

flame

MAGAZINE

MANDOULIDES SCHOOLS ANNUAL PUBLICATION
JUNE 2022



MANDOULIDES

EDUCATORS SINCE 1978

Enduring Educational Value

Our success rate in prestigious university admissions confirms that our students excel yearly at national and international levels.

Mandoulides Schools' innovative educational programs and advanced learning methods result in our students securing top places when admitted to the highest-ranked universities in Greece, the United Kingdom and Europe, Canada and the United States, while earning foremost international academic distinctions.

**PANHELLENIC
EXAMINATIONS
2021**

98

**STUDENTS IN UNIVERSITY
SCHOOLS OF HIGH DEMAND**

25

**STUDENTS RANKED WITHIN
TOP 15 PLACES IN THEIR
UNIVERSITY SCHOOL**

11
STUDENTS

Medicine

3rd PLACE, 18.592 points
SCHOOL OF PHARMACY,
ARISTOTLE UNIVERSITY

20
STUDENTS

Engineering

3rd PLACE, 18.871 points
SCHOOL OF CHEMICAL ENGINEERING,
ARISTOTLE UNIVERSITY

18
STUDENTS

Sciences

2nd PLACE, 19.273 points
SCHOOL OF PHYSICS,
ARISTOTLE UNIVERSITY

25
STUDENTS

Economics

1st PLACE, 19.507 points
SCHOOL OF ACCOUNTING AND FINANCE,
UNIVERSITY OF MACEDONIA

24
STUDENTS

**Humanities,
Law and Social Sciences**

5th PLACE, 19.173 points
LAW SCHOOL,
ARISTOTLE UNIVERSITY

ADMISSIONS TO UNIVERSITIES ABROAD 2021

Mandoulides Schools Studies Abroad program fully prepares students, without the need of the International Baccalaureate (IB).



6

STUDENTS

United States

6

STUDENTS

United Kingdom

6

STUDENTS

Netherlands

1

STUDENT

Italy

**38th Balkan
Mathematical
Olympiad
(BMO)**

Online, 09/2021
Bronze Medal
Ioannis Dimoulis '21

**25th Junior Balkan
Mathematical
Olympiad
(JBMO)**

Online, 07/2021
Bronze Medal
Marios Zarogoulidis
(9th Grade)

**14th International
Olympiad on Astronomy
and Astrophysics
(IOAA)**

Online, 11/2021
Bronze Medal
Panagiotis Liampas
(11th Grade)

**29th Balkan
Olympiad
in Informatics
(BOI)**

Online, 11/2021
Honorable Mention
Panagiotis Liampas
(11th Grade)

**38th National
Mathematics
Olympiad
"Archimedes"**

Greece, 06/2021
2 Gold Medals
4 Silver Medals
3 Bronze Medals

**4th Panhellenic
Senior High School
Statistics**

Competition
Online, 04/2021
2nd place

**34th Panhellenic
Chemistry
Competition**

Online, 05/2021
2nd place
3rd place



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JUNIOR - SENIOR HIGH SCHOOL
ELEMENTARY SCHOOL
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editorial

Dear Readers,

We welcome you to FLAME 2022!

We have been away for 2 years due to the COVID-19 crisis, and during these 2 years, almost every aspect of our lives has changed. The uncertainty, the loss of control, the fear of our loved ones getting infected and the potential ramifications exerted a serious impact on society, but most of all they traumatized its most vulnerable members, children and young adults.

At a very impressionable and vulnerable age, they had to deal with an overturn in their daily lives, both emotionally and physically. Among the adversities they had to manage was their new away-from-school lockdown lifestyle. School, which provided them with a structured setting in which they not only learned but also developed social competencies, seemed to be one of the collateral damages of this pandemic. Vibrant student communities transformed overnight into online societies, lively classrooms became silent breakout rooms and busy recess hours turned into five-minute breaks in order to log in from one e-classroom to another.

However, here at Mandoulides Schools our intent to work hand in hand with our students and their families was not marred by our collective inability to shake hands with each other.

We tried to combine the fulfillment of our educational goals with the satisfaction of the socialization needs of our students. They participated in online concerts and conferences, in science and art competitions and they even had their basketball trainings via online platforms. We all vouched for the fact that the academic performance of our young was as important as their emotional well-being. We never lost contact and spared no effort to balance optimism over despair.

In this post-COVID era, we should all try to harness the lessons of this crisis and become more willing to make changes that will enhance our children's resilience. But first, we need to listen to their concerns and apprehensions. Our young writers voice their views very eloquently and call us to enter their world and feel for them. Children yearn for communication and listening to what they have to say is the first step.

After all, communication works for those who work at it, let's get started.

Enjoy your summer holidays!

See you next year!

Rania Dantsi
Editor-in-chief

Thanos Matas



Showcase School

Mandoulides Schools are
1 of the 3 schools in Greece
and out of 325 schools worldwide
selected by Microsoft as
a Microsoft Showcase School.

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, 1:1 Educational Technology, my mandoulides digital platform and the use of Microsoft 365 tools 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.

110 MIEs (Microsoft Innovative Educators)

78 MIE Experts (Microsoft Innovative Educator Experts)

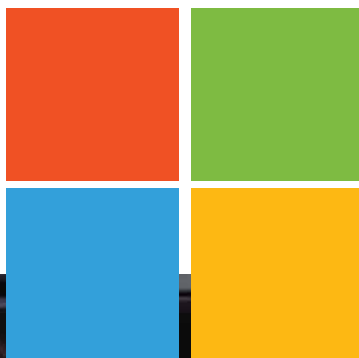
31 Microsoft Certified Educators

10 MIE Trainers (Microsoft Innovative Educator Trainers)

2 MIE Fellows (Microsoft Innovative Educator Fellows)

Aim

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





contents

1. Editorial
4. Lockdown lifestyle
Nathan Kiriakos Moser, 12th grade
6. Schooling during the pandemic seemed awkward
Konstantinos Papaspyrou, 10th grade
8. Quarantunes
Eleni Konstantinidou, 9th grade
10. Tech quandaries in the post-pandemic era
Konstantinos Baresel – Bofinger, 11th grade
11. Crime in the time of Covid
Angelina Tselliou, 7th grade
12. Never let a good crisis go to waste
Georgia Andreadi, 10th grade
13. Lockdown & family relationships
Sophia Nikopoulou, 7th grade
14. COVID-19 and the environment
Foteini Litsiou, Afroditi Saliakelli, Sofia Stini, Angeliki Frantzana, 8th grade
16. Give a child a safe, loving home: become a foster parent
Maria-Markella Seneki, 9th grade
17. Keep calm and volunteer
Vasiliki Banaka, 10th grade
18. Blind and visually impaired etiquette
Chrysanthi Boutari, 7th grade
20. Am I truly beautiful?
Romi Triantafyllidou, 9th grade
22. March to the beat of your own drum
Alexandra Konstantinidi, 7th grade
23. Life is meant to be lived
Vasiliki Banaka, 10th grade
24. I feel for you..
Koralia Genitsari, 10th grade
26. Growing up too fast
Anthi Dimitriadou & Georgia Tranou, 8th grade
27. Friends
Anthia Imionidou, 9th grade
28. Peers: Powerful allies to change
Eva Makedou, 7th grade
29. Finding love
Anna Vasileiou - Avgoustoglou, 9th grade
30. Is it good enough if it is not perfect?
Eliza Bountziouka, 8th grade
32. The pursuit of a perfect life
Isavella Papageorgiou, 7th grade
33. Aiming high
Natalenia Chourdaki, 10th grade
34. An Ode to success
Foteini Pavlidou, 10th grade
36. If I were a teacher
Angelina Katrani, 10th grade
37. Humanites vs Sciences
Marios Papavasileiou, 10th grade
38. Captive Creativity
Ioanna Tsatalbasoglou, 11th grade
39. Music is the key to creativity
Panagiotis Stefos, 7th grade
40. Gap year: A year of growth and self-discovery
Vangelis Halidis, 9th grade
42. Is smart technology making us dumber?
Promitheas Nikou, 9th grade
43. Hashtags and QR codes
Philippos Chatzichristodoulou, 7th grade
44. Social Media
Georgia Kaimaki, 10th grade
46. Should gun ownership be permitted?
Markella Tzara, 10th grade
48. We do art
49. We do music
50. We do diplomacy
54. We do innovation
58. We do conferences
59. We do Erasmus
60. Alumni
63. Post Secondary Placements
65. Studies Abroad
72. Honors



Lockdown lifestyle

How Covid-19 altered our lives

Nathan Kiriakos Moser

Every once-in-a-while, we experience certain things that end up changing our whole perspective on life: a ruined relationship, getting a 20/20 on a test or, hearing a teacher say: "I'm really proud of you." Those are some things that can change an individual's outlook. But, the Corona virus "Covid-19" has changed everybody's perspective on life and how we all live. I'd like to offer a few reflections on how the Corona virus pandemic affected people like me, the average teenager.

Prior to the worldwide domination of the virus, our lives were pretty predictable. Speaking for myself, for instance, I would get up early every morning, eat my Cheerios and go outside. Then, I would wait for 10 minutes until the bus would come to pick me up. Once on the bus, there were really only four activities to choose from: go to sleep, eavesdrop, listen to music or rethink my life. After arriving at school, the day begins. During class hours, I would try to pay attention, which of course, depended on that day's mood. Then after classes, I would hop on the bus and take the long ride home. Upon arriving home, I would eat my lunch, start my homework or spend some time doing a hobby. If there was still time after that, I would do more homework and sleep. Repeat five days a week.

But now, thanks to the Corona virus, doing all of that has changed. In the beginning, it was great news. The virus only meant one thing-no school! We could get up at whatever time we wanted. We could watch more movies and go to bed late. However, then things started to get serious. Infection rates got higher and higher each passing day. We were forced to self-quarantine from everybody. It felt like we were

being told not to be polite! Prior to the Corona quarantine, we needed to inform our parents where we were planning on going. Now, we had to be prepared to tell the police patrolling the streets what our next move and destination would be. We had to avoid all people and stay home. In the pre-Corona days we would spend most of our time away from home. Now, we spend every minute of our time at home!

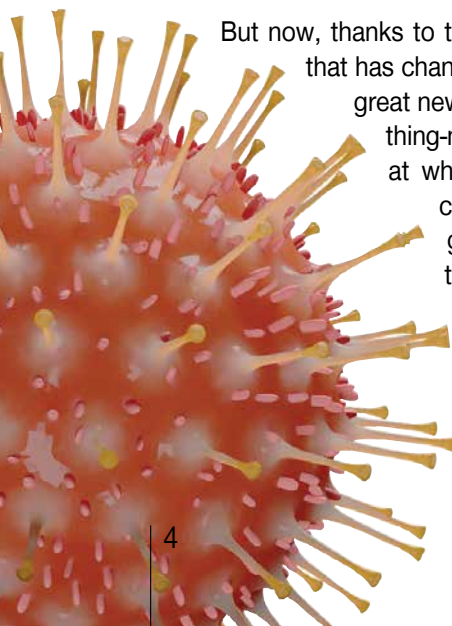
So, has the quarantine been a good thing for us or just a really bad experience? I'd like to reflect on how the virus has changed our hobbies, our schooling, our personal hygiene and our relationships with other people.

Our Hobbies

For those who enjoy an individual hobby, things are easy. But, people who play team sports have had some major disappointments since any athlete knows that exercising and practicing with your team is important. Not doing so, you'll probably get worse and grow out-of-shape. The only hope for your team when you start playing games again is that the opposing teams haven't been practicing in secret. On the other hand, if you're a musician the virus has given you a golden opportunity, you can be practice alone. Fencing is another sport that fits well with the Corona pandemic. Sword fighters already wear hazmat suits, masks, push people away and try not to get touched. Everyone else, though, is out-of-luck!

Our School

Without a doubt, our experience with the school has radically changed. Before the lockdown, school was a place you could go to learn things you need to know for life, socialize and challenge yourself to be better. Now, I suppose all students owe the Corona a big "Thank you" note. Thanks to Covid-19, we have fewer exams and less work to do. We can even "violate" the school dress code! Before the virus, some kids in school would just dream about having a button they could push that would help them





[pixabay.com/photo: Alexandra_Koch](https://pixabay.com/photo/Alexandra_Koch)

suddenly disappear from the class! Now, thanks to distance learning, we have the ability to make both ourselves and our teachers disappear with just one click! But... not so fast! There are some drawbacks as well. We miss our teachers and, I'm sure we would learn better face-to-face. Also, If you have several siblings, be prepared for some challenges! We all fight for who gets the best electronic device, the most comfortable chair and the quietest room. Suddenly, you have to learn that your younger sibling's study time is just as important as your own.

Personal Hygiene

For our entire lives, our parents have told us to wash our hands before eating anything. We were also accustomed to washing our hands after coming in from any outdoor activities. But now, we are constantly told to wash our hands! We actually have to do it to survive! The germophobes must be losing their minds right now! You can tell how our approach to personal hygiene is changing just by noticing the items people carry with them. As humanity progresses, people always seem to be carrying more and more things. Our ancestors only carried rocks and pieces of wood. Then, they carried swords and spears. Up until recently, people carried keys, money, wallets and cell phones. Now, we need to find space for hand sanitizer in our pockets.

Relationships with others

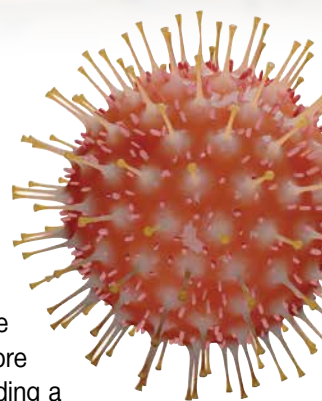
Unless you're a self-isolating introvert by nature, this pandemic is no fun! The biggest way the Corona has changed our lives has been to drive everybody crazy with the social

distancing policies. You can no longer see your friends, your significant other, friends or relatives. All of a sudden, Chuck Noland (played by Tom Hanks) in the Castaway doesn't seem so strange! I can now see why people would start talking to volleyballs, basketballs and pictures on the walls. Suddenly, you're all alone. No more prospects of going out with friends or finding a date! The good news for those who are dating is that they won't get into a fight! That means that the high school romance will last more than the typical two weeks. Congratulations to all of you! As far as our relationships with strangers go, well, that's been pretty easy. After all, you never knew them anyway. It's just a little odd crossing the street having to avoid encountering another pedestrian.

These are just a few of the many things in our life that have changed the way we live. How long will this all last? Should I get accustomed to the new "normal"? Will our lives ever go back to the way things were? Will we always need to wash our hands like madmen? One thing I know for sure is that we should continue having hobbies.

We shouldn't be afraid of doing new things or learning in new ways. We should stay healthy and take care of our personal hygiene. We should stay in contact with our friends since we have the gift of technology and mobile services. Above all, always stay positive and something good will come out of it.

Prior to the Corona quarantine, we needed to inform our parents where we were planning on going. Now, we had to be prepared to tell the police patrolling the streets what our next move and destination would be.





Schooling during the pandemic seemed awkward !

The reason why most people dislike the concept of online school is probably because of how solitary it can feel.

Konstantinos Papaspyrou

The recent pandemic outbreak of the infamous COVID-19 (Coronavirus) was definitely something that altered the norm, changing many habits the average person would have in their daily lives. Suddenly, one's ability to exit their living space is prohibited in order to avoid the spread of the virus. Entire countries found

themselves in a state of quarantine, and governments turned activities like exercising, shopping, socializing and most importantly educating our youth into "illegal acts". The following paragraphs discuss the impact that the quarantine had on education as a whole and also the benefits and drawbacks of online school.

To start off, it is important to understand what counts as online education, in order to avoid any mishaps. Firstly, online classes are an attempt to imitate what a normal classroom would be like, with communication between the pupils and teacher achieved via microphones and cameras. Another topic of major importance when talking about online schooling is the homework being assigned to pupils so as to test their knowledge on a certain subject.

Let's begin by mentioning the benefits online school has provided us so far. The most blatant of them all is of course the fact that students learn from the comfort of their homes and aren't forced to journey to school. This has truly been a saving grace for the educators around the globe during the Coronavirus outbreak, as it allows learning that is just as efficient while limiting physical contact between students, thus halting the spread of the disease.

Another blessing that was brought upon pupils with the rise of e-school was the freedom of choice a student enjoys during such a lesson. In greater detail, a student doesn't have some third party force him to pay attention to a class he barely is interested in. As a result, the student is hit with a dilemma between paying attention and messing around. Students are in this way developing their self-control and ability to make better decisions in the future. However, choice comes as a double edged sword. Freedom of choice doesn't generally work in a school environment where missing out on one or two classes could lead to the student's failing the whole subject. Despite being uninterested, students need to participate actively as a bad grade could ruin their final academic performance.

On the other hand, online classes in general were rather problematic in some areas. To begin with, we have the infamous microphone/camera problem, where a student lacks the necessary equipment to fully participate in the lesson. The main problem of the lack of equipment is that it turns students from active participants to

simple spectators. This leads to an unintended passive learning experience. The same argument applies to the lack of appropriate software (e.g. not having Microsoft Office installed on your computer). Therefore, students who may lack one of the aforementioned presuppositions are denied a proper educational experience compared to those who have complete access to any digital tool needed.

Another major problem the online school system has is the teaching methods. To those who believed that the normal educational system was relatively weak, the online version makes it look like an unforgettable experience. The lack of attention given by the students is doubled in an online classroom, since there is no penalty given to the students for messing with their own shenanigans. This can make teaching rather difficult as the tutor is mostly ignored in most cases and addresses the lesson to the few children participating. Let's be honest here, everyone has had that one lesson where they just let the teachers speak, hoping that they don't call out their name to answer a question that barely anyone knew the context to.

And finally, the reason why most people dislike the concept of online school is probably because of how solitary it can feel. By that I mean that quarantine (and quarantine school of course) makes us feel extremely lonely. What I am trying to say, is that online school does not have any breaks. Thus, pupils don't have the chance to meet and greet with their friends. The total lack of social interactions kills any joy the student usually feels when attending school in-person.

To conclude, I strongly believe that while online school can allow students to learn even under extremely difficult conditions and gives them the freedom of choice, it cannot be compared to life at school. Hardware, software and internet complications are dissuasive, the (lack of) quality of the educational process provided by some schools coupled with the general boredom, and discord may lead to academic failure.



Quarantunes

Eleni Konstantinidou

Stayin Alive! That is probably one song that describes exactly the reason why we all went into quarantine in the first place. But how about Survivor, Toxic, Don't Stand So Close to Me, Sicko Mode. Whatever the song is called, the lyrics or the genre, there will always be a song that perfectly describes our emotions under any circumstances, even during the COVID-19 pandemic. Music and entertainment as a whole were here to support us emotionally and fill the empty space and silence while this pandemic went down in history. And it did, in so many ways.

First of all, with all the time we spent in our homes, we had the chance to just relax and casually listen to music. There is no doubt that when we were in our rooms alone, doing homework, playing video games, cleaning, or even just daydreaming, we had tunes playing in the background. We may not have consciously understood that, but music was there to keep us company and make us feel less alone. Many of us got the chance to broaden our musical horizons by discovering new music and artists. This was also a chance for existing music lovers to practice playing their favorite instruments and maybe even learn a new one.

“

It is beautiful how music can bring people together for the one common goal of fighting and overcoming this pandemic.

Online music meetings with Evanthia Reboutsika, Dionissis Savopoulos and the members of Mandoulides Schools Orchestra and Choir

Evanthia Reboutsika



Dionissis Savopoulos



Furthermore, obviously, we spent a lot of our free time on the Internet, where we watched many YouTube song parodies or short music videos about the Coronavirus that made us laugh and took our minds off our worries regarding the unprecedented situation we were living. This proves that even during these dark and hard times, music was a gift to all of us. People did not just listen to songs. They also managed to use music for humorous reasons. Humor has an undeniable power and a positive effect on every human during tough times. So, let's not forget how much music has helped us in the last years.

Moreover, there was a lot that performers did to keep us entertained that we should all appreciate. Celebrities from around the globe organized events for everyone to see, like the 'One World Concert', where singers from many countries took part encouraging us to be strong. Furthermore, theatrical performances, which normally cost hundreds of dollars to enjoy, were available for free online so that everyone could have the chance to attend one of them. All those events had no other purpose than to raise money to help humanity get through this challenge.

Lastly, we got to see pictures that we had never seen before. Every day musicians, orchestras, bands, and even TV correspondents visited hospitals to thank everyone for working so hard to end this pandemic. In countries where lockdown was imposed, people who couldn't leave their houses were spotted on their balconies, in their yards or by their windows singing powerful and encouraging songs, playing instruments, and making music together to boost the morale of their neighbors, health workers, and their whole community. It is beautiful how music can bring people together for the one common goal of fighting and overcoming this pandemic. In conclusion, the significant impact and important role that music and entertainment have played is obvious. We should all appreciate the fact that we live in times in which all those things and the Internet, were available, because they kept us sane, during the times we were in lockdown. We got to see what humans are capable of and now that we have almost won the fight against coronavirus, we should hang on and try our best, so we can finally take our masks off.



Tech quandaries in the post-pandemic era

Konstantinos Baresel-Bofinger

In these days of Covid-19 crisis the debate about the role of technology in our lives has taken again center stage. On the one hand technology has helped providing health care, dealing with quarantine and coping with work. Distance learning, collaborative work via the Internet, data and information dissemination, tracking down cases of infected people, and also artificial intelligence, 3D printing, robotics, synthetic biology and gene modification have contributed to help control the effects of this pandemic. The various uses of these technologies though, bear also the danger of creating many problems, legal issues as well as socio-ethical dilemmas.

With the vast expansion of information via the Internet about the spread of the virus, false news is conveyed on the causes, the symptoms and the ways to deal with the virus. Human rights violations regarding personal data protection and privacy are also an issue widely discussed as a serious risk of current technology use. Many countries use GPS in private mobile phones to track down infected people and their contacts or force people entering their

borders to wear bracelets for quarantine control. This increased monitoring affects individuals lives by limiting their freedom and prohibiting them to visit friends, to go to work, or even meet family.

We need to consider the potential danger of exerting such technical controls on civilians, not only on a temporary basis but in a more permanent way, as a means to monitoring them. We need to wonder: “What will happen after the crisis is over?”

Even if people are willing to overlook this issue in a state of emergency and the interest of protecting public health, there is a substantial risk that information transferred during the crisis may be retained and used in other ways later on by governments and companies.

Covid-19, as the largest epidemic of our century, represents an excellent opportunity for policy and law makers to reflect on the legality, ethical soundness and effectiveness of the deployment of new technologies in crisis management. Finding the right balance between necessity and legality of technology will be crucial for maintaining the public’s trust.



We need to consider the potential danger of exerting such technical controls on civilians, not only on a temporary basis but in a more permanent way, as a means to monitoring them. We need to wonder: “What will happen after the crisis is over?”

Crime in the time of Covid

Angelina Tselliou

Criminality has been on the rise lately, especially during the period of quarantine. What is to blame for this phenomenon?

The human nature has always been for the individual to be free and feel free in many aspects. For the past two years, however, people's freedom has been tremendously inflicted by sets of rules and, to most, unreasonable restrictions dictated by governments, which have brought about grave effects on people's mental health. Depression, anxiety, feelings of despair, exasperation and aggression have overwhelmed civilians of all countries as their everyday lives have turned upside down and a new era of uncertainty is taking over. This is, to a point, understandable as people have actually been forced to adopt a home-bound routine and accept that a "no social interaction is risk-free".

Unfortunately, it resembles conditions of captivity, just like an animal which is kept confined against their nature. All of the above have led some of these people to vent these negative feelings into violent acts, and since most interaction is taking place within the boundaries of the house, domestic violence is not excluded. This is proven by a recent report by the Council on Criminal Justice and it states that assault, gun violence and homicide rates have risen by 7%, while domestic violence cases are re-

ported to have increased by 8% since the pandemic started.

Adding to that, a recent study by the New York Post has proven that more specifically men, due to their higher levels of testosterone and physical advantage in strength, have a tendency to become more physically aggressive. Although women can also be aggressive, men's anatomical advantage over the former, renders the latter more susceptible to commit a crime out of rage, with a fatal impact on a family member.

However, if these occurrences were only to blame for such behaviors, wouldn't everybody resort to violence? Lots of individuals lost their jobs and felt restricted but they did not necessarily become violent. Therefore, in all probability, the people who committed crimes already had been suffering from a mental or psychological disorder which was triggered by the circumstances they came under. To put it concisely, apart from the pandemic itself, which took its toll on many people for obvious reasons, there have also been other victims indolently. This dictates that every individual seek professional assistance whenever they realize that they cannot cope with a situation, before this runs rampant with despicable effects.

Never let a good crisis go to waste



During this pandemic all countries did their best to collaborate, they let their differences aside and managed to save as many lives as possible, all for the greater good.

Georgia Andreadi

During the past two years or so our lives have dramatically changed and none of us can declare that this was a change for the best. The COVID-19 outbreak has affected our lives in a way that no other disease had ever before. Anybody would for sure claim that the pandemic was one of the most challenging situations they have ever experienced. While this may hold true for many amongst us, we must definitely not overlook Winston Churchill's words that we should never let a crisis go to waste.

In fact, we do live in a crisis situation in which we are forced to face an invisible enemy along with our worst fears. In this war, the casualties are numerous. What makes us true heroes though, is the strength to come back not only as individuals but as nations as well. During this pandemic all countries did their best to collaborate, they let their differences aside and managed to save as many lives as possible, all for the greater good. Should the pandemic end, will we continue to show our love and respect to one another, or will we forget the most important thing corona virus has taught us?

In addition, we should also consider the benefits this pandemic has brought about on a personal level. What has actually changed in our daily routine? Maybe this whole lockdown wasn't as bad as presented after all. We all had more time to communicate with our family and friends, take on creative activities and discover our hidden talents. But most importantly we had the chance to appreciate what was given to us and learn never to take anything for granted. We all set our priorities and understood what really matters in life. We appreciated our loved ones and discovered the value of friendship in times of need. The difficult part is to always keep in our minds what this crisis taught us and that is to become wiser and stronger drawing power from the difficulties presented in our lives.

There is no doubt that during this pandemic a lot of changes occurred in our lives. I would like to believe that these changes were for the best and that we managed to come back stronger. That is what the times we live in demand we do in order to survive. Always keep the good things out of even the worst experiences in life and never forget to enjoy life.

Lockdown & family relationships

Sophia Nikopoulou



Quarantine was a great way to teach these workaholic parents a lesson! There is nothing more important than having a happy and loving family

How much did the pandemic influence family relationships? Did they get better or worse? These are questions that are not easy to answer. Every family has its ups and downs, good or bad moments and problems that can or cannot be solved. Certainly, the pandemic and the imposed lockdown changed our daily routines drastically and have affected our family relationships.

Having to stay long hours at home was by far the most difficult thing a contemporary human was asked to do. As a result, it was extremely challenging to maintain the balance among family members. When all of a sudden two or more people were forced to spend endless hours together, the fine line that separates love from hate was crossed many times. Furthermore, stress and anxiety were decisive factors of arguing and nagging too.

When the following days are unpredictable and people experience a completely new situation, they are always worried and scared. Consequently they stress over things they cannot control so they end up reacting in a bad way, overwhelmed by their feelings. It is true that living under stressful situations can cause family problems and being home-isolated for months was something unprecedented that nobody

knew how to cope with. In addition, spending a lot of time at home made people feel bored, tired, unhappy and miserable. All these extreme feelings led to getting angry easily and losing control even with loved ones such as family members. As a consequence, the meaning of family affection was transformed into a feeling of discomfort or in some cases hatred. On the other hand, there were many families who had a wonderful time together during the pandemic. They found a variety of ways to spend their time. First of all, they played board games and cooked all together. The fact that in some families parents and children managed to eat together for the first time in years could be characterized as a 'lockdown success'.

Nowadays many children do not have the chance to spend time with their parents because they work long hours. Quarantine was a great way to teach these workaholic parents a lesson! There is nothing more important than having a happy and loving family. At the end of the day family members shared their thoughts, discussed topics that no one had ever thought talking about and made new memories thus enhancing their bond.

In conclusion, the way people overcome their obstacles depends on their actions. This means that neither lockdown nor the pandemic are responsible for bad family relationships. Surely spending too much time with people with completely different personalities can intensify the problem but it is up to us to choose how we will react. We can either lash out against people who love us or discuss our problems, express our feelings and spend quality time with them!



Covid-19 and the environment

Covid-19 has brought about many problems in our daily routine and has turned our lives upside down. Is there a bright side to this though?



Olga Kerameos

Foteini Litsiou, Afroditi Saliakelli, Sofia Stini, Angeliki Frantzana

During the past two years, the whole world has been experiencing the consequences of the outbreak of Covid-19, which run further than closed borders, scarce supplies of hand sanitizers, and social distancing protocols. This deadly virus caused a global health crisis, forcing economies to shut down but it has also influenced the earth's environment. It had a huge impact on climate change and affected our planet's ecosystem both positively and negatively.

Positive Effects

Improved global air quality

Due to the implementation of stringent movement restrictions, both locally and internationally, the number of people travelling by car, bus, or plane reached the bare minimum. Lockdowns have also resulted in factories shutting thus stopping activities that normally burn fossil fuels. Inevitably, the emissions of carbon and greenhouse gases were reduced and air pollution decreased dramatically. For instance, during the first months of the total lockdown, China, world's largest emitter of greenhouse gases, produced an estimated 200 million fewer metric tons of carbon dioxide, compared to the same period in 2019.

In addition, while strict movement restrictions were in effect, many businesses prompted working remotely policies. On average, telecommuting resulted in 40% less greenhouse gas emissions, 32% less paper use, and 20% less energy consumption. The benefits of this initiative have led to more and more businesses considering telecommuting as a permanent option.

Global water quality positively impacted

As a result of fewer cargo and passenger ships travelling in the oceans, as well as the limitations put in effect on fishing activities and tourism, pollutant levels in water decreased during the lockdown. There was a significant improvement in coastal environmental health, which was helpful to the biodiversity of most coastal and maritime regions. As ABC news reported : "The coronavirus pandemic has had an unexpected side effect in Venice, where the normally cloudy canals have transformed into water crystal clear enough to see fish swimming below."

Negative Effects

Increased waste

The overwhelming surge in domestic and medical waste is one of the negative outcomes of COVID-19. Coronavirus waste became a new form of global pollution. The quarantine, isolation, and social distancing led to a corresponding increase in the amount of household waste (15-25%) and a significant increase in medical waste in healthcare institutions (10-20%). We have yet to see the long-term effects of COVID-19 on water quality, as many are concerned with the increase of disposable plastics and PPE ending up in our oceans.

Decrease in the use of public transportation

During the pandemic people were advised to avoid crowded places in order to eliminate the chances of being infected with COVID-19. As businesses started reopening and more employees began to commute to work again, there was a decline in public transit use. Unfortunately, this has resulted in an increase in private cars on the roads, which can pose a great threat to the environment.

COVID-19 has been a double-edged sword for the environment and the full scale of the consequences incurred by it remain to be further examined by the scientific community.

Maria-Markella Seneki

Have you ever heard of foster care? In contrast to adoption, foster parenting is when you raise a child as your own, without it being a long-term commitment. This fact alone has troubled possible foster parents. But is it worth worrying? It is understandable and justified to hesitate to foster a child because the fear of losing it is lurking every day. However, it is best to think about the true purpose of

Give a child a safe, loving home: become a foster parent

fostering before answering the aforementioned question. Fostering and adopting are always accompanied by stories describing the foster family's strenuous effort to adopt a child. We always approached these stories from the couple's point of view, usually having a family searching for a lovely son or daughter to welcome home. However, we may fail to take into consideration the perspective of those children, who have lost both of their parents and are left alone in the world waiting for a family to "rescue" them.

So, what is the true purpose of fostering? To my mind, it is to give the opportunity to as many children as possible to live a normal life, away from institutions in a loving and safe home environment. The prospective parents should not be concerned about losing the child or finding the perfect one. Shouldn't the fear of letting a kid remain in an institution be even greater than that of losing it? Letting a child grow up in an orphanage entails unimaginable repercussions on their upbringing. More specifically, research has shown that a child's early environment has a profound effect on their well-being affecting not only their psychological growth but also their health. Being part of a family helps the child attain a sense of unity and belonging, which cannot be achieved in the environment of an institution.

Consequently, the bond between the foster family and the child becomes stronger and stronger. Throughout their common life the fostering family members can attach to one another in ways more significant and more powerful

even than those dictated by genes. Thus, the fear of losing one another is unsubstantial.

Fostering appeared as a term after the Second World War. During the last decades, fostering is gaining ground in Europe with all the more people choosing to adopt a child. To understand the chasm between our country and Europe, in France over 80,000 children have been

integrated into families through foster care, in contrast to Greece's 500 adoptions. Interestingly though, the need for foster parents is high here in Greece since seven out of every eight children raised in orphanages can be fostered. However, only one out of eight is adopted.

Irrespective of having a family or not, someone is able to become a foster parent. There are a lot of people who want to share their life with a foster child and enjoy the unique experience of parenthood. Another

myth that surrounds the process of adoption is the idea that prospective parents should be wealthy. Although you have to create a realistic adoption budget to ensure you are financially prepared for the process, affluence alone cannot guarantee success. Besides, one should explore other financing sources such as allowances provided by the state to help with expenses and medical care.

Taking everything into consideration, the act of fostering is not only highly needed but also extremely rewarding. Being an adoptive parent means that you open your home to a child in need and that you give them the most essential element of life, unconditional love.

And that alone should be enough for everyone!!

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Letting a child grow up in an orphanage entails unimaginable repercussions on their upbringing.



Keep calm and volunteer

Vasiliki Banaka

Helping others when they are in need is a great way of connecting with the people around you. Although we lead busy lives and our daily tight schedules leave limited space for volunteering, its benefits can be enormous for our society. To my mind, the feeling you get while volunteering is...what's the word.... indescribable! It feels so good going home at the end of the day knowing that you made someone out there smile by offering your work in a selfless way. However, not only does volunteer work confer benefits to the community but it also positively impacts the volunteers themselves. Just think about the friends you will make or the new skills you will acquire! It is true that giving to others can provide a sense of purpose and satisfaction for the volunteers.

Can you recall the last time a person you didn't know was kind to you? I'm sure you have experienced that feeling when a classmate of yours offered to help you with that math problem you were struggling with or when you accidentally fell from your bike and a stranger took care of your wounds! These examples of kindness demonstrate how people in need react when you offer them your help. People will never forget how you made them feel and that's the best part of volunteering! They will always remember your actions and smile contented that someone thought of them! Even a single small action, such as helping an old lady cross a bustling street, can mark a significant change in today's society. You might not get paid for it, you might not be publicly recognized for your actions, you might not gain any material wealth, but you will definitely get the satisfaction that you helped someone around you live a better life.

Other than that, volunteering allows you to expand your social network by meeting new people and making new friends with whom you will probably share the same interests and the desire to make the world we live in a better

place. Additionally, through volunteer work you are 'forced' to get out of your comfort zone by committing to a shared activity with other volunteers and therefore you get to experience new things, challenge your limits and discover the best version of yourself. If you never try new things, how will you explore your full potential? How will you trace your talents? How will you find out what really makes you happy? Thus, it's not an exaggeration to say that volunteering can increase volunteers' self-confidence and their sense of purpose.

Last, as research has shown volunteering can help reduce stress levels. Our daily routines are so busy that leave little, if any, space to cater for our mental health. Connecting with others in a meaningful way has been proven to improve our mood and our overall well-being. After all, if you help others, you help yourself, too. And although the effects of volunteering on those in need are too obvious, we often belittle the power that altruism can have on the volunteers themselves. This sense of happiness and pride that they have achieved something meaningful can counteract the effects of stress and anxiety. After all, love spreads both ways.

So, the next time you are offered a chance to volunteer, don't ignore it! Grab it!



Blind and visually impaired etiquette

This year our 7th grade class had a welcome addition, Chrysanthi who is visually impaired. Someone might say that it would not feel like an ordinary class, but rest assured ...class thrived. Interacting with Chrysanthi on a daily basis was a great pleasure for both her teachers and classmates.

Her positive attitude, her friendly and kind demeanor and her perseverance gained her the respect of all the school community. This is a guide she wrote for all of us, who wish to feel more comfortable around people with such a disability and make communication easier and more effective.

Chrysanthi Boutari

How do you feel when you see a blind person? Does this make you feel uncomfortable? There is no need to worry! This is an easy and quick survival guide with some key points so that everything goes well. The most important of all is to stay comfortable and relaxed. The only thing you need to do is to start a conversation naturally and the rest will follow!

Step 1: Speak first and speak normal!

The easiest way to break the ice is to speak first. If you speak first, the visually impaired will be able to locate where you are. The sound of your voice helps them know who they speak to. It is good to say "hi" to them once you meet and ask them if they need anything. Moreover, when you are talking to a visually impaired person, speak normal. Avoid modifying your language or voice tone. Blind people cannot see you but can definitely hear you and understand you. As a result, speaking louder or slower does not help. On the contrary, it makes the conversation unnatural.

Step 2: Introduce yourself

A blind person does not need to struggle to recognize you. Whether you are a teacher or a student, you can facilitate the conversation by simply saying who you are. This way they will know who they are talking to and they can speak in an appropriate way. If you have met them before or you are friends, it is possible that they recognize you from the sound of your voice. It is not always easy though! In case you have a cold or if you are wearing a mask, your voice might not be a good guide. So, do not hesitate to say your name since this will save time!

Step 3: Someone is trying to talk to me...

If several people are present in the same place, like in a classroom or in the gym, it is difficult to identify who is speaking to them. When a blind person enters a room, call them by their name. Otherwise, you can approach and

speak to them while you are facing each other. If that does not work, you can get their attention by gently touching their arm.

Step 4: "I'll be with you soon"

In case you are busy doing something or talking to someone, simply say it. The visually impaired person will understand and will wait for you. For example, you can kindly state: "I'm talking to a teacher and I'll be with you in a few minutes".

Step 5: Offer to assist

Visually impaired people are able to move around with the help of a white cane, a guide dog (although usually not in the school environment), a parent, an assistant or a friend. Once they have become familiar with the surroundings, they feel comfortable. However, you can always offer to assist a blind person. It is a nice experience and you have to try it! A nice way to initiate the conversation is by asking: "Hi, can I help you go somewhere?"

Step 6: Be specific!

It is unnecessary to give directions that are related to sight such as "over here", "no, not there", or "here" etc. It is useful to direct the blind person using orientation phrases related to the blind's position in space such as "right", "left", "in front of you", or "behind" and of course never hesitate to describe situations. For example, it always helps if you describe the surroundings. Thus, phrases such as "You are facing a staircase going down" or "It is best to walk around the desk to come to me" can prove extremely enlightening.

To sum up, if you are not sure whether something is appropriate or not, you can simply express your concerns to the blind person. The most effective combination for everything to work out well is positive attitude and willingness to learning.

[illegible][illegible]

Am I truly beautiful?



Romi Triantafyllidou

Nothing tastes as good as being yourself!

Have you ever been asked how much you weigh? Have you ever looked at yourself in the mirror pointing out your flaws? Have you ever compared yourself to that one perfect girl? The one that you always wished you were? Well, if you are a teenage girl in 2022, then you've definitely experienced most, if not all, of the above.

I didn't wake up one day and decided that I would grab a pen and start complaining about all the "supposed" struggles of a teenage girl regarding everything the media promotes to her. I want to talk about how the reality of this problem is so often and so mistakenly overlooked every single day by our teachers, our friends, our parents, even by us!!

Over the past few years, research studies have shown that the prevalence rate for anorexia nervosa is 0.48% amongst 15 to 19 year old girls. Moreover, approximately 1% to 5% of adolescent girls meet the criteria for bulimia nervosa. The statistics above show just how much a simple comment, a rumor or an opinion can affect the way a girl sees herself.

Generation Z have grown up in a world flooded with mass media such as TV, magazines, billboards and social media. Waking up on a daily basis in a world that has taught us that if your measurements aren't 90-60-90 then you are not good enough and that can really mess up your view on the term "beautiful". Blaming your own body for its dysmorphias and imperfections is an occurrence that isn't even considered abnormal anymore.

Feeling dissatisfied with your body image, having an unhealthy relationship with food and putting society's ideas above your own has turned into a daily routine. Unfortunately, the media promote all of these stereotypical beauty standards that can be easily engraved in young minds leading to the occurrence of many different types of eating disorders from a very early age.



A recent survey conducted by the National Eating Disorder Association has shown that women between the ages of 18 to 25, exposed to social media, develop unrealistic ideals of beauty, come in contact with body shaming and weight loss posts, have body image concerns and as a group are associated with a greater prevalence of symptoms related to anorexia nervosa.

Forget about the statistics and let me get real for a second! There are actual girls out in the world that feel inferior compared to what they see on social media. Fifteen year-old Maddie McGowan, said: "I feel the need to be perfect and compare myself to others all the time". Additionally, eighteen-year-old Evel Green claimed that: "People only put good bits of their life online and, even though you know this, you still see their "perfect" lives and it makes you think yours isn't". Nineteen-year-old Nafeesa Deen, stated that: "It feels like you're sold a life and are expected to live up to a standard that is impossible to achieve". Each of these statements are made from girls that go to your school, or that you pass by on the street or perhaps you randomly meet. We've all felt it. We experience it every single day of our lives. Am I curvy enough? Am I too tall? Does this outfit make me look fat? What will he/she/they think?

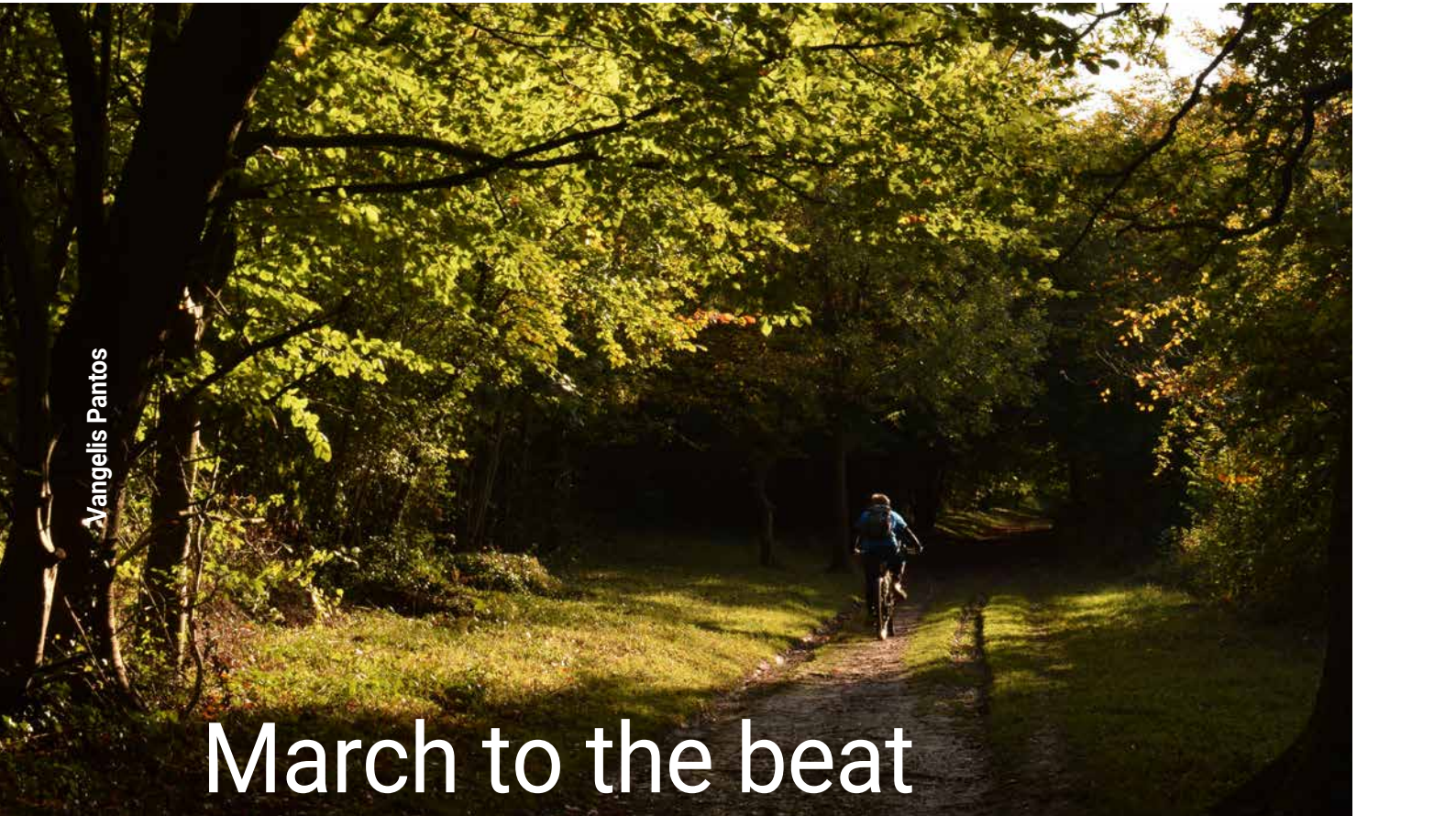
I won't exclude myself from all of these girls. I specifically remember balling my eyes out in front of my mirror because my nose looked too big. It didn't fit the community beauty standard. Another time, I was looking at some girl's Instagram wondering why I didn't look as beautiful as her. She could be a model, people praised her for her looks. I envied that. I couldn't wrap my mind around how I could feel so strong emotions of jealousy towards a person I didn't even know.

I once heard a Kate Moss' interview in which she said something that really got me thinking, and I quote: "Nothing tastes as good as skinny feels". Let me say it one more time, since it is really impressive!!! "Nothing tastes as good as skinny feels". Imagine being barely a teenager, full of insecurities and questions hearing this quote playing over and over and over again!

My first thought was...MAYBE she had a point!!! After all, she is globally famous, an influencer. My second thought was filled with disappointment and frustration, not towards myself, but towards the society that has manipulated me and everyone else into having this reaction to a disgusting quote such as this one. Kate Moss is a celebrity. She is a mother! She is a role model! But most importantly, Kate Moss is a woman. She has presumably experienced most of the incidents mentioned above. It deeply concerns me how a woman lacks the ability to understand that another woman will feel insecure and subordinate hearing this quote. And despite this, she can still come out, publically and say it.

Personally, it changed my point of view for the better. How could anything, ever, possibly, feel better than eating Nutella out of the jar? But secondly, that was also the moment that I came to the realization that no matter how beautiful and even breath-taking you look on the outside if that does not match who you are on the inside then all beauty is lost. Ironic, isn't it?

But that was just how I perceived it. If I were a different person, it could have affected entirely the way I see myself and the way I react to food and calories. My point is, I've felt ugly and I've felt fat. I've felt gorgeous and I've felt stunning. But what I have recently come to realize is that I'm unique and I'm extraordinary in a way that no one else is. So my answer to whether I'm truly beautiful or not is ... NO... because there is no specific term for beautiful or boxes I need to check on a list in order to be considered beautiful. I'm me and that's all I need to be. And I hope you that the same goes for every single human out there. Dear readers, **NOTHING tastes as good as THE PERSON I WANT TO BE!**



March to the beat of your own drum..

Alexandra Konstantinidi

In modern societies, people struggle for perfection. If perfection is what we are after, then every time we seek to improve ourselves we will be disappointed with the results since nothing would satisfy our standards. Wouldn't it be better if we worked towards self-improvement in order to make ourselves better in every aspect of life?

We need to be reminded that our own effort is to improve our character, our behavior and our role as members of a family, society and as friends. Perfection usually starts with self-awareness, finding our weak spots and adopting new habits that will elevate ourselves to the maximum extent possible. We can always start working on self-improvement in practical ways. For example, we can start eating healthier, exercise more, and be more patient and kinder to others. Other ways to broaden our horizons and gain knowledge is to start reading more books, learn a new language, level up our skills and find new challenges.

When it comes to adolescents, they similarly set goals for self-improvement. They look for motivation to lead their lives in new directions. They also learn how to handle their failure and their mistakes, using them as a good lesson not to repeat them. Additionally, teenagers are usually taught by the consequences of their words and actions. This enables them to consider the best, most effective, most helpful way to act in a given situation. It is important for teenagers to be themselves when they determine their objectives and not be swayed by the need to be or appear to be perfect. They should march to beat of their own drum in order to develop their personality and evaluate their life and their relationships.

To sum up, perfectionism involves increased feelings of anxiety, inadequacy, fear and insecurity. Self-improvement involves self-awareness and self-reflection, which means learning and understanding ourselves.

Life is meant to be lived

Vasiliki Banaka

Take that risk! You never know what the outcome will be.

You do not have to lose anything if you try something new. The only thing you will probably regret losing is the opportunity.

Surround yourself with people that make your heart warm and that you feel safe with.

Life is too short to waste it on people that don't appreciate you enough or don't bring out the best version of yourself.

Don't be scared to face change, nothing is meant to stay the same forever.

Learn to love yourself before you expect from someone else to love you.

Accept yourself for who you are and do not ever let anyone change you, because at the end of the day all you have is YOU.

Not everything in life is meant to be a beautiful story, not everyone you meet is meant to stay in your life. Sometimes, people come into our lives to teach us what love is and sometimes they come to teach us what love is not.

Be grateful for the people around you. Appreciate everything and do not ever take anything for granted.

There are so many versions of yourself you still have not discovered.

You never stop learning and you actually never know what to expect after.

Life is a mystery and you are called to solve it, so don't waste time - go ahead and start living your life to the fullest!



Katerina Oikonomou

Fenia Kyratzi

I feel for you.....

Koralia Genitsari

As a teenager, I very often find myself overwhelmed by ugly emotions and thoughts that never really go away; they somehow adjust into my brain, find a spot and lay there until they come to the surface in the most inappropriate time. Sometimes I end up crying, shouting, and having panic attacks over the most pointless things and miss the whole meaning of a situation and the benefits that might come out of it. I tend to see only the worst in every case scenario and find it hard to talk about any of my emotions.

How can someone who cares help me or any other teenager in distress? Well, consider this a guide to the brain of a teenager (written by one) intended to ease moments of teenage crisis and breakdown.

First, you need to keep in mind that most teenagers, not just me, feel that their parents, the rest of their family and their teachers do not understand them, which is why they do not express themselves. Although everyone expects them to have a voice, when they actually do echo their viewpoints, the words Hoover in the air for a moment or two until they finally drift away from the room. I guess they are considered to be too young for the adult community to take them seriously but at the same time too old to act like a child and play carelessly. That is where the burden of the future comes to make matters worse.

How are teenagers supposed to know what they want to do for the rest of their lives? What dreams are they supposed to have in order to be a perfect fit for their parents and fulfill the world's expectations? It takes only two or three of those thoughts for someone to go crazy. In addition, let's not forget peer pressure because that too really exists! Classmates and supposed friends watch their every move, the way they act around people and how they react

in different seemingly unimportant situations. They are under constant scrutiny and there is always something to say about the other one, "Look at her, why is she wearing this?", "Why would anyone have their hair cut like that?", "That makeup looks like it was done by a toddler".

I feel that the only way to really help somebody is to understand them and honestly tell them that it is OK to be themselves. Be careful though, you do not understand somebody by repeatedly saying, "I understand you!" Other very common "unsuccessful" lines are: "What you are experiencing now is not an actual problem" or "People have it worse than you!" My guess is that everyone has their own struggles and all problems are serious therefore, they should be taken as such. So, if you find a person crying it means that they worry over something. Do not ask what happened, just ask if you can do something for them. If they feel comfortable, they will tell you their problem. Have a tranquil and approachable aura. That is all they need. Although most times a conversation cannot fix a problem, it can ease the tension and make the person feel that it is not the end of the world. The solution might be as plain as taking a silent walk in the park or watching a movie.

To conclude, the only way that teenagers are going to get out of their comfort zone is if they feel safe to do so. Just remember to make their life a safe space to evolve. Adults sometimes forget that teenagers are just people who are trying to understand not only themselves but also their surroundings. There are so many cliché ways to describe this age, my interpretation is that it might be hard to understand it but we can try; it all starts with learning to listen and trust.

Growing up too fast

Anthi Dimitriadou - Georgia Tranou

Nowadays, the phenomenon of young people growing up too fast is becoming more and more common. However, what exactly is the definition of this phenomenon? At first glance, what comes to mind as an answer to this question is the physical and bone structure growth before the appropriate age. However, fast growing does not refer to this. This type of growth implies the quality of behaving mentally and emotionally like an adult at an early age. But, what could lead to this and what are its consequences? Children and teenagers, nowadays, experience a totally different reality from the one previous generations did. I hear my parents talking about a childhood free from the rules and the digital pressure today's young people experience today. Although an advantage, technology is used on a daily basis which forces them into maturing way earlier than their parents. Having such an extensive access to social media means that it is beyond the bounds of possibility for young people to be influenced by the stereotypes



Children have access to adult content on social media and this can influence both genders in different ways.

presented and here lies the main factor why children are growing up fast! Moreover, famous users of social media, known as influencers who expose their everyday lives in publicity, are immensely impacting teens' behaviour who tend to adopt their personalities and habits.

Apart from social media and influencers, young people are immensely influenced by their family environment, mostly from the elder ones. Everybody is accustomed to the fact that children spend a great amount of their time with their families. As a consequence, they acquire characteristics of their behaviour and habits. For instance, older siblings or parents are often habituated to smoking or alcohol consumption. In these cases, we all see eye to eye that it is highly possible for the younger members of the family to adopt these bad habits.

However, what are the implications of growing up too fast? First and foremost, it is obvious that children lose their childlike nature and innocence. Children have access to adult content on social media and this can influence both genders in different ways. For example, children are now watching more adult series or following social media accounts and this inevitably results in challenging their role models. Now it's not only the teachers and their parents but also the various influencers and their habits. Thus, we often observe teenage girls being pressured to fit into the promoted beauty standards from early on. It is obvious that certain milestones to adulthood are reached earlier than achieved by previous generations. Last but not least, it is a commonly known fact that the more we grow up, the more dangers we encounter. Teenagers can now communicate with strangers without supervision due to the extensive use of social media. This exposes them to an increased risk of either being victims of bullying or engaging in inappropriate adult conversation.

Imagine how dangerous all these can be for barely matured teens.

Company is essential from the day we are born till the day we die even for those men and women who during their lifetime claim to be loners. But why? Why is it so important to have mates and buddies around you?



Friends

Anthia Imionidou

How do people define the word friend? Some might say that a friend or a best friend is a person who is honest with you, makes you laugh and be happy, understands you and is supportive. Others claim that a friend is someone who challenges you, encourages you to excel and doesn't belittle your ambitions. To tell you the truth, I don't think that people can agree on one common definition and that is just fine, but they all agree that it is an aspect essential to our well-being.

To start with, age plays a major part in distinguishing who a friend is. The obvious reason is that when you are all grown up you are more mature, and certainly you have more experience in life. Having met people who either you ended up being really close with and created some happy memories or others with whom you parted ways and you were left with feelings of bitterness along the way, can shape one's understanding of the term friend and its broader meaning. The younger generation finds it harder to make distinctions like that and tends to call everyone a friend or even a best friend. But, can you blame them? Irrespective of the fact that people might find it hard to come to an understanding as to who a friend is, no one can surely deny that everyone needs one. Companionship is essential from the day we are born till the day we die

even for those men and women who during their lifetime claim to be loners. But why? Why is it so essential to have mates and buddies around you?

There are a lot of advantages to having friends. First and foremost, when you meet with new people your social circle becomes wider which helps you to integrate in the community more easily. Also, you broaden your horizons by exchanging ideas and learning new things, you develop new skills or even you might find hobbies, which you didn't like at first more appealing. It is also a way to learn yourself better and improve as a person since you will have the chance to select good traits from others' personalities and include them in yours.

All the above seem to be very nice and in actual fact desirable by everyone. It might be the ideal way to have fun, grow up and experience the future. However, the real question is: "How can we achieve this?" Well, it depends on the people you are daily interacting with. Therefore, the choices you make by yourself for yourself are going to define whether you will be happy and grow as a person or experience negative emotions and find it hard to get fulfillment.

Make sure you pick your friends wisely.



Eva Makedou

Everybody shares the need to belong, to be part of a whole, to be likeable. Being accepted by peers is a common phenomenon among people of all ages but it definitely has a greater impact on teenagers. Many parents and educators say that peer pressure has a negative effect on adolescents since it is presented as the forceful act to behave in a particular way in order to fit in, while others support that such influence from the teen counterparts should be seen from a favourable light. But which is true? Is peer pressure good or bad for teenagers?

Peers: Powerful allies to change

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Peer pressure doesn't necessarily have to be forceful. It can result in positive reinforcement to make good choices.

To begin with, studies have shown that peer pressure is usually made by compelling friends or bullies targeted to a particular person in order to do something that they normally wouldn't do.

The “victim” falls prey into committing an action in order to be accepted and fit in the rest of the group.

Common cases of peer pressure include smoking, drinking alcohol or doing drugs, skipping school and even hurting someone. Some of these actions lead to changing one's personality or adapting a bad habit which is impossible to change in the future.

However, peer pressure doesn't necessarily have to be forceful. It can result in positive reinforcement to make good choices. More specifically, with the accommodation of your friend, you may take up a new hobby, start exercising or take part in a volunteer project. Positive peer pressure can also result in what the majority of parents want the most; see their kids getting inspired, starting studying and achieving high scores at school. What is more, being fit in a group may reduce loneliness and depression and since friendships are what teens need right now, they will have support and also feel happy.

To sum up, not everything has to be black and white. It seems to me that teenagers need to use critical thinking regarding who they choose to make friends with. Those around us need to be inspiring, understanding and take out the best in us! So, be sure you make smart choices!



Finding love

Anna Vasileiou Avgoustoglou

When you are sitting on the couch and thinking about the perfect partner, you can't help but just think of the stereotypical male prototype: a handsome boy, with dazzling eyes and an athletic body type. This is exactly what every girl at our age thinks. But, have you ever wondered if it's real? I mean can this boy really exist in this world?

What we read in books, what we see on social media or watch in films can set unrealistic expectations from your romantic relationships. And that's because in romantic films a boy usually sacrifices himself for a girl and this can make us cry for endless hours while eating our favourite ice cream. Although there are many teenage romances, such as *Twilight*, that fall into the 'trap' of stereotypical love, there are others that can actually change our perspective of love; a love that is healthy and safe for everyone involved. For this reason we shouldn't dismiss all romantic films and novels as 'deceptive' since there are examples of romances that show us how real love should be. And what a better way to learn what love actually is!

Returning to the question whether the perfect boyfriend really exists I have to answer 'Yes and no!' This person might be attractive and handsome and seem like Ryan Gosling from *"The Notebook"*, but it takes more than good looks when it comes to love. Love is not only about beauty but also about kindness and the attractiveness of one's inner self. Many teenagers don't get love like this. They think it's all about the exposure and photos on Instagram, but love can mean so many other things. It can mean just one single look into each other's eyes, a strong


heartbeat and butterflies in your stomach. And here comes another critical question: Can this type of love be found today? I guess so! However, it is difficult to find THAT person. And this is because the boy you like might be the perfect date but is he the appropriate one if he doesn't make you feel all the above?

Moreover, as if things are not complicated enough there is another point to keep in mind. The person you have feelings for should want you for who you are and not only for your appearance. He may have all the qualities of the perfect boyfriend but there is no real love between you if you don't love one another for who you are. To my mind, a perfect relationship is the one which is based on mutual respect and caring. A healthy relationship is fueled by balance and communication and its aim is to add to both partners' wellbeing. Only then will unconditional love be achieved.

To wrap up, it is difficult to find such a thing as the perfect partner. However, an ideal partner can be someone who has specific qualities that go beyond looks and attractiveness. Some teenage girls want a relationship to show off, others someone to actually love them while others want a boyfriend to read Greek poetry to them. Love can mean different things for different people but nothing compares to a real, healthy relationship. Love is a very strong feeling which you'll understand from the first moment. It will make time stop for you and if it happens to the other person as well, then you'll know that this might be the right one for you!



Michail Kolypianakis



Is it good enough if it's not perfect?

Eliza Bountziouka

Have you set any goals? If yes, then have you ever taken the time to think about how achievable they are? If you haven't, then maybe you ought to, because our goals and aspirations are often too unrealistic and out of reach. And that doesn't happen only in the process of goal-setting, but on our everyday lives as well. That's because perfectionism comes in the way.

Throughout our lives, we are faced with the pressure to succeed and to live up to expectations posed by society, our social circles, parents, or even ourselves. We compare ourselves with others who do the same things we do, but better, and admirably comply with our idea of success; people who we could be more like, but we are not. Furthermore, we feel like if we do not do everything perfectly, then we will be considered a disappointment to those dear to us, with a striking example of that being students not getting the desirable grades and being admonished by their parents.

Our lifestyle does not help, either. We live in a world where perfection is showcased daily on social media. We see photos of users who seem to eat healthily every day, exercise regularly, have the perfect body and a steady job, as well as plenty of time to meet up with their friends and go on trips all around the world. The truth is, however that most users choose to show a particular picture, most likely the one concealing some aspects of their life which are not as "aesthetically pleasing" or appealing to the eye. Still, we tend to think that since we cannot see the imperfections, those aspects simply do not exist, and we painstakingly try to achieve that perfect, but false image of how life should be. We put everything we do under the microscope and spot out the flaws, even if we can't control them at the end of the day.

But in reality, how much of it can we really do without feeling burnt out? Or is it even possible to do everything we are supposed to without a single imperfection? The answer is no. If we took a close look at nature itself, we could discern the "flaws" of each part of the chain that are evenly balanced with its strengths, so that it coexists with the rest. Take the chameleon as an example. It's not nearly as fast or strong as other animals, but it is excellent at camouflage in order to survive. This teaches us how important it is to appreciate our positive attributes and accept the fact that perfection is rather an abstract and unnatural concept, instead of chasing something non-existent, harming our mental health in the process. The true goal should be to try our best. After all, something less than perfect is also good enough!

The pursuit of a perfect life

*Perfectionists feel that they are under constant scrutiny;
as if two eyes are watching every move they make
looking for a flaw.*

Isavella Papageorgiou

Is the pursuit of a perfect life keeping you from living a happy one?

More often than not people tend to believe that by always achieving what is considered by most “perfect”, a happy life will be the pot at the end of the rainbow. However, is this really the case? Does the idea of a perfect life exist?

To begin with, what the so-called perfectionists seem to fear the most is both failure and criticism. They feel that they are under constant scrutiny; as if two eyes are watching every move they make looking for a flaw. More specifically, their actions are negatively oriented and determined by what others think of them. Consequently, while not focusing on mere success for its sake and for themselves and by trying to avoid the disapproval of others, they miss the real meaning of life.

In addition, childhood plays an important role in the development of one’s personality. In other words, parents with unrealistically high expectations are likely to cause their children permanent trauma. This trauma defines their formative years and therefore, has an impact on their adulthood. So, not only are they not satisfied with themselves but also with others. They become isolated socially and professionally since being a perfectionist means that nothing and no one lives up to your standards.

What is more, believing that there is such thing as perfect may derive from comparing yourself to others. It is very common for people to feel uneasy about themselves and their lives after observing what is portrayed as “ideal” on social media. Blissfully happy people who have just bought a new mansion, a brand - new sports car, families going on vacation to some exotic far off destination. Believing that such perfect things actually exist is a utopia and can very easily result in lack of self - confidence, increased feelings of inadequacy and mental illnesses such as depression and compulsive disorders. Is it worth it? Is your life actually that bad?

Have you ever thought that ‘perfectionism’ is just an excuse to protect ourselves? Let me quote Bréne Brown, the author of six #1 New York Times best sellers, who says that “Perfectionism is a twenty-ton shield that we lug around thinking it will protect us when, in fact, it’s the thing that’s really preventing us from taking flight.”

To my mind, life is “a beautiful mess” that we should experience freely, without social standards. We will have to realize that we should not always seek to be the best and we are definitely not the worst. We should stop hiding behind the notion of perfectionism, leave negativity behind and embrace our creative side. It is worth trying!

Aiming high

Natalenia Chourdaki

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Trying for the best even for the perfect results isn't necessarily bad.

Succeeding makes people aware of their value and motivates them to continue bringing out the better part of themselves.

Life is a challenge and sometimes it can be very exhausting but also extremely self-rewarding. People have always wanted to evolve and become a better version of themselves. They've always wanted to change for the better. Why is it though that they never stop trying to reach perfection even after a certain level of improvement?

Perfection can be defined as having no flaws; it is possible to be perfect at a specific task, but can one achieve perfection in every aspect of life? We are tempted to think that if we do more, we will feel less insecure, less afraid, less anxious or less depressed. Perhaps that drive for perfection blossoms from the fear of failure rather than the desire to succeed.

Worrying about other people's perceptions about who you are or about things you cannot control is the type of mindset that might lead to exhausting one's mind and in extreme cases lead to mental disorders. Sometimes pride can get in the way too; within this context being perfect becomes more important than one's well-being. People try to work around the need of others, changing their personality, in order to please them more or to fit in better, because they think that this way they will be able to think of themselves as worthy.

But trying for the best even for the perfect results isn't necessarily bad. High standards and goals are essential. The ability to distinguish substantial and meaningful ambitions from aspirations of no significance depends on the person and their own hopes and dreams in life. Efforts might even result in great outcomes for the individual. Something that once seemed impossible becomes feasible. Furthermore, succeeding makes people aware of their value and motivates them to continue bringing out the better part of themselves. Nevertheless, "true" perfection equals inner quality, mental health and physical well-being. These are cardinal to one's growth and true prosperity. From that perspective, there is nothing wrong with wanting to do well but make sure you take a healthy approach to it.

teensperfectionism



Michail Kolympanakis

An ode to success

Foteini Pavlidou

SUCCESS

Ask yourself

It is vital for me or is it to impress?

Does SUCCESS mean earning lots of money

Or finding a honey?

Is it graduating from universities

Or having the bare necessities?

And even if you set some goals

And sweat for them as yourself plods

How define whether you have achieved them all?

Well,

I have a secret for you all

SUCCESS is waking up in the morning

With no desire of mourning

SUCCESS makes you feel alive

Instead of feeling that you strive

SUCCESS means overcoming your fears

Feeling strong and invincible with peers

Ready to face the adversities

Even if with the basic amenities

Optimism and confidence

May always be your reference

Being around people who make you feel loved

Your heart would want to have roved

Feeling supported at rough time

Can make your heart chime

SUCCESS is living the moment

Even if happiness on the face of it is not its component

It's being satisfied with what you have right now

And at the same time trying for the best way how

SUCCESS is finding joy during the life journey

Which makes the destination worth a penny

Life may be cruel and unfair but at the end of the day

This is it

And this

Is something you cannot quit

While trying to reach the ultimate blissfulness

People only encounter bitterness

Instead

They achieve the converse

And they miss the path to SUCCESS.

If I were a teacher

*The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.*

Angelina Katrini

I suppose that at least once in our life most of us have uttered sentences starting with the hypothesis “If I were a teacher” while criticizing our own teachers. But, have we ever put ourselves in their shoes and imagined what we would do if we were actually teachers? And, more specifically, have we ever considered what we would need to do in order to become good teachers? Personally, if I were in that position, my first aim would be to discover why and when an educator is considered a “good” one. For that reason, I would try to focus on the IQ (Intelligence Quotient) and the EQ (Emotional Quotient) of my students.

To begin with, if I were a teacher, I would place emphasis on children’s IQ, as it is of major importance for a child to obtain critical thinking skills. To manage it, I’d pursue to create an interactive lesson for my students. For instance, I’d incorporate some videos related to the subject matter into my lesson, in order to make it more interesting and engaging. That way, it would be easier for children to absorb new information without getting distracted, especially those facing learning difficulties. This would also be a great chance for kids to acknowledge that everyone has equal rights to education and that there is no shame in being different. The shame is in not respecting difference. In addition, I’d discuss with children about our lessons and motivate them to share their views about them with me. As a result, they’d learn how to express their thoughts and feelings while engaging in dialogues and respecting others’ opinion.

Additionally, if I were a teacher, I would try to help my students develop their EQ. According to multiple researches, people with a high level of EQ are more likely to succeed and find

more bliss in life. To achieve this goal, I’d incorporate art in our lessons. For example, if our lesson were to focus on the benefits of peace and the drawbacks of war, I would ask them to draw a painting depicting how they perceive these concepts. This way, they would put themselves into the position of people who have actually experienced a war and they’d try to imagine how this felt. As a consequence, they would become much more empathetic. And there are even more advantages of introducing art in education. At the end of the lesson, each one of the students’ paintings on peace and war would be different. That way students would realize that even while focusing on the same thing, each one of us has a unique perception and expresses himself or herself differently. As Goethe said, there aren’t even two people in this world who think exactly the same way. Finally, students would be able to explore their talents and, while being their teacher, I would encourage them to practice them and follow their dreams.

To sum up, if I were a teacher, my one and only goal would be to positively contribute to this society. I don’t know if we can completely change the world, but we can certainly improve it. And in order to do so, first we have to improve ourselves and become better human beings. And if we want to become better individuals, our first aim should be to make at least one child love us. Because if you make a child love you, it means that you have done something correctly. Thus, I would try my best to teach and inspire my students to love, show respect, follow their dreams, and seize every day and moment. Because, as William Arthur Ward highlighted: “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

Humanities vs Sciences

Marios Papavasileiou

In this day and age, we observe large numbers of students pursuing studies and a professional career closely related to either the humanities or the STEM disciplines. In numerous countries around the world, including Greece, the educational system requires students to choose between the humanities and the STEM disciplines and focus on the respective subjects during high school. Consequently, this begs the question of which of the two fields is preferable and why. Although this can be considered a subjective issue, this article aims to highlight the special characteristics of both fields and their positive impact on individuals and society as a whole, as well as take a stand regarding the controversial debate of the humanities versus STEM subjects.

STEM

The term STEM stands for Science, Technology, Engineering and Mathematics and refers to school subjects that fall under these four disciplines, such as maths, physics and computer science. It has been observed that many students often maintain a love-hate relationship with these subjects, mainly due to the fact that delving into STEM does not only demand hard effort and long hours of work,

but also full comprehension of the subject matter, critical thinking and innovation. Most students gradually develop the skills that STEM requires by solving various kinds of problems and thus learning empirically. Students who prefer the STEM subjects have a vast array of career paths to choose from: science, engineering, medicine and architecture, to name but a few. Science plays a pivotal role in most aspects of life, especially today that we need innovation more than ever to grapple with environmental problems such as climate change, pandemic outbreaks, food shortage and natural catastrophes. What seems to be one of the most significant benefits of STEM is the unique way of thinking one develops through studying and solving problems. Problem-solving is vital for everyday life but also for a successful career and that's exactly why it is deemed that everyone should engage in STEM at least at a basic level.

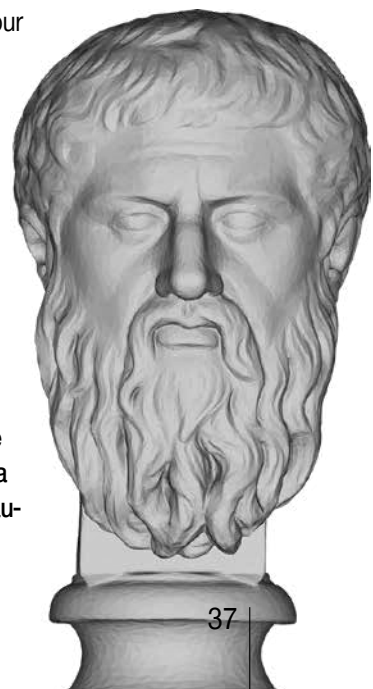
The sciences are the “how”, and the humanities are the “why”-why are we here, why do we believe in the things we believe in? I don't think you can have the “how” without the “why”.

George Lucas

Humanities

The humanities are disciplines that study aspects of human society and culture and include fields such as history, psychology and linguistics. Students are attracted by the humanities because of the wide variety of career opportunities in relation to law, politics, psychology, even economics and the business world in some cases. Knowledge on the humanities is essential in order not only to reach professional goals but also to become an active member of our society and contribute to its development in the best possible way. Pondering on some people's doubts on whether the humanities are actually essential in our lives, it seems to me that they can benefit society as a whole. They contribute to politics and culture, help us shape a cultural identity, add sentiment to our lives and promote multiculturalism over monotony, thus playing an integral part in our psychological welfare. Last but not least, literature, a major component of the humanities, promotes creativity and imagination, as it allows each person to express himself or herself in a unique way.

For me, the humanities have indisputably shaped many aspects of our lives and I must actually admit that I prefer them over the STEM subjects, because they combine sentiment with reasoning and, as a result, they add an inexplicable beauty to our lives.



Captive creativity

Does the modern Greek school adequately shape the theater audience of tomorrow?

Ioanna Tsatalbasoglou

Would it be absurd or arbitrary to say that in today's school education students' orientation towards artistic values and virtues is insufficient and sometimes non-existent? Does the modern Greek school adequately shape the theater audience of tomorrow? Does it encourage students to be conscientious participants in art and beauty? Does it prepare tomorrow's exhibition visitors to be able to enjoy and appreciate a work of art, while embracing it and incorporating it in their daily life and interpersonal relationships?

The priorities set by the Greek educational system deprive the academic syllabus of a suitable approach to art subjects, underestimating their significance for students' self-expression and enhancement of their moral world. Educators have very few alternatives, if any, but to follow the career-oriented syllabus.

These choices stem from a notion that the cultivation of human personality should rely exclusively on a knowledge-based academic syllabus. First and foremost, success in the final exams and admission to a prestigious university are the two major factors that determine the priorities set by the Ministry of Education. Aesthetic expression can be communicated through symbolic forms like theatre, dance, poetry and images, which is considered a luxury. This belief reflects a

broader mentality of what is useful and what is not so useful or even unnecessary. It is also based on a pseudo-dilemma: either the acquisition of knowledge and the cultivation of the mind or the promotion of human emotion and aesthetic ability. However, Greek classical antiquity has taught us that knowledge and emotion, science and mental cultivation as well as intellect and beauty are in a complementary relationship when the goal of education is to shape individuals with a complete personality.

Aesthetic education at school is inadequate. What about theatrical performances that should be a permanent concern of every school? What about student troupes? How many schools-not just private or specialized music schools-boast their remarkable student choirs or orchestras? What art workshops take place in schools? How many schools have organized exhibitions displaying students' works?

Teaching needs to appeal to more than one dimension, since three dimensions, a cognitive, a social and an emotional one, exist in all learning. Aesthetics is an integral part of education; it should be incorporated in all subjects so as to form an integrated curriculum. Educators, remember! In order to be creative, the different parts of the brain need to interact.

Music is the key to productivity

Panagiotis Stefos

What is productivity?

Productivity is the rate at which a person, company, or country does useful work, in the professional, school or a business environment. It is catalyzed by dopamine, the achievement hormone. Higher levels of dopamine in the human body effectuate creativity, vigilance and velocity in an appropriate environment. The key phrase here is: an appropriate environment. When one feels tired, overworked, burnt-out or even reaching the point of feeling depressed, dopamine, along with serotonin (the happiness hormone) and norepinephrine (the attention hormone) almost completely disappears. This then causes lethargy, fatigue, attention deficit hyperactivity disorder (ADHD) and depression. These symptoms require months of psychological therapy to help one revert to their normal life. Therefore, we should always work in an appropriate environment. How, though?

Your work environment and music, a match made in heaven. Your priority should be to keep the place around you clear from any distractions. For example, your phone should be turned off, the door closed, and your mind focused on your work, and this alone. Make sure all your other duties are done before you settle down and always take short 5-15 minute breaks every passing hour. This is known as the pomodoro technique, named by the Italian word for tomato, since the inventor, Francesco Cirilo, used a kitchen timer shaped like a tomato, when first trying it. The tips above may help improve your productivity levels, but the most drastic changes can be caused by listening to music, while working. According to a study conducted by Stanford University in 2007, through using functional magnetic resonance imaging, otherwise known as fMRI, it was proven that while focusing on objects, areas of a subject's brain were activated more quickly when there was music. Apart from this, music has also been proven to improve one's mood, therefore creating more serotonin and dopamine.

What type of music is the best for productivity?

Nevertheless, not all types of music have positive effects on concentration and memorization. For example, music with lyrics has been proven to make listening and reading comprehension more demanding. In addition, loud and overly distracting music prevents focusing and determination to achieve a goal. On the contrary, classical music or generally slow and relaxing beats at low volume are the best to listen to. Preferably, it is advisable that

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*Music is more potent
an instrument than any
other for education,
because rhythm and
harmony find their way
into the inward places
of the soul.*

Plato

you listen to tunes you don't have a strong feeling about or ones you have already listened to since you would have a general idea of what they sound like, and they don't catch you by surprise. Finally, make sure no adverts appear during your session, since they are literally made to be distracting. So, as Plato said, "Music is more potent an instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul."

Gap year: A year of growth and self discovery

Vangelis Halidis

Nowadays, it has been observed that in some countries students may opt to take a year off after graduating from high school and before entering college in order to relax or most commonly travel. However, some people are concerned about the disadvantages of this practice. In my point of view, both the positive and negative aspects of taking a year off, or else called a gap year, should be taken into careful consideration.

To begin with, one positive outcome of students taking a year off to travel or relax after their intense preparation for the final exams is that they are more likely to perform better in college. After “recharging their batteries”, they will be able to make steady progress and rise to the demands of their studies. Moreover, travelling has a really beneficial impact on teenagers, since it allows them to become acquainted with other people and establish new friendships. Furthermore, students can experience what the world has to offer. They can familiarize themselves with various cultures and traditions as well as incorporate some elements of these into their everyday lives. Furthermore, they have the opportunity to acquire valuable information about historical sites and monuments and enhance their knowledge of the history of other civilizations. All these experiences can greatly contribute to the development of a well-rounded personality.

Admittedly, there are some risks involved in taking a year off between high school and college. One negative consequence is that students postpone embarking on their professional career, since more time will inevitably pass until they obtain their degree. Moreover, their study skills may suffer if they refrain from studying for a whole year. Consequently, they may struggle to get used to their college environment and cope with demanding courses. Last but not least, parents need to cover the travel and accommodation expenses of students, which is sometimes

really difficult considering that the economic crisis has affected many countries.

To sum up, it is deemed that taking a break after graduating from high school and before entering college can be very beneficial for students. However, this break should not last for too long as it may lead to students being disoriented. Therefore, the possible benefits as well as the downsides of such a break should be seriously considered before deciding to take a gap year.



We encourage admitted students to defer enrollment for one year to travel, pursue a special project or activity, work, or spend time in another meaningful way.

Students have created the Harvard Gap Year Society, which is designed to support students who are taking or have taken a gap year, as well as promote the benefits of taking a year off.



<https://college.harvard.edu/admissions/apply/first-year-applicants/considering-gap-year>

<https://college.harvard.edu/life-harvard/student-stories/overthinkers-guide-taking-gap-year>

The class
is changing

Flipped Classroom

“The class is changing with STEM videos...”, with subjects of mathematics, physics, chemistry and biology.

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



Is smart technology making us dumber?



Promitheas Nikou

In recent years, we have seen unprecedented advances in technology, and the rate at which technology is developed also seems to be ever increasing. We can have pictures, entire books, and even a virtual assistant that we can treat like a normal person, all in the palm of our hand. So, some people begin to wonder if our ever-increasing dependence on technology is bad for us, and if this so called “smart” technology actually makes us dumber?

The real answer, of course, is neither clear-cut, nor easy to find: many people are opposed to these latest advances of technology, while others embrace them. First of all, the most common argument used against smart technology, is that by always relying on its assistance to perform even the most trivial tasks, we actually never learn to do them on our own. A common example of this is spelling: many people nowadays, especially young people, cannot spell properly and constantly rely on their smartphones and computers to correct their mistakes. This might not seem such a significant problem in their everyday life, and that’s why most of them ignore it. But in a situation where they are not allowed to use electronic devices, like in the case of an exam, these people are much more likely to make spelling errors.

Another equally significant disadvantage of the extensive use of technology is that it actually makes people forget how to carry out everyday tasks, and thus becoming more and more dependent on technology as the time passes. And this can actually be very easily demonstrated by everyday examples. Just think about how many people you know that can cook, do show without looking up the recipes on the Internet. This constant reliance on technology to perform even the simplest tasks has also an adverse effect on our way of thinking. We no longer value learning, and this is most obvious with students who fail to understand the significance of studying consistently and remembering information they could easily look up.

Of course, using smart technology in our everyday life does also have some benefits. A significant advantage is that it can help us save a lot of time and effort when storing and transferring large documents. In the past, people were forced to have everything written on paper, and whenever they needed a copy of their documents, they had no option but to write it over again. Nowadays however, with the help of Word documents and Emails, we don’t have to worry about things like that, and can therefore spend our time more productively.

All in all, technology can be helpful in everyday life, as long as it is not overused, and not completely relied on. The aim of technology is to assist us, but we should keep the danger of becoming over-dependent in mind.

Hashtags and QR codes

Filippos Chatzichristodoulou

In the new technological era, trends change rapidly; what is popular today gets to be outdated tomorrow. An emerging trend regards social media hashtags and QR codes which are among the most popular technological trends.

One of the fastest and most effective ways of searching for information nowadays is QR codes. They help people find what they need without opening an app or typing words on Google. Normal searching would take about five minutes while QR code scanning gives people the opportunity to locate their point of interest in a matter of seconds. What is more, QR codes give access to more personal and specific information that cannot be tracked in sites and search engines. From restaurant menus to identity details, QR codes have undoubtedly become part of people's life.

Furthermore, it is certain that a large number of people have access to social media, own a profile and upload pictures and stories using hashtags. Hashtags help users classify their information and become part of an updated technological community which changes so fast that uploads are every minute replaced by new ones. Trending hashtags not only form our likes and dislikes but also inform people about current news and fads.

All in all, these trending technological tools, although gaining and losing popularity very fast, are effective and meet people's needs. Hopefully, it feels like there will be an array of new ones to replace them and facilitate our lives even more. It remains to be seen!

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QR code scanning gives people the opportunity to locate their point of interest in a matter of seconds. From restaurant menus to identity details, QR codes have undoubtedly become part of people's life.



Social Media

Georgia Kaimaki

“Did you see her post on Facebook?”, “I made a friend online, we talk on Instagram!”, “Did you hear about the new trend on Tik Tok? You should go check it out right now!”

Social media sites have entered our lives and changed for good. Facebook, Instagram, Tik Tok, Snapchat, Messenger, What's up, Viber are only a few to mention and everybody who owns a phone uses at least one of them. They have become a part of our everyday routine. You wake up and immediately check the new posts and stories that people uploaded last night. Every time you hear the sound of a notification, you instinctively start searching for your phone, and check if you have any new messages. If you get bored, you open a social media app and just scroll down the page without realising how easily time flows. There is no end, you can actually keep scrolling down forever if you want.

Can all this be considered an addiction? Of course, we are addicted, but to what? Our phones? Yes, the rapid development in technology has forced us to include technological devices into our life and use them to complete basically every task that

is assigned to us. However, we cannot avoid using phones, computers, or tablets, as they have now become an important part of our life and they keep offering us services.

The use of technology affirms the progress of society and how the achievements of today define our future. So, to answer the previous question; well, yes,

maybe we are addicted, but the truth is we cannot reverse it or abstain from it. Instead, what we should do is try to find ways to make our daily use less obsessive and intrusive. However, what are people and especially teenagers more addicted to? Social media sites.

Social media sites are a way to communicate, entertain, and inform users, even a means to advertise products. The creators of apps like these have taken care to make them extremely addictive, coming to a point where people obsess over them. If you go to the settings of your phone and check how many hours you used your phone today and which apps were used more, you will not be surprised to see that in most cases social media are the ones. The fact that we actually fall into the trap and spend all of our time in front of a screen, liking posts of people we may not know, messaging friends instead of talking to them face to face, and even trying to convince our followers that we are worth following, is really upsetting.

Social media sites are continuously growing in popularity. Every day more and more people join these sites and create accounts in order to take part in this competition of silliness. Even our grandparents have begun to familiarize themselves with new technologies and to learn new skills. One of the opportunities that social media offer is communication. The digitalization of this world is forcing us to take the chance and use online communication for our own good. We interact with a bunch of people daily. Some of them are family members or close friends, who, for some reason, we don't have the

You
Tube

ability to talk to face to face. But here comes the loophole: most of us tend to also communicate with “other people” online. By other people we mean strangers, people that we don’t know anything about and have probably never met in person in our entire life.

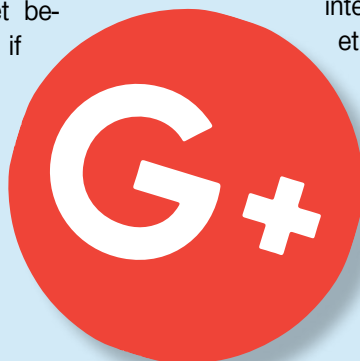
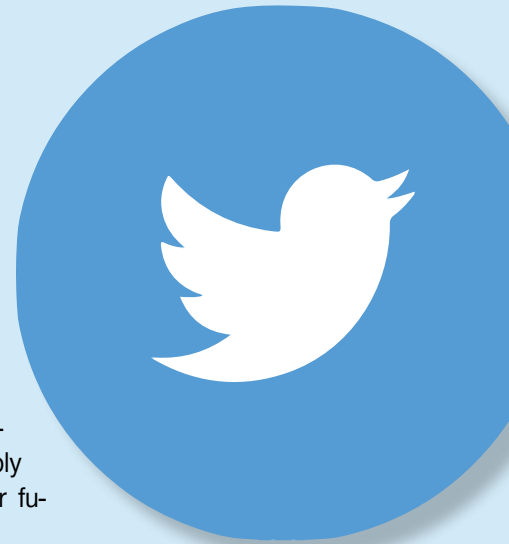
Online communication through social media is beneficial in certain situations. The best example is the pandemic of Covid-19. The majority of us, being unable to see our friends and loved ones, didn’t stop messaging them or even facetimeing them. In fact, Instagram, Tik Tok and Viber were probably the most used apps amongst teenagers during the quarantine. The rate of use of social media during the pandemic was at full blast. People were texting, chatting and discussing any topic you could imagine, and all these in a social media chatroom. Surely, the danger was increased, and the results were differentiated. The question is: how did this situation affect real-life relationships?

Chatting all day can be considered a bad habit. By texting on Facebook, for example, you simply have access to a whole different world. You are transferred to an imaginary chatroom, where you have opportunities like sending photos, videos, links, stickers, gifs etc., while you miss out on many important aspects of contacting somebody face to face. Emotions are turned off. You don’t have the possibility to observe the person you are talking to and understand their true feelings by looking into their eyes. It is really confusing and creates a monotonous atmosphere, making the discussion even more boring. Even using emojis cannot confirm if the emotions and the intentions of a person are true.

And this is the bitter reality of today. The more technology evolves, and people obtain new capabilities, the more dangerous the internet becomes. Have you ever wondered if you are actually texting the person you think you are? And if what he is telling you mirrors his true intentions? How can you be so sure that a stranger, a so called “internet friend”, isn’t trying to

approach you in order to take advantage of you? This situation creates doubt that is probably going to appear in your future relationships. Being exposed to doubtful situations, experiencing insecurity, lies and uncertainty can have harmful results on one’s behavior. It is an indisputable fact that a person becomes isolated and lives in a fake, virtual reality, that doesn’t reflect the real world. The conclusions about one’s behavior and personality are utterly defined by their actions around a social media environment. Of course, the way you communicate with somebody is a decisional factor, but we cannot forget that social media include other activities too. Everyone can post photos and videos, temporarily or permanently and is also able to decide whether a person can see them or not. The content someone is uploading, their attitude towards you, their comments on your own posts, create insecurities and make you feel inferior by comparing yourself to them. A single text, comment, photo, video can change your entire ideology around a person. This certainly affects your relationships and can have positive or negative results, such as cultivating empathy for somebody or leading you to avoid them in public.

Social media affect the way you perceive the world. It is a whole new reality that none of us can explain in a few words, and maybe nobody has actually ever tried to. It seems so perfect, though there are many loopholes and the danger that blends inside this atmosphere of happiness could have a negative impact on our future society. Individually, we are obliged to be careful while surfing the internet or social media sites and try not to let them penetrate our personal life and relationships. Of course, you can post that story you wanted, upload this video of you and your friend being funny, send that risky text, have fun with liking posts you relate to, but remember: you should use social media for your own sake and not let them use you. **YOU ARE THE BOSS!**



Should gun ownership be permitted?

Markela Tzara

One of the most heated debates over the course of years concerns the legal possession of a gun, which can be used as a means of defense in the event of an attack. Several are the countries in which gun ownership is legal and often considered the “norm.” The law permitting gun use, however, conceals a substantial number of hazards, as guns can be utilized as lethal weapons, which in turn gives rise to serious consequences. After much deliberation, I have concluded that under no circumstances should the use of firearms be permitted.

To begin with, the main argument against gun ownership is the fact that guns have led to thousands of unintentional deaths, due to accidents or misuse. In fact, multiple studies have shown that involuntary shootings are four times as common as the occurrences of gun use in the context of legitimate home defense. To be more specific, according to a survey conducted by Harvard, approximately 1,352 citizens died in the United States in 2020 from unintentional shootings. On the other hand, another study from the university of Harvard shows that victims use guns in less than 1% of contact crimes. One is therefore more likely, statistically speaking, to shoot a person by accident than use a gun to attack a home intruder. Moreover, in families with children, the presence of a firearm in the home might jeopardize their safety. As reported by recent investigations, over 4.6 million American children live in homes with at least 1 loaded, unlocked gun and 70% of unintentional shootings by children occur in the home.

In addition, the link between permitting gun use and the increase in crime rates and suicides is in fact irrefutable. According to the US Centers for Disease Control and Prevention, in 2020 alone, more than 45,000 Americans died at the end of a barrel of a gun, whether by homicide or suicide, more than any other year on record. This number of deaths implies a 25% increase from five years prior, and a 43% increase from 2010. As per the FBI, there were 345 “active shooter incidents” in the United States between 2000-2020, resulting in more than 1,024 deaths and 1,828 injuries.

A very recent event that proves the brutality that gun ownership causes is the school shooting that took place in Texas on May 24th, 2022, a shocking incident that struck the American society and convulsed people all around the globe. At least 19 children and two teachers died after a gunman opened fire at Robb Elementary School in Uvalde, Texas, a tragedy that comes just days after another deadly mass shooting in Buffalo. This event has undoubtedly been a cause for concern among, not only parents, but the government members too. “It’s just so hard...you send your kids to school thinking they are going to make it back home and then they’re not” is the statement of a mother who lost her child that day. “You can’t drive a car until you are 19 years old. You can’t buy alcohol until you are 21. But an 18-year-old kid can

“

Several are the countries in which gun ownership is legal and often considered the “norm”. However, the law permitting gun use conceals a substantial number of hazards since guns can be utilized as lethal weapons.



go buy a rifle and take away those babies' lives? Take away my sister's life? Something needs to change”, stresses the sister of one of the victims. The president Joe Biden also made some worthwhile remarks regarding the current gun law enforcement. He said: “We have to act. The idea that an 18-year-old child can walk into a gun store and buy two assault weapons is just wrong.” According to surveys, over 300 school shootings have taken place since the early 2000s. Hasn't the time finally come to put an end to all the slaughtering?

On the other hand, many are those who advocate that gun ownership offers a sense of security. They claim that guns help to ensure an individual's, family's and property's protection against burglars or muggers, in a time when they cannot rely on the authorities to come to their aid. However, the potential benefits of crime being averted have to be weighed against the risks involved, such as the risk of injury. An example of a tragic death caused by a gun owner trying to prevent alleged theft took place in Montana, 2014, and involved a German exchange student who was shot because he was seen in someone else's garage late at night. Nevertheless, even if the student had truly been trying

to break into the garage, it is the judiciary's duty to bring people to justice, not the individual citizen's.

The legal ownership of guns dates back to 1791. Ever since, thousands of people have lost their life to a bullet - deaths that could have been possibly avoided - and many more have demonstrated against the free use of firearms. So, despite all the slaughtering and murdering, why do governments not take action to ban the use of guns? The main reason is the economic growth that countries have experienced in recent years due to the firearm and ammunition industry. In America, for example, gun manufacturing constitutes one of the biggest industries, with over 2 million guns being purchased each year. In fact, in 2021 the firearm and ammunition industry contributed \$70.52 billion to the total economic activity of the country.

It's clear that gun ownership can be very hazardous, as people often tend not only to use the weapon unintentionally, but also to take the law into their hands, which takes its toll not only on victims, but on the public's sense of the welfare of our society. Bullets cannot be taken back, and the profit of firearm businesses cannot buy the lives that have been taken by firearms. Placing pressure on lawmakers to enact meaningful reforms and thus making handguns more difficult to obtain will significantly reduce crime and violence.

Student Art Competition

The Student Art Competition has been a popular youth art event since 2015 and a great celebration of education and culture..



Singing in Istanbul with Glykeria



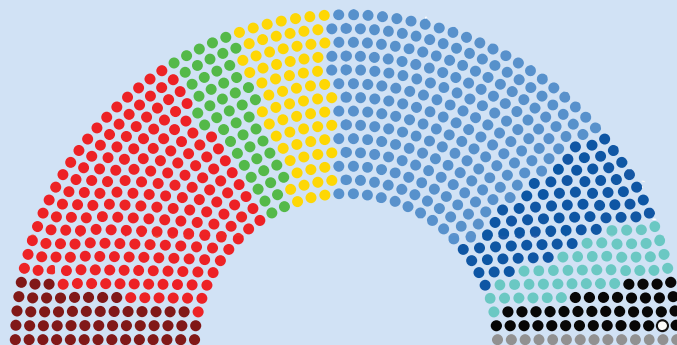
In the framework of the “Culture Road” festival, Zografio Lykeio of Istanbul in collaboration with Mandoulides Schools organized a memorable cultural event, which took place in the main hall of the renovated Opera House of Istanbul on Saturday, May 28th, 2022. More than 2,000 people, both Greek expatriates and Turks, attended the concert. They sang to the rhythm of Greek songs with Glykeria and her eleven-member orchestra, accompanied by Mandoulides Schools 6th grade student choir.





Young ideas for Europe





SIMULATION OF THE EUROPEAN PARLIAMENT PLENARY SESSION

One of the key priorities of a Greek school with a European character and a global orientation is to strengthen its European identity and to cultivate a national and European conscience in its students. An important prerequisite to having a European identity is for the youth to come into contact and familiarize themselves with the statutory bodies of the European Union that support democracy and its future.

To this purpose, Mandoulides Schools, with the approval of the Ministry of Education and Religious Affairs, hold annually the "Simulation of the European Parliament Plenary Session" for 10th grade students from public and private schools from all over Greece and the diaspora.

The event is supported by the Delegation of the European Commission in Greece, the Office of the European Parliament in Greece and the Europe Direct Information Center (Europe Direct-KEDITH).



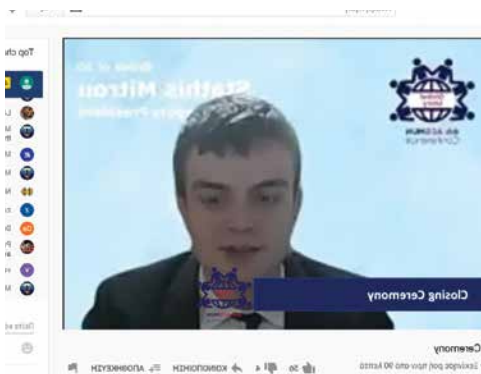
Model Diplomacy



Model UN conferences and European Youth Parliament sessions are unique experiences. They are popular, internationally known academic activities that encourage students to learn more about international relations, diplomacy as well as how these institutions operate since they are diplomatic simulations. They allow every participant to understand how existing international bodies work and how they can contribute themselves to help solve pressing issues that affect our planet today.

The former UN Secretary-General Ban Ki-Moon during the 3rd Global Model United Nations Conference said to the students attending the session: “Your experience in this conference will give you a full taste of the complexity of international relations, the intricacies of negotiations among diverse peoples and perspectives, the challenges of achieving consensus and the patience required to win progress.”

Mandoulides Schools prepare their students for their crucial role as active and conscious citizens of tomorrow by helping them achieve success in today’s global environment. Having that in mind, they encourage students’ participation in a multitude of local, national, and international programs.





Smart Education Seminars

The seminars are part of the educational programs that Mandoulides Schools host as proud members of the Microsoft Showcase Schools community. They are addressed to educators in Greece and abroad. They put emphasis on the new era for education as shaped by the rapidly evolving new technologies.

SMART EDUCATION 5 “5G: A New Era for Education

- **Elena Zaglaridou** Education Future Skills Development Lead , Microsoft Central Eastern Europe
- **Manos Varvarigos** Professor at the School of Electrical and Computer Engineering, National Technical University of Athens
- **Konstantinos Papadias** Executive Director of the Research, Technology & Innovation Network
Professor of Informatics at the American College of Greece,
- **Maria Mpoura** Director, Marketing, Communications, Government & Industry Relations at Ericsson
- **Marina Oikonomou - Lalioti** Professor of Psychiatry, National and Kapodistrian University of Athens
- **Stavros Dimitriadis** Professor at the School of Informatics, Aristotle University of Thessaloniki
- **Chariton Polatoglou** Professor at the School of Physics, Aristotle University of Thessaloniki
- **Vasilis Oikonomou** Director of Informatics and Digital Education, Athens College | Hellenic - American Educational Foundation

SMART EDUCATION 4: “Entrepreneurship education”

- **Vanessa Antoniadou** Teacher Engagement Manager, Microsoft Greece - Cyprus - Malta
- **Markos Veremis** Upstream Co-founder and Executive Chairman of the Board
- **Maria Gianniou** Empowerment & Leadership Coach | Corporate Trainer
- **Grigoris Zarifopoulos** Deputy Minister of Digital Governance
- **Kyriakos Loufakis** President of Alexandria's Innovation Zone
- **Dimitris Mandoulides** Vice President of Mandoulides Schools
- **Spiros Protopsaltis** Governor of OAED
- **Tasos Tzikas** President of the Board at Thessaloniki International Fair - HELEXPO S.A
- **Giannis Chatzidimitriou** Rector of the University of Macedonia

SMART EDUCATION 3: “Gamification & Education”

- **Manos Sfakianakis** Prior Police Major General, Supervisor of Cyber Crime Division, Chairman and Founder of CSI Institute, C.E.O. G.R.I.S.S., Head of GDPR Greece
- **Nikolaos Lamprinos** Professor, Department of Sciences & New Technologies, Geography & Instruction of Geography, Department of Primary Education, Aristotle University
- **Nikolaos Fachantidis** Associate Professor, Department of Educational and Social Policy, University of Macedonia, Founder & Director of Robotics Academy
- **Christos Malliarakis** PhD Informatics, Author
- **Vasilis Oikonomou** Director of Informatics and Digital Education, Athens College
- **Maria Papadopoulou** Hellenic - American Educational Foundation, MIE Fellow
- **Ioannis Soudias** Director of New Technologies, Deputy Principal of Elementary School, MIE Expert, MIE Trainer, MIE Fellow
- **Teacher, MIE Fellow**

Microsoft Vice President of Education Anthony Salcito meets Mandoulides Schools students

**Anthony Salcito**
Redmond, Washington

Mandoulides Schools
Thessaloniki, Greece



**November 10-11, 2020**
Microsoft Global Learning Connection
OPEN HEARTS. OPEN MINDS.

Every year students, educators and Microsoft Education executives from all over the world meet to talk about the future of education, to experience how technology can contribute to learning, but also to exchange views on the future of work at a Microsoft event called Global Learning Connection. Students of Mandoulides Junior and Senior High School (Microsoft Showcase School 2016 - 2021) had the unique opportunity to chat with Microsoft Vice Presi-

dent of Education, Anthony Salcito. During the meeting he said to our students:

“...Your school was very well prepared for distance learning and we at Microsoft applaud it. You all showed perseverance in your school and with great energy you supported and still support distance and hybrid education. You are an example for all schools in Greece. You are lucky that so many amazing teachers support you.”



Watch the students' meeting with Anthony Salcito

<https://www.youtube.com/watch?v=UHBhIxbNhOI&t=6s>



SMART 5 EDUCATION

A NEW ERA FOR EDUCATION

SEMINAR • 13/11/21

For teachers of Primary and Secondary Education

Watch & Learn

Mandoulides Schools offer Senior High School students an easily accessible and secure path to academic success* through an innovative program that facilitates learning.

11

in Schools of
Medicine

20

in Schools of
Engineering

18

in Schools of
Sciences

25

in Schools of
Economics &
Management

24

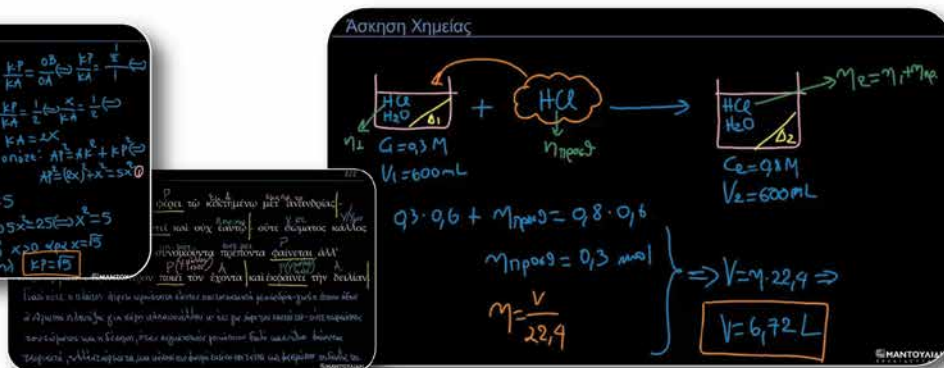
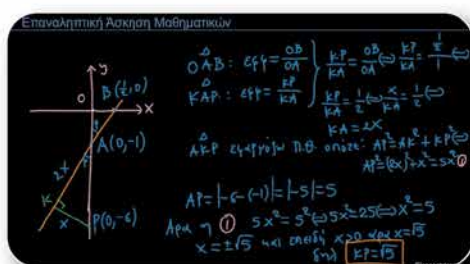
in Schools of
Humanities &
Social Sciences

What is Watch & Learn ?

Watch & Learn is a collection of videos that showcase exemplar solutions and responses to challenging and original **Math, Physics, Chemistry, Ancient and Modern Greek language** exercises, which our team of experienced educators have produced specifically for our students.

10th and 11th grade students are encouraged to complete assignments on Math, Physics, Chemistry, Ancient and Modern Greek, with the help of model video lessons. Hence, students get better preparation for the material taught in class and lay solid foundations for their future academic success.

12th grade students have the opportunity to further practice Math, Physics, Chemistry, Ancient and Modern Greek with challenging exam preparation material that meets the Panhellenic exam standards, on line, at home.



Watch & Learn at your own pace

Forget distractions in the classroom
Watch the videos as often as you wish, practice at your own pace and build the essential skills to achieve academic success.

Get set
for exam success!

Take the first step:
Log in to

watchandlearn.mandoulides.edu.gr

Seek the best possible
result, the result that
you deserve.

* 98 students were admitted to schools of high demand (2020 - 2021)

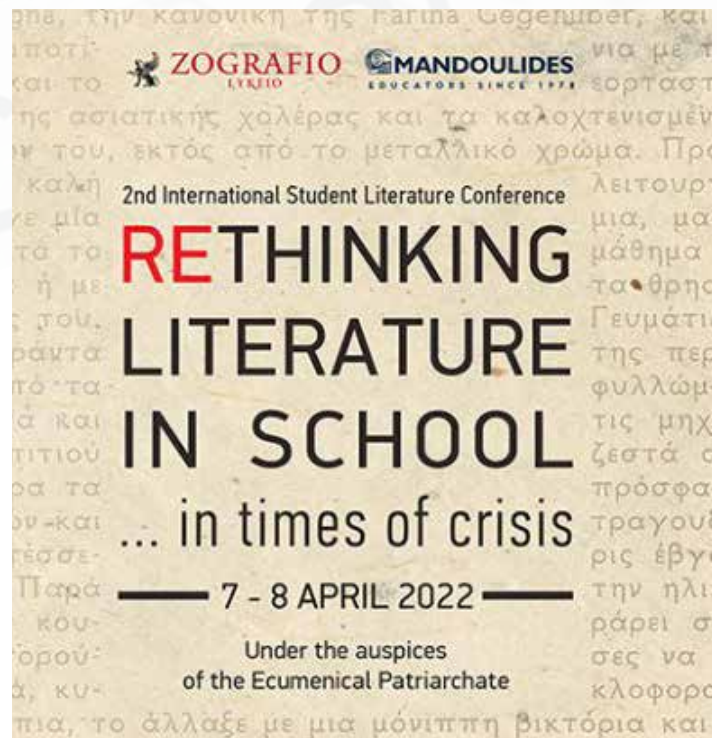


International Literature Conference Rethinking Literature

Zografio Lykeioo of Istanbul and Mandoulides Schools organized the 1st International Student Literature Conference on the topic: “Rethinking Literature in Schools” and the 2nd International Student Literature Conference on the topic “Rethinking Literature... in times of crisis” both of which took place online under the auspices of the Ecumenical Patriarchate of Constantinople.

200 students and 50 academic teachers from 25 schools in Greece, Istanbul, Nicosia, New York and Johannesburg had the opportunity to participate in the meetings and collaborate with distinguished academics in the field of literature and the arts.

The literary meetings constituted an innovative approach to teaching literature with a view to promoting fruitful exchange of ideas and building a creative interaction between students and educators.





Erasmus+

Mandoulides Schools took part in two European Erasmus+ KA2 strategic partnerships.

FuturEU students as Transmitters of Cultural Heritage.

A partnership among the schools: Terra Santa College (Cyprus), Alytaus Panemunes Pagrindine Mokykla (Lithuania), Scoala Gimnaziala Pietroasa (Romania) and Mandoulides Schools.

Education For Heritage, Heritage for Education

A partnership among the schools: Scoala Gimnaziala Nr.1 (Romania), Tuzla Dede Korkut Ortaokulu (Turkey), Les Concha Mendez Cuesta (Spain), Agrupamento De Escolas De Ideas (Portugal) and Mandoulides Schools.

Over the past 2 years, the Ministries of Education worldwide put health restriction protocols in place due to the Covid-19 pandemic, which forced the partners of both Erasmus programs to meet online. Despite the adversities faced, we managed to rejoice the company of our friends on our screens and share views, music, traditions but most of all positive vibes for the future.



Alumni



Former international basketball player. He played for 9 clubs in the most important leagues in Europe, winning a total of 25 titles. Gold medal in the World High School Basketball Championship, Israel 1999

My school years at Mandoulides

“Winning the gold medal in the World High School Basketball Championship at the age of 16, wearing the colors of your school, representing your country and being surrounded by friends and classmates is a moment you can never forget”.

It was a demanding school and I was trying to give my best and stay consistent with the school curriculum, my student duties, as well as my basketball responsibilities. There was very little time to rest, but all this made me the person I later became. What I usually say to children who are talented in basketball or any other sport or field is that their primary capacity is that of a student and they should prioritize their academic performance over all.

Evangelos Mantoulidis

I think that the late Evangelos Mantoulidis was a very ambitious man. I would describe him as a visionary, a great personality. He had a great love for basketball and was one of the pioneers of the idea of bringing good basketball players to school who had the opportunity to study and play on the school team.

The way he lived and behaved showed a man with morals and ethical values and that makes him even more important. He left a great legacy for which he will always be remembered.

Nikos Zisis '02

General Manager
of the National Greek Basketball Team



Mandoulides Schools enhanced my talents

What I gained from Mandoulides Schools, and I can see it more clearly now that I am a teacher myself, was not only the basic knowledge I acquired in the class. Of course, this was of utmost importance and I built valuable skills through the lessons and the educational process, but it was also the personal assistance I had from my teachers. They were trying to understand and support what I was doing. In those years, being a musician, taking part in concerts all around the world, traveling a lot for that reason and not attending some classes was not the norm. But apart from the teachers, the school itself, with its infrastructure and philosophy helped me to fulfil my aspirations; it left me free to do things, listened to what I wanted to accomplish and supported me. When I made mistakes, my teachers helped me to overcome them; they encouraged me to take new steps that probably neither I nor my parents knew about. Everyone was by my side and we moved forward together. This direct and indirect support from my school helped me spread my wings and pursue my dreams.

Dr. Efthimios Papatzikis '96

Associate Professor of Infant Brain
Development and Education, Oslo
Metropolitan University, Oslo, Norway





The School was a determining factor of my decision to study abroad

I think that the six years I spent studying in America were the result of the positive influence that the school exerted on me. I was still a high school student when the Studies Abroad program started. It was an ambitious plan, for that time, and the students were offered free preparatory courses and assistance with their applications to universities abroad. I had not taken full advantage of this program back then, because I wanted to study in Greece first, and I do not regret it. I had started attending some classes and consultation meetings, but then for some reason I gave up. What I distinctly remember though, was my desire to go to America. I can recall that in my first academic year at the Aristotle University of Thessaloniki I was very happy to study in a Greek university, but I already knew that I wanted to go abroad. In the first years of High School I was planning to go to Germany to study Law, because the Greek legal system has more in common with the German one. The point I actually had a change of heart was when the school succeeded in sending students to prestigious universities to the USA and granting them substantial scholarships. It was only then that I started exploring the scenario of going to America to study. After finishing my Master's degree at AUTH, I went to Harvard for another Master's degree, and then to UPenn for my PhD. I lived the experience of America because of the influence of my school. Needless to say, that in both universities I went to there were always people I knew from Mandoulides High School and Lyceum. As you can understand, there is not only a Greek Community but also a Mandoulides Community in America.

Dr Konstantinos Stilianou '02

Associate Professor in Competition Law and Regulation, Leeds University, UK



A stimulating school environment

When you are a student there are many things that you cannot appreciate or you see from a different perspective. In our school, we were given many opportunities to be exposed to different experiences in various fields. We were encouraged to experiment and master new skills. Our school went beyond stereotypes.

The qualifications I got from school

What I got from school was a method of working and a way of communicating with those around me, which is definitely missing from most academic institutions in Greece. I understood how much I had gained from my school when I found myself in a very demanding foreign university. I had to meet tight deadlines and hand in assignments timely, and even though I was 18 years old I managed to cope with all the difficulties that came up because I had a solid background.

The English language courses we had at school definitely helped. I never had to take additional lessons or tutoring in order to meet the language standards required at universities abroad.

Faidon Miliadis '05

Member of Athens State Orchestra.
He holds the position of concertmaster.
He is a founding member of the elGreco trio.



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.



INTERNATIONAL AND PANHELLENIC DISTINCTIONS

Informatics

1st - 2nd - 3rd place
1997 - 2021

	International Championship	Balkan Championship	Panhellenic Championship
Mandoulides Schools	5	7	22
Private Schools of Athens	5	7	15
Private Schools of Thessaloniki	0	1	1

Source: International: <http://stats.ioinformatics.org/results/GRC>
 Balkan: www.epy.gr
 Panhellenic: www.pdp.gr, www.epy.gr

Mathematics

1st - 2nd - 3rd place
1996 - 2021

	International Championship	Balkan Championship	Panhellenic Championship
Mandoulides Schools	4	23	112
Private Schools of Athens	18	49	317
Private Schools of Thessaloniki	0	10	59

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

F1 in Schools

1st - 2nd - 3rd place
2012 - 2021

	International Championship	Panhellenic Championship
Mandoulides Schools	1	1
Private Schools of Athens	0	19
Private Schools of Thessaloniki	0	3

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

Biology

1st - 2nd - 3rd place
2005 - 2021

	International Championship	Panhellenic Championship
Mandoulides Schools	2	5
Private Schools of Athens	1	12
Private Schools of Thessaloniki	0	1

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

Astronomy

1st - 2nd - 3rd place
2012 - 2021

	International Championship	Panhellenic Championship
Mandoulides Schools	2	11
Private Schools of Athens	2	4
Private Schools of Thessaloniki	3	4

Source: International: www.astronomos.gr
 Panhellenic: www.astronomos.gr

Basketball Senior High School Boys

1st - 2nd - 3rd place
1996 - 2021

	International Championship	Panhellenic Championship
Mandoulides Schools	3	14
Private Schools of Athens	1	10
Private Schools of Thessaloniki	0	8

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

International and national distinctions awarded to students of all private schools in Athens and Thessaloniki, international or Greek, for-profit or non-profit.



www.mandoulides.edu.gr

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



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

2nd PLACE | Ekaterini Bakaliou (2005)

SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI

2nd PLACE | Antonios Gavezos (2015) | Thrassivoulos Oikonomou (2018)

3rd PLACE | Magdalini Papaevangelou (2013)

SCHOOL OF CHEMICAL ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI

2nd PLACE | Lydia Theodorou (2009)

3rd PLACE | Victoria Papageorgiou (2021)

SCHOOL OF MECHANICAL ENGINEERING, ARISTOTLE UNIVERSITY OF THESSALONIKI

2nd 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 (2015)

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 (2011)

2nd PLACE | Chrysanthi Athanasiadou (2014) | Spiridon 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

2nd PLACE | Gerasimos Kavadias (2002)

SCHOOL OF MOLECULAR BIOLOGY & GENETICS, DEMOCRITUS UNIVERSITY OF THRACE

2nd PLACE | Panagiotis Repanas (2018)

SCHOOL OF PHYSICS, ARISTOTLE UNIVERSITY OF THESSALONIKI

2nd PLACE | C. Karafyllia (2021)

3rd PLACE | Christos Alvanos (2020) | 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)

SCHOOL OF PHARMACY, ARISTOTLE UNIVERSITY OF THESSALONIKI

3rd PLACE | Alexandros Kourtidis (2021)

DEPARTMENT OF ECONOMICS, MILITARY SCHOOL OF THESSALONIKI

3rd PLACE | Christos Tasioulas (2014)

DEPARTMENT OF ACCOUNTING AND FINANCE, UNIVERSITY OF MACEDONIA

1st PLACE | Argyro Charizona (2021) | Stergios Mastoris (2020)

2nd PLACE | Konstantinos Dolkeras (2014)

DEPARTMENT OF BUSINESS ADMINISTRATION AND MARKETING, UNIVERSITY OF MACEDONIA

1st PLACE | Stilian Kyratzi (2016) | Christos Venetopoulos (2014) | Nikolaos Georgakis (2011)

2nd PLACE | Panagiota Aslanidou (1999) | Dimitrios Mantoulidis (1994)

3rd PLACE | Vasileios Moschoulos (2012) | Kyriaki Ioulia Koudouni (2010)

DEPARTMENT OF ECONOMICS, UNIVERSITY OF MACEDONIA

3rd PLACE | Theodoros Velentzas (2014) | Katerina Zachari (2007)

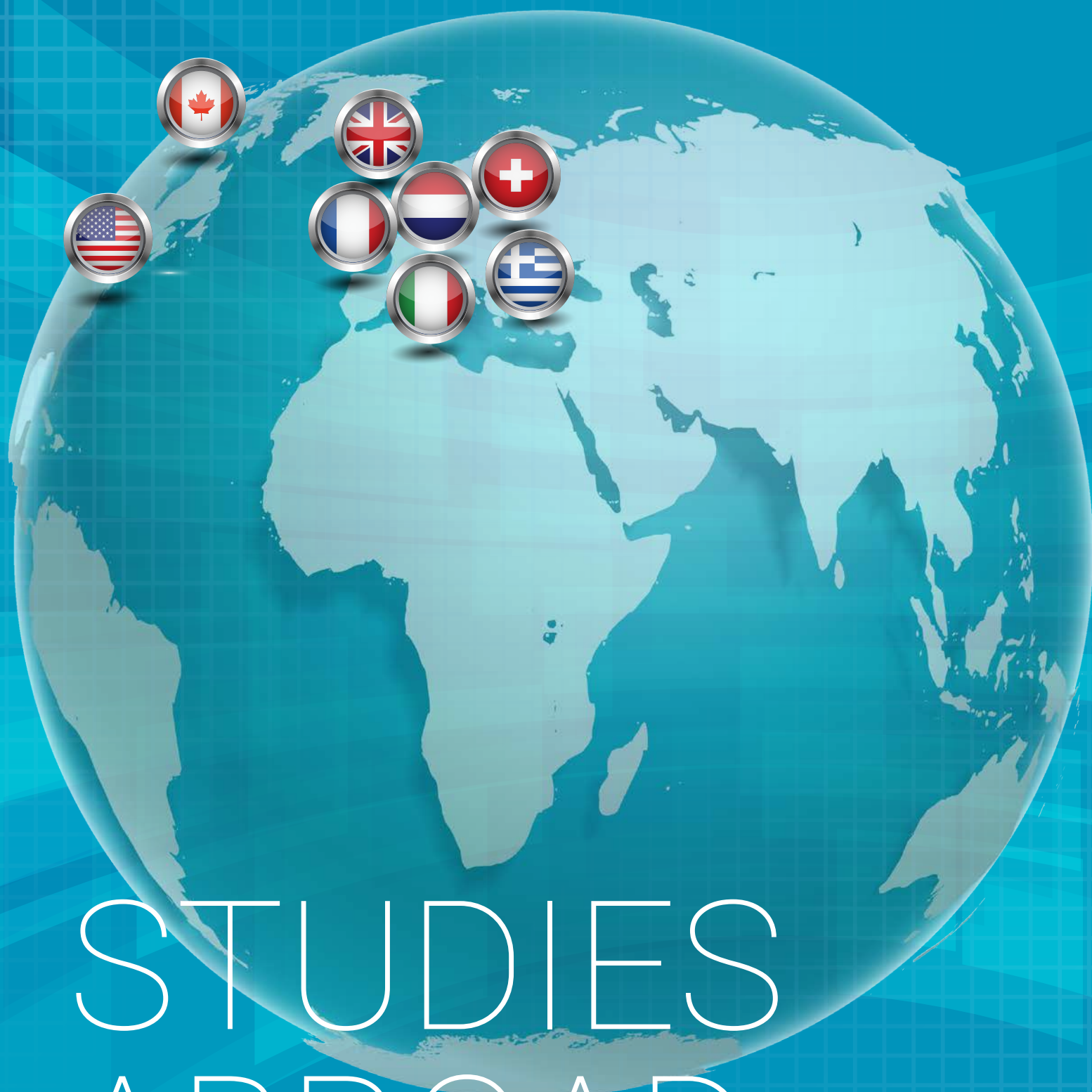
DEPARTMENT OF BALKAN, SLAVIC AND ORIENTAL STUDIES, UNIVERSITY OF MACEDONIA

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

PRINCETON UNIVERSITY

R. Tsiamis	2018
F. - I. Sitolidis	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

NORTHWESTERN UNIVERSITY

I. Grammatikopoulou	2001
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DARTMOUTH COLLEGE

T. Haris	2017
F. - I. Sitolidis	2016
D. Sideri	2007
T. Gogakos	2006
I. Konstantinidis	2005
D. Batzilis	2004
S. Magkiriadou	2003
I. Grammatikopoulou	2001

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. Papatziamou	2015
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NEW YORK UNIVERSITY

K. Koutroulis	2019
O. Tzamtzis	2017
T. Feldman	2001

TUFTS UNIVERSITY

P. Pentousis	2018
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UNIVERSITY OF ROCHESTER

D. Nikolaou	2013
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BRANDEIS UNIVERSITY

O. Dadoudi	2020
E. Mainou	2013
Z. Hiliada	2012
T. Athanasakis	2005
Z. Kiriakou	2001
M. Papadopoulos	1997
A. Gogakos	1996

GEORGIA INSTITUTE OF TECHNOLOGY

A. Gkavezos	2015
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BOSTON UNIVERSITY

D. Papatziamou	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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UNIVERSITY OF PENNSYLVANIA

R. Tsiamis	2018
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UNIVERSITY OF TEXAS-AUSTIN

A. - I. Koulouras	2016
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VIRGINIA TECH

K. Chatzidimoulas	2016
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WORCESTER POLYTECHNIC INSTITUTE

S. Koutroulis	2015
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SYRACUSE UNIVERSITY

A. Skenderis	2019
G. Zachariadis	2017
A. Dourou	2017
S. Pavlidis	2017
K. Chatzidimoulas	2016
S. Koutroulis	2015
I. Boziaris	2007
G. Chalvatzoglou	2007

PURDUE UNIVERSITY

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

PENN STATE UNIVERSITY

I. Symeonidou	2021
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RENSELAER POLYTECHNIC INSTITUTE

M. - M. Karagkitsi	2020
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FORDHAM UNIVERSITY

D. Papatziamou	2015
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TEXAS A & M UNIVERSITY

A. - I. Koulouras	2016
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STEVENS INSTITUTE OF TECHNOLOGY

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

UNIVERSITY OF DENVER

D. Papatziamou	2015
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DREXEL UNIVERSITY

A. Argyropoulos	2022
A. Papazikos	2021
M. Triantafyllidis	2021
G. Kapalis - Prousalis	2020
S. Mavromatis	2018
P. Gragkopoulou	2018
O. Tzamtzis	2017
A. Chorooglou	2016
K. Chatzidimoulas	2016
K. Mavromati	2014
V. Haidas	2013
P. Prezas	2012
A. Willis	2010

SETON HALL UNIVERSITY

M. - M. Karagkitsi	2020
P. Andreadis	2019
O. Rantis	2017
K. Veliani	2016

UNIVERSITY OF TEXAS-DALLAS

A. - I. Koulouras 2016

UNIVERSITY OF HOUSTON

A. - I. Koulouras 2016

PRATT INSTITUTE

A. Skenderis 2019

UNIVERSITY OF MIAMI

A. Skenderis 2019

BAYLOR UNIVERSITY

N. Moser 2022

HOFSTRA UNIVERSITY

M. - M. Karagkitsi 2020

LOYOLA MARYMOUNT UNIVERSITY

M.-A. Christidi 2022

LOYOLA UNIVERSITY

M. - M. Karagkitsi 2020

Th. Tzellos 2020

MICHIGAN STATE UNIVERSITY

I. Symeonidou 2021

NEW YORK INSTITUTE OF TECHNOLOGY

M. - M. Karagkitsi 2020

ARIZONA STATE UNIVERSITY

N. Angelopoulou 2021

QUINNIPIAC UNIVERSITY

M. - M. Karagkitsi 2020

ROCHESTER INSTITUTE OF TECHNOLOGY

G. Kapalis - Prousalis 2020

UNIVERSITY OF KANSAS IN LAWRENCE

D. Papadopoulos 2021

UNIVERSITY OF SAN FRANCISCO

M. - M. Karagkitsi 2020

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

BYRN MAWR COLLEGE

Z. Hiliada 2012

UNIVERSITY OF RICHMOND

G. Gkyzis 2019

K. Veliani 2016

A. Chorozioglou 2016

MOUNT HOLYOKE COLLEGE

Z. Hiliada 2012

E. Faraza 2011

E. Vlahou 2008

V. Katsarou 2007

D. Pezati 2006

M. Katsarou 2005

A. Giovanopoulou 2004

Z. Kiriakou 2001

E. Grammatikopoulou 2000

E. Chovarda 2006

FRANKLIN & MARSHALL COLLEGE

S. Syropoulos 2014

D. Batzilis 2004

A. Tsakiris 2000

A. Frida 2001

H. Tsatalas 2097

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

SAVANNAH COLLEGE OF ART & DESIGN

A. Skenderis 2019



MCGILL UNIVERSITY

K. Koutroulis 2019

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

P. Tzartzi 2022

R. Tsiamis 2018

V. Georgiadis 2017

P. Koutsogeorgos 2017

R. Ketsetsidis 2016

G. Venizelos 2016

A. Panagiotopoulos 2015

D. Papatziadou 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. Gavriloglou 2010

A. Gaitanidis 2010

E. Ioannidis 2010

E. Taratoris	2010
P. Toskas	2010
S. Tseranidis	2009
O. Antoniou	2009
E. Mandaltsi	2007

UNIVERSITY OF ST. ANDREWS

K. Dolkeras	2014
E. Tsaprazi	2014
A. Hristakopoulos	2010
G. Douganiotis	2009

DURHAM UNIVERSITY

K. Koutroulis	2019
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
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UNIVERSITY OF SURREY

A. - K. Bourouti	2019
A. Papadopoulou	2019
A. Spiliopoulos	2019
E. Tsouroukidou	2019
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

O. Dadoudi	2020
A. Papapavlou	2020
A. Symeonidou	2020
A. Papadopoulou	2019
A. Spiliopoulos	2019
V. Triantafyllou	2019
K. Athanasopoulos	2018
P. Gragkopoulou	2018
I. Liakou	2018
E. Michalopoulou	2018
G. Korifidis	2017
P. Koutsogeorgos	2017
A. Bardou	2016
A. Chorozioglou	2016
N. Papadopoulos	2016
G. Zevgaridou	2016
P. Anastasiadis	2015
M. Kerasidou	2015
S. Kougioumtzi	2015
S. Koutroulis	2015
N. Mantatzis	2015
D. Papatziamou	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

I. Stryvakis	2022
A. Andritsos	2020
E. Tsouroukidou	2019
A. Chorozioglou	2016
G. Sykas	2015

P. Zaimi	2013
N. Tselepidis	2012
E. Ioannidis	2010
M. Kostaki	2010
A. Andrikos	2009
D. Andrikos	2009
B. Vasmatzis	2009

UNIVERSITY OF LEEDS

A.-M. Digktsi	2022
A. Tzellos	2022
I. Symeonidou	2021
Ch. Alvanos	2020
G. Anastasiadis	2020
L. - A. Panousi	2020
A. Symeonidou	2020
Th. Tzellos	2020
E. Tsouroukidou	2019
K. Athanasopoulos	2018
N. Kipouros	2018
T. Oikonomou	2018
R. Tsiamis	2018
G. Karanikos	2016

UNIVERSITY OF YORK

K. Athanasopoulos	2018
N. Kipouros	2018
E. Michalopoulou	2018
F. Pentousi	2018
S. Pavlidis	2017
S. Kiratzi	2016
M. Kerasidou	2015
D. Tsevermes	2015
P. Zaimi	2013
V. Tsartsalis	2013
A. Xakis	2012
K. Efstathiou	2012
A. Hristakopoulos	2010

UNIVERSITY OF SOUTHAMPTON

P. Tzartzi	2022
A. Tzellos	2022
A. Papazikos	2021
G. Anastasiadis	2020
Th. Tzellos	2020
A. - K. Bourouti	2019
A. Spiliopoulos	2019
O. Ploiariadis	2019
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

A. Argyropoulos	2022
O. Dadoudi	2020

O. Ploiaridis	2019
E. Tsouroukidou	2019
P. Diamantis	2018
E. Michalopoulou	2018
E. Papanikolaou	2017
I. Girousis	2016
G. Karanikos	2016
A. - I. Koulouras	2016
V. Niavi	2016
F. - I. Sitolidis	2016
P. Anastasiadis	2015
N. - C. - M. Bakola	2015
S. - N. Markianos Wright	2014

UNIVERSITY OF SUSSEX

K. Zisis	2019
A. Papadopoulou	2019
V. Mandalianou	2019
V. Triantafyllou	2019
N. Chrysikos - Kostantoudakis	2019
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. Tsaousidis	2012
P. Prezas	2012
Z. Hiliada	2012
V. Georgiou	2011

UNIVERSITY OF BRISTOL

A. Argyropoulos	2022
P. Tzartzi	2022

I. Stryvakis	2022
E. Triaridou	2022
A. Papazikos	2021
E. Ntaountakis	2021
I. Symeonidou	2021
Ch. Alvanos	2020
G. Anastasiadis	2020
A. Gravani	2020
E. Dolopikou	2020
Th. Tzellos	2020
K. Koutroulis	2019
O. Ploiaridis	2019
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. Sitolidis	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. Skenderis	2019
a. Spiliopoulos	2019
V. Triantafyllou	2019
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

UNIVERSITY OF LEICESTER

N. Tiliaveridis	2021
M. Tiliaveridou	2018

UNIVERSITY OF EDINBURGH

P. Gragkopoulou	2018
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C. Dimarakis	2016
R. Ketssetsidis	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

UNIVERSITY OF KENT

I. Stryvakis	2022
E. Daoultzi	2020
A. Papapavlou	2020
A. Papadoulou	2019
F. Pentousi	2018
E. Papanikolaou	2017

NEWCASTLE UNIVERSITY

P. Tzartzi	2022
Th. Mallidou	2020
N. Chrysikos - Kostantoudakis	2019
A. Skenderis	2019
E. Tsouroukidou	2019
Th. Tyfloris	2013
P. Prezas	2012
C. Tsolakidis	2012
M. Karsanidou	2010
M. Kostaki	2010

UNIVERSITY OF NOTTINGHAM

A.-M. Digktsi	2022
A. Charizona	2021
G. Anastasiadis	2020
A. Andritsos	2020
E. Daoultzi	2020
S. Mastoris	2020
A. Symeonidou	2020
A. Spiliopoulos	2019
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

UNIVERSITY OF GLASGOW

E. Triaridou	2022
A. Papazikos	2021
A. Panagiotopoulos	2015
G. Efstathiou	2014
E. Kanonidou	2014
M. Tirta	2014
E. Tsaprazi	2014
K. Mavromati	2014

KING'S COLLEGE LONDON

A. Charizona	2021
Z. - M. Kamopoulou	2020
N. Kalosidis	2016
A. - I. Koulouras	2016

F. - I. Sitolidis	2016
K. Dolkeras	2014
UNIVERSITY OF MANCHESTER	
P. Tzartzi	2022
A. Tzellos	2022
A. Papazikos	2021
Th. Tzellos	2020
A. K. Bourouti	2019
D. Mesochoriti	2019
N. Chrysikos - Kostantoudakis	2019
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
UNIVERSITY OF READING	
M.-A. Christidi	2022
A. Gravani	2020
E. Dolopikou	2020
M. Ritser	2021
I. Vaggelis	2018
O. Rantis	2017
M. Anastasiadou	2015
M. Karasakalidou	2015
A. Kondelidou	2015
S. Kougioumtzi	2015
N. Mantatzis	2015
A. Patakas	2015
CARDIFF UNIVERSITY	
E. Daoultzi	2020
Th. Mallidou	2020
A. Skenderis	2019
M. Tiliaveridou	2018
G. Korifidis	2017
M. Sakaloglou	2016
QUEEN MARY UNIVERSITY OF LONDON	
M.-A. Christidi	2022
A. Charizona	2021
E. Dolopikou	2020
Z. - M. Kamopoulou	2020
K. Zisis	2019
A. Samara	2019
N. Tosounidis	2019
N. Kipouros	2018
P. Adamidis	2017
M. Anastasiadou	2015
D. Papatziomou	2015
A. Kondelidou	2015
O. Bouroutis	2015
UNIVERSITY OF ESSEX	
E. Triaridou	2022
E. Ntaountakis	2021
K. Zisis	2019
V. Mandalianou	2019
N. Chrysikos - Kostantoudakis	2019

P. Gragkopoulou	2018
I. Vaggelis	2018
S. Pavlidis	2017
A. Bardou	2016
A. Chorozioglou	2016
ROYAL HOLLOWAY, UNIVERSITY OF LONDON	
M. Ritser	2021
V. Polichronidou	2019
A. Samara	2019
I. Liakou	2018
V. Georgalas	2015
S. Daniilidis	2015
UNIVERSITY OF DUNDEE	
A. Argyropoulos	2022
E. Triaridou	2022
E. Ntaountakis	2021
V. Triantafyllou	2019
G. Megremis	2019
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
UNIVERSITY OF BUCKINGHAM	
A. Samara	2019
C. Papadopoulos	2014
UNIVERSITY OF STRATHCLYDE	
N. Tiliaveridis	2021
K. Triantafyllou	2020
A. Skenderis	2019
D. Theodorou - Anagnostou	2018
C. Sideris	2018
N. Dimopoulos	2017
OXFORD BROOKS UNIVERSITY	
E. Zournatsidou	2022
D. Mesochoriti	2019
V. A. Georgiou	2011
BRUNEL UNIVERSITY	
M.-A. Christidi	2022
G. Megremis	2019
V. Polichronidou	2019
K. Dervisopoulos	2016
G. Papanikolaou	2016
S. - A. Stamboultzi	2016
UNIVERSITY OF WESTMINSTER	
E. Zournatsidou	2022
L. - A. Panousi	2020
V. Polichronidou	2019
G. Michelakakis	2017
ANGLIA RUSKIN UNIVERSITY	
E. Zournatsidou	2022
BANGOR UNIVERSITY	
A. Tzellos	2022
LIVERPOOL HOPE UNIVERSITY	
N. Tiliaveridis	2021
UNIVERSITY OF EAST LONDON	
E. Zournatsidou	2022

Th. Mallidou	2020
UNIVERSITY OF GREENWICH	
E. Zournatsidou	2022
UNIVERSITY OF LINCOLN	
A. Tzellos	2022
UNIVERSITY OF PORTSMOUTH	
G. Anastasiadis	2020
A. Papapavlou	2020
UNIVERSITY OF SURREY	
Ch. Alvanos	2020
L. - A. Panousi	2020
A. Symeonidou	2020
Th. Tzellos	2020
M. Ritser	2021
UNIVERSITY OF SUSSEX	
A.-M. Digtisi	2022
A. Argyropoulos	2022
M.-A. Christidi	2022
I. Stryvakis	2022
E. Triaridou	2022
E. Ntaountakis	2021
O. Dadoudi	2020
L. - A. Panousi	2020
A. Papapavlou	2020
UNIVERSITY OF YORK	
Th. Mallidou	2020



BOCCONI UNIVERSITY

P. Tzartzi	2022
A. Charizona	2021
A. Charizona	2021
S. Mastoris	2020
G. Gkyzis	2019
I. Liakou	2018
P. Adamidis	2017
V. Kostakis	2017
T. Zikouli	2016
C. Vafeiadis	2016
I. Saropoulos	2015
S. Koulaxis	2015
D. Tsevremes	2015
F. Tsougianni	2014
A. Kyriazis	2013



UNIVERSITY OF AMSTERDAM

E. Mitrou	2022
E. Triaridou	2022
A. Gravani	2020
E. Daoultzi	2020
V. - M. Papaoikonomou	2019
T. Fessatidou	2019

DELFT UNIVERSITY OF TECHNOLOGY

A. Argyropoulos	2022
P. Tzartzi	2022

UTRECHT UNIVERSITY

A. Tzellos	2022
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UNIVERSITY OF LEIDEN

E. Mitrou	2022
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EINDHOVEN UNIVERSITY OF TECHNOLOGY

A. Kostouli	2022
N. Tiliaveridis	2021

ERASMUS UNIVERSITY

A. Tzellos	2022
I. Stryvakis	2022
E. Daoultzi	2020
D. Tsevremes	2015

UNIVERSITY OF TWENTE

D. Gkeleris	2021
N. Chrysikos - Kostantoudakis	2019
V. Georgiadis	2017
N. Dimopoulos	2017
C. Karathodoros	2017
T. Haris	2017

VU AMSTERDAM

A. Argyropoulos	2022
E. Mitrou	2022
E. Zournatsidou	2022
I. Stryvakis	2022
G. Papadakis	2021
M. Papadopoulou	2021
N. Tiliaveridis	2021
C. Karathodoros	2017
E. - S. Vantouli	2016
E. Tsigka	2016
A. - S. Dimitriou	2016

RADBOD UNIVERSITY

N. Tiliaveridis	2021
G. Kapalis - Prousalis	2020
V. Triantafyllou	2019
S. - M. Digtzi	2018
M. Tiliaveridou	2018
V. Georgiadis	2017
D. Tsevremes	2015

GRONINGEN UNIVERSITY

I. Laspidou	2021
M. Papadopoulou	2021

N. Vantoulis	2021
N. Tiliaveridis	2021
A. Gravani	2020
E. Daoultzi	2020
E. Dolopikou	2020
G. Kapalis - Prousalis	2020
A. Kypirtidou	2020
K. Apostolidis	2019
V. Mandalianou	2019
A. Papadopoulou	2019
K. Papanastasiou	2019
V. Triantafyllou	2019
T. Fessatidou	2019
N. Chrysikos - Kostantoudakis	2019
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

TILBURG UNIVERSITY

G. Papadakis	2021
D. Gkeleris	2021
I. Laspidou	2021
M. Papadopoulou	2021
A. Papadopoulou	2019
K. Papanastasiou	2019
V. - M. Papaoikonomou	2019
N. Apostolidis	2018
I. Liakou	2018
E. Papanikolaou	2017
D. Tsevremes	2015

UNIVERSITY OF MAASTRICHT

A. Kostouli	2022
E. Mitrou	2022
D. Gkeleris	2021
I. Laspidou	2021
N. Vantoulis	2021
A. Gravani	2020
E. Dolopikou	2020
G. Kapalis-Prousalis	2020
L. Panousi	2020
K. Papanastasiou	2019
V. Triantafyllou	2019
T. Fessatidou	2019
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. Tsevremes	2015
C. Papadopoulos	2014

THE HAGUE UNIVERSITY OF APPLIED SCIENCES

I. Laspidou	2021
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

AMSTERDAM UNIVERSITY COLLEGE

E. Triaridou	2022
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NH STENDEN UNIVERSITY

G. Papadakis	2022
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LES ROCHES HOSPITALITY MANAGEMENT

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



AIX-MARSEILLE UNIVERSITÉ

A. Papadopoulou	2019
E. Papanikolaou	2017

UNIVERSITÉ TOULOUSE 2 JEAN JARUÉS

E. Daoultzi	2020
A. Papadopoulou	2019

UNIVERSITÉ PARIS 1 PANTHÉON SORBONNE

Z. - M. Kamopoulou	2020
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UNIVERSITÉ SORBONNE

L. - A. Panousi	2020
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UNIVERSITÉ DE PARIS (RÉNE DESCARTES)

L. - A. Panousi	2020
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UNIVERSITÉ PARIS NANTERRE

Z. - M. Kamopoulou	2020
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UNIVERSITÉ LUMIÈRE - LYON 2

L. - A. Panousi	2020
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EDHEC BUSINESS SCHOOL

A. Yuvochenko	2022
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**Agones
Technis**



HONORS





International Olympiad in Informatics

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

Balkan Olympiad in Informatics

2nd place	C. Mantoulidis I. Tsoukalidis	MOLDOVA 2007 FYROM 2000, GREECE 1999
3rd place	R. Ketsetsidis G. Venizelos C. Mantoulidis	CYPRUS 2016 BULGARIA 2013 CYPRUS 2006, GREECE 2005
Honorable mention	P. Liampas	ON LINE 2021

International Mathematical Olympiad

1st place	V. Georgiadis	BRASIL 2017
2nd place	R. Tsiamis E. Taratoris	BRASIL 2017 KAZAKSTAN 2010
3rd place	R. Tsiamis	HONG-KONG 2016
Honorable mention	I. Dimoulis R. Tsiamis V. Georgiadis A. Panagiotopoulos E. Taratoris	ON LINE 2020 ROMANIA 2018 HONG-KONG 2016 THAILAND 2015 GERMANY 2009

Balkan Olympiad in Mathematics

1st place	K. Konstantinidis V. Georgiadis R. Tsiamis	ON LINE 2020 FYROM 2017 SERBIA 2015
2nd place	P. Liampas P. Liampas M. Konstantinou R. Tsiamis E. Taratoris	CYPRUS 2022 ON LINE 2020 CYPRUS 2019 SERBIA 2018, FYROM 2017, ALBANIA 2016, FYROM 2014 MOLDOVA 2010
3rd place	P. P. Nikou T. Konstantinidis I. Dimoulis M. Zarogoulidis K. Konstantinidis V. Georgiadis R. Ketsetsidis, A. Panagiotopoulos G. Venizelos P. Koutsogeorgos N. Kalosidis E. Taratoris O. Ploiaridis	BOSNIA-ERZEGOVINA 2022 BOSNIA-ERZEGOVINA 2022 CYPRUS-ON LINE 2021 MOLDOVA 2021 CYPRUS 2019 ALBANIA 2016 GREECE 2015 GREECE 2015, TURKEY 2013 FYROM 2014 TURKEY 2013 SERBIA 2009 ROMANIA 2016

Mediterranean Mathematical Olympiad

3rd place	R. Tsiamis A. Panagiotopoulos E. Taratoris E. Mastoris, E. Frilingou	2016 2014 2010, 2009 2010
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European Mathematical Cup

Gold medal	R. Tsiamis G. Venizelos R. Ketsetsidis	2017 2015 2014
Silver medal	V. Georgiadis	2015
1st place	V. Georgiadis, O. Ploiaridis G. Venizelos	2017 2014
2nd place	S. Mastoris R. Tsiamis, O. Ploiaridis F.- I. Sitilidis, R. Tsiamis R. Ketsetsidis, T. Haris N. Kalosidis, G. Batzolis	2019 2018 2016, 2015, 2014 2015 2014
3rd place	P. Liampas	2021





I. Dimoulis, M. Konstantinidou, N. Konstantinidis, P. Tzartzi, L. Giannakis, A. - C. Savva	2019
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

P. P. Nikou, I. E. Kenanidis, D. Toulis	2022
I. Dimoulis, C. Karafyllia, A. Andreadi	2019
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

K. Konstantinidis, A. Varsamis-Kiratlidis, A. Argyropoulos	2022
O. Ploiaridis, A. - C. Savva, S. Mastoris	2019
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 Physics Olympiad

Honorable mention

G. Skolianos

SPAIN 2005



International Biology Olympiad

3rd place

N. konstantinidou

HUNGARY 2019

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

P. Liampas

COLOMBIA-ON LINE 2021

G. Papachatzakis

INDIA 2016

Honorable mention

R. Tsiamis

THAILAND 2017

G. Papachatzakis

INDONESIA 2015

E. Tsaprazi

ROMANIA 2014

E. A. Palaskos

GREECE 2013



EUSO - European Union Science Olympiad

2nd place

O. - K. Vlachonasios, N. Konstantinidou,

PORTUGAL 2019

V. Frangopoulos



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 European Youth Parliament

members of the Greek delegation

K. Karagkitsi, M. L. Szamozsi-Kalligkatsi	2021
Z. - M. Kamopoulou	2018
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	O. Kerameos	2019
	S. Mastoris	2018
	N. - C. - M. Bakola, G. Papanikolaou	2014
Best speaker award	A. Firtinidou	2012

North American Invitational Model United Nations

Honorable mention	F. Valavani	2014
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Harvard Model Congress Europe

Best speaker award	M. Gaitanidou, I. Legbelos	2007
	E. Mandaltsi, I. Krania	2006
	D. Lagias	2002
	K. Ktenidis	2000

Model United Nations Development Program

Best speaker award	P. Siozos - Drosos	2011
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Junior Model United Nations - Hisar School

Best delegate award	A. Kourti	2015
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EUROSCOLA

C. Tsiouma	2020
I. Liakou	2016
S. Kyratzi, K. Veliani, F. - I. Sitalidis,	2015
C. Gantsinikoudi, V. Niavi	

International Debate Competition

G. DOUGANIOTIS (member of the official Greek team)	2008
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International Media Competition "MEDEA AWARDS"

1st place	«THE WALK»	2017
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International Robotics Competition - First Lego League

2nd place	M-RAST TEAM	LEBANON 2019
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World Basketball Championship

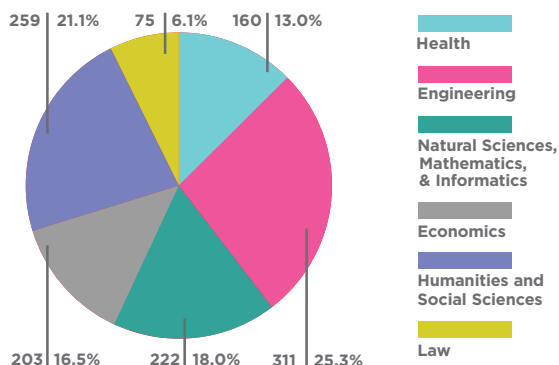
1st place	Israel 1999
2nd place	Poland 2005
3rd place	Turkey 2009
5th place	Greece 2019



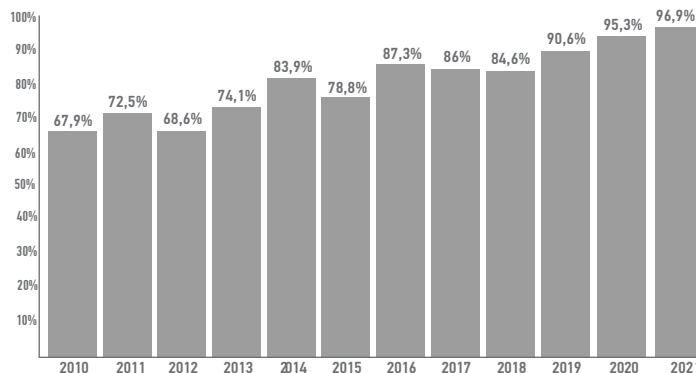
Congratulations to our students
who make us proud with their distinctions in Greece
and abroad every year!

DISTINCTIONS IN GREEK UNIVERSITIES

STUDENTS ADMITTED TO UNIVERSITY SCHOOLS OF HIGH DEMAND • 2010 - 2021

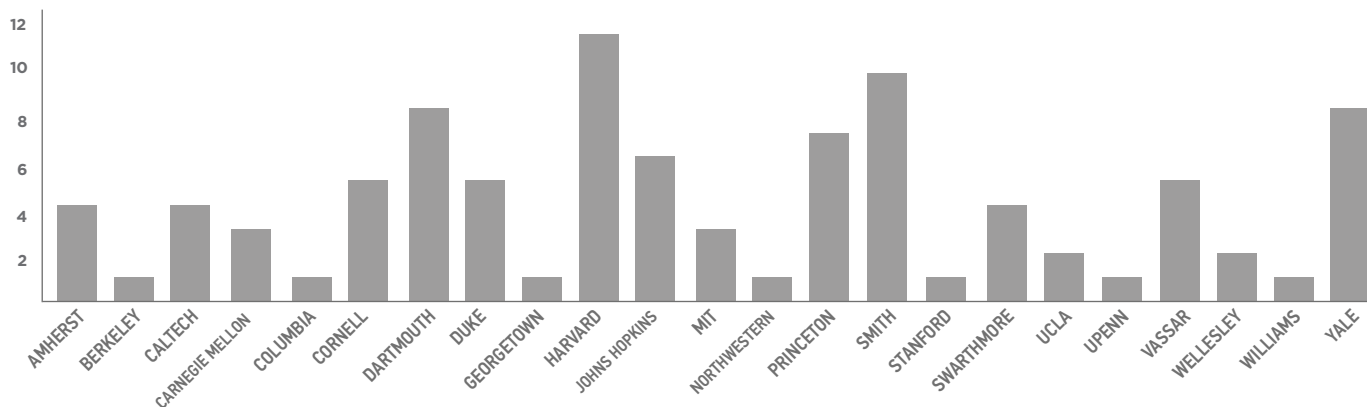


SUCCESS RATE IN UNIVERSITY SCHOOLS OF HIGH DEMAND (%) • 2010 - 2021

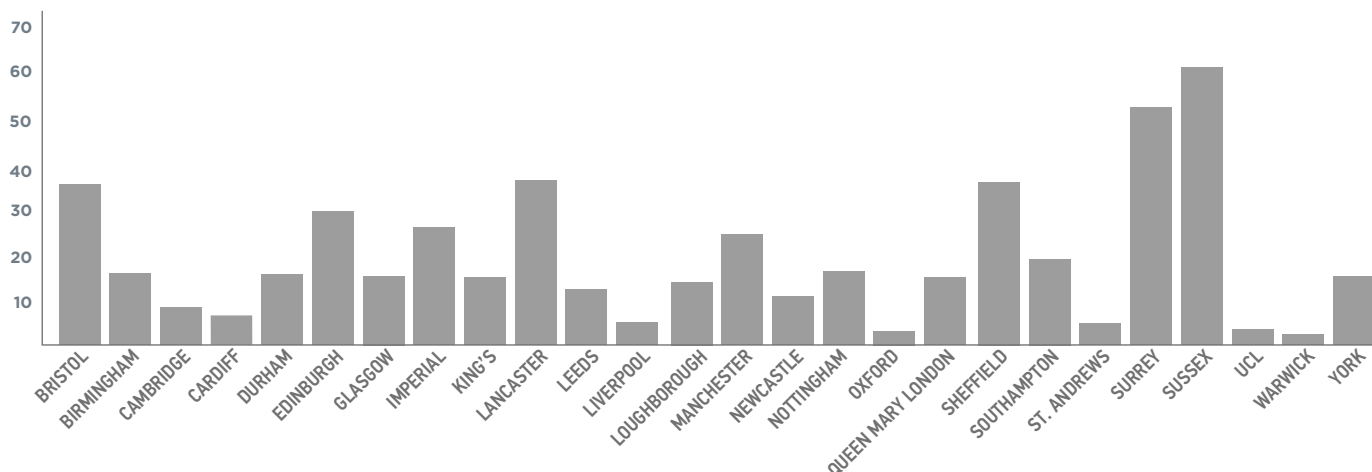


DISTINCTIONS IN INTERNATIONAL UNIVERSITIES - STUDIES ABROAD

STUDENTS ADMITTED TO PRESTIGIOUS UNIVERSITIES IN THE USA • 1998 - 2021



STUDENTS ADMITTED TO PRESTIGIOUS UNIVERSITIES IN GREAT BRITAIN • 2007 - 2021



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20 June - 01 July '22

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With adventurous excursions, creativity, imagination, sports... in English!

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we will share unforgettable moments with our friends.



English language practice ★ Art & Crafts
Arkki ★ Escape room ★ First Lego League (FLL)
Team building activities ★ Dance ★ Cooking
Trekking ★ Swimming in the sea



 **MANDOULIDES**
EDUCATORS SINCE 1978

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DAY CARE CENTER - KINDERGARTEN - ELEMENTARY SCHOOL

T: 2310 473813

E-mail: kindergarten@mandoulides.edu.gr, primary@mandoulides.edu.gr

JUNIOR - SENIOR HIGH SCHOOL

T: 2310 474024

E-mail: secondary@mandoulides.edu.gr





Mandoulides Schools, Thessaloniki, Tel. +30 2310473813 / +30 2310474024
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www.mandoulides.edu.gr