



**“The IB teaches students how to have a balanced life, as opposed to lyceum [Greek high school] students, who go to school and then have private tutorials to learn the syllabus by heart.”**

**Dafni Panopoulou**

2007 IB Diploma Programme graduate  
Geitonas School  
Vari-Koropi, Attiki, Greece

Dafni Panopoulou personifies the IB’s commitment to academically challenging and balanced education—and life. She continues cultivating her love for the arts and the natural world while earning a degree in pharmacy, expected in 2011, from the University of Bath, UK.

“I have chosen to study pharmacy as a continuation of the IB,” Dafni explains. “Pharmacy involves studying and integrating biology, chemistry, mathematics, ethics, law, business and management. These are the [options] I studied in the IB, and now I can study all of them in depth and critically apply them later in life.”

Dafni combines these studies with a fascination with the natural world. “Living near the sea and woods growing up, I learned to love nature from a very young age,” she says. “In the IB, school trips to Greek biotopes enhanced my respect for nature.” In a novel blend of these interests, in 2008 Dafni participated in the 7th joint AFERP, ASP, GA, PSE & SIF international meeting, convening experts in natural products with pharmaceutical, nutraceutical, cosmetic and agrochemical interests from all over the world to present their research.

The IB also helped Dafni develop strong communication and organizational skills and a commitment to service. “Volunteering for IB workshops for incoming IB teachers at Geitonas School is what I consider to be my first major working experience,” she says. “I learned to be a good communicator, collaborate with people and listen to others.” The skills from the IB Diploma Programme

served her well when she later went on to perform research in the careers office at the University of Bath.

For Dafni, it was the IB creativity, action, service (CAS) component that opened doors to the arts. “The creative part of my CAS project involved my participation in the theatre group of my school, where I participated in *A Midsummer Night’s Dream* and *The Caucasian Chalk Circle*, and I was active through dancing Greek traditional dances,” she says. “I have continued dancing and have started Latin and ballroom, salsa, samba and tap.” Dafni has even become secretary of her university’s Salsa Society.

Through her balanced studies and life, Dafni has kept her options open. In fact, she says, “If, when I graduate from pharmacy, I have the opportunity to teach in the IB, I would love to work as an IB teacher for a few years—or maybe for the rest of my life. I discovered this passion through the IB.”

**“The IB’s multiculturalism, creativity, action and service have made me seek these components later on in life—in university, in the ethos of the company I work for, in my working environment and in my social network.”**



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