





**N**eapolis University Pafos (NUP) is committed to excellence. Through constant innovation in education, research, creativity, and sociological development, NUP is constantly focused on education and research.

NUP's main objective is to benefit all students, providing an environment in which they can both thrive as successful leaders, researchers, or businessmen after their experience in multiple ways.

Through continuing and successful participation in international competitive research programs, NUP attracts a diverse faculty and student community. NUP supports innovative teaching and research, while it also establishes fruitful and inspiring academic partnerships providing the framework within which it may actively and constructively participate in both public dialogue and academic discourse.



**NRO**

Neapolis Research Office

Established in 2010, the Neapolis Research Office (NRO) is the main body of research and development at NUP. The NRO facilitates and fulfills both NUP's vision, and research and development initiatives. The NRO provides services and resources to faculty, students and staff which motivate research and other creative activities. It also aims at enhancing the diffusion of NUP's research findings to the rest of the world's academic communities.

The NRO promotes global research by building local and international strategic partnerships with universities and other academic institutions.

Since its formation, the NRO has implemented numerous research projects, participated in various seminars and workshops in both Cyprus and abroad, and has acted so as to consolidate NUP's existing research environment and academic excellence.

This brochure hopes to introduce the academic community into NUP's most recent research initiatives and accomplishments. We are confident that it will prove a useful tool for all those interested in the academic and research initiatives taken by Neapolis University Pafos.

# 1. **Big Step: Learning through Gamification - Integration of the vulnerable groups” -ERASMUS +KA2 Action**

Project “BIG STEP: Learning through Gamification – Integration of vulnerable groups” will use Gamification methodology (the application of typical elements of game playing, i.e. point scoring, competition with others, etc.) to other areas of activity such as teaching, encouraging engagement, learning flow, evaluation of participants, etc. “BIG STEP” will develop a novel educational 2-D video game helping refugees engage in learning a host country’s language through digital interaction and play. In addition, the game will integrate local cultural aspects and practices into the learning process (e.g. what time do they have lunch in Belgium?).

The game will be tailored to the respective needs and educational level of targeted groups, reached via member state’s existing official structures. The game hopes to greatly enhance targeted groups media and literacy skills, all of which considered competencies necessary within the job market.

## ***Target Groups: Refugees, Immigrants, Third Country Nationals***

Partners include the University College Limburg (Belgium), OECON Group.(Greece), University Rehabilitation Institute, (Slovenia), Komunikujeme o.p.s. (Czech Republic), Institute of Psychosocial Development (Greece), Neapolis University Pafos (Cyprus).

*Researchers:* Dr Klitos Christodoulou, Dr Kostas Tsagkaridis



## 2.

### inHERit -ERASMUS +

InHERit is a three-year ERASMUS + KA2 Action programme aimed at raising awareness about the economic value of architectural heritage and its crucial role in creating local and regional development. InHERit contributes to building a “smart, sustainable and inclusive economy European economy” with high levels of employment, productivity and social cohesion.

The programme’s partners are the School of Architecture, Technical University of Crete, Greece (leader); the Department of Economics, University of Athens, Greece; the Business School, Middlesex University, London; Maniatakeion Foundation, Greece; Neapolis University Pafos, Cyprus; the Center for Mediterranean Architecture (KEPPEDIH-KAM), Chania, Greece; and Fondazione Flaminia, Ravenna, Italy



*Researchers:* Dr. Yiannis Pissourios, Mr. Michalis Sioulas,  
Dr. Natia Anastasi, Ms Iliana Keli-Georgiou

### 3.

## **CSRC – Cyprus Science Research Center. Center for STEAM Education Research, Science Communication and Innovation-TEAMING HORIZON 2020**

For the first time, the island's universities are joining forces to create a Center of Excellence and Innovation in Cyprus in cooperation with Cypriot companies. They include the University of Cyprus (UCy), the University of Technology (CuT), the Open University Cyprus, University of Nicosia, European University Cyprus, UCLan Cyprus, Neapolis University Paphos and Frederick University of Technology.

The €400,000 that this phase will receive as funding will enable the project to develop a business plan for the creation of the Cyprus Science and Research Centre, which would benefit Cyprus and the broader region.



CSRC will focus, by means of interactive tools, on the promotion of scientific communication, teaching and learning in science, technology, engineering, arts and mathematics. It aspires to become a Center of Excellence in Cyprus and the Eastern Mediterranean for improving research, innovation and entrepreneurial culture in the areas of technology with special emphasis on the teaching and learning in science technology and the innovative communication of scientific achievements.

*Researchers:* Dr Natia Anastasi, Dr Klitos Christodoulou

## 4.

### PIN #prevention and #intervention

NUP responded successfully to a call placed by the Cyprus National Betting Authority and Cyprus Youth Organization. NUP developed a proposal aiming to evaluate the problem surrounding gambling habits and to implement an integrated intervention plan to prevent the problem as it is manifested in young adults.

The intervention will include educational techniques aimed at increasing awareness of gambling by reducing distorted beliefs, falsely optimistic attitudes in regards to profitability, and by fostering preventative measures and beliefs.

The project will be concluded in 7 months and was composed by Dr Katerina Flora.



## 5.

### **EEA. A Place for Youth in Mediterranean EEA: Resilient and Sharing Economies for NEETs (Norway Grants)**

This project aims to reduce unemployment in coastal and Mediterranean regions by introducing young NEETs to “trans-local” resilient agri-food production and pertinent circular economies. The project incorporates a transnational research network and employment center, leading to the informed institutional engagement of NEETs, with a focus on low active, low skilled women and migrants.



Partners include the University of the Aegean - RESEARCH UNIT, The Educational Association for Integration and Equality of Murcia, the Cyprus Authority of Cooperative Societies, the Territorial Association Communita Montana Alto Bassento of Potenza, NUP, CARDET, the Catholic University of Murcia, the Network for Employment and Social Care of Greece

*Researchers:* Dr Yiannis Pissourios, Dr Natia Anastasi,  
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## 6.

### In4COHESION

The general objective of this project is to support information measures relating to the EU Cohesion policy in Cyprus. In order to achieve this objective, the project aims primarily to target and promote a better understanding of the role of Cohesion policy in Cyprus. The aforementioned objective will be attained with Media Awareness - Raising Campaign, Participation of the project in Public events, Organization and Implementation of Targeted Events, and via evaluation of the support information measures relating to the EU Cohesion policy in Cyprus activities implemented by the participating organizations at a later stage of the project.



The project will receive funding from the European Regional Development Fund (ERDF) and the Cohesion Fund and one from the European Social Fund (ESF).

The Partners are: IMH C.S.C. Limited, European Office of Cyprus, EDEX – Educational Excellence Corporation Ltd (University of Nicosia), Neapolis University Pafos, Frederick University, Open University of Cyprus, Ministry of Education and Culture, Enoros Consulting Ltd.

*Researchers:* Ms Iliana Keli-Georgiou, Dr Natia Anastasi,  
Mr Michalis Sioulas

## 7.

**Engine4F: Engineer for the Future**

The present project addresses a common European need related to the lack of qualified staff within the professional technical and engineering domains, especially as by the time of this writing, with regards to women. A report by the OECD's (The Organisation for Economic Co-operation and Development) Global Science Forum shows that enrolment in STEM (Science, Technology, Engineering, Mathematics) programs, relative to all enrolments, have been in decline for prolonged periods across much of the developed world, including most regions in Europe. Supply and demand must grow together and Engine4F centers on this key-concept and on how it can intertwine both elements together in a programme for growth.

Engine4F aims to address future priorities in regards to VET (Vocational and Educational Training) programs as laid out in the "Europe 2020 Strategy", realising the importance of orienting our actions towards the future in order to achieve economic growth and sustainability.

As a future consequence, Engine4F aims to increase the labour market relevance of VET courses, with an emphasis on achieving gender balance within the domain by

attracting more women into technical VET programs. Being aware that economic development is reliant upon growth within these areas, Engine4F will target their efforts towards students (female students in particular).

At this age and period in their lives, students still have the time to learn from experience and may be persuaded to choose a STEM career area or a VET program.

By increasing exposure to technical and engineering professions and by promoting the learning of STEM related subjects (through creative and innovative teaching practices incorporated into Physics, Chemistry and Math curriculums) Engine4F will also contribute in deconstructing gender stereotypes, promote gender equality (within these fields), and help reshape negative pre-conceived notions related to VET learning paths. ENGINE4F supports an "Awareness > Action Plan" methodology in the first two years, studying its impact in the third year, and concluding by the development of a set of activities for each STEM subject. The aim is to complement STEM subjects, hopefully enhancing students' motivation and predisposition for learning.

Two different subject areas will be assigned to each partner/country.

An e-manual containing the methodology's results will be published and will remain in circulation after the project's end. The e-manual will be continuously updated, and eventually involve more students and schools alike. The project also includes the creation of a Virtual Learning Environment (VLE), acting as an information portal on career areas, engineering/technical curricula, examples of career opportunities within respective domains, professional profiles, and the ability to up-or download documents, etc. It is expected that by the end of this project, not only will the number of female students (and students overall) pursuing engineering/tech focused STEM/VET programs/courses have increased, but a dilution of preconceived negative ideas relating to VET courses and careers within engineering will also follow. A better understanding of related employment opportunities, better knowledge of STEM subjects, increased motivation for learning Maths, Physics, Sciences and Chemistry, development of decision making, problem-solving, etc. soft-skills (through activities implemented in partnering institutions), is also expected.



The project will also help improve partners' linguistic, management and organization skills, as well as reinforce possible future partnerships between schools, Universities, Enterprises and other Stakeholders. Ultimately, the partnership hopes to contribute to a fairer local labour market plan with regards to gender-biased attitudes and employment, helping students to better their future.

The partners are the Professional School of Aveiro, University of Aveiro, Ordem dos Engenheiros, Politeknika Ikastegia Txorierri, Tallinn Polytechnic School, Apopsi-Information Technology, Consulting & Teaching Services S.A, Nup - Neapolis University, Pragma Engineering srl, Greek Women's Engineering Association (EDEM) and ITIS "E. MATTEI"

*Researchers:* Dr Natia Anastasi, Ms Iliana Keli-Georgiou.

## 8.

### **Act Now - A training program development for healthcare professionals to use the principles of acceptance and commitment therapy (ACT) to facilitate patient adjustment to the challenges of living with a visible difference.**

The project ("Act-Now") aims to develop a training programme for healthcare professionals that will address the health care for patients with body image dissatisfaction (BID) as a result of disfiguring conditions (i.e.. craniofacial, neurological and skin conditions), diseases (i.e. cancer, meningitis), injuries (i.e. burns and combat-related injuries) and weight and shape concerns that negatively impacted physical and mental health, treatment decisions and recovery.

The project will produce materials for a European training course that will equip healthcare professionals from Europe with insights and practical skills of acceptance and commitment therapy (ACT) to facilitate patient adjustment to the challenges of living with a visible difference in European society. It is anticipated that through this project effective dissemination activities will address the target groups, the stakeholders and the project participants. The dissemination processes could be documented and justified more coherently and in more detail.

The partners of the project ("Act Now") are quite relevant to the selected fields, either as developers or promoters and users. There are nine participants. More specifically:

- *General Hospital Papageorgiou (Greece)*
- *Triskelion- Forening for anvendt forskning og kunnskapsmobilisering (Norway)*
- *European Cleft Organisation (Netherlands)*
- *Univerzitetni Klinicni Center Ljubljana JUBLJANA (Slovenia)*
- *Hoegskolan Kristianstad (Slovenia)*
- *Tartu Ulikool (Estonia)*
- *Neapolis University (Cyprus)*
- *University of the West England, Bristol (United Kingdom)*
- *Spitalul Clinic De Urgenta Pentru Copii "M. S. Curie" (Romania)*

*Researchers: Dr Marios Argyrides, Dr Kostas Tsagkaridis, Ms Iliana Keli-Georgiou*





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