. Since the start of this era, which is meant to promote democracy, access to knowledge and freedom of speech, intentional disinformation, a.k.a fake news, has been an underlying threat to our societies. While some stories can be hilariously unrealistic, there are others, usually more serious ones, that can be so well staged and supported with "evidence", that distinguishing them may be nearly impossible.

We have to say, that an intentionally misinformed public is something that normally nobody wants, within the establishment of a democratic society. We need informed people, making informed decisions, mostly concerning politics, because that's when they choose what is objectively good for them, according to what they believe in of course. Yet, it is a general truth that almost no human being can be that selfless and believe in such meritocratic values, when it comes to the acquisition of such an amount of power over others. That's why one of the main causes of fake news, is the need to serve political interests and to manipulate the citizens for the benefit of these certain political figures. A characteristic example of such a case is the propaganda of the Turkish president, Erdogan, who aims to excite the feeling of nationalism to his people through the media. An even more vivid example of the political motives behind intentional disinformation is the U.S.A. presidential election of 2016. The scandals that emerged during these months, political or not, are countless. Was there a sex trafficking operation within the Democratic Party? Was the

Russian government really involved in the elections and did it help shape the results? There have even been cases of Russian actors making advertisements and spreading propaganda against the female candidate. During this crazy period we were bombarded with hundreds of stories, each one besmearing the two candidates even more, thus making it hard for the public to shape a solid opinion on which one they prefer and why.

Easy though it may be, we cannot put the blame on politicians only because they are not the ones who publish the stories, but the ones who provide them. The burden, thus, for the actual promotion of fake news articles themselves is carried by the reporters too. An obvious reason for not adhering to journalism ethics and standards is that the "benefit" is most likely a figure with subsequent zeros. In these cases, the person who wants to have a certain story published is either involved in it or not, but surely both parties make a profit out of its transmission. Lack of professionalism among reporters is also evident when quite commonly, reporters do not double check their sources, because of their need and sometimes obligation, to be the first ones to have a new story published. And because a lie can travel half way around the world while the truth is putting its shoes on, they choose fake news over the true story. In both cases, either it is poor research or plain bribe, the final outcome is a misinformed public, which with incomplete or wrong information, cannot make the right decisions.

Nevertheless, it is not just the unprofessionalism of the reporters and the corruption of the politicians that cause this situation. It seems that the public has difficulty in distinguishing valid information from invalid at a satisfying rate. Sadly, the digital illiteracy, along with the inability of the user to evaluate the credibility of the message they



The public has difficulty in distinguishing valid information from invalid.

receive, is extremely prevalent. In fact, according to a survey conducted in 2016 by the University of Stanford, 80% of the sample could not discern the difference between a real and a fake text or a journalistic and an advertising one. This shows us, that we cannot only expect politicians and reporters to change their mindset and work ethically, but individuals to be able to use their critical thinking when coming across such articles too.

But yes, the so called "lack of critical thinking" has become a standard phrase that we use in order to explain peoples' incompetence to see and act upon current events that do their society harm. They don't really know, though, what kind of harm they promote, something completely necessary in order for them to become awakened. It is true that, even though the extent of this pathogeny has reached alarming levels, little light has been shed on it for people to see. The general claim is that fake news pose a threat to democracy and political pluralism. "Truth is no longer

dictated by authorities, but is networked by peers. For every fact there is a counterfact and all these counterfactuals and facts look identical online, which is confusing to most people", said Kevin Kelly, co-founder of Wired magazine. Problems arise when information circulates in a value-free environment, which makes no distinction between high and low quality sources. This lack of distinction, however, alongside with the trouble in pointing fake news out, has always been with us. What makes our era special, is the way we receive information. The Internet makes it possible now for many voices to be heard, many of which could not find a way through the filtering of news and information by journalists and others at an earlier age. Using sophisticated algorithms, turbo-charged distribution systems fed by limitless databanks on the Internet, this business model thrives on "viral information" that can deliver enough clicks to trigger digital advertising. It matters not whether information is true or honest or whether it has a public pur-

Gifing VS Texting

by Panagiotis Andreadis

pose; what counts is that it is provocative and stimulating enough to attract attention. Political advertising prevails over political journalism, which is, thus, creating a new culture of communications, in which truth and honesty is obscured by fake news, bigotry and lies, while it legitimizes a political and social space that encourages ignorance, uncertainty and fear within the voters.

Being informed about fake news and their impact on our societies is as important as coming up with feasible ways to moderate their transmission alongside properly educating people, regarding their digital activity. Both the EU and international authorities could contribute to this fight against fake news by organizing educational seminars for both adults and adolescents, which will provide them with the information they need on what fake news is and how they can distinguish it from real news. Some more drastic and effective measures they could resort to is the establishment of teams of experts, as well as special websites, which will put a stamp on fake news, so that the information that will eventually reach the public is accurate and complete. The reference of the source of each article, in addition to the sponsors of each information agency

Nowadays more and more people of every age are using texts in order to communicate. However, they constantly have to face a problem: “How will they describe what they are going through in only a few words?”. That is when the use of GIFs comes handy.

It's a fact! The 21st century is the era in which conversations have turned into texting, real hugs have become XXXO's and it's no wonder that feelings are now GIFs. Occupying the space between convenience and abundance GIFs are the means through which non-verbal language conveys what you don't have to put down into words. More specifically, according to wix.com a GIF (Graphical Interchange Format) is an image format invented in 1987 by Steve Wilhite, a US software writer who was looking for a way to animate images in the smallest file size. In short, GIFs are a series of images or soundless video that will loop continuously and doesn't require anyone to press play. This repetition makes GIFs feel immediately familiar, like the beat of a song.

But is their use facilitating communication?

Quoting Brad Zeff, Chief Content Officer and General Counsel of Giphy : “The loop is representative of life. There's something primal about it. That's one of the things that GIFs capture. Seeing comes before words. When you're a baby, you do not use words. When we think, we do not think in paragraphs. When you go on vacation, you're going to remember the beach you were on or the sunset, but you're not going to remember that in a string of words. Visuals lodge in your long term memory way better than words do. That's it! We're wired this way. We're wired for visual. What we have is an actual and visual vocabulary to describe the human condition.”



should also be apparent on every website these articles are published, so that total transparency can be achieved. Lastly, all states should show less leniency on the penalties for fake news transmitters, so that the correctional role of the state can come into effect more actively.

For any of these to happen and be correctly implemented, though, what is needed, both on the side of the states and the individuals, is interest. Genuine interest in figuring out what is hiding behind the lines; in figuring out the complete, objective and naked truth.



The truth is that the popular quote “an image is worth one thousand words” could very well work to Jeff’s defense. It dates back to 1911 in English history when it appeared for the first time in a newspaper discussing journalism and publicity. The use of a GIF enables people to express their feelings because images carry a stronger connotation than their linguistic counterparts. The use of images is

.....

They have become so
widely-used that the word
“GIF” was named
the 2012 Oxford Dictionary
Word of the Year.

.....

now commonplace either for teaching at school or for giving a scholar lecture for instance. Based on research, an image is easier to comprehend rather than a text. Primary school pupils constitute a very successful example. It is much easier and way more pleasant for them to read and

understand even a long text or complex arithmetic concept accompanied by a picture or short cartoon strip than anything plainly printed in black and white. Images give life to what one reads and it becomes easier for anyone to form an image and even identify with the author. Unlike words, which may not capture tone, the GIF provides a clear emotional reaction.

On the downside, though, this new trend is not without its critics. A lot of people oppose the use of GIFs on the premise that they hamper the proper use of language. It is widely thought that nowadays people, especially teenagers, who are not really concerned with writing syntactically and grammatically correct sentences have found their way out through GIFs. Furthermore, good writing involves seeking the right word for the meaning, which certainly engages the sender into thought and a sense of caring. But how many of us really have time for such luxury?

Lastly, the use of GIFs, most of the times, cannot rule out the likelihood of clichés as well as different interpretations of the chosen image, resulting in unnecessary misunderstanding easily avoided with the use of even the shortest text message.

Thus, it is evident that the question whether a GIF can work better than words remains unanswered. On the one hand, a picture may be worth one thousand words but I really dread to think what would have happened if Plato or Aristotle had not written their one thousand words?

#thinspiration#stayaway#deadly

It all starts with some innocent tips about weight loss.

by Christina Karafyllia

A girl takes a picture of herself in shorts and uploads it on her Instagram account. A few minutes later, she has to deal with numerous negative comments posted below her photo, such as: “you’re too fat to wear shorts”, so she decides to lose some weight. By searching for ways to get skinny fast, she comes across some great sites, filled with valuable tips for losing weight. Although she sometimes has difficulty keeping her calorie intake to 500 kcal per day, she constantly keeps that “100 reasons why not to binge” article in mind. So that everything is finally perfect.

That’s what she wanted after all.

It is no wonder that so many people, especially women, are obsessed with maintaining a skinny figure. This behavior is a product of modern Western culture, as it is portrayed on the media. TV advertisements and magazine covers feature thin people more often than not, whereas skinny models’ bodies are hailed as the ideal beauty standard. Female celebrities photoshop their photos before uploading them, thereby creating unattainable beauty expectations for adolescents. That’s why many of them have low self-esteem and are at high risk of developing eating disorders.

Eating disorders are extremely dangerous, as they can cause harm to various systems of the human body, such as the cardiovascular, the gastrointestinal and the neurological system. They might also have a psychological impact (for example, creating a feeling of worthlessness) or even lead to death (anorexia has the highest mortality rate of any psychiatric disease). However, the implications of these disorders is not the only thing we should worry about. An equally concerning issue is the fact that more and more girls willingly turn to anorexia, regarding it as a “lifestyle choice” that should be respected by family and friends. The promotion of behaviors related to anorexia is referred to as pro-anorexia, pro-ana or simply ana (similarly, pro-mia is the promotion of behaviors related to bulimia).

Anyone could easily find pro-ana websites. Pictures of skinny girls with visible ribs and thigh gaps (an essential part of the so-called “thinspiration”) are supposed to inspire the rest of the girls to stick to their goal of not eating. Moreover, there are thousands of forums where pro-ana supporters (mostly teenage girls) share advice on how best to avoid eating or how to hide weight loss from parents and doctors.

Photo by George Michailidis



Of course, efforts have been made to regulate these sites, but to no avail. If a pro-ana website gets banned, a person can easily obtain what they are looking for from somewhere else. After all, most pro-ana groups thrive on the “dark side” of social media. A representative example is Tumblr, where anyone can get the desirable results by typing the correct key-words. Type the tag “thinspiration” in, press enter and you can explore the deep sea of inspirational quotes and photos.

“Keep calm and the hunger will pass”. “Hungry to bed, hungry to rise, makes a girl a smaller size”. “Food is a hindrance to your progress”. “Starving is not pain, it’s the cure”. “Hunger won’t betray you like eating will”. “Food is mean and sneaky. It tricks you into eating it and it works on you from the inside out, making you fat, bloated, ugly and unhappy”. “Eat as much as you want; just don’t swallow it”. “Don’t suffer from anorexia and bulimia. Enjoy every minute of it!”. “We beat obesity”. We all wish that whoever wrote this was just being sarcastic. However, they actually find inspiration in those quotes and aspire to encourage more people to starve themselves chasing perfection- also known as thinness.

These quotes should convince everyone that such sites promote negative role models and therefore, should be entirely wiped out of teenagers’ lives. However, if you are still not persuaded, there is more to come. It has also been established that there is a link between pro-ana websites and child pornography. For instance, if a 40-year old gets aroused by teenage girls’ bodies, he can simply create an account in a pro-ana website, pretending to be a female person suffering from anorexia. Then, he can urge young girls to upload pictures of themselves wearing only underwear, “so that the group can monitor their weight loss progress and help them achieve their goal”. How sickening.

Eating disorders should not be glamorized and promoted. They are illnesses which force sufferers to do things they will regret when (and if) they finally recover. Eating a leaf of lettuce and then consuming laxatives, so as not to gain weight, is not glamorous. Spending many hours daily in order to learn the calorie value of literally everything (“toothpaste provides me with only 1 kcal per serving, so I guess it is ok if I brush my teeth”) is not glamorous. Hiding food that has not been consumed under the bed sheets, inside the wardrobe or in the sleeves of an expensive dress, because you want to trick everyone into thinking you’re fine is not glamorous. All these people who end up in hospital after nearly starving to death state that they feel disgusted with many practices they had used in order to lose weight. Whenever a girl says “I wish I were anorexic”, she is not taking any of the things mentioned before into consideration.

It all starts with some innocent tips about weight loss. The girl at the beginning of the article is not real, but could as well

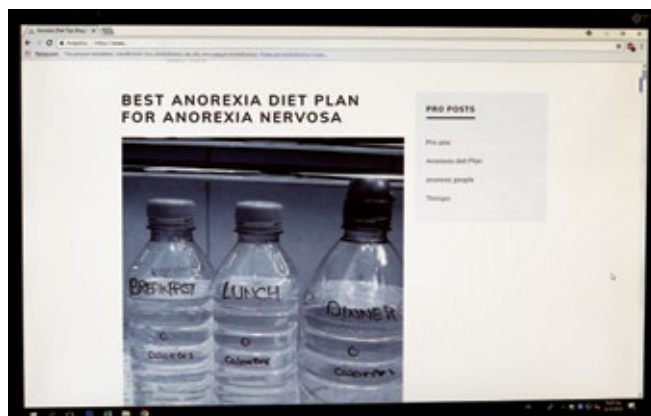


Photo by y George Michailidis

Eating a leaf of lettuce and then consuming laxatives, so as not to gain weight, is not glamorous.

have been. She could have been every single one of us, a classmate or our best friend. It’s not a lifestyle, it is an illness and its results are devastating. A mere “if you ate, everything could be better” will not benefit a sufferer. Instead, try to understand the underlying reasons which led to the manifestation of the disorder. Don’t be afraid to openly discuss the issue. It might be a sensitive one, but shedding light on it will make more people aware of its seriousness. What is more, please keep in mind that nobody is flawless, which is absolutely normal. Keep in mind that a negative comment about a person’s appearance could ruin their day and lead to a distorted body image. Fight against body shaming and don’t criticize people for being who they are. You cannot reach perfection; you are a human being, not a machine. Accept your body, believe in your potential and become an inspiration. But I am in control of the ED (eating disorder)”, some other people may argue. However, narrations of people having suffered from one once again prove that it is not that easy. The eating disorder takes almost complete control over a person’s thoughts and actions. An inner voice forces them to restrict food consumption, to resort to harmful practices, to binge eat and to purge, leaving them completely messed up. We should all be familiar with the term “eating disorders”. However, if all students in our school were asked to give the definition of eating disorders, the majority of them would probably answer that having an eating disorder means being too skinny. Although this might be a consequence of some of them, being skinny is not all that eating disorders are about. This oversimplified, generalized definition proves people’s misunderstanding of these very complex and serious illnesses, which is frustrating, given that eating disorders are estimated to affect more than 30 million people in the US alone.



Photo by Daphne Mesochortiti

A City in Transition

Navarinou Square offers great views from the Castles of Thessaloniki in the Upper Town to the scenic sea front. Paradise! However every paradise has its serpent.

by Ermioni Kimpouropoulou



**Navarinou Square,
Thessaloniki, Greece, 2018**

I am usually praised and looked upon for living in one of the busiest and most well known spots, right in the heart of Thessaloniki, and, to be honest, I am quite fond of it too. Moving around is extremely easy and the area is absolutely stunning and full of life. This square dates back to the Roman times and the ruins of Galerius Palace are located in the area. Navarinou Square offers a great view to visitors, as well as to locals, from the Castles of Thessaloniki in the Upper Town and Rotonda Square to the crowded sea front. Paradise! However, every paradise has its serpent.

Every passerby sees it and down town residents, myself included, experience a dramatic situation. The square we once knew has been changing to the worst. Once teeming with little kids, young students and families, now filled with drunks and drug users. During the night, the narrow streets reverberate with terrifying sounds that range from stray dog fights over leftovers and party trick bombs to yelling, screaming and only recently gunshots at 3am. The word fear fails to describe what hearing a gunshot out of one's window at 3am, can do to a man.

About three months ago in my block of flats, there was a sign inside the elevator put up by one of the residents: "Please do lock the front door after 11pm. There has been evidence of drug use inside the building again.", it read.

When I first saw it, I could not figure out which was more serious: the idea of a drug addict using my apartment building as a bolt hole, or the word "again"?

Ever since the situation has only gotten worse. The yelling became louder, I have learned curses I did not know that existed and we even heard about someone being stabbed the other day.

Of course, fear is not the only aftermath of such events. Spread rumors and endless discussions that most of the people causing this mess in the area are refugees or illegal alien delinquents turn people into xenophobes. Even though this problem seems to be expressing itself through refugees, they are far from being the source of the problem. At the same time if one takes a stroll along the city center, only seven minutes away from the fast decaying Navarinou square, one will witness a striking antithesis. The briefcase man walking fast as if his life would depend on it, elegantly dressed women of all ages staring at the lavish boutique shop windows and the new generation of thirty plus indulging in "it's never too early" drinks. It makes me wonder. Don't they hear the screaming? Don't they see the evidence? Does it feel better to be oblivious instead of conscious?

We choose to live in blissful ignorance only reacting when danger knocks on our door. In fact, we choose to ignore the ever-growing problems and thus, create even bigger ones. Can't we do anything? Isn't there any way we can put an end to this decay? We gaze at sidetracked human existences and instead of helping them, we ghettoify them even more.

A society's faults are expressed through social problems, which, the next generation will be called upon to solve. We, as this second generation, will have to look for the reasons behind these problems and look within our collective consciousness to see our faults and fix them along with the ones created before us. So, in order to succeed, we really can't afford any more ignorance now, can we? Until then there will be signs in elevators.

BLACK

Who doesn't love Black Friday?

by Christina Karafyllia

During our lifetime, we learn many things. One of them is that nothing in life is certain. As Lisa Ling, an American actress and author, once said: "There's so much grey in every story. Nothing is so black and white". However, even the wisest men always regard one particular thing as black. This is nothing other but black itself.

Dear readers, when you read the word black, what comes to your mind? Maybe black animals: spiders, bats. Maybe black people and races. Or is it darkness and death that you think about? You can easily see that this small word, a 5-letter word, can bring so many thoughts and images to mind, which are negative most of the times. Well, I'll try to show you that black is not necessarily bad, as it is not one dimensional.

Let me begin with black cats. Black cats are supposed to bring bad luck, but it wasn't always that way. Actually, in ancient times, Egyptians thought black cats were the representation of goddesses and used to worship them

as such. Unfortunately, with the passage of time, during the medieval ages, people started believing that cats were witches' companions. Once black cats were associated with witchcraft and dark arts, people started chasing them and thus this superstition was formed. Now you might be thinking: "Come on! It's the 21st century. We don't believe in these things." However, many owners of animal shelters could assure you that actually black animals are less likely to be adopted.

If we take a turn and focus on people, you will realize that the same applies there as well. Black people are less likely to be hired and promoted by non-black employers. Bias against them can still be noticed and many people consider them to be intellectually inferior. Yet, significant progress has been made since the 19th century, when these people worked as slaves and were treated as inferior creatures, as though they were not humans.

So it can be inferred that black triggers discrimination, but



does this constitute a valid reason for all of us to despise it?

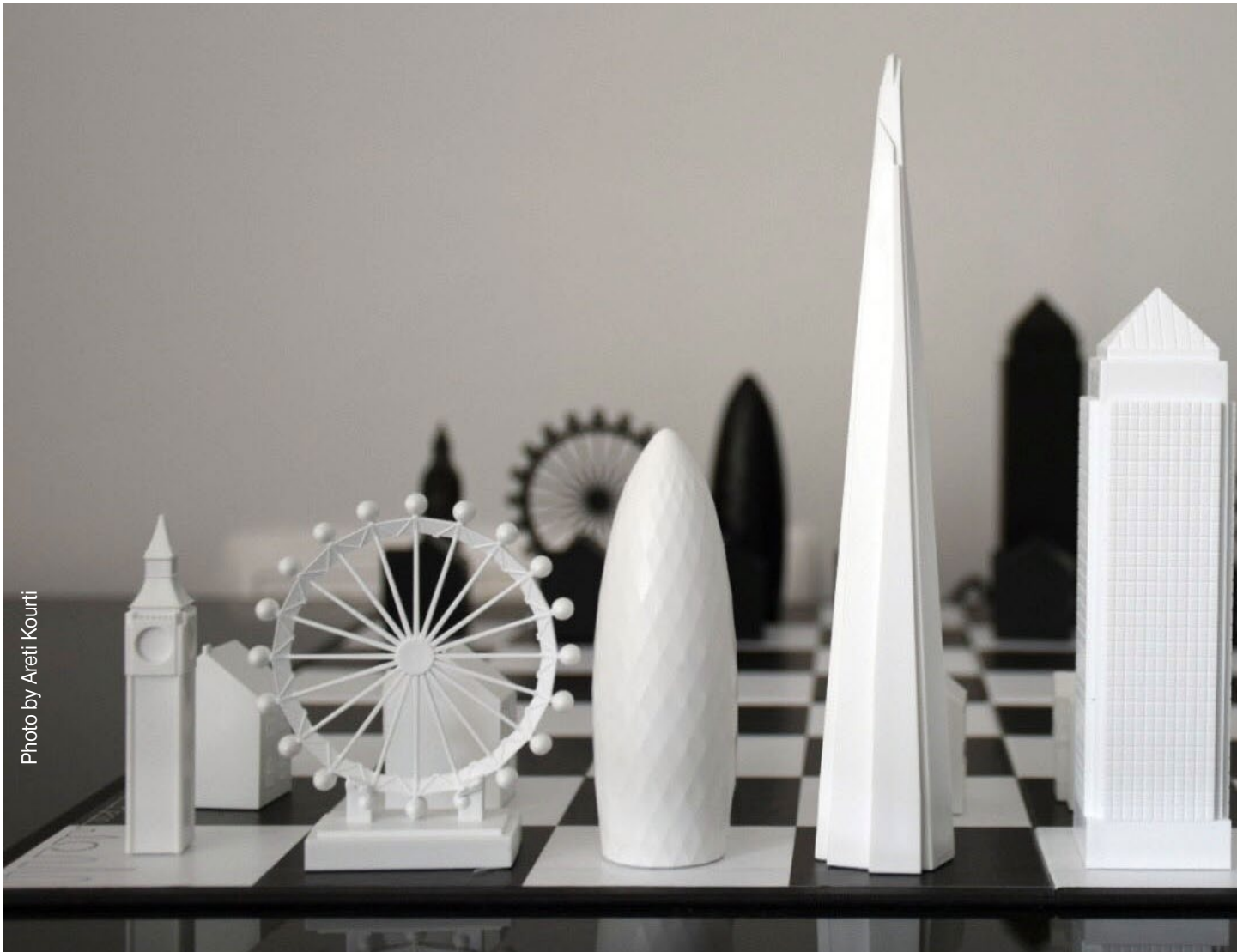
In my opinion, the answer is no. Just think of black clothes. Every single one of us owns at least one black piece of clothing, which we adore. It might range from something simple, such as a black T-shirt, to a tuxedo or (for the ladies) the famous Little Black Dress. It is also very popular with fashion designers, such as Coco Chanel, who once said: "I established black and it is still relevant today, because it wipes every other colour out.". Black is definitely fashionable, but it is also a symbol of respect. People wear black clothes at funerals, because they want to revere the dead body and not solely because they feel sorrow and grief. Similarly, when it comes to important events, such as the Oscars, the dress code is always black suit. And it doesn't seem like a coincidence to me that even priests in most religions are dressed in black. So, not only do black clothes connect us with each other, but they also connect each other with God.

After all, who doesn't love Black Friday? We all do!

So, why don't we like black? Maybe because we cannot fully define it. Imagine an ordinary room. During the day, you can perfectly perceive what surrounds you. However, when night comes, all these become barely visible and you can't actually see what is around you. When we can't see something, we can't know it. When we don't know something, we are bound to be afraid of it.

So, that is the reason why I tried to explore black. The black colour is regarded by many as the absence of colour but it is essential to be added to other colours in order for them to have depth and variation of hue and it actually has many shades. For instance, scientists have developed a super black, called Vantablack, which can absorb 99.96% of the light that hits on its surface. That's a lot of black. Nothing in life is just black or white. Black is definitely not White, but it is not just black either. It might be good black or evil black. I might be a colour or the absence of it, depending on the circumstances.

And at the end of the day, it might as well belong to one of the million shades of grey in between.



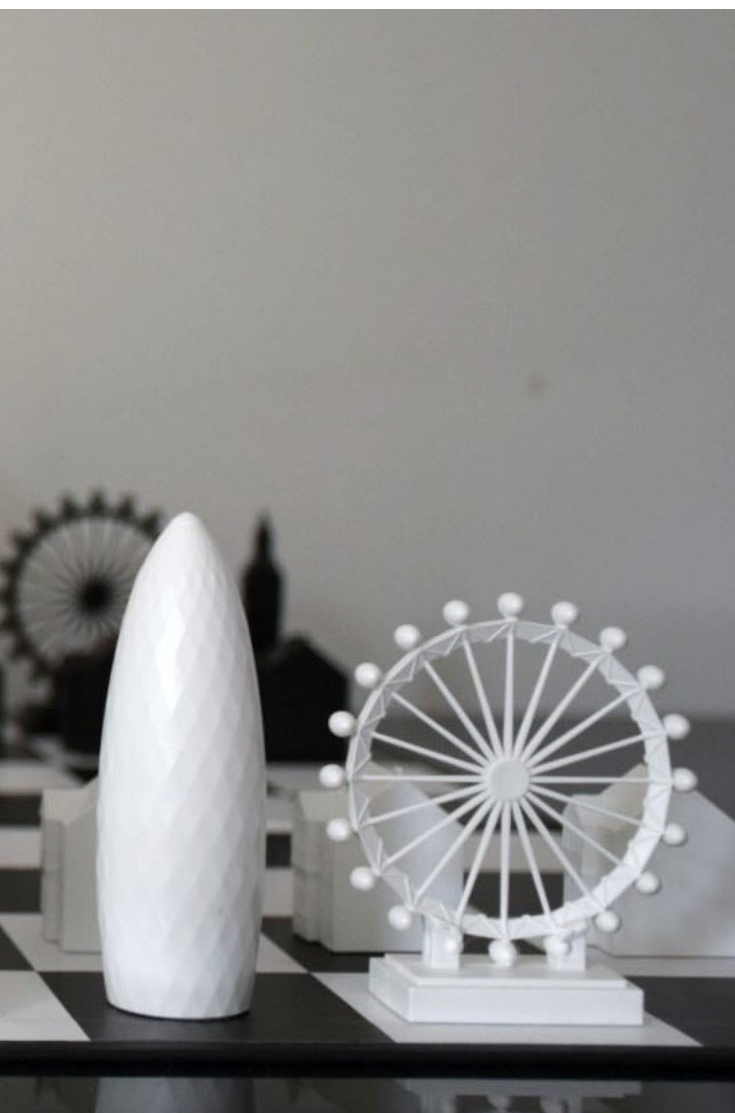
Simplicity

by Aspasia Ramona Spyropoulou

It is nothing but a condition. The hands of the clock are moving in the same circle. People all around are running, everyone in his own Marathon, trying to succeed in his unique targets. Whether they are happy or sad, whether they believe in their tiring efforts or feel disgusted with their lifestyle, they all bow their heads and continue walking. And they continue running, ignoring their fellow-travelers, heading for a destination with no name.

You cannot change it. It has always been like that. That is the route. You will never be capable of transforming habits, which have remained unchanged since the cosmogony. You are just one unit among many and the world is huge. All you can do is observe details in the environment, smell the strange perfumes of nature, explore the dark corridors. All these comprise the elements, your materials. So now, you can create.

Everything, no matter how difficult it is to conceive, is based on something extremely plain.



The reasons why simplicity is the magic key to creativity.

Sometime, during your lifetime, when you open your eyes and try to comprehend the world, you may realize that things are not as complicated as you thought they were. Actually, you realize that things are extremely simple. Firstly, you might feel disappointed. You might think that the materials available are not enough and so creating is unfeasible. You might believe that even if you manage to create something, it might resemble something that already exists. But that is only at first sight, your first im-

pression. Now, you should try to search deeper and try to discover “the hope” for simplicity, because the greatest truths and the most profound meanings are hidden in the simplest of things. In fact, all these may seem right, but they are very theoretical. Thus, let’s try to explain them in a more practical way. Let’s start with music.

There are just 12 notes. But the history of music is vast. There are many different kinds of music. Especially, if someone is aware of musical harmony, he can understand that the basic grades are only 3, the 1st, the 4th and the 5th one. In the beginning, only these 3 grades were used to compose music. But as time passed, innovations were made and this changed. That is how from Bach and Haydn, we get to Wagner and Debussy. How things change as time goes by! Is it impossible that so many composers, so many different kinds of music and so many different lifestyles have been based on these 12 sounds? Is it impossible that centuries of music history and thousands of masterpieces have been created with only these basic materials? Actually, what we understand is that there is no need for more materials, but for a greater “appetite” for critical and creative thinking, in order to succeed in making the “new” and “hopeful” thing you desire. Exactly the same goes for literature. Human relations and ideas do not vary much. So, regardless of the small differentiations and novelties, which might exist, the general scenarios have many similarities to one another. The essence lies in the way in which the writer controls the plot and “builds” his characters. It is not the characteristics of the protagonist, neither the properties of his behavior, but the flow of his actions, something which in fact depends on the writer’s contemplation, on his understanding of the world and the manner in which he combines the theory and the experience, so as to transform them into art.

So, now the basic question that emerges is: Where does the artist find his inspiration? Which are the elements, these stimuli which activate his creative side? In the end, the opportunities to think differently and diversify are hidden in the most mysterious and unpredictable places. The sources of inspiration are all around us, part of our daily routine. All we have to do is to open our eyes, see them and try to explore them. In any case, we ought to understand that everything has almost the same root, the same origin. Everything, no matter how difficult to conceive, is based on something extremely plain, because nothing was created to be inapproachable. We were given the substructures, but the chances and the possibilities are ours. We are going to decide how we will use them, how the “simple” is going to evolve into “grand”.

All you have to do is exploit your creativity and “leave your mark”.



Making art is a primary function of human beings.
It stems from our intelligence and differentiates us
from every other animal.

by Lukas Papadimitriou

Ask people what art is and the answer you will probably get is that it is a way of expressing emotions, if you get an answer at all. For the most part, it is a logical definition of the term, meaning that art is clearly a personal process for the artist. But this theory is not flawless. For a scientist, research is also a deeply personal process, but that doesn't make it art. There has to be another component, and I strongly believe that what distinguishes art from everything else is the power of the story behind every artwork.

All forms of art feature, in a way or another, a narrative. For example, Roy Orbison's song, *Pretty Woman*, is about a man who falls in love with a beautiful girl, while a dance, like tango is the story of two people engaging in a somehow dramatic-romantic bodily dialogue. The story can be from a vague, simplistic narrative to a complex, Oscar worthy epic. And I know what you are thinking; if art is a story, then what is a story?

The answer is basically a recontextualization of life itself. In reality, there is not a clear beginning, a middle and an end, no single inherent moral to be learnt by the beholder, while in art we have three acts, red herrings and Chekhov's guns. Roy Orbison meeting a woman would be pretty uninteresting for anybody except himself, but, by turning this series of events into a song, he essentially creates a small universe with the encounter at its center. This way, something that most would consider meaningless in the grand scale of things gains meaning. As long as we are listening to the song, we feel that is very important.

Turning unimportant events into narrative devices, though, is not the only thing art does. In action movies, such as

The Matrix, scenes of violence, that in real life most of us would rather look away from, are transformed into sequences that, while serving a purpose in the story, are exciting to watch and often even aesthetically pleasing. But, despite my using of examples from music and cinema, this is not only achieved by seven or nine arts. Think about it, every time you synchronize the way you walk to that song that's stuck in your head you perform a simplistic form of dancing, while every time you gossip about that girl who did that thing that one time, only spice it up a bit, you more or less weave a narrative about her. Again, you recontextualize your life.

So, with this definition of the term in mind, we are led to the question, why do we need this process? A suggestion that many people would agree with is that real life is, well, pointless and we need to inject it with some purpose. But this idea is opposed to most religious philosophies in which a deity is responsible for the creation and destiny of the world and there is a cohesive, grand plan. As much as I would love to initiate a theological argument, I am going to offer another explanation. Even if the world doesn't need us to fill it with art, we don't have a choice whether to do it or not. You can try all you want to view life as a completely literal series of events, but a part of your mind will always wonder how things could have played out a little different. Making art, I believe, is a primary function of human beings, one that stems from our intelligence and differentiates us from every other animal. If I wanted to sound that bit more dramatic, then I would say that we are all art.



“

'Chekhov's Gun' is a concept that describes how every element of a story should contribute to the whole. It comes from Anton Chekhov's famous book writing advice: 'If in the first act you have hung a pistol on the wall, then in the following one it should be fired. Otherwise don't put it there.' In other words, everything that is introduced in a story needs to have a function.

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Where can we find magic?

And above all, watch with glittering eyes the whole world around you, because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it.

Roald Dahl

by Despoina Samolada

While I was scrolling down my Instagram page, I came across this little quote by Roald Dahl: "Above all, watch with glittering eyes the whole world around you, because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it". At the end of the page there was a question directed to the readers: "Where can we find magic in our lives?" Without spending a moment to ponder about it I caught myself whispering: everywhere.

When I asked the same question to some of my friends, I was surprised to see that most of them spent some time thinking about it without actually being able to give me an answer.

But isn't it kind of crazy that so few people can answer such a simple question?

Most people identify magic with fairies, unicorns and mermaids. Why? Because they have never taken a moment to appreciate the things that they have around them. For me, there is magic in every second that goes by. I believe that just by enjoying a beautiful sunset with your best friends or running into the arms of your loved ones, you are capable of creating magic.

Magic is a unique force with no specific characteristics, because we are the ones who create them. Our everyday lives tend to be mundane, boring and bland but when we allow ourselves to feel some magic we become alive and find excitement in everything that is around us. The greatest secrets are hidden in the most unlikely places and that's exactly where magic is. It is practically everywhere if

'Most people identify magic with fairies, unicorns and mermaids, but magic is all around us!'

you open up and let yourself see it. In the changing of seasons, the beautiful colors of a rising sun or in a rain-soaked morning and definitely on the day you got a better grade at school than you expected. Be enchanted, get a new perspective on everything you see around you, the very idea of finding some magic can lift our spirits. Open up your eyes and your heart, cherish every moment in your life. These moments are the ones that count, the ones that make us realize that we are capable of creating our own magic. So, the next time that you will find yourself desperately waiting for the most amazing thing to happen and wishing for a miracle, just pause for a second and think that you do not have to wait for anything, what you are looking for is around you. Wear a big smile and believe that you have the power to add some magic to your life, and why not to the lives of the people around you. A big smile can be contagious to people who see it, it can be the magic wand that can transform them from naggers to magic lovers.

Welcome to my world, we are having a great time here!!



Photo by George Michailidis

I like Hip-Hop.

What's Wrong With it?

by Evangelia Daoultzi

I am a dancer. Let me guess what comes to your mind when you hear the word dancer. Probably some ballet shoes and bars and these all-tied-up buns, or maybe a Latin couple in those fancy, expensive costumes. Now, what happens if I tell you that I am a hip hop dancer? Or actually, to be more accurate, that I am a female hip hop dancer. Do you think it sounds a bit awkward? Is it possible that you will start visualizing me as someone vulgar, disrespectful to others or a complete failure at school? Have you started thinking about my "poor" parents and how they feel about their daughter being a hip hop dancer? Do you actually believe that I am an artist and I deserve to be taken seriously? Is it worth spending 10 hours of my life each week for the past 8 years doing something which is not hailed either as sport or highly appreciated form of art, and it will definitely not give me any qualification or useful education to make my living in the future?

My answer is a loud YES!

We, hip hop dancers are considered to be artists, after all we participate in art competitions, but most importantly, we feel like artists. But what could that possibly mean?

Hip hop has been long associated with poorly educated people who did not make it in life and resorted to this kind of activity in order to attract attention and present themselves as some kind of special and gifted people in an effort to equate themselves to the socially accepted artists. But why should we draw lines among different types of art? There is merit in every form of artistic expression be that socially praised or not. Charles Horton Cooley, a well-known sociologist said, "An artist cannot fail; it is a success to be one."

Now let me speak on behalf of myself and my fellow dancers! Yes, we do consider ourselves as significant and successful people. Not because we have become famous or we have influenced people's way of thinking or behavior in any way, but because first and foremost we have succeeded in unlocking our creative potential and defining

our identities. Being creative, showing a more sensitive and personal side of you to the world, exposing your feelings or thoughts to others is something risky, isn't it? "Creativity takes courage" as Henri Matisse says, and we pride ourselves in being the people who thought out of the box and decided to engage in some form of art which can be considered by many as marginal.

Do not be fooled by the name urban street dance that defines this type of art though, it is hard but so beautiful to learn to perform competently. It takes a lot of time, self-determination discipline and perseverance. Nevertheless, once you are able to combine all these qualities, you



are ready to represent an idea, a culture and yourself at the same time. In the case of Hip Hop it can even be considered as another kind of language that we use in order to voice our feelings or the voiceless, since it originally began as a way of condemning injustice and supporting oppressed people. Aristotle said: "The aim of art is to represent not the outward appearance of things, but their inward significance." So sophisticated for a street raised art, isn't?

Unfortunately criticism is abundant and in our days it is harsher than ever. But the moment you start gaining confidence and you step out of your comfort zone is the moment you start transforming into a real artist. You learn to respect people no matter their mentality and beliefs. And this is why we Hip Hop artists are so close to one another everywhere. From ghettos to professional complexes. So keep in mind what Kinjaz-one of the greatest urban dance teams of all times say: "Respect all, fear none" and clearly define that their mission is to innovate, entertain and positively impact the world through movement, media and mentality.

In a broader sense this is what all forms of art are trying to pursue and we are no exception. So, it is about time people started appreciating us as such, because we claim the credit we deserve.



In Defense of Math

by Maria Maraia Karagkitsi

Math.. a strange world, a perfect world, a unique world. The only world where someone can buy 76 watermelons and no one will ever wonder why. The only world where trees are squared in order to be cut. But have you ever wondered what's hiding behind all that craziness? Have you ever really understood what math is?

According to the Urban Dictionary, mathematics is the science of numbers and their operations, interrelations, combinations, generalizations, and obstructions and of space configurations and their structure, measurement, transformations and generalizations. But let's be honest now, nobody knows what in the world all these mean! Not even me, and I boast about being a math lover! I know, shocking. To all of us, math lovers, it is either numbers or letters, but to all the great mathematicians math is more than that. It is something deeper, about 20-30 feet underground.

Think about something you really, really like. Got it? Now imagine that you get to do it six times per week 45' a day. Sounds awesome right? Well that's exactly how I feel every time our math teacher walks into the class. I know that many of you have just stopped paying attention to what I am writing and you are trying to process what you have just read, hoping you didn't misunderstand something.

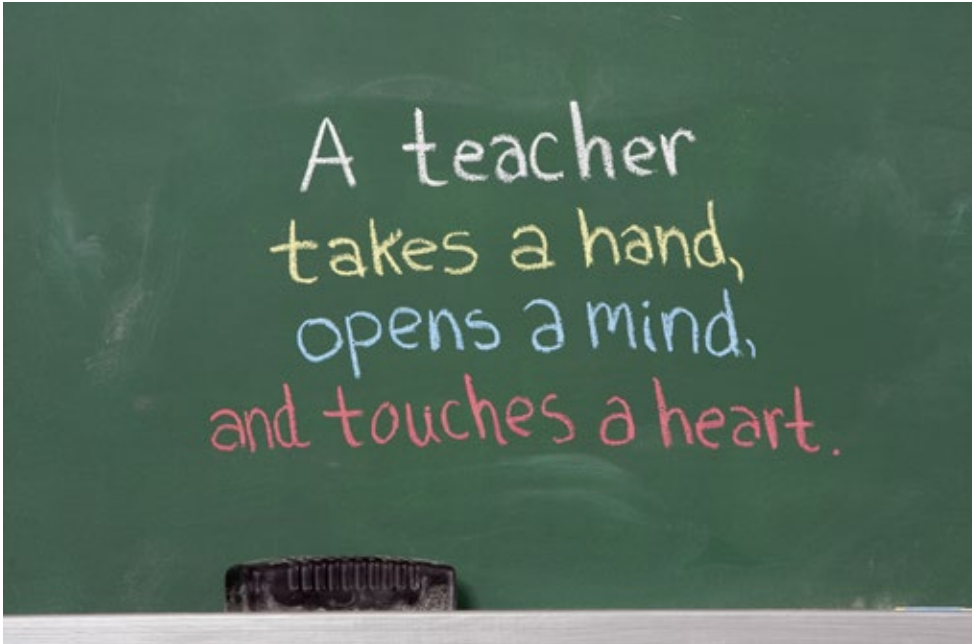
But don't worry your reading ability is just fine; I actually said that I like math.

Mathematics is just wonderful! There's something so logical behind its craziness. Something so ordinary behind its uniqueness. Something so "whoa" about it! Many people just don't get it. When someone so much as even dares to state that he hates math my frustration becomes as big as the digits of π . I know, I know, π is a never ending number. But it just annoys me so much when people talk bad about math, like it doesn't already have a lot of problems.

I believe that people only criticize math because they think about how long the lesson they have to learn is and how difficult the exercises are. But I guarantee you that if you read that "long page" that includes theory and examples - yes the one you've circled and written "learn by heart" next to - then the exercises won't seem so hard to solve. And don't forget, at the end of the day you may never know what the Pythagorean Theorem is, but at least you'll know how much to tip the waiter after drinking your triple caramel macchiato with a splash of vanilla soya milk on a Manhattan rooftop.

The Elements of a Good Teacher

by Lukas Papadimitriou



What makes a good teacher in the eyes of students? It is only natural that teenagers rank their teachers according to personal preference. The chemistry teacher who never raises his voice usually comes first, while the philosophy one who gives students better grades than they expect and considerably better than they deserve is also very popular. Regrettably though, the ones who teach language are liked by very few, no matter how hard they try to attract their students' attention and it is not hard to confuse inability to grasp a math problem with disliking a math teacher. Rankings by students who have vastly different personalities are often pretty identical, a fact that leads to an important question. What are the criteria that students judge their teachers by? Well, the first reason may come easy: a good sense of humor. High school can be a frustrating experience for many young people, leaving students with "permanent psychological" scars, due to introducing them to terrifying concepts such as homework and tests. Amidst all this, it is important for a teacher to try to make their subject somewhat more interesting or even entertaining. Something else that is greatly welcome is some leniency when it comes to

testing and grading, because, obviously, nobody likes getting bad grades. Last but not least, it is important that the subject taught be clearly communicated to students; most of the times an effort to simplify it would receive a lot of kudos.

While these are, more or less, the definitive factors that determine a teacher's likeability according to students, a second question arises. Which objective factors determine a good teacher?

For once, not many would disagree with the fact that humor is extremely beneficial to conveying difficult concepts to students, relaxing and

giving them a chance to better process the information, offering a kind of balance to the lesson. When it comes to grades, it is undeniably essential that students' progress be assessed, but grades should only be part of this assessment, not its focal point. Strict grades don't constitute motivation for improvement.

But all the more so, what I really think that should be appreciated in teachers is offering education that is not strictly confined to their subject, but relates to life in general, it is useful to everyone, even those who don't have much interest in the subject taught. Teachers should be able to inspire students to become lifelong learners and develop themselves. They should try to bring out the best in their students by challenging them and engaging them in interesting and creative endeavors.

Being a student myself, I do believe all of the above characteristics have to be present in an educator, so that he or she can be considered not just a good but a great teacher, an inspiration, a role model that makes a difference in the life of their students and leave their mark on them long after their basic education period is over.

Homework

by Kassiani Sidoreac

Homework. Many people only just need to think about it or hear the word to shut their brain off, but they may not realize how important it is. Homework is thought to teach us responsibility, time management and organization skills and help us recognize our own diverse talents. However, proponents of modern pedagogical theories claim that having to do work on our free time is neither motivating nor necessary and that there's too much to balance. What are, in fact the pros and cons of having homework as a student? Does it really help with students' success at school?

On the one hand , kids have more than enough things to do at home that teach them responsibility, let alone do homework. The latest studies in Australia showed that homework has no benefit at all in children up to 3rd grade, very poor benefits in 4th-6th graders, minimal benefits in 7th-9th graders and reasonable benefits in 10th-12th graders. With all the classes they have and the in class work, it is not really beneficial to just bring more work so that they do it at home too. On top of doing homework it is also a minus if the students don't turn in the homework, which is supposed to be a study guide, study practice or guided notes highlighting the important material presented in class. Some others claim that the only thing homework should be needed for is home schooled children. They say that all assignments should be done in class only and that if one student does not finish, then he/she should have to finish it at home. Indeed, we could say that homework deprives students of their free time making learning a chore rather than a positive experience and can ultimately make students very frustrated. On the other hand, homework can be regarded as a good tool used in schools that improves students' understanding of what they learned in class. Homework is practice, and practice makes perfect. Firstly, it allows students to do work on their own without in-class guidance and figure things out, which helps them learn better. Homework also improves our thinking and memory while helping us develop positive study skills and habits that will serve us well throughout life. It encourages us

to use time wisely and work independently. It teaches us to take responsibilities in our work and allows us to review and practice what has been covered in class. Homework helps the students learn to use resources, such as libraries, reference materials and computer websites to find information therefore encourages them to explore subjects more fully than classroom generally permits. In addition, homework helps them integrate learning by applying many different skills to a single task, such as book reports or science projects, thing that broadens their horizons. Supporters of homework argue that it not only has academic benefits, but also helps youngsters develop important study and time management skills, and gives parents a chance to engage in their child's learning.

Having taken all the arguments into consideration, I don't think one can succeed at school without homework, although this doesn't stand for all cases. I believe that homework is essential, because it helps keeping our knowledge at check, rating our skills' level, becoming more responsible and being more creative, but it should be reasonably assigned, as heavy homework might affect students negatively.



*Does homework really help students?
Can we do without it?*

Something probably happened in your childhood

There is always a good reason tied to some childhood experience to account for the reason why people behave in certain ways.

by Elizabeth Dolopikou

Childhood literally is the age which begins from our birth till our adolescence. However, metaphorically it could be the age span in which we create our ambitions for the future. Childhood is the time period in which most children go to school, play and grow healthy (and hopefully happily) in order for their personality to be built. A number of child development theories have tried to explain the stages and processes involved in this period and have given us the opportunity to appreciate and perceive the cognitive, emotional, social as well as physical growth that a child undergoes. Therefore, if based on researches, there is always a good reason tied to some childhood experience to account for why people behave in certain ways.

According to Freud's Psychosexual Developmental theory, childhood experiences and unconscious desires influence to a great extent one's behavior. The theory basically suggests that the development of a child consists of five stages during which the id (also known as libido)*, the energy which seeks, searches and demands the satisfaction of our desires, is formed. That id, the "reservoir" of the unconscious, is the impulsive energy responsible for the satisfaction of our survival needs while at the same time granting pleasure. The theory also suggests that our personality is mainly shaped from birth up until the age of five and if the stages progress completely until then, the result will be a healthy personality. However, fixations can occur and by that Freud meant the persistent focus of the id's pleasure. When the fixation occurs children are "stuck" into one stage and have to solve the conflicts in order to move onto the following stage. If the problem is not resolved, the

consequences are evident later on as the person grows and matures. For example, if an infant is overly attached to the person responsible for feeding it longer than the age of one, the result will be an individual likely to adopt habits such as overeating, drinking or smoking ;clearly indicating a connection with the preoccupation of the mouth.

Freud's theory is highly controversial and has been repeatedly challenged by the scientific community throughout the years. Some suggest that Freud uses concepts such as id and libido which cannot be measured therefore cannot lead to reliable data. Others claim that the theory involves stereotypical views, focusing on the male thus unable to achieve universality. Some theories support that a child's behavior is a result of valuable lessons through the relationships of a person with his environment. For instance, a child learning how to greet his adolescences, his parents or elderly people is actually learning to be kind and to have the basic principles every person is obligated to have. Which-ever the standpoint, experts do agree that early life experiences determine the processes of development and can have long-lasting effects hence provide an explanation for behavioral patterns later in life.

To sum up, childhood is very important, if not the most important period of a person as far as the cultivation of one's character is concerned. Seemingly unimportant incidents can leave scars and undesirable memories one could not imagine would be possible. This is why the next time your child is so obsessed with getting a new toy, just remind yourself of Freud's theory and don't hesitate to buy it as it may get an important place into his conscious.



* **id (also known as libido):** term used by psychoanalytic theory in order to describe the energy created by the survival and sexual instincts. Freud intended to use it as the representative of all psychic energy.



Photo by Daphne Mesochoriti



People of Difference

The only person I can be is me, whoever that is.

Bob Dylan

by Christina Patsia

We are seven billion five hundred ninety-two million two hundred twenty-four thousand five hundred fifteen people on earth. Some of us share common features, like blue eyes and blond hair. Accepted. Some others may have the very same opinions about several topics, for example about politics. Accepted. Finally, they can be called the same name. Do you know how many people are named John or Maria? At the end of the day, though, every one of them remains different.

Back in 1977, Tom Robbins published his book: “Even Cowgirls get the blues.” There is one thing the writer encourages people to accept and that is the idea that “You have to stand on your own feet when it comes to picking yourself up; no one else will.” Who would have thought that 41 years later people are still trying to somehow prove

that they are all privileged by one thing called “normality”. Pretty strange word, isn’t it? But wait a second. It is not just the word. It is the people responsible for its unspecified, one-dimensional and full of contradictions meaning that is the problem.

Dear readers, there is one topic you all have heard of though rarely discussed and never really understood. Let me introduce you to the sense of gender identity.

Among people, some say that gender should always correlate with the assigned sex at birth. In contrast to this, some others claim that sex and gender are two entirely different things. Eventually, the question is: “Should gender identity be predicated on biological sex or this is a belief that has been overcome by our own existence?”

At first it is necessary to distinguish sex from gender.

According to the scientific field, sex represents the anatomy of one's reproductive system. On the other side, though, gender refers to the socially constructed roles, activities and attributes that a given society considers appropriate for either men or women. Based on those definitions, I intend to persuade you with logical arguments that transgender people do exist.

Mark Beffoff once said: "Humans are part of nature, not apart from nature." On this point we all agree that gender identity is a matter of nature, and as being humans we are still not capable of understanding, managing and finally judging its power. In this way an original query arises: "Can nature commit mistakes?"

If the answer is no, then we should always and under any unspecified circumstances accept every single person as being a human and respect his or her individual preferences and peculiarities. However, if the answer is yes, then we should reconsider every point we thought as proper or ethical since the beginning of time. To make myself clear; in case a woman who regards herself as a man is called "abnormal", then we should be the same. The reason why is the undeniable fact that one way or another we have far more in common with each other than the things that divide us. No one can assure us that normality is neither the way we define nor imagine it.

Summarizing everything mentioned, nature is unmistakable. If that is not correct, then everything, and I mean literally everything, needs to be created from scratch. Alternately, our existence would be unacceptable and unsavory.

Now I raise my second argument. Let us assume that we ultimately decide to call transgender people "abnormal". What could possibly change to their attitude? Absolutely nothing. Even if they tried to convince themselves that, who they truly are is not what they believed in for so long, this situation would be unstable. Because speaking the truth the whole situation has nothing to do with who we are, but with whom we are expected to be. We live in a society which wants to control everything, but we cannot escape our destiny to be ourselves. Regarding someone "less normal" when compared to the majority, does not make him less human. Whatever we say a person will never stop feeling the way he does, thinking of himself in the way he does, and mainly being himself in the only way possible.

The notion of gender identity is not a title we invoke to complex, but to describe the human nature. There is no gender identity behind the expressions of gender; that identity is performatively constituted by the very expressions that are said to be its results. In this manner, you can see that these attributes that characterize us either as a man or as a woman, may be identical, but still not always the same with our physical characteristics.

On the whole, in any case both notions of sex and gender exist, even if we try to hide behind words and labels.

Last but not least, as far as the human psychology is concerned, transgender people experience gender dysphoria as a result of the sex they were assigned with at birth and the gender roles associated with that. In this way, people get stigmatized and victimized by the strict divisions of our society.

A representative example of this distress is the tragic story behind Lili Elbe. Elbe was born as Einar Wegener, a successful painter and caring husband under that name. Even though he seemed to have it all, he still felt miserable. Through the years the leading cause of his suffering was quite simple: he believed he was a woman born in the wrong body. After the harsh criticism he received from his social background, he decided to go for a sex reassignment surgery to avoid peoples' collective view. Finally, this operation was the decisive factor leading to his death. What we should get from this story is that society is averse to the unknown, discriminating against everything that does not abide by the norms.

I support the view that no one should stand as an obstacle to other peoples' happiness just because they seem to be differing from whatever we call ordinary. Transgender people are asking for only one thing: acceptance. If we do not respect this, how can we demand to be called humans? People are people. They make choices. Maybe wrong ones, in some peoples' point of view, but still real ones.

As I see it, gender identity does not predicate on biological sex. It is differing from it. The proof to this is not just words and sayings, but mainly people who repeatedly claim their rights to love, life, and acceptance. We cannot regard anyone as anything. Only nature is authorized to control and judge peoples' lives. The only thing we can do is love, accept, and respect them all unconditionally. Bob Dylan once said: "The only person I can be is me, whoever that is." Accepted.

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

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“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.”

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:

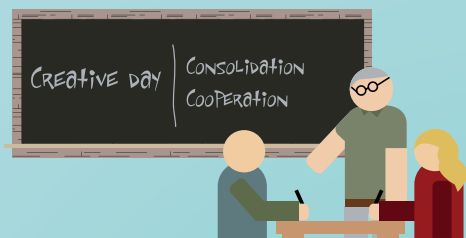


video
7
minutes

- 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

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

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

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

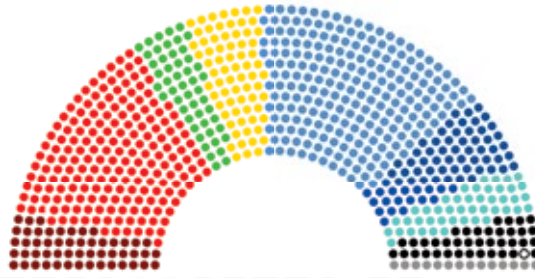
Virtual Enterprise Competition Junior Achievement Greece (SEN/JA)

10th grade students created the virtual enterprise “EDU-TAILOR”

Within the framework of the Virtual Enterprise Program organized by the Junior Achievement Greece (JA Greece), 13 10th grade students created an educational platform named “EDU-TAILOR”, aimed at eliminating inequalities in education. The platform intends to put an end to the long distances that students have to travel to go to classes and provides financial aid, in the form of merit scholarships, to teenagers whose parents are unemployed. During the competition they drew up a business plan, prepared promotional activities, searched for and found sponsors, and participated in the 10th Mathematical Week, presenting their product to students, teachers and parents.



YMGE	<p>22-26.11.2017</p> <p>Budapest, HUNGARY</p>		
EYP	<p>01-04.12.2017</p> <p>Thessaloniki, GREECE</p>		
STUDENTS IN THE ROLE OF DIPLOMATS	<p>15-17.12.2017</p> <p>Thessaloniki, GREECE</p>		
HMUN	<p>22-30.01.2018</p> <p>Boston, U.S.A.</p>		
THIMUN	<p>28.01-03.02.2018</p> <p>The Hague, HOLLAND</p>		



3rd SIMULATION OF THE EUROPEAN PARLIAMENT PLENARY SESSION

15-17.12.2017 - Thessaloniki, GREECE

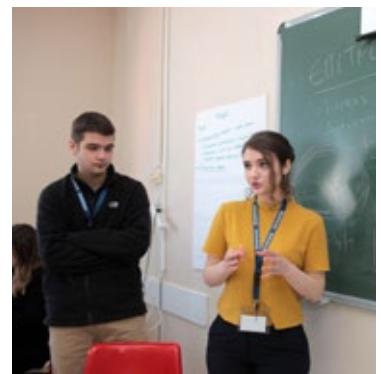
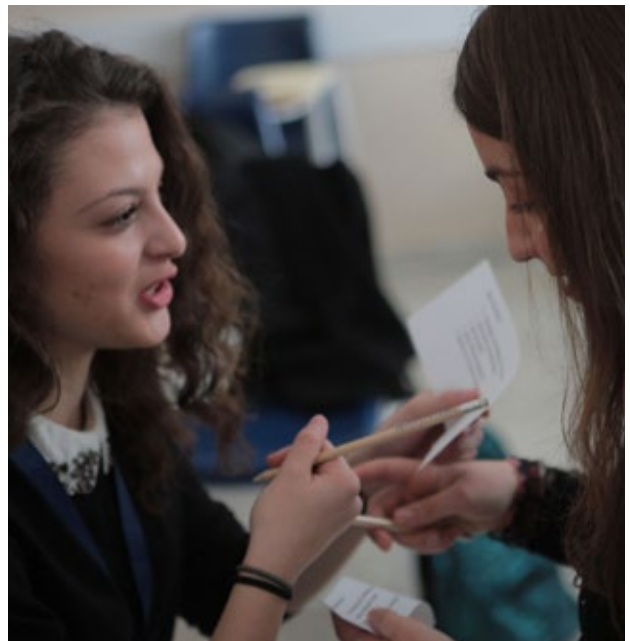
Diplomacy at its Best

by Vasiliki Triantafyllou

Do you feel part of a common European identity? Do you know how decisions are made in Brussels or in Strasbourg? I am sure that you know that Greece is a Member of the European Union but how familiar are you with the functions of the institutions that determine the policies which govern our lives? Well, when you're 16 years old, not knowing is justified to a certain extent but some of us choose to fight ignorance. The participation of 150 teenagers in the 3rd Simulation of the European Parliament Plenary Session was a clear manifestation of our eagerness to be more actively involved in European matters. On the 18th and 19th of January 2018, Mandoulides Schools brought all of us, concerned teenagers, together in order to work closely, address festering European issues and devise incentives for change. What we knew as one-day conference featuring only the plenary session of the European Parliament was upgraded to a two-day session consisting of one day of committee work and one of General Assembly. The participants were assigned to eight different committees (working groups) chaired by one president and two vice-presidents each. The delegates on each committee proposed a bill to be voted upon and received corresponding questions and rebuttals to individual articles from the other committees on the day of the plenary session. Through fruitful, constructive debate and after a vote, eight bills were issued and solutions to important problems were proposed. Racial discrimination

and human rights, fake news, policy-making on alcohol consumption, development of labor mobility throughout Europe and gender equality in the workplace, were some of the topics that were discussed by the enthusiastic participants and their committee boards. The event was supported by the European Parliament Office in Greece and members of the European and Greek Parliament addressed the audience on the day of the plenary session.

But that was only the practical information needed so that you understand what a simulation of the European Parliament plenary session is and how it was structured this year. What's important to know though is what it was like. What made it so special for all of us who were involved in it. The experience was memorable for both the participants and the chairing team. The delegates had the opportunity to feel like real representatives in a plenary session of the European Parliament and on their special committees. They analyzed topics of great importance, broadened their horizons, developed their own ideas, voiced their disagreements and had plenty of opportunities to express their thoughts before their fellow delegates throughout the session. They became interested in politics and learned the workings of democracy. They researched, discussed, and understood the problems Europe is faced with and decided to act. They delivered zealous speeches and enjoyed being listened to; they communicated with their





peers and received valuable advice from their chairs. They bonded through team building activities, they laughed and they had fun. They felt the rush of making last-minute decisions, when they were running out of time, but also realized the prudence required when weighing the pros and cons before reaching a conclusion and by the end of this journey they had made numerous friends from all over Greece.

As far as the team of presidents and vice-presidents is concerned, I shall speak from experience. I have been a delegate in similar simulations for some years but this was the first time I was chairing a committee. I must admit that I enjoyed seeing the other side of the coin and holding a different role in this process. I loved helping younger and less experienced teenagers voice their ideas. I was enthusiastic about answering their questions but most importantly about assisting them in writing their draft resolution, which was comprised of so many innovative ideas.

I had the chance to meet wonderful people on the team of chairs, people with whom I collaborated and communicated effectively. They all came from different walks of life, university students and law professionals, people mostly older than I am, who I now have the pleasure to call not only friends but also mentors. I took great pleasure in sharing my previous experience with the delegates of my committee while teaching them how conferences like this one work and I was even happier than they were when their resolution passed.

Long story short, I treasured every single moment of this process and I feel really grateful for this experience.

This session will forever stay in our minds and hearts, and next year's event is something to look forward to. After all, who would say no to putting on a neat suit and playing member of the European Parliament for a couple of days?



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

European Parliament School Ambassadors Program



The European Parliament Office in Greece in collaboration with the Department of Educational Broadcasting of the Library, Archives and Educational Broadcasting Directorate of the Ministry of Education, Research and Religious Affairs and with the support of the Hellenic Parliament, organizes the European Parliament School Ambassadors Program.

The main objective of this program is to promote European values and enhance young people's understanding of European parliamentarism as well as the role and function of the European Parliament. At the same time, the program aims at better informing and raising awareness among young people through education on the rights of European citizens and provides them with opportunities for more

active participation in the democratic process in the European Union.

At the end of the school year and after evaluation of the actions, the title of "School-Ambassador of the European Parliament" is awarded to successful schools.

Mandoulides Schools was presented with the title of "School-Ambassador of the European Parliament" for the 2016-2017 school year in recognition of their activities which included the organization of the Simulation of the Plenary Session of the European Parliament and the building of a website which you can see in the following address: <http://manambassadors.simplesite.com/>



For the 2017-2018 school year we organized a two-day Simulation of the Plenary Session of the European Parliament and our Junior Ambassadors took action and brought Europe and its institutions closer to younger ages, because an informed citizen is the cornerstone of democracy and the European Parliament is the heart of democracy. They built an EU info point, with educational material provided by the Office of the European Parliament in Greece and on occasion of the Day of Europe they organized a presentation to 7th grade students of our school followed by a Cahoot activity.



6th International Student Conference

Georgios Theotokas, “The Constantinopolitan”

14-18.03.2018 / Constantinople, TURKEY



The 6th International Student Conference “Giorgos Theotokas, the Constantinopolitan”, organized by Zografeio Lykeio of Istanbul and Mandoulides Schools of Thessaloniki under the auspices of the Ecumenical Patriarchate, was held with great success at Zografeio Lykeio. For five days, from 14 to 18 March, students and teachers from twenty public and private schools of Greece, Istanbul, Cyprus and America met with scientists, writers, actors, artists and journalists, and approached the life and work of the Constantinopolitan writer of the Generation of the '30s Giorgos Theotokas. The participant students, worked enthusiastically for hours on end and they presented flawless performances and research papers on the work of the multifaceted writer.

They also visited the Theological School of Halki, the magnificent church of Pammegiston Taxiarchon in Mega Revma, the Hagia Sophia and the Basilica Cinstern. They went around Pringipos by carriage and took a boat ride on the Bosphorus.

In 2019 the conference is dedicated to Antonis Samarakis, the eternal adolescent!

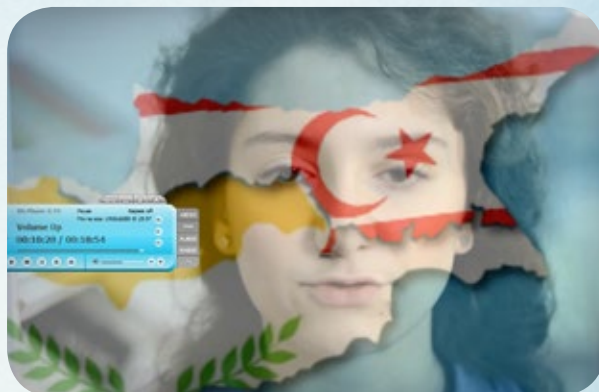




Panhellenic Student Video Competition “Cyprus-Greece-Homogeny: Educational Bridges”

1st Place: “The Cyprus problem”

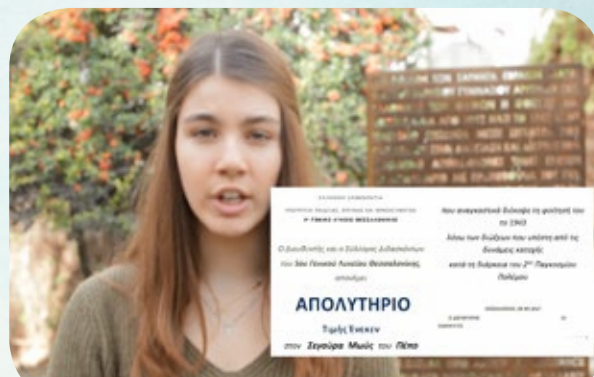
10th and 11th grade students won 1st prize in the documentaries category with their entry “The Cyprus Problem: Course, Consequences, Perspectives” in the Panhellenic Student Competition “Cyprus - Greece - Diaspora: educational bridges”. The competition was organized by the Primary Education Directorate of Serres, the Embassy of Cyprus in Greece, the Ministry of Interior (Macedonia-Thrace) and the Department of Educational Radio and Television of the Ministry of Education, Research and Religious Affairs of Greece.



Panhellenic Student Video Competition “The Holocaust and the Greek Jews”

Honorable Mention “Moses Segura: The last survivor”

10th and 11th grade students received an honorable mention for their entry “Moses Segura: The Last Survivor” in the Panhellenic Student Video Competition “Holocaust and the Greek Jews”. The competition was organized by the Ministry of Education, Research and Religious Affairs. They visited the Auschwitz-Birkenau Monument and Museum in Poland as part of the competition.



8th International Student Short Film Competition “Have you Studied Cinema?”

Special Jury Prize: “A Blast”

The students of the Cinema Club of Mandoulides Schools excelled in the 8th International Student Short Film Competition: “Have you Studied Cinema?”.

The film “A BLAST!” was presented with the Special Jury Prize for the best Greek School Fiction Film in the Senior High Schools category.

The film also stood out in the audience awards. More specifically, it ranked among the top 3 in a total of 228 films that took part in the competition.



Panhellenic Student Art Competition

Agones Technis



Debate/Public Speaking & Dramatic Presentation of Literature In English

Forensics - 2nd Place Nationally



Any man without data is just another man with an opinion

Mandoulides Schools have the reputation of being a “School of Great Distinctions”, and indeed the very name of the Schools goes hand in hand with students who have deservedly won international and panhellenic distinctions in all subjects as well as in the fields of sport and culture.

www.mandoulides.edu.gr

DAY CARE CENTER • KINDERGARTEN • ELEMENTARY SCHOOL • JUNIOR - SENIOR HIGH SCHOOL



Informatics

1st - 2nd - 3rd place
(1997 - 2018)

	International Championship	Balkan Championship	Panhellenic Championship
Mandoulides Schools	5	7	17
Private Schools of Athens	6	7	9
Private Schools of Thessaloniki	0	1	0

Source: International: www.stats.ioinformatics.org
 Balkan: www.epy.gr
 Panhellenic: www.pdp.gr, www.epy.gr

Biology

1st - 2nd - 3rd place
(2005 - 2018)

	International Championship	Panhellenic Championship
Mandoulides Schools	1	3
Private Schools of Athens	1	9
Private Schools of Thessaloniki	0	1

Source: International: www.ibo-info.org
 Panhellenic: www.pdbio.pev.gr

F1 in Schools

1st - 2nd - 3rd place
(2012 - 2018)

	International Championship	Panhellenic Championship
Mandoulides Schools	1	1
Private Schools of Athens	0	16
Private Schools of Thessaloniki	0	1

Source: International: www.f1inschools.com
 Panhellenic: www.f1inschools.gr

Microsoft

Showcase School
(2013 - 2017)

	Panhellenic
Mandoulides Schools	1
Private Schools of Athens	3
Private Schools of Thessaloniki	0

Source: microsoft.com

Mathematics

1st - 2nd - 3rd place
(1996 - 2018)

	International Championship	Balkan Championship	Panhellenic Championship
Mandoulides Schools	4	16	78
Private Schools of Athens	15	43	274
Private Schools of Thessaloniki	0	10	45

Source: International: www.imo-official.org
 Balkan: EME, www.hms.gr
 Panhellenic: www.hms.gr

Astronomy

1st - 2nd - 3rd place
(2012 - 2018)

	International Championship	Panhellenic Championship
Mandoulides Schools	1	8
Private Schools of Athens	2	4
Private Schools of Thessaloniki	3	4

Source: International: www.astronomos.gr, www.ioaa2016.in
 Panhellenic: www.astronomos.gr

Basketball Senior High School Boys

1st - 2nd - 3rd place
(1996 - 2018)

	International Championship	Panhellenic Championship
Mandoulides Schools	3	13
Private Schools of Athens	0	8
Private Schools of Thessaloniki	0	7

Source: International www.isfsports.org
 Panhellenic: Ministry of Education, Research and Religious
 Affairs, Directorate of Physical Education

Yale

Educator Award
(2016 - 2017)

	Panhellenic
Mandoulides Schools	2
Private Schools of Athens	0
Private Schools of Thessaloniki	1

Source: yale.edu

Students' distinctions of all private schools in Athens and Thessaloniki, for profit and non-profit, international and Greek.

GREEK UNIVERSITIES

POST-SECONDARY PLACEMENTS

SCHOOL OF MILITARY MEDICINE, ARISTOTLE UNIVERSITY OF THESSALONIKI

1ST PLACE Ioannis Kiriakidis - 2002

SCHOOL OF MEDICINE, ARISTOTLE UNIVERSITY OF THESSALONIKI

1ST PLACE Aikaterini Papaioannou - 2016, Vasiliki Fesatidou - 2011, Alexandros Karentzos - 1998

2ND PLACE Chrysoula Gouta - 2012

3RD PLACE Eleni Friligkou - 2012

SCHOOL OF MEDICINE, UNIVERSITY OF THESSALY

2ND PLACE Evangelos Tsiakiris - 2016

SCHOOL OF DENTISTRY, ARISTOTLE UNIVERSITY OF THESSALONIKI

2ND PLACE Maria-Eleni Zouloumi - 2014

SCHOOL OF CIVIL ENGINEERING, THE ARISTOTLE UNIVERSITY OF THESSALONIKI

1ST PLACE Stavros Kalampokis - 2016, Harilaos Karassiotos - 1998

2ND PLACE Xenia Samara - 1999

3RD PLACE Avraam Ioannidis - 2016, Stavros Tseranidis - 2009, Alexios Ampatzis - 1997

SCHOOL OF ARCHITECTURE, ARISTOTLE UNIVERSITY OF THESSALONIKI

1ST PLACE Zoi Tzika - 2010

2ND PLACE Anastasia Printziou - 2012

SCHOOL OF ARCHITECTURE, DEMOCRITUS UNIVERSITY OF THRACE

1ST PLACE Ekaterini Bakaliou - 2005

SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI

2ND PLACE Antonios Gavezos - 2015

3RD PLACE Magdalini Papaevangelou - 2013

SCHOOL OF CHEMICAL ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI

2ND PLACE Lydia Theodorou - 2009

SCHOOL OF MECHANICAL ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI

3RD PLACE Nikolaos Lotsios - 2011, Anestis Chatzidimitriadis - 2011

SCHOOL OF MECHANICAL ENGINEERING, UNIVERSITY OF THESSALY

2ND PLACE Dimitrios Anastasiadis - 2015

DEPARTMENT OF SPATIAL PLANNING AND DEVELOPMENT, ARISTOTLE UNIVERSITY OF THESSALONIKI

1ST PLACE Anastasios Tsiropoulos - 2011, A. Foutaki

SCHOOL OF LAW, ARISTOTLE UNIVERSITY OF THESSALONIKI

1ST PLACE Vassiliki Kapsali - 1998

2ND PLACE Afroditi Giovanopoulou - 2004

3RD PLACE Heleni Fotiadou - 2006, Evangelia Mokou - 2015

SCHOOL OF PSYCHOLOGY, ARISTOTLE UNIVERSITY OF THESSALONIKI

2ND PLACE Stylianos Syropoulos - 2014

SCHOOL OF POLITICAL SCIENCES, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 1ST PLACE St. Androniki Vasileiou - 2014, Eleftherios Arvanitis - 2001
2ND PLACE Chrysanthi Athanasiadou - 2014, Sriridon Goulielmos - 2007
3RD PLACE Anastasia Panagiotopoulou - 2006

SCHOOL OF MUSIC STUDIES, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 1ST PLACE Georgia Polymeneri - 2013

SCHOOL OF ENGLISH LANGUAGE & LITERATURE, NATIONAL & KAPODISTRIAN UNIVERSITY OF ATHENS

- 3RD PLACE Rafaela Liakopoulou - 2013

CORPS OFFICERS OF THE GREEK POLICE

- 1ST PLACE Nikolaos Stathis - 1999

SCHOOL OF THEOLOGY, THE ARISTOTLE UNIVERSITY OF THESSALONIKI

- 3RD PLACE Timotheos Hourpoulidis - 2006, K. Pavlou

SCHOOL OF MATHEMATICS, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 1ST PLACE Iris-Ioanna Papadopoulou - 2002

SCHOOL OF MATHEMATICS, AEGEAN UNIVERSITY

- 1ST PLACE Maria Stogianitsi - 2012
3RD PLACE Iason Ioannis Papastavrou - 2013

SCHOOL OF BIOLOGY, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 1ST PLACE Gerasimos Kavadias - 2002

SCHOOL OF PHYSICS, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 3RD PLACE Georgios Ioannidis Kopanos - 2011

SCHOOL OF CHEMISTRY, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 2ND PLACE Ekaterini Karamouzi - 2010, Maria Akritidou - 2009, Lucy Kasemian - 2001
3RD PLACE Olga Ioannidou - 2011

SCHOOL OF AGRICULTURE, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 2ND PLACE Nikolaos Andreadis - 2014, Athanasios Tsalikidis - 2005

SCHOOL OF GEOLOGY, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 2ND PLACE Maria Kazili - 2005

DEPARTMENT OF ECONOMICS, MILITARY SCHOOL OF THESSALONIKI

- 3RD PLACE Christos Tasioulas - 2014

DEPARTMENT OF ACCOUNTING AND FINANCE, UNIVERSITY OF MACEDONIA

- 2ND PLACE Konstantinos Dolkeras - 2014

DEPARTMENT OF BUSINESS ADMINISTRATION AND MARKETING, UNIVERSITY OF MACEDONIA

- 1ST PLACE Stiliany Kyratzi - 2016, Christos Venetopoulos - 2014, Nikolaos Georgakis - 2011
2ND PLACE Panagiota Aslanidou - 1999, Dimitrios Mantoulidis - 1994
3RD PLACE Vasileios Moschoules - 2012, Kyriaki Ioulia Koudouni - 2010

DEPARTMENT OF ECONOMICS, UNIVERSITY OF MACEDONIA

- 3RD PLACE Theodoros Velentzas - 2014, Katerina Zachari - 2007

DEPARTMENT OF BALKAN, SLAVIC AND ORIENTAL STUDIES, UNIVERSITY OF MACEDONIA

- 1ST PLACE Dimitra Kirkinezi - 2012
3RD PLACE Nikolaos Mitakidis - 2015

DEPARTMENT OF PRIMARY EDUCATION, ARISTOTLE UNIVERSITY OF THESSALONIKI

- 2ND PLACE Georgios Billios - 2016

studies abroad





Harvard University

R. Tsiamis	2018
R. Ketsetsidis	2016
F. - I. Sitalidis	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

R. Tsiamis	2018
F. - I. Sitalidis	2016
E. Taratoris	2010
P. Toskas	2010
C. Mantoulidis	2007
T. Gogakos	2006
I. Konstantinidis	2005

Stanford University

C. Mantoulidis	2007
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Yale University

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

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

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

Duke University

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

California Institute of Technology

R. Tsiamis	2018
R. Ketsetsidis	2016
E. Taratoris	2010
C. Mantoulidis	2007

Johns Hopkins University

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

Dartmouth College

T. Haris	2017
F. - I. Sitalidis	2016
D. Sideri	2007
T. Gogakos	2006
I. Konstantinidis	2005
D. Batzilis	2004
S. Magkiriadou	2003

I. Grammatikopoulou	2001
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Northwestern University

I. Grammatikopoulou	2001
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Cornell University

R. Tsiamis	2018
E. Tsaprazi	2014
A. Gaitanidis	2010
C. Mantoulidis	2007
Z. Chatzidimitriadou	2007

University of California, Berkeley

P. Toskas	2010
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Georgetown University

M. Moutselos	2003
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UCLA

G. Papachatzakis	2016
T. Feldman	2001

Carnegie Mellon University

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

University of North Carolina, Chapel Hill

D. Papatziomou	2015
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New York University

O. Tzamtzis	2017
T. Feldman	2001

University of Rochester

D. Nikolaou	2013
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Brandeis University

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

Georgia Institute of Technology

A. Gkavezos	2015
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Boston University

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

Northeastern University

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

University of California-Santa Barbara

G. Papachatzakis	2016
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University of California-San Diego

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

G. Papachatzakis	2016
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Pennsylvania State University

R. Tsiamis	2018
K. Chatzidimitriadou	2016

University of Texas-Austin

A. - I. Koulouras	2016
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Virginia Tech

K. Chatzidimitriadou	2016
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Worcester Polytechnic Institute

S. Koutroulis	2015
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Syracuse University

G. Zachariadis	2017
A. Dourou	2017
S. Pavlidis	2017
K. Chatzidimitriadou	2016
S. Koutroulis	2015
I. Boziaris	2007
G. Chalvatzoglou	2007

Purdue University

K. Chatzidimitriadou	2016
P. Kiriakidis	2005

G. Adam	1998
N. Tsakiris	1998
K. Tzaros	1997
H. Saatsoglou	1994

Fordham University

D. Papatziomou	2015
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Texas A & M University

A. - I. Koulouras	2016
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Clark University

M. Tirta	2014
P. Papadopoulos	2004
A. Tshipidis	2004
A. Tshipidou	2000

Stevens Institute of Technology

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

University of Denver

D. Papatziomou	2015
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Tufts University

P. Pentousis	2018
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Drexel University

S. Mavromatis	2018
P. Gragkopoulou	2018
O. Tzamtzis	2017
A. Chorooglou	2016
K. Chatzidimitriadou	2016
K. Mavromati	2014
V. Haidas	2013
P. Prezas	2012
A. Willis	2010

Seton Hall University

O. Rantis	2017
K. Veliani	2016

Hofstra University

D. Papatziomou	2015
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University of Texas-Dallas

A. - I. Koulouras	2016
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University of South Florida

K. Chatzidimitriadou	2016
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University of Houston

A. - I. Koulouras	2016
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Williams College

E. Konstantinidis	2005
-------------------	------

Amherst College

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

Swarthmore College

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

Wellesley College

V. Katsarou	2007
M. Katsarou	2005

Vassar College

A. Chatzidimitriadis	2013
E. Kanonidis	2012
Z. Chatzidimitriadou	2007
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. Papadopoulos	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. Chorooglou	2016
Mount Holyoke College	
Z. Hiliada	2012
E. Faraza	2011
E. Vlahou	2008
V. Katsarou	2007
D. Pezati	2006
M. Katsarou	2005
A. Giovanopoulos	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	
S. Mavromatis	2018
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
E. Vlahou	2008
A. Fragkopoulou	2007
S. Velissaris	2007
E. Tezapsidis	2006
M. Katsarou	2005
Austin College	
V. Aidonidou	2015
Messiah College	
K. Chatzidimitoulas	2016
Geneva College	
K. Chatzidimitoulas	2016
Westminster College	
E. Sifnaiou	2017
University of Charleston	
A. Dourou	2017



McGill University	
P. Gragkopoulou	2018
S. Mavromatis	2018
University of Toronto	
A. Tagtalenidis	2012
University of British Columbia	
O. Bouroutis	2015



Cambridge University	
R. Tsiamis	2018
P. Koutsogeorgos	2017
R. Ketsetsidis	2016
F. - I. Sitalidis	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	
R. Tsiamis	2018
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
C. Varsamis	2011
G. Ioannidis-Kopanos	2011
G. Gavriiloglou	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	
S. - M. Digktsi	2018
I. Liakou	2018
S. Mavromatis	2018
T. Oikonomou	2018
C. Sideris	2018
S. Schoinas	2018
K. Vasileiou	2018
E. Papanikolaou	2017
S. Pavlidis	2017
O. Tzamtzis	2017
F. - I. Sitalidis	2016
C. Gkantsinikoudi	2016
K. Dervisopoulos	2016
N. Papadopoulos	2016
S. - A. Stamboultzi	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	
K. Athanasopoulos	2018
P. Gragkopoulou	2018
I. Liakou	2018
E. Michalopoulou	2018
G. Korifidis	2017
P. Koutsogeorgos	2017
A. Bardou	2016
A. Chorooglou	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. Chorooglou 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

K. Athanasopoulos 2018
N. Kipourous 2018
T. Oikonomou 2018
R. Tsiamis 2018
G. Karanikos 2016

University of York

K. Athanasopoulos 2018
N. Kipourous 2018
E. Michalopoulou 2018
F. Pentousi 2018
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

P. Diamantis 2018
S. Mavromatis 2018
C. Sideris 2018
S. Schoinas 2018
K. Vasileiou 2018
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

P. Diamantis 2018
E. Michalopoulou 2018
E. Papanikolaou 2017
I. Girousis 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. - M. Digktsi 2018
I. Liakou 2018
F. Pentousi 2018
S. Schoinas 2018
K. Theophanidis 2018
K. Vasileiou 2018
S. Pavlidis 2017
A. Chorooglou 2016
C. Gkantsinikoudi 2016
A. Bardou 2016
G. Papanikolaou 2016
I. Salamotas 2016
S.- A. Stamboultzi 2016
V. Bikou 2015
M. Kerasidou 2015
P. Zavitsanos 2015
O. Bouroutis 2015
N. M. Fanaropoulou 2015
V. Georgalas 2015
A. Hatzistavrou 2015
A. Kondelidou 2015
A. Patakas 2015
G. Sykas 2015
C. Athanasiadou 2014
A. Vasiliou 2014
S. Thomaidou 2014
S. N. Markianos Wright 2014
K. Mavromati 2014
K. Dolgeras 2014
C. Papadopoulos 2014
F. Tsougianni 2014
M. E. Dimou 2013
V. Prasini 2013
I. Revach 2013
V. Siomos 2013
V. Chaidas 2013
G. Tsaozsidis 2012
P. Prezas 2012
Z. Hiliada 2012
V. Georgiou 2011

University of Bristol

P. Diamantis 2018
R. Tsiamis 2018
V. Georgiadis 2017
C. Karathodoros 2017
P. Koutsogeorgos 2017
E. Papanikolaou 2017
O. Tzamtzis 2017
T. Haris 2017
C. Gkantsinikoudi 2016
I. Girousis 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
S. - N. Markianos Wright 2014
M. Tirta 2014
N. Tselepidis 2012

A. Tagtalenidis 2012
T. Zachariadis 2012
E. Mastoris 2011
D. Aretakis 2009

University of Sheffield

A. Oikonomou 2018
M. Tiliaveridou 2018
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
S. - A. Stamboultzi 2016
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. Stamboultzis 2013
M. Fesatidou 2013
A. Xakis 2012
K. Efstathiou 2012
E. Frilgkou 2012
L. Kazakou 2012
E. Faraza 2011
G. Gavriloglou 2010
E. Meleziadou 2009

University of Leicester

M. Tiliaveridou 2018

University of Edinburgh

P. Gragkopoulou 2018
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. Stamboultzis 2013
V. Siomos 2013
M. Fesatidou 2013
V. Chaidas 2013
K. Efstathiou 2012
T. Zachariadis 2012
L. Kazakou 2012
E. Kanonidis 2012
E. Frilgkou 2012
S. Hytiroglou 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

F. Pentousi 2018
E. Papanikolaou 2017
C. Athanasiadou 2014
G. Papazoglou 2013
I. Revach 2013
A. Alexiou 2011

Newcastle University

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

University of Nottingham

E. Michalopoulou	2018
P. Adamidis	2017
C. Karathodoros	2017
O. Rantis	2017
K. Dervisopoulos	2016
V. Niavi	2016
P. Anastasiadis	2015
N. - C. - M. Bakola	2015
K. Efsthathiou	2012

University of Glasgow

A. Panagiotopoulos	2015
G. Efsthathiou	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. Efsthathiou	2012
E. Mastoris	2011
E. Faraza	2011
E. Ioannidis	2010

King's College London

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. Gavriiloglou	2010
E. Taratoris	2010
M. Gaitanidou	2009

University of Manchester

N. Kipouros	2018
S. Mavromatis	2018
C. Sideris	2018
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
C. Varsamis	2011
G. Ioannidis-Kopanous	2011
A. Gaitanidis	2010

University of Reading

I. Vaggelis	2018
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

Swansea University

A. Oikonomou	2018
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Cardiff University

M. Tiliaveridou	2018
G. Korifidis	2017
M. Sakaloglou	2016

Queen Mary University of London

N. Kipouros	2018
P. Adamidis	2017
M. Anastasiadou	2015
D. Papatziadou	2015
A. Kondelidou	2015
O. Bouroutis	2015
Z. Hiliada	2012
V. Georgiou	2011

University of Essex

P. Gragkopolou	2018
I. Vaggelis	2018
S. Pavlidis	2017
A. Bardou	2016
A. Chorozioglou	2016
S. Kougioumtzi	2015
V. Tsartsalis	2013
G. Tsousidis	2012

Royal Holloway, University of London

I. Liakou	2018
V. Georgalas	2015
S. Daniilidis	2015
D. Gioltzidi	2013
S. Hytioglou	2012

University of Dundee

K. Athanasopoulos	2018
S. - M. Digtisi	2018
D. Theodorou - Anagnostou	2018
M. Konstantinidou - Sirou	2017
C. Kalfas	2017
M. Hatzitziva	2017
K. Veliani	2016
G. Papanikolaou	2016
I. Salamotas	2016
E. Kanonidou	2014

University of Buckingham

C. Papadopoulos	2014
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Heriot-Watt University, Edinburgh

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

University of Liverpool

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

City, University of London

S. Mavromatis	2018
K. Theophanidis	2018
P. Adamidis	2017
C. Kalfas	2017
E. Karpozilos	2013
S. Tseranidis	2009
E. Konstantinidis	2005

Keele University

R. Margaritidou	2013
E. Nakis	2013

University of Aberdeen

S. - M. Digtisi	2018
D. Theodorou - Anagnostou	2018

M. Tiliaveridou	2018
N. Dimopoulos	2017

University of Strathclyde

D. Theodorou - Anagnostou	2018
C. Sideris	2018
N. Dimopoulos	2017
D. Nikolaou	2013

Coventry University

I. Salamotas	2016
C. Matiaki	2015

University of Stirling

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

DeMontfort University

I. Vaggelis	2018
C. Gkantsinikoudi	2016
M. Sakaloglou	2016
E. Tsigka	2016
P. Zavitsanos	2015
O. Balidis	2015
D. Tsevermes	2015
G. Damaskos	2015

University of Portsmouth

E. Tsigka	2016
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Nottingham University

A. Karapatakis	2008
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Oxford Brookes University

V. A. Georgiou	2011
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Falmouth College

S. Romanou - Pili	2017
A. Chalvatzoglou	2012

Brunel University

K. Dervisopoulos	2016
G. Papanikolaou	2016
S. - A. Stamboultzi	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. Mavroudakias-MacCallum	2013
Th. Tyflioris	2013
E. Chantzi	2013
G. Tsousidis	2012
D. Mavromatis	2010

University of Creative Arts

S. Romanou - Pili	2017
M. Vathioti	2013

University of Northumbria

E. Nakis	2013
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University of Goldsmiths

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

University of the West of England

D. Lamprinos	2009
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University of Bradford

O. Rantis	2017
D. Hatzis	2008

University of Hertfordshire

E. Th. Mavroudakias-MacCallum	2013
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Manchester Metropolitan University

A. Dallogiannis	2015
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. Vathiotti 2013

Middlesex University

A. Halvatzoglou 2012
E. Konstantinidis 2005

Plymouth University

C. Tsolakidis 2012

University of Brighton

K. Theophanidis 2018
M. Tiliaveridou 2018
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. Mavroudakakis-MacCallum 2013
P. Boumi 2013
C. Varsamis 2011
M. Karsanidou 2010
E. Konstantinidis 2005

University of Central Lancashire

M. Vathiotti 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 - Pili 2017

Salford University

G. Michelakakis 2017
M. Hatzitzi 2017
A. Daldogiannis 2015
V. Likogiannis 2014
E. Th. Mavroudakakis-MacCallum 2013
V. Fessatidou 2011

University of Sunderland

D. Chatzis 2008

University of the West of Scotland

A. Oikonomou 2018

Greenwich University

K. Theophanidis 2018
E. Karpozilos 2013
E. Nakis 2013
C. Tsolakidis 2012
C. Varsamis 2011
R. Tseranidou 2010
E. Konstantinidis 2005

Anglia Ruskin

I. Vaggelis 2018
M. Hatzitzi 2017
M. Sakaloglou 2016

LCA Business School London

C. Katsiotis 2014

Kingston University

K. Theophanidis 2018
I. Vaggelis 2018
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. Hytiroglou 2008

University of Westminster

G. Michelakakis 2017
C. Papadopoulos 2014
V. Georgiou 2011
O. Papantoni 2011
R. Tseranidou 2010
E. Konstantinidis 2005

University of East London

M. Hatzitzi 2017
G. Damaskos 2015
R. Tseranidou 2010
E. Karpozilos 2013

**Bocconi University, School of Economics**

I. Liakou 2018
P. Adamidis 2017
V. Kostakis 2017
T. Zikouli 2016
C. Vafeiadis 2016
I. Saropoulos 2015
S. Koulaxis 2015
D. Tseveremes 2015
F. Tsougianni 2014
A. Kyriazis 2013

**University of Maastricht**

I. Vaggelis 2018
F. Pentousi 2018
C. Karathodoros 2017
E. Papanikolaou 2017
T. Haris 2017
S. - A. Stamboultzi 2016
E. - S. Vantouli 2016
A. Bardou 2016
E. Fesatidou 2015
D. Tyfliori 2015
N. Mantatzis 2015
D. Tseveremes 2015
C. Papadopoulos 2014

Groningen University

K. Athanasopoulos 2018

N. Apostolidis 2018
I. Vaggelis 2018
F. Pentousi 2018
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. Tseveremes 2015

University of Twente

V. Georgiadis 2017
N. Dimopoulos 2017
C. Karathodoros 2017
T. Haris 2017

Radboud University

S. - M. Digktsi 2018
M. Tiliaveridou 2018
V. Georgiadis 2017
D. Tseveremes 2015

Tilburg University

N. Apostolidis 2018
I. Liakou 2018
E. Papanikolaou 2017
D. Tseveremes 2015

VU Amsterdam

C. Karathodoros 2017
E. - S. Vantouli 2016
E. Tsigka 2016
A. - S. Dimitriou 2016

The Hague University of Applied Sciences

N. Apostolidis 2018
A. - S. Dimitriou 2016
A. Bardou 2016
S. - A. Stamboultzi 2016
N. Mantatzis 2015
D. Tyfliori 2015
E. Fesatidou 2015
C. Papadopoulos 2014

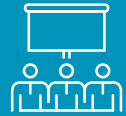
**Les Roches Hospitality Management**

X. T. Kalfa 2018
H. Kotanidis 2017
F. Delliou 2015

**Aix-Marseille Université**

E. Papanikolaou 2017

honors



Agones
Technis





International Olympiad in Informatics

2nd place	C. Mandoulidis	MEXICO 2006
	I. Tsoukalidis	FINLAND 2001
3rd place	C. Mandoulidis	CROATIA 2007
	I. Tsoukalidis	CHINA 2000, PORTUGAL 1998

Balkan Olympiad in Informatics

2nd place	C. Mandoulidis	MOLDOVA 2007
	I. Tsoukalidis	FYROM 2000, GREECE 1999
3rd place	R. Ketsetsidis	CYPRUS 2016
	G. Venizelos	BULGARIA 2013
	C. Mandoulidis	CYPRUS 2006, GREECE 2005

International Mathematical Olympiad

1st place	V. Georgiadis	BRASIL 2017
2nd place	R. Tsiamis	BRASIL 2017
	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	SERBIA 2015
2nd place	R. Tsiamis	SERBIA 2018, 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 Mathematical 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	R. Tsiamis, O. Ploiaridis	2018
	F.-I. Sitalidis, R. Tsiamis	2016, 2015, 2014
	R. Ketsetsidis, T. Haris	2015
	N. Kalosidis, G. Batzolis	2014
3rd place	S. Mastoris, I. Dimoulis, A.-C. Savva	2018
	S. Mastoris, I. Piliandis, A.-C. Savva	2016
	C. Ioannidis, K. Koutroulis, P. Koutsogeorgos, I. Piliandis	2015
	I. Girousis, G. Papachatzakis, O. Ploiaridis, I. Arnold-Amvrosiadis	2014

American Mathematics Competition - AMC10 & AMC12

AMC10	S. Mastoris, O. Dadoudi, K. Markopoulos	2018
	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	O. Ploiaridis, A.C. Savva, K. Koutroulis	2018
	P. Diamantis, V. Georgiadis, R. Tsiamis	2017
	G. Venizelos, C. Ioannidis	2016
	F.-I. Sitalidis, G. Venizelos- (qualified for AIMEI among 5% internationally)	2015
	S. 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. Mandoulidis 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 R. Tsiamis THAILAND 2017 G. Papachatzakis INDONESIA 2015 E. A. Palaskos GREECE 2013
	International F1 IN SCHOOLS Competition 1st place INFINITE RACING TEAM USA 2016 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 V. Triantafyllou 2017 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. Faraza, 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 E. Mandaltsi, I. Krania D. Lagias K. Ktenidis
		2007 2006 2002 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 S. Kyratzi, K. Veliani, F. - I. Sitolidis, C. Gantsinikoudi, V. Niavi
		2016 2015
	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	
	1st place	V. Haidas
	2nd place	D. Zachariadou, E. Kariofilis, I. Dellios
	3rd place	L. Paschalidis
	International Music Competition	
	INTERNATIONAL MUSIC FESTIVAL 2008-YOUNG PRAGUE	
	2nd place	Mandoulides Orchestra & Choir
		2008
	INTERNATIONAL MUSIC FESTIVAL 2009 - NEERPELT, BELGIUM	
	2nd place	Mandoulides Orchestra & Choir
		2009
	International Competition in Fairy Tale Writing	
	2nd place	D. Zachariadou
		2008
	European Classics Competition in Ancient Greek Language & Civilization	
	3rd place	D. Sideri
		2006
	Mandoulides Basketball	
	1st place	Israel
	2nd place	Poland
	3rd place	Turkey
		1999 2005 2009



National Olympiad in Informatics

(organized by the Greek Society of Computer Scientists)

1st place	R. Ketsetsidis	2013
	C. Mandoulidis	2007, 2006, 2005
	T. Athanasakis	2004
	I. Tsoukalidis	2001, 1999
2nd place	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 Mathematical Olympiad

(organized by the Hellenic Mathematics Society)






1st place	R. Tsiamis	2018
	A. 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, A.C. Savva, R. Tsiamis	2017
	G. Venizelos, R. Ketsetsidis, K. Koutroulis, I. Charisiadis	2016
	P. Koutsogeorgos, F. - I. Sitalidis	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. Stavrinou	2008
	C. Mandoulidis	2007
	G. Skolianos	2005
	Z. Hatzidimitriadou	2004
	I. Konstantinidis, K. Ktenidis	2002
	J. Grammatikopoulou	1997
3rd place	C. Alvanos, A. Georgiadis, I. Dimoulios, C. Karafyllia	2018
	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. Mandoulidis	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. Mandoulidis	2007
2nd place	C. Mandoulidis	2006

	<p>National Physics Competition (organized by the Hellenic Physics Society)</p> <p>1st place V. Georgiadis 2016 P. Koutsogeorgos 2015 S. Makgiriadou 2003</p> <p>2nd place S. Thomareis 2012</p> <p>3rd place F. - I. Sitalidis 2014 G. Skolianos 2005</p>
	<p>National Biology Competition (organized by the Hellenic Biology Society)</p> <p>1st place N. Konstantinidou 2018 K. Samaras - Tsakiris 2012</p> <p>2nd place K. Samaras - Tsakiris 2011</p> <p>3rd place E. Konstantinidou 2013, 2012 K. Veliani, R. Ketsetsidis 2014</p>
	<p>Astronomy and Space Competition</p> <p>1st place G. Papachatzakis 2016 R. Tsiamis 2015</p> <p>2nd place G. Papachatzakis 2015 E. Tsaprazi 2014 C. Tsertsenes 2013</p> <p>3rd place R. Tsiamis 2017, 2016 A. Palaskos 2014</p>
	<p>National Chemistry Competition (organized by the Hellenic Chemistry Society)</p> <p>1st place P. Kalmoukos 2012</p> <p>3rd place D. Grammatikopoulou 2005</p>
	<p>National Competition in Greek Language and Spelling</p> <p>1st place I. Kotsampasis 2011</p> <p>2nd place A. Gerontopoulos 2015</p> <p>3rd place V. Prasini 2010</p>
	<p>National Literary Competition in Novel Writing (organized by the HELLENIC AUTHORS SOCIETY)</p> <p>3rd place N. - C. - M. Bakola 2013</p> <p>National French Language Student Competition “La Grece vous invite”</p> <p>1st place D. Giannoulidou 2014</p> <p>National Literary Competition in Novel-POETRY Writing «GR. PENTZIKIS» (organized by the HELLENIC AUTHORS SOCIETY)</p> <p>2nd place S. Zafeiriadis 2015</p>

	Educational Program for Cyprus DOCUMENTARY FILM 1st place 2018, 2017, 2016 PHOTOGRAPHY 1st place I. Laspidou 2017 D. Mesochoriti 2016 PAINTING 2nd place E. Kantourou 2016 3rd place I. Kostaki 2016 POETRY 2nd place 2016
	Video/Film Production Competitions Distinction The Holocaust and The Greek Jews 2015 1st place A Blast 2018 Moses Segura: The Last Survivor 2018 The Walk 2016 The Slaughter of the Consuls 2017
	National Student Art Competition “AGONES TECHNIS” THEATRE 1st place In Order 2018 His life's only journey (G. VIZYINOS) 2015 3rd place Leonis (G. THEOTOKAS) 2017 MUSIC 1st place School Orchestra 2016, 2015 2nd place School Orchestra 2018, 2017 VIDEO 1st place An Explosion 2018 PRODUCTION The Walk 2016 2nd place Mute 2017 Lights, Camera, Reaction 2015 POETRY 1st place A. Symeonidou 2017 F. - I. Sitolidis 2016 2nd place K. - A. Zagri 2017 E. Gerathanasi, S. Zafeiriadis 2016 A. - R. Spyropoulou 2015 3rd place C. Karafyllia 2018 I. Sakaloglou 2017 I. - M. Arnold - Ambrosiadis 2015 PHOTOGRAPHY 2nd place M.- S. Christodoulaki 2017 3rd place S. Piperidis 2016
	Debate/Public Speaking & Dramatic Presentation of Literature In English / Forensics 1st place 2007, 2004, 2003, 2001, 1996 2nd place 2018, 2002 3rd place 2015, 2005 4th place 2017, 2016, 2014, 2013, 2011, 2010, 2009 FINALISTS 2018 DUET ACTING - COMIC O. Dadoudi, E. Kolympianaki V. Triantafyllou, A. Iosifidou ORAL INTERPRETATION OF LITERATURE-COMIC P. Vasiliadou IMPROMPTU SPEAKING E. Kimpourpoulou ORIGINAL ORATORY Z. Kamopoulou HONORABLE MENTION DUET ACTING - DRAMATIC M. Papadopoulos, A. Tzimouraka
	Greek Youth Parliament N. Kipouros, S. Piperidis, N. Efthimiadou 2016 N. - C. - M. Bakola 2014 D. Giannou 2013 E. Mastoris 2010 I. Georgoulas, P. Toskas 2009



National Student Model United Nations

BEST DIPLOMATS

E. Daoudakis, A. Andreadi, A. - R. Spyropoulou, E. Chrysafi, 2017
E. Kimpouropoulou, G. Michailidis, Th. Fesatidou, E. Kolympanaki

BEST SPEAKERS

Ch. Karafyllia, E. Dolopikou, A. Papazoglou, Z. - M. Kamopoulou,
O. Dadoudi, D. Antivalidi, V. Triantafyllou

HONORABLE MENTION

D. Papadopoulou, A. Symeonidou, Th. Chatzisotiriou, S. Mastoris,
A. Spiliopoulos, S. Piperidis

Simulation Of the European Parliament Plenary Session

BEST SPEAKERS

A. Gravani, A. - T. Papapavlou, Z. Kamopoulou, E. Dolopikou 2018

S. Mastoris

E. Chasioti, N. Kipouros, P. Diamantis 2017



Conseil des Jeunes Citoyens

Debate and Public Speaking Scholastic Competition in French

1st place

A. - T. Papapavlou, A. Karavasili 2018

S. Zisis, V. Triantafyllou, C. Chorinos 2017

M. Mertzimeki, V. Triantafyllou, C. Chorinos 2016

E. Karavasili 2015

3rd place

A. Gravani 2018

C. - A. Efstathiou 2017

Debate and Public Speaking Scholastic Competition In Greek

DEBATE

2nd place

C. Tsiouma 2018

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



Expressive Reading Competition In French

1st place

M. Ganatsa 2018

2nd place

C. - A. Efstathiou 2018

A. Archipova, C. - A. Efstathiou 2016

3rd place

M. Polizouli, C. Toumazou, A. - T. Papapavlou 2018

C. - A. Efstathiou 2017

S. Zisis 2017, 2016

FINALISTS

D. Lisitsa, P. Tzartzi, V. Triantafyllou 2018



Mandoulides Basketball

1st place

2016, 2013, 2009, 2006, 2005, 2000, 1999

2nd place

2008, 2007, 2001, 1996

3rd place

2015, 2014, 2012

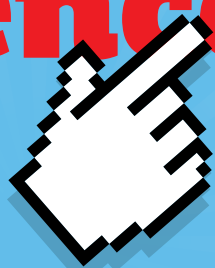




MANDOULIDES
EDUCATORS SINCE 1978

Mandoulides

Art @ Science days



Develop a love for mathematics
by playing and learning

Discover the 3D world

Create 3D games

Calculate and devise codes
to protect your data

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

Free
for all
children of
Thessaloniki



schedule

04/11/2017, 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

03 - 04/09/2018, 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

05/09/2018, 10:00 - 13:00

Mandoulides Programming Day

7th - 12th grade students

Workshops:

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

05/09/2018, 10:00 - 13:00

Mandoulides Robotixlab Day

5th - 9th grade students

06 - 07/09/2018, 10:00 - 13:00

Mathematical Games

5th - 6th grade students

03 - 07/09/2018, 10:00 - 13:00

Mathematical Thinking & Reasoning

8th - 12th grade students

06 - 07/09/2018, 10:00 - 13:00

Introduction to Mathematical Thinking & Reasoning

7th grade students

For more information and registration forms please visit www.mandoulides.edu.gr

DAY CARE CENTER - KINDERGARTEN - ELEMENTARY SCHOOL

Tel: 2310 473813 | Fax: 2310 472001

e-mail: kindergarten@mandoulides.edu.gr | primary@mandoulides.edu.gr

JUNIOR - SENIOR HIGH SCHOOL

Tel: 2310 474024 | Fax: 2310 474086

e-mail: secondary@mandoulides.edu.gr



Summer Educational Programs & Camps 2018



for all
children of
Thessaloniki

Summer Creative Activities

18/06 - 27/07/2018 & 03 - 10/09/2018

Day Care Center, Kindergarten and Elementary School students

English & Adventure Camp

18 - 29/06/2018

Pre-Kindergarten - 6th grade students

All Star Basketball & Shooting - Footwork Camp

18 - 23/06/2018 & 25 - 30/06/2018

2nd - 10th grade students

Shooting - Footwork Camp

18, 19 & 21/06/2018 & 25, 26 & 28/06/2018

4th - 10th grade students

* Free Program

Soccer Camp

18 - 23/06/2018

Pre-Kindergarten - 12th grade students

Tennis Camp

18 - 23/06/2018

Kindergarten - 6th grade students

Swimming Camp

18 - 23/06/2018

Kindergarten - 6th grade students

Girls' Volleyball Camp

18 - 23/06/2018

1st - 12th grade students

25th Summer Educational Program in Great Britain

Edinburgh, Scotland

09 - 23/07/2018

5th - 11th grade students

Mandoulides Computer Epathlon & Hackathlon Camp*

03 - 04/09/2018

4th - 9th grade students

Mandoulides Programming Day*

05/09/2018

7th - 12th grade students

Mandoulides Robotixlab Day*

05/09/2018

5th - 9th grade students

Mathematical Games*

06 - 07/09/2018

5th - 6th grade students

Mathematical Thinking & Reasoning*

03 - 07/09/2018

8th - 12th grade students

Introduction to Mathematical Thinking and Reasoning*

06 - 07/09/2018

7th grade students

For more information and registration forms please visit
www.mandoulides.edu.gr/en

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