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**Inclusive Educational Infrastructure and Sustainable
Urban Development in Cyprus: A Case Study of Limasso**

by

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ABSTRACT

This study examines the extent to which educational infrastructures is planned and delivered as inclusive social infrastructure within new residential developments in Limassol, Cyprus. Despite significant and sustained residential growth in Limassol over the past decade, there is limited evidence that educational facilities are being planned and delivered in ways that ensure equitable access for all children, regardless of socioeconomic backgrounds, ability or social group. The study addresses this gap through a mixed-method research design combining documentary analysis of Cypriot planning and regulatory frameworks with a structured questionnaire survey of 65 residents of Limassol.

The study is grounded in a conceptual framework drawing on three interconnected theoretical pillars: social infrastructure theory (Klinenberg, 2018; Boys and Jeffery, 2023), the Right to the City (Lefebvre, 1968; Harvey, 2008), and the United Nations Sustainable Development Goals framework, particularly SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities).

The documentary analysis reveals that the Cypriot planning and regulatory framework for educational infrastructure is primarily focused on physical and administrative standards, with a near-complete absence of explicit inclusivity criteria and limited alignment with SDG 4 and SDG 11. The questionnaire survey findings reveal significant concerns among Limassol residents about the adequacy car dependency, unsafe pedestrian routes a perceived disconnect between residential growth and school provision and concerns about the equity implications of the city's rapidly growing private school sector. Statistical data demonstrate that 68% of pre-school institutions in urban Limassol are private, raising important questions about equity of access to early education.

The triangulation of documentary and survey findings reveals a consistent pattern: educational infrastructure in Limassol is not currently being planned and delivered as inclusive social infrastructure. This study concludes with six evidence-based policy recommendations directed at urban planners, policymakers and local authorities in Cyprus, aimed at embedding inclusivity criteria within the planning framework, introducing mandatory school provision requirements linked to residential development, improving active travel infrastructure, aligning planning practice with SDGs and strengthening public educational provision in new residential areas.

Keywords: inclusive educational infrastructure, social infrastructure, sustainable urban development, residential planning, Limassol, Cyprus, SDG 4, SDG 11

ΠΕΡΙΛΗΨΗ

Η παρούσα μελέτη εξετάζει κατά πόσον η εκπαιδευτική υποδομή στις νέες οικιστικές αναπτύξεις της Λεμεσού σχεδιάζεται και παρέχεται ως κοινωνική υποδομή ένταξης. Παρά τη σημαντική οικιστική ανάπτυξη στη Λεμεσό τα τελευταία χρόνια, υπάρχουν ενδείξεις ότι τα εκπαιδευτικά ιδρύματα δεν σχεδιάζονται με τρόπο που να διασφαλίζει ισότιμη πρόσβαση για όλα τα παιδιά, ανεξαρτήτως κοινωνικοοικονομικού υπόβαθρου ή άλλων χαρακτηριστικών.

Η μελέτη υιοθετεί μεικτή μεθοδολογική προσέγγιση, συνδυάζοντας ανάλυση κυπριακών πολεοδομικών και ρυθμιστικών εγγράφων με δομημένο ερωτηματολόγιο σε 65 κατοίκους της Λεμεσού. Το εννοιολογικό πλαίσιο βασίζεται στη Θεωρία Κοινωνικής Υποδομής, στο Δικαίωμα στην Πόλη και στους Στόχους Βιώσιμης Ανάπτυξης των Ηνωμένων Εθνών (ΣΒΑ 4 και ΣΒΑ 11).

Τα ευρήματα αποκαλύπτουν ότι το κυπριακό ρυθμιστικό πλαίσιο εστιάζει κυρίως σε φυσικά και διοικητικά πρότυπα, απουσιάζουν δε ρητά κριτήρια κοινωνικής ένταξης και ευθυγράμμιση με τους ΣΒΑ. Τα αποτελέσματα του ερωτηματολογίου αποκαλύπτουν σημαντικές ανησυχίες των κατοίκων για την επάρκεια και ισότητα της εκπαιδευτικής υποδομής, συμπεριλαμβανομένης της εξάρτησης από το αυτοκίνητο, της έλλειψης ασφαλών πεζόδρομων και της αντιλαμβανόμενης αποσύνδεσης μεταξύ οικιστικής ανάπτυξης και παροχής σχολείων. Στατιστικά δεδομένα δείχνουν ότι το 68% των νηπιαγωγείων στην αστική Λεμεσό είναι ιδιωτικά, γεγονός που εγείρει σοβαρά ερωτήματα για την ισότητα πρόσβασης στην πρώιμη εκπαίδευση.

Η μελέτη καταλήγει σε έξι συστάσεις πολιτικής που απευθύνονται σε πολεοδόμους, υπεύθυνους χάραξης πολιτικής και τοπικές αρχές στην Κύπρο.

Λέξεις-κλειδιά: χωρίς αποκλεισμούς εκπαιδευτική υποδομή, κοινωνική υποδομή, βιώσιμη αστική ανάπτυξη, οικιστικός σχεδιασμός, Λεμεσός, Κύπρος, ΣΒΑ 4, ΣΒΑ 11

Chapter 1: Introduction

1.1 Background and Context

The relationship between residential development and the provision of social infrastructure has become an increasingly important concern in urban planning policy and practice. As cities grow and new residential communities are established, questions arise about whether the physical and social infrastructure needed to support these communities — including schools, healthcare facilities, and public spaces — is being planned and delivered in ways that are adequate, accessible, and equitable for all residents.

This study examines the integration of educational infrastructure as inclusive social infrastructure within new residential developments in Limassol, Cyprus. Limassol is Cyprus's fastest-growing urban center, experiencing significant and sustained residential expansion, particularly in peripheral areas such as Palodia and Ypsonas. Despite this growth, there is limited evidence that educational facilities are being planned and delivered in ways that ensure equitable access for all children, regardless of socioeconomic background, ability, or social group.

This concern is underscored by two significant findings from preliminary research. First, statistical data from the Statistical Service of Cyprus (CyStat, 2024) reveal that 68% of pre-school institutions in Limassol are private, suggesting that access to early education is increasingly dependent on financial capacity. Second, a systematic review of existing Cypriot planning and regulatory frameworks — including the Limassol Local Plan (2013), the Town Planning Control Manual (2025), and the Private Schools Law — reveals that these frameworks focus primarily on physical and administrative standards for educational facilities, with no explicit reference to social inclusion criteria or alignment with international sustainability frameworks such as the United Nations Sustainable Development Goals (SDGs).

1.2 Research Problem

The planning and delivery of educational infrastructure in rapidly growing cities is a complex challenge that sits at the intersection of urban planning, social policy, and sustainable development. In Limassol, this challenge is particularly acute. The city is experiencing rapid residential growth, driven by population increase, refugee settlement, and foreign investment in real estate. Yet the planning frameworks governing the provision of educational infrastructure within these new residential developments remain focused

primarily on physical standards and administrative requirements, with little attention to questions of social inclusion, equitable access, or sustainability.

This represents a significant gap between the requirements of international sustainability frameworks — particularly SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities) — and the actual practice of educational infrastructure planning in Cyprus. SDG 4 calls for inclusive and equitable quality education for all, including the provision of safe, inclusive, and effective learning environments. SDG 11 calls for sustainable, inclusive, and resilient cities, including the equitable provision of social infrastructure within residential communities. The extent to which Cypriot planning practice aligns with these goals remains an unexplored question in both academic literature and policy practice.

1.3 Aim and Objectives

The aim of this study is to examine the extent to which educational infrastructure is planned and delivered as inclusive social infrastructure within new residential developments in Limassol, Cyprus, and to assess the alignment of current planning practices with the principles of the United Nations Sustainable Development Goals.

The specific objectives of the study are:

- To examine the regulatory and planning frameworks governing educational infrastructure within residential developments in Cyprus and assess their alignment with SDG 4 and SDG 11
- To assess residents' perceptions of the accessibility, adequacy, and equity of educational infrastructure in new residential areas of Limassol
- To investigate the relationship between the growth of private educational provision and residents' perceptions of equity of access to education in Limassol
- To identify gaps between existing regulatory standards and the actual provision of inclusive educational infrastructure in new residential areas
- To provide policy recommendations for more inclusive and sustainable educational infrastructure planning in Cyprus

1.4 Research Questions

The main research question guiding this study is:

To what extent is educational infrastructure planned and delivered as inclusive social infrastructure within new residential developments in Limassol, Cyprus?

This is examined through the following five focused sub-questions:

- RQ1. What physical and inclusivity standards does the current Cypriot regulatory framework set for educational infrastructure in residential developments, and how do these align with SDG 4 and SDG 11?
- RQ2. To what extent do residents of new residential developments in Limassol perceive educational facilities in their area as accessible, adequate, and equitable for all children?
- RQ3. What differences exist in the perceived accessibility and adequacy of educational infrastructure between residents living near public versus private schools?
- RQ4. How does the rapid growth of private educational provision in Limassol affect residents' perceptions of equity of access to education?
- RQ5. What policy recommendations can be drawn to improve the integration of inclusive educational infrastructure within residential development planning in Cyprus?

1.5 Significance of the Study

This study makes a contribution at both the academic and practical levels. At an academic level, it addresses a significant gap in the literature on educational infrastructure planning in small Mediterranean markets. While international studies have extensively examined the relationship between school quality and housing prices, there is limited research that approaches educational infrastructure as inclusive social infrastructure within the context of urban planning, particularly in Cyprus. By adopting a planning and sustainability framework informed by social infrastructure theory, the Right to the City, and the SDGs, this study offers a novel perspective on educational infrastructure that extends beyond existing real estate literature.

At a practical level, the findings of this research can serve as a valuable resource for urban planners, policymakers, and local authorities in Cyprus, providing evidence-based insights into the gaps between existing regulatory frameworks and the actual delivery of inclusive educational infrastructure in new residential areas. The study's policy recommendations may

also be applicable to other rapidly developing urban centres in Cyprus and similar small-scale Mediterranean contexts.

1.6 Structure of the Dissertation

This dissertation is structured as follows. Chapter 2 presents the theoretical framework and literature review, examining the concepts of social infrastructure, inclusive urban development, and the SDG framework, and situating the study within the Cypriot planning context. Chapter 3 presents the research methodology, including the mixed-method design, documentary analysis approach, and questionnaire survey. Chapter 4 presents the findings of the documentary analysis and questionnaire survey. Chapter 5 discusses the findings in relation to the research questions and conceptual framework. Chapter 6 presents the conclusions, limitations, and policy recommendations of the study.

Chapter 2: Theoretical Framework and Literature Review

2.1 Introduction to the Chapter

This chapter presents the theoretical framework and literature review underpinning the study. It begins by examining the concept of schools as social infrastructure, drawing on urban sociology and planning literature. It then explores the relationship between inclusive urban development and educational provision, before situating the study within the framework of the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities). The chapter subsequently reviews the literature on educational infrastructure within residential planning contexts, with specific attention to the Cypriot planning system. Finally, a conceptual framework is proposed, which integrates these theoretical perspectives and guides the research design of the study.

2.2 Schools as Social Infrastructure

The conceptualization of schools as social infrastructure — rather than mere educational facilities — has gained increasing attention in urban planning literature. Klinenberg (2018) defines social infrastructure as the physical places and organizations that shape the way people interact, arguing that spaces such as libraries, parks, schools, and community centers are fundamental to the development and maintenance of social bonds within cities. This perspective moves beyond a purely functional understanding of public facilities, positioning them instead as essential components of a healthy and cohesive urban environment.

Within this broader framework, schools occupy a particularly important position. Boys and Jeffery (2023) argue that while the primary purpose of schools must remain the education of children and young people, limiting the vision of these significant public assets negates valuable possibilities, particularly within emerging and existing urban centres where social infrastructure is often limited. They propose that schools may become much more than just buildings, conceptualized instead as enabling and integrating a set of social interactions — what they describe as 'civicness' — centred on equality of opportunity and inclusion.

This view is further supported by Latham and Layton (2019), who develop the concept of social infrastructure as a means of researching and valuing the spaces that contribute to the public life of cities. They emphasize that schools, alongside other public institutions, serve specific educational functions while simultaneously maintaining a distinct social character that extends beyond their primary purpose. As Layton and Latham (2021) observe, social infrastructures such as schools are spaces that provide a wide range of specific functions, but are understood as collectively providing care for a whole range of people, maintaining and sustaining the lifeworld's of urban communities.

The role of schools as social infrastructure is also closely linked to questions of equitable access and social inclusion. Williams and Pocock (2010) highlight that providing access to facilities and services that meet the needs of both new and existing residents is not only important to people's health and wellbeing, but also brings residents together, reinforces community, and discourages car use. They emphasize that it is vital that there is equitable access for all members of the community, with facilities that are adaptable to changing demographic and social needs, sufficient in capacity, and located within accessible walking distance of the majority of homes.

Inclusivity in this context extends beyond physical proximity to schools, encompassing equitable access for all children regardless of socioeconomic status, disability, or social background, as well as the balance between public and private educational provision within residential communities (Vincent, 2006). Taken together, this body of literature establishes a compelling case for understanding schools not merely as educational buildings, but as critical nodes of social infrastructure that shape the quality, inclusivity, and sustainability of urban neighborhoods.

2.3 Inclusive Urban Development

The concept of inclusive urban development has become increasingly central to contemporary planning theory and practice, reflecting a growing recognition that cities must

be designed to serve all residents equitably, regardless of their socioeconomic background, ability, or social group. The foundational theoretical contribution to this debate is Lefebvre's (1968) concept of the 'Right to the City', which argues that all urban inhabitants have a right not merely to access the city, but to actively participate in shaping it according to their collective needs.

Building on Lefebvre's framework, Harvey (2008) expanded the concept of the right to the city to encompass a collective rather than individual right — arguing that the freedom to make and remake cities is one of the most precious yet most neglected of human rights. Global frameworks such as the United Nations New Urban Agenda affirm the right to the city through inclusive and sustainable urban development priorities, conceptualising this right as both equitable access to urban resources and active participation in urban governance (UN-Habitat, 2016).

In practical terms, inclusive urban development requires that planning frameworks move beyond purely physical considerations to address questions of social equity and accessibility. It is vital that there is equitable access for all members of the community, with facilities that are adaptable to changing demographic and social needs, sufficient in capacity, located within accessible walking distance of the majority of homes, affordable, and free from physical barriers preventing access (Williams and Pocock, 2010).

The relationship between inclusive urban development and educational infrastructure is particularly significant. Research employing the 15-minute city model highlights the importance of evaluating school services through the lens of socio-spatial distribution, arguing that neighborhood planning models are crucial for ensuring a balanced distribution of urban services, and that gaps in school accessibility disproportionately affect communities in developing and rapidly urbanising contexts (Enab et al., 2024).

2.4 The United Nations Sustainable Development Goals: SDG 4 and SDG 11

2.4.1 SDG 4: Quality Education

SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Critically for the purposes of this study, SDG 4 is not limited to the quality of teaching and learning outcomes — it also addresses the physical conditions in which education takes place. Target 4.a specifically calls on countries to build and upgrade education facilities that are child, disability, and gender sensitive, and that

provide safe, non-violent, inclusive, and effective learning environments for all (United Nations, 2015). This target has significant implications for urban planning and residential development, requiring that educational infrastructure be not merely available, but genuinely accessible and inclusive for all children.

2.4.2 SDG 11: Sustainable Cities and Communities

SDG 11 calls for making cities and human settlements inclusive, safe, resilient, and sustainable. Of particular relevance to this study is Target 11.3, which calls for enhancing inclusive and sustainable urbanisation and the capacity for participatory, integrated, and sustainable human settlement planning and management in all countries by 2030 (United Nations, 2015). This target directly addresses the need for planning systems to integrate social infrastructure — including educational facilities — into residential development in a proactive, equitable, and participatory manner.

2.4.3 The Intersection of SDG 4 and SDG 11

The intersection of SDG 4 and SDG 11 is central to the conceptual framework of this study. When considered together, these two goals establish that inclusive educational infrastructure is not merely an educational concern, but a fundamental component of sustainable urban development. Schools must be planned as integral parts of residential communities — accessible, equitably distributed, and sufficient in capacity — in order for cities to meet their obligations under both goals simultaneously.

2.5 Educational Infrastructure and Residential Planning

The relationship between educational infrastructure and residential development planning is a well-established area of concern in planning policy and practice, though it remains underexplored in academic literature, particularly in smaller European markets. In many planning systems, the provision of school places in response to new housing development is recognised as a fundamental planning obligation. The Department for Education in England recommends that new school places are made available in line with demand from new housing, with evidence showing that 100 homes typically include 25 primary and 13 secondary school pupils (Department for Education, 2023).

Research on the quality and design of educational infrastructure further underlines the importance of adequate physical provision. Studies examining the relationship between school infrastructure and learning outcomes find a significant positive correlation between

various types of school infrastructure and student achievement, underscoring the importance of not merely providing schools in proximity to residential developments, but ensuring that those schools are adequately equipped and resourced to deliver quality education for all children (Ponce and Drouet, 2024).

Despite the growing recognition of these principles in international planning policy, significant gaps remain in the literature examining how educational infrastructure is integrated into residential development planning in smaller European markets such as Cyprus. Most existing research focuses on large urban contexts in the United Kingdom, North America, or Australia, leaving an important gap in understanding how planning systems in smaller Mediterranean contexts address these challenges.

2.6 The Cypriot Planning Context

Cyprus presents a distinctive and relatively understudied context for examining the relationship between educational infrastructure and residential development. As a small island state on the periphery of Europe, Cyprus has experienced rapid and often poorly managed urbanisation over the past five decades, resulting in significant planning challenges that have direct implications for the provision of social infrastructure, including schools.

The Cypriot planning system is structured around a three-tier hierarchy of development plans, comprising the Island Plan at the national level, the Local Plan for major urban areas experiencing intensive development pressures, and the Area Scheme for smaller-scale, project-oriented planning (Department of Town Planning and Housing, 2024). Despite this structured framework, academic research has consistently highlighted significant shortcomings in the Cypriot planning system's ability to deliver sustainable and inclusive urban development (Ioannou, 2021).

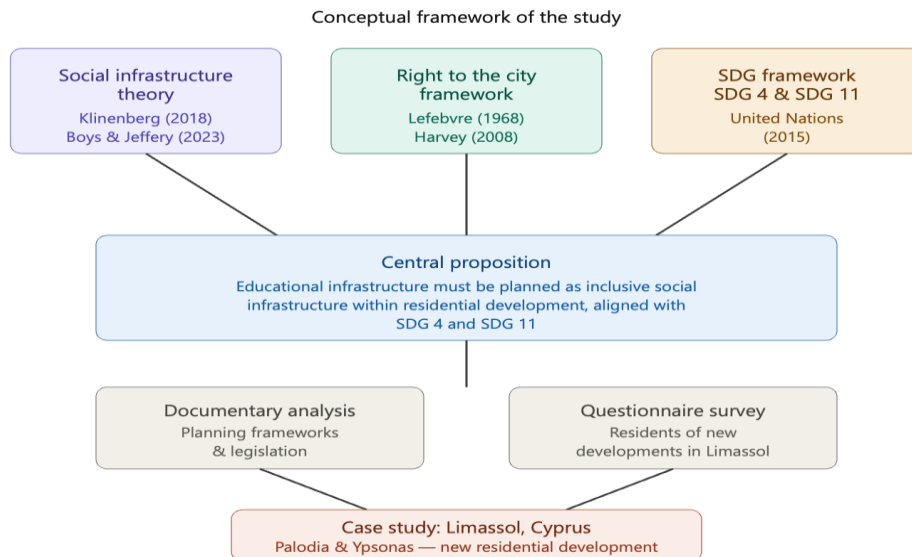
The city of Limassol is particularly relevant as a case study for this research. A spatial analysis of Limassol's readiness to adopt the 15-minute city model reveals the city's strong reliance on car-based mobility and centralised service delivery, with walking accessibility to educational facilities considerably lower and unevenly distributed across residential zones (Nikolaou et al., 2025). Furthermore, statistical data from CyStat (2024) reveal that of the 152 pre-school institutions in urban Limassol, 104 — representing 68% — are private, raising critical questions about equity of access to early education in the city's new residential developments.

Recent policy developments have further highlighted the tension between private and public educational provision in the Cypriot planning system. Limassol leads Cyprus in planning applications for new private school developments, raising important questions about whether the planning system is adequately ensuring equitable access to educational infrastructure for all residents of new residential developments, regardless of socioeconomic background (Cyprus Mail, 2025).

2.7 Conceptual Framework

The conceptual framework of this study rests on three interconnected theoretical pillars. The first pillar is Social Infrastructure Theory, drawing on the work of Klinenberg (2018) and Boys and Jeffery (2023), which establishes that schools are critical nodes of social infrastructure that must be proactively planned as part of sustainable residential communities. The second pillar is the Right to the City framework, drawing on Lefebvre (1968) and Harvey (2008), which provides the normative foundation for the study's focus on inclusivity, establishing that equitable access to educational infrastructure is a fundamental right of all urban residents. The third pillar is the Sustainable Development Goals framework, particularly SDG 4 and SDG 11, which provides the international normative standards against which current planning practice in Limassol can be evaluated.

These three pillars converge on the central proposition of this study: in order for residential development to contribute to sustainable and inclusive urban communities, educational infrastructure must be planned and delivered as inclusive social infrastructure — accessible, equitable, and adequate for all children — in alignment with SDG 4 and SDG 11. This proposition is examined empirically through a case study of Limassol, using a mixed-method approach combining documentary analysis and a questionnaire survey.



[Figure 1: Conceptual Framework of the Study]

2.8 Chapter Summary

This chapter has presented the theoretical framework and literature review underpinning the present study. Beginning with an examination of schools as social infrastructure, the chapter established that educational facilities serve a function that extends far beyond their primary educational purpose, acting as critical civic assets that shape the inclusivity, cohesion, and sustainability of urban neighborhoods. The chapter then examined the theoretical foundations of inclusive urban development, drawing on Lefebvre's (1968) concept of the Right to the City and subsequent scholarship by Harvey (2008). This normative framework was further reinforced through an examination of SDG 4 and SDG 11, which together establish that inclusive educational infrastructure is an essential component of sustainable urban development.

The review of international literature on educational infrastructure and residential planning highlighted the importance of proactive, integrated planning approaches. Finally, the chapter examined the specific characteristics of the Cypriot planning context, with particular focus on Limassol, demonstrating that rapid and poorly managed urban expansion has resulted in significant gaps in the accessibility and equitable provision of educational infrastructure. The following chapter presents the research methodology adopted to investigate these issues empirically.

Chapter 3: Research Methodology

3.1 Introduction to the Chapter

This chapter presents the research methodology adopted in the present study. It begins by outlining the overall research design and philosophical approach, before presenting the case study methodology that frames the empirical investigation. The chapter then describes the two primary methods of data collection employed in this study — documentary analysis and a structured questionnaire survey — providing a detailed account of the data sources, analytical approach, and instruments used in each. This is followed by a description of the sampling strategy adopted for the questionnaire survey and the methods used to analyse the data collected through both strands of the research. The chapter concludes with a discussion of the ethical considerations relevant to the conduct of this study, including the submission of the research to the Cyprus National Bioethics Committee for approval prior to data collection.

Throughout this chapter, the methodological choices made in the design and conduct of this study are justified with reference to established research methodology literature, ensuring that the approach adopted is appropriate, rigorous, and transparent. The methodology presented in this chapter is directly informed by the conceptual framework and research questions established in Chapters 1 and 2, and provides the foundation for the presentation and discussion of findings in Chapters 4 and 5.3.2 Research Design & Approach

This study adopts a mixed-method research design, combining documentary analysis with a structured questionnaire survey within the framework of a qualitative case study. This approach is considered appropriate for the research questions of the present study, as it allows for both a systematic examination of existing planning and regulatory frameworks and an empirical understanding of residents' lived experiences regarding the accessibility and inclusivity of educational infrastructure in new residential developments in Limassol, Cyprus.

This study is positioned within an interpretivist research paradigm, which acknowledges that social phenomena -such as the planning and delivery of educational infrastructure – cannot be fully understood through quantitative measurement alone, but require contextual interpretation and meaning-making (Bryman, 2016). At the same time, the inclusion of structured questionnaire survey introduces quantitative elements that allow for the systematic measurement of residents' perceptions and experiences, strengthening the empirical rigour of the study.

The mixed- method approach adopted here reflects the complexity of the research problem. The documentary analysis addresses the structural and regulatory dimensions of the research questions – examining what residents actually experience in terms of educational infrastructure provision in their residential areas. Together, these two methods allow for a comprehensive and triangulated understanding of the gap between regulatory intent and lived reality, which is the central empirical concern of this study.

3.3 Case Study Methodology

This study employs a case study methodology, focusing on the city of Limassol as the primary unit of analysis. Case study research is particularly appropriate when the research aims to investigate a contemporary phenomenon within its real-world context, especially when the boundaries between the phenomenon and its context are not clearly defined (Yin, 2018). In the present study, the relationship between educational infrastructure and residential development planning cannot be meaningfully examined in isolation from the specific social, regulatory and spatial context in which it occurs making the case study approach the most suitable research strategy.

Limassol was selected as the case study area for several interrelated reasons. First, as documented in Chapter 2, Limassol is Cyprus's fastest-growing urban center, experiencing significant and sustained residential expansion, particularly in peripheral areas such as Palodia and Ypsonas. Second, Limassol leads Cyprus in planning applications for new private school developments, creating particularly dynamic and relevant context for examining the relationship between residential growth and educational infrastructure provision. Third, recent spatial analysis has demonstrated that educational facilities are among the services least accessible on foot in Limassol's residential areas (Nikolaou et al., 2025), providing empirical motivation for a more in-depth investigation of how educational infrastructure is planned and delivered in the city's new residential developments.

The case study is exploratory and explanatory in nature. It is exploratory in that it seeks to develop a deeper understanding of a phenomenon – the integration of inclusive educational infrastructure within residential development in the Cypriot context. It is explanatory in that it seeks to identify the mechanisms, gaps and tensions within the existing regulatory and planning framework that shape the provision of educational infrastructure in Limassol's new residential developments (Yin, 2018).

3.4 Documentary Analysis

Documentary analysis constitutes the first primary method of data collection in this study. It involves the systematic examination of official planning and regulatory documents relevant to the provision of educational infrastructure within residential developments in Cyprus, with particular focus on the Limassol context. Documentary analysis is a well-established qualitative research method that enables researchers to examine the policies, standards, and frameworks that shape social phenomena, providing essential contextual and structural data that complements other methods of data collection (Bowen, 2009).

The documents selected for analysis were identified through a purposive sampling strategy, guided by the research questions and conceptual framework of the study. Specifically, documents were selected on the basis of their direct relevance to the planning, regulation, and provision of educational infrastructure within residential development contexts in Cyprus. The corpus of documents analysed in this study comprises the following primary sources:

The Limassol Local Plan (2013), published by the Ministry of Interior, which constitutes the primary statutory planning document governing land use and development in Limassol. Chapter 16 of the Local Plan, which addresses the spatial policy for educational institutions, was examined in detail to assess the extent to which inclusivity criteria are embedded in the planning standards for educational facilities within residential areas.

The Circular 1/2014 of the Ministry of Interior, which provides the updated standards and space requirements for public and private kindergartens and nurseries in Cyprus, as set out in Tables 1a and 1b of Appendix D of the Local Plans. This document was examined to assess the physical standards applied to educational infrastructure and the extent to which these standards address questions of inclusivity and equitable access.

The Town Planning Control Manual (revised 2025), published by the Department of Town Planning and Housing, which provides detailed guidance on the processing of planning applications in Cyprus. Specific sections examined include Section 3.6.5 (provision of open public space in developments involving public educational buildings), Section 3.4.3.1 (community equipment spaces), and Section 5.9 (accessibility for persons with disabilities).

The Private Schools Law of Cyprus, including Articles 5 (conditions for establishment), 12 (building facilities), 16 (tuition fees), and 21 (enrolment age requirements), which governs the establishment and operation of private schools in Cyprus. This legislation was examined to assess the regulatory framework governing private educational provision and its relationship to questions of inclusivity and equitable access.

The regulatory framework for the establishment and operation of private tutoring centers and educational centers, published by the Ministry of Education, Sports and Youth, which was examined to assess the standards and requirements applied to non-mainstream educational provision in Cyprus.

Statistical data from the Statistical Service of Cyprus (CyStat, 2024), providing data on the number of schools, pupils, and teaching staff by district, level, and type of school for the academic year 2023/2024. These data were used to contextualise the documentary findings within the broader educational landscape of Limassol.

The analytical approach applied to these documents draws on the framework proposed by Bowen (2009), comprising three stages: skimming, reading, and interpretation. In the first stage, documents were skimmed to assess their overall relevance and content. In the second stage, relevant sections were read in detail and key provisions were identified and recorded. In the third stage, the identified provisions were interpreted in relation to the conceptual framework of the study — specifically, the extent to which they reflect the principles of inclusive social infrastructure, the Right to the City, and the SDG framework established in Chapter 2.

The findings of the documentary analysis are presented and discussed in Chapter 4 of this study, organised around the key themes of physical standards, inclusivity criteria, equitable access, and alignment with international sustainability frameworks.

3.5 Questionnaire Survey

The second primary method of data collection employed in this study is structured questionnaire survey. The questionnaire survey is considered appropriate for this research as it allows for the systematic collection of empirical data on residents' perceptions and experiences of educational infrastructure provision in the residential development in Limassol, complementing the documentary analysis presented in Section 3.4 and enabling the triangulation of findings across methods.

The questionnaire was designed to measure five key dimensions directly linked to the research questions of this study. The first dimension concerns the perceived accessibility and adequacy of educational facilities in residents' immediate area, including the physical proximity of schools and the sufficiency of provision in relation to residential growth. The second-dimension addresses residents' perceptions of equity and social inclusion in educational infrastructure provision, examining whether schools are perceived as accessible

to all children regardless of socioeconomic background, ability, or social group. The third dimension explores residents' attitudes towards the balance between public and private educational provision in Limassol, including perceptions of the affordability of private schooling and its implications for equity of access. The fourth-dimension captures basic demographic and housing characteristics of respondents, enabling cross-tabulation and subgroup analysis. The fifth dimension provides an open-ended opportunity for respondents to share additional comments or suggestions regarding educational infrastructure in their area.

The questionnaire comprises 25 questions organized across five sections. Section A collects demographic information including age, gender, marital status, whether respondents have school age children. Section B collects housing information including the respondent's area of residence within Limassol, the year of moving to their current home, whether their home is part of the new residential development, and their housing tenure status. Section C presents six statements on a five-point Likert scale measuring perceived access to and adequacy of educational facilities in the respondent's area. Section D presents five statements on a five point Likert measuring perceptions of equity and social inclusion in educational infrastructure provision. Section E presents four statements on a five-point Likert scale measuring attitudes towards public versus private educational provision, as well one open-ended question inviting additional comments.

The five-point Likert scale used in Section C,D and E ranges from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing for the measurement of the strength of respondent's agreement or disagreement with each statement. This format is well-established in social science research as a reliable and valid method for measuring attitudes and perceptions (Bryman, 2016).

The questionnaire was developed in both Greek and English to ensure accessibility for the full range of residents in Limassol, including both Cypriot and non-Cypriot residents of new residential developments. It was piloted with a small group of five residents prior to distribution to identify any ambiguities in question wording or formatting, and minor revisions were made accordingly.

The questionnaire is administered electronically via Google Forms and distributed through social media platforms and community groups targeting residents of Limassol, particularly those residing in new residential developments constructed or planned within the last ten years.

3.6 Sampling Strategy

The target population for the questionnaire survey comprises residents of new residential developments in the urban area of Limassol, Cyprus. For the purposes of this study, new residential developments are defined as housing units constructed or planned within the last ten years (2015–2025), reflecting the period of most intensive residential growth in the city. This temporal boundary ensures that the findings are relevant to contemporary planning practice and policy, and that respondents have direct experience of the educational infrastructure provision associated with recent residential development in Limassol.

Given the absence of a comprehensive and publicly available sampling frame listing all residents of new residential developments in Limassol, a non-probability sampling approach was adopted. Specifically, this study employs purposive sampling combined with snowball sampling. Purposive sampling was used to ensure that respondents meet the key eligibility criteria for the study — namely, that they are residents of Limassol who have moved to their current home within the last ten years. Snowball sampling was subsequently employed to extend the reach of the survey beyond the initial sample, by asking respondents to share the questionnaire link with other eligible residents within their networks.

The questionnaire was distributed electronically via Google Forms through social media platforms and community groups targeting residents of Limassol, particularly Facebook groups associated with residential communities in areas such as Palodia, Ypsonas, Mesa Geitonia, and Agios Athanasios. This approach is consistent with established practice in social science research using online survey methods (Bryman, 2016), and is considered appropriate given the digital connectivity of the target population and the need to reach residents across multiple residential areas within the city.

The target sample size for this study is a minimum 65 respondents. While acknowledging that this sample size does not allow for statistical generalization to the broader population of Limassol residents, it is considered sufficient for the purposes of a Master's level mixed-method study, in which the questionnaire findings are intended to complement and triangulate the documentary analysis rather than to stand alone as a representative survey. This approach is consistent with established guidance on sample sizes for mixed-method case study research at postgraduate level (Yin, 2018).

Eligibility criteria for participation in the survey are as follows: respondents must be aged 18 or over, must currently reside in the urban area of Limassol, and must have moved to their current home within the last ten years. No other exclusion criteria apply, and

participation is open to both Cypriot and non-Cypriot residents, and to both parents and non-parents, in order to capture the broadest possible range of perspectives on educational infrastructure provision in the city.

3.7 Data Analysis Methods

This study employs a two-strand approach to data analysis, reflecting the mixed-method research design outlined in Section 3.2. The first strand concerns the analysis of documentary data collected through the documentary analysis, and the second concerns the analysis of quantitative data collected through the questionnaire survey. The findings from both strands are subsequently triangulated to provide a comprehensive and coherent response to the research questions.

Documentary Analysis – Thematic Analysis

The documentary data collected through the analysis of Cypriot planning and regulatory frameworks will be analysed using thematic analysis. Thematic analysis is a well-established qualitative method for identifying, analysing, and reporting patterns and themes within data (Braun and Clarke, 2006). In the context of this study, thematic analysis is applied to identify the key provisions, gaps, and tensions within the documentary corpus in relation to the four analytical themes established in Section 3.4: physical standards, inclusivity criteria, equitable access, and SDG alignment.

The analytical process will follow the six-phase framework proposed by Braun and Clarke (2006): familiarisation with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Each document in the corpus will be systematically coded against the four analytical themes, and the coded data will be synthesised to produce a structured account of the extent to which current Cypriot planning and regulatory frameworks address the principles of inclusive educational infrastructure.

Questionnaire Survey — Descriptive Statistical Analysis

The quantitative data collected through the questionnaire survey will be analysed using descriptive statistical methods. Descriptive statistics provide a summary of the key characteristics of the data, including frequencies, percentages, and means, and are well-suited to the analysis of Likert scale data at Master's level (Bryman, 2016). The analysis will be conducted using Microsoft Excel, which provides sufficient analytical capability for the descriptive and cross-tabulation analyses required by this study.

The analysis will proceed in two stages. In the first stage, descriptive statistics will be calculated for each questionnaire item, including frequency distributions and mean scores for each Likert scale statement. This will provide an overall picture of respondents' perceptions of educational infrastructure provision in Limassol. In the second stage, cross-tabulation analysis will be conducted to identify differences in responses between key subgroups — specifically between respondents with and without school-age children, between residents of different areas of Limassol, and between residents who moved to their current home before and after 2019.

Triangulation

The findings from the documentary analysis and the questionnaire survey will be triangulated to provide a comprehensive response to the research questions. Triangulation involves the combination of multiple data sources or methods in the study of the same phenomenon, with the aim of increasing the credibility and validity of the findings (Yin, 2018). In this study, triangulation will be achieved by comparing and contrasting the findings of the documentary analysis — which reveals what planning frameworks require — with the findings of the questionnaire survey — which reveals what residents actually experience. The gaps and consistencies identified through this triangulation will form the basis of the discussion in Chapter 5 and the policy recommendations in Chapter 6.

3.8 Ethical Considerations

The conduct of this research is guided by the principles of academic ethics as outlined by Neapolis University Pafos and the broader framework of research ethics in social science. Several ethical considerations are relevant to this study and have been addressed as follows.

Bioethics Approval

In accordance with the requirements of Neapolis University Pafos and the regulations of the Republic of Cyprus, this study has been submitted to the Cyprus National Bioethics Committee for ethical evaluation prior to the commencement of data collection. As the study involves the administration of a questionnaire survey to human participants, bioethical approval is required before the questionnaire can be distributed. Data collection will not commence until formal approval has been received from the Committee.

Informed Consent

Participation in the questionnaire survey is entirely voluntary. All potential participants will be provided with a clear introductory statement at the beginning of the questionnaire,

explaining the purpose of the study, the identity of the researcher, the institution conducting the research, and the voluntary and anonymous nature of participation. By completing and submitting the questionnaire, participants provide their informed consent to participate in the study. No personal identifying information is collected through the questionnaire, and participants are free to withdraw at any point without consequence.

Anonymity and Confidentiality

The questionnaire is fully anonymous. No names, contact details, or other personally identifying information are collected from respondents. The data collected through the questionnaire will be stored securely and accessed only by the researcher and the supervising academic. The findings will be reported in aggregate form only, ensuring that no individual respondent can be identified from the published results.

Voluntary Participation

Participation in this study is entirely voluntary. The introductory statement of the questionnaire makes clear that there is no obligation to participate and that respondents may choose not to answer any question or to withdraw from the survey at any time without consequence.

Plagiarism and Academic Integrity

This study has been conducted in accordance with the academic integrity policies of Neapolis University of Pafos. All sources used in the preparation of this dissertation have been appropriately cited and referenced in accordance with the Harvard referencing system. The dissertation has been submitted to the Turnitin plagiarism detection system in accordance with university requirements, and the similarity rate is within the acceptable threshold of 10-15% as specified by the university.

Limitations of the Study

It is acknowledged that the use of non-probability sampling and the relatively small sample size of this study limit the extent to which the findings can be generalised to the broader population of Limassol residents. The findings of the questionnaire survey are therefore intended to be indicative rather than representative and are interpreted in conjunction with the documentary analysis findings rather than in isolation. These limitations are discussed further in Chapter 6.

3.9 Chapter Summary

This chapter has presented the research methodology adopted in this study, providing a detailed account of the research design, methods of data collection, sampling strategy, data analysis approach, and ethical considerations.

The study adopts a mixed-method research design within a qualitative case study framework focusing on Limassol, Cyprus. This approach was selected as the most appropriate strategy for investigating the integration of educational infrastructure as inclusive social infrastructure within new residential developments, as it allows for both a systematic examination of existing planning and regulatory frameworks and an empirical understanding of residents' lived experiences of educational infrastructure provision.

Data collection proceeds through two phases. The first phase involves a systematic documentary analysis of key Cypriot planning and regulatory documents, including the Limassol Local Plan (2013), the Town Planning Control Manual (2025), Circular 1/2014, the Private Schools Law, and statistical data from CyStat (2024). These documents are analysed thematically against four key themes: physical standards, inclusivity criteria, equitable access, and SDG alignment. The second phase involves a structured questionnaire survey administered electronically via Google Forms to residents of new residential developments in Limassol, comprising 25 questions across five sections measuring perceived accessibility, adequacy, equity, and attitudes towards public versus private educational provision.

The sampling strategy employs purposive and snowball sampling to reach residents of new residential developments in Limassol who have moved to their current home within the last year. Data analysis combines thematic analysis of documentary findings with descriptive statistical analysis and cross-tabulation of questionnaire responses. The findings from both methods are subsequently triangulated to provide a comprehensive and coherent response to the five research questions of the study.

The conduct of this research adheres to the ethical principles of Neapolis University Pafos, including the submission of the study to the Cyprus National Bioethics Committee for approval prior to data collection, and the principles of informed consent, anonymity, confidentiality, voluntary participation.

Chapter 4: Findings

4.1 Introduction to the Chapter

This chapter presents the empirical findings of the study in two parts. The first part presents the findings of the documentary analysis, which examined six primary sources relevant to the planning, regulation, and provision of educational infrastructure within residential developments in Cyprus, with particular focus on the Limassol context. The findings are organised around four analytical themes: physical standards, inclusivity criteria, equitable access, and alignment with the United Nations Sustainable Development Goals. The second part presents the findings of the questionnaire survey, which collected data from 61 residents of Limassol on their perceptions of the accessibility, adequacy, and equity of educational infrastructure in their residential areas. The chapter concludes with a summary of the key findings from both strands of the research, which provide the empirical foundation for the discussion presented in Chapter 5.

4.2 Findings of the Documentary Analysis

The documentary analysis examined six primary sources relevant to the planning, regulation, and provision of educational infrastructure within residential developments in Cyprus, with particular focus on the Limassol context. The findings are organised around four analytical themes: physical standards, inclusivity criteria, equitable access, and alignment with the United Nations Sustainable Development Goals.

4.2.1 Physical Standards for Educational Infrastructure

The analysis of the Cypriot regulatory framework reveals a well-developed set of physical standards governing the provision of educational infrastructure. The Limassol Local Plan (2013), Chapter 16, establishes the spatial policy for educational institutions, specifying that public and private kindergartens are appropriately located within residential areas, with access from secondary road arteries. This provision demonstrates a degree of planning integration between educational facilities and residential development, through it remains focused primarily on physical location rather than inclusivity or equitable access.

The Circular 1/2014 of the Ministry of Interior provides detailed space requirements for both public and private kindergartens, as set out in Tables 1a and 1b of Appendix D of the Local Plans. For public kindergartens, the minimum total space required ranges from 800 square meters for a single -class institution (25 pupils) to 1,500 square meters for a three-class institution (75 pupils), including indoor activity spaces, outdoor play areas, garden space,

and parking. For private kindergartens, the corresponding minimum space requirements are lower, ranging from 575 square meters to 1,200 square meters for equivalent class sizes. This differential in space requirements between public and private institutions represents a significant finding, as it suggests that private educational facilities are held to a lower physical standard than their public counterparts, despite serving comparable educational functions.

The Town Planning Control Manual (2025) provides additional guidance relevant to educational infrastructure. Section 3.6.5 establishes that in developments involving public educational buildings, the requirements for the provision of open public space do not apply, provide that the open space of the building is designed to be accessible and available for public use. Section 3.4.3.1 addresses community equipment spaces, including educational facilities, noting that their development by local authorities requires coordination with the Department of the Town Planning and Housing. Section 5.9 confirms that accessibility for persons with disabilities is examined at the building permit stage rather than the planning permit stage, with planning authorities examining only parking spaces for persons with disabilities and external access to the buildings from surrounding areas.

4.2.2 Inclusivity Criteria

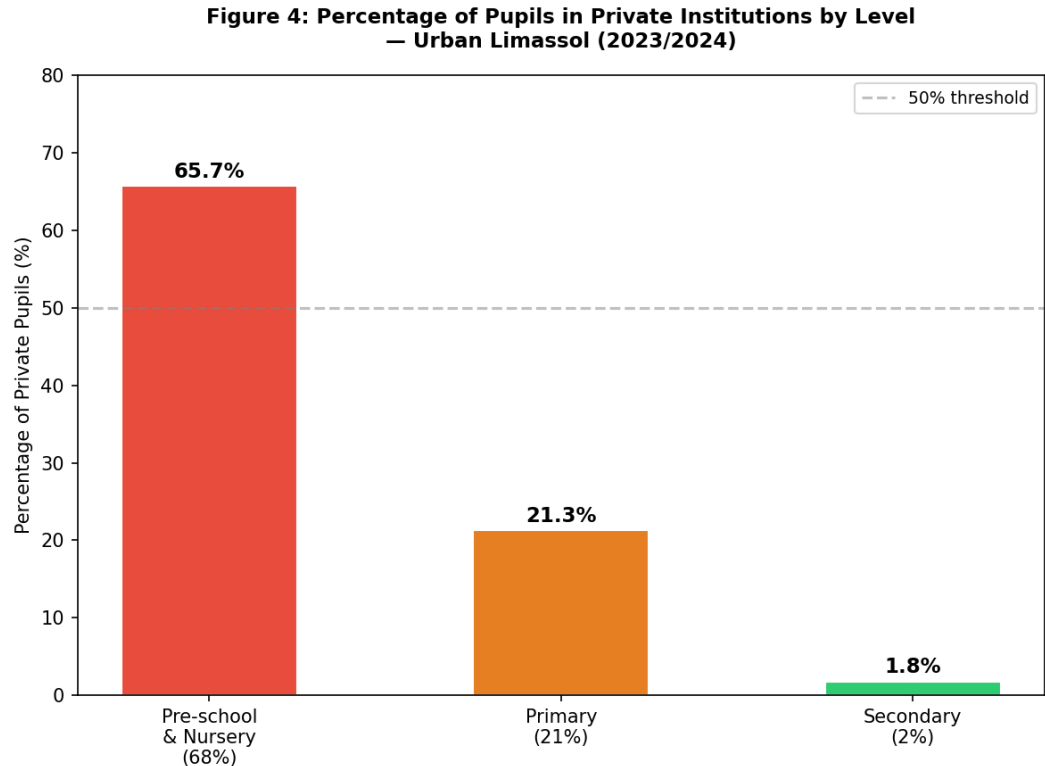
A significant finding of the documentary analysis is the near-complete absence of explicit inclusivity criteria within the Cypriot planning and regulatory framework for educational infrastructure. While the physical standards examined in Section 4.2.1 provide detailed requirements for space, location, and facilities, none of the documents examined make explicit reference to the concept of inclusive educational infrastructure as understood in the international literature and SDG framework.

The Private Schools Law (N.68(I)/1997 and amendments) governs the establishment and operation of private schools in Cyprus. Article 5 sets out the conditions for the establishment of private schools, focusing exclusively on the legal and professional status of applicants, with no reference to spatial planning criteria, geographic distribution, or equitable access. Article 12 requires that private school building facilities meet standards comparable to those of public schools, referencing the Law on the Education of Children with Special Needs for matters relating to building facilities. Article 16 regulates tuition fees, requiring that fee levels be declared and published annually, and that any increases be justified to the competent authority. Article 21 establishes that the minimum and maximum age for enrolment in private schools follows the regulations applicable to public schools.

While Article 12's reference to the Law on the Education of Children with Special Needs represents a partial acknowledgement of inclusivity requirements in terms of physical accessibility, this provision is limited in scope — addressing only the physical adaptation of buildings for children with special needs, rather than broader questions of equitable access, socioeconomic inclusion, or geographic distribution. Furthermore, the regulatory framework for the establishment of private tutoring centers, published by the Ministry of Education, Sports and Youth, focuses exclusively on administrative and building requirements, with no reference to social inclusion or equitable access.

4.2.3 Equitable Access

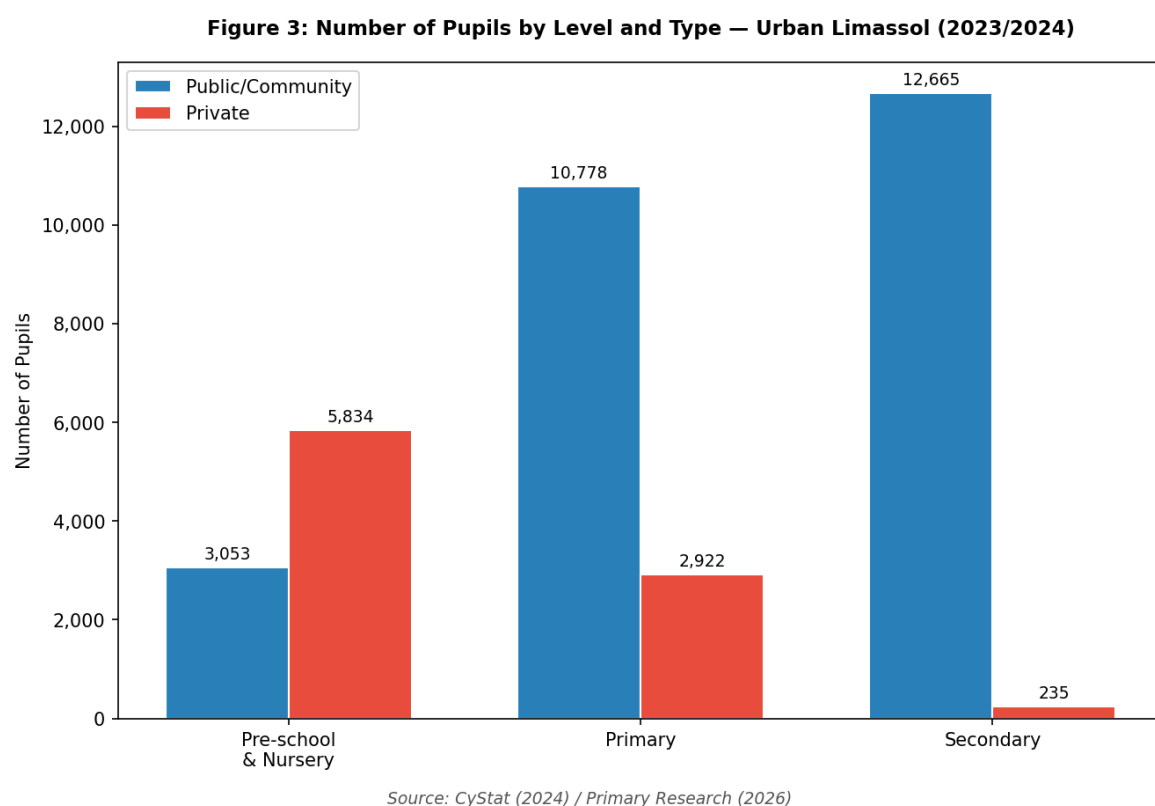
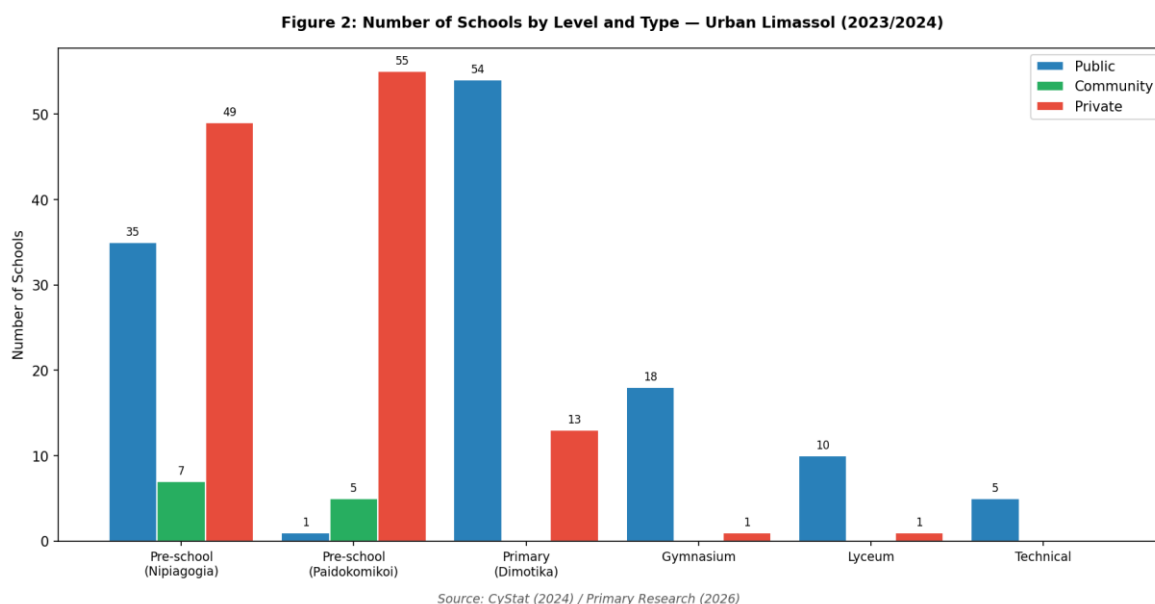
The analysis of statistical data from the Statistical Service of Cyprus (CyStat, 2024) provides important contextual evidence regarding the equity of access to educational infrastructure in Limassol. As presented in Chapter 2, 68% of pre-school institutions in urban Limassol are private, with 104 private institutions compared to only 36 public institutions and 12 community institutions. This finding has significant implications for equitable access to early education in the city, suggesting that access to pre-school education is increasingly dependent on financial capacity rather than proximity or equitable planning provision.



Source: CyStat (2024) / Primary Research (2026)

At the primary level, 54 public primary schools serve 10,778 pupils in urban Limassol, compared to 13 private primary schools serving 2,922 pupils. While public provision

remains dominant at this level, the data nonetheless indicates that a significant proportion of primary school pupils — approximately 21% — attend private institutions. At the secondary level, the dominance of public provision is even more pronounced, with only 2 private secondary schools (1 gymnasium and 1 lyceum) serving a combined total of 235 pupils, compared to 35 public secondary institutions serving over 12,600 pupils.



These findings suggest a pattern of increasing privatisation of educational provision as the level of education decreases — with privatisation most pronounced at the pre-school level

and least pronounced at the secondary level. This pattern raises important questions about equity of access to early education, given the well-established evidence that early childhood education has a significant impact on long-term educational outcomes and social mobility.

The absence of any catchment area system or geographic zoning for school enrolment in Cyprus — unlike, for example, the system operating in England — means that school choice in Cyprus is not constrained by residential proximity. This has important implications for the relationship between residential development and educational infrastructure provision, as it means that the planning of new residential areas in Limassol does not automatically generate demand for schools in those specific areas.

4.2.4 Alignment with SDG 4 and SDG 11

The final analytical theme examines the extent to which the Cypriot planning and regulatory framework for educational infrastructure aligns with the requirements of SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities).

The analysis reveals a significant gap between the requirements of these international frameworks and current Cypriot planning practice. SDG 4, Target 4.a, calls on countries to build and upgrade education facilities that are child, disability, and gender sensitive, and that provide safe, non-violent, inclusive, and effective learning environments for all. While the Cypriot framework addresses physical building standards and, to a limited extent, accessibility for children with disabilities, it does not explicitly address the broader inclusivity requirements of Target 4.a — particularly with regard to children from disadvantaged socioeconomic backgrounds or minority social groups.

SDG 11, Target 11.3, calls for enhancing inclusive and sustainable urbanisation and the capacity for participatory, integrated, and sustainable human settlement planning and management. The analysis of the Limassol Local Plan and the Town Planning Control Manual reveals that while educational infrastructure is addressed within the planning framework, it is treated primarily as a physical planning matter — focusing on location, space standards, and building requirements — rather than as a component of an integrated, inclusive approach to sustainable urban development. There is no explicit mechanism within the Cypriot planning framework for ensuring that the provision of educational infrastructure keeps pace with residential growth, or that new residential developments are accompanied by adequate and equitably distributed educational facilities.

These findings are consistent with the literature reviewed in Chapter 2, which identified the absence of explicit social inclusion criteria and SDG alignment as a key gap in the Cypriot

planning framework. They provide the empirical foundation for the analysis of residents' perceptions presented in Section 4.3, and for the policy recommendations developed in Chapter 6.

Table 1 – Summary of Documentary Analysis Findings				
Regulatory Document Limassol Local(2013) – Chapter 16	Physical Standards	Inclusivity Criteria	Equitable Access	SDG Alignment
Circular 1/2014 – Standards for Educational Institutions	YES	NO	NO	NO
Town Planning Control Manual (2025) – Sections 3.6.5, 3.4.3.1, 5.9	YES	Partial (disability only)	NO	NO
Private Schools Law – Articles 5,12,16, 21	YES	Partial (special needs only)	NO	NO
Ministry of Education – Private Tutoring Framework	YES	NO	NO	NO
CyStat (2024) – Statical Data	N/A	N/A	Partial	N/A

Source: Primary Research (2026) Note: YES= Present; NO= Absent; □ = Partially addressed

4.3 Findings of the Questionnaire Survey

This section presents the findings of the questionnaire survey administered to residents of Limassol, Cyprus. A total of 61 valid responses were received, with 51 respondents (83.6%) completing the questionnaire in Greek and 10 (16.4%) in English. The findings are presented across five thematic areas corresponding to the sections of the questionnaire: respondent profile, access and proximity to schools, transport and mobility, social inclusion and equity, and public versus private school provision.

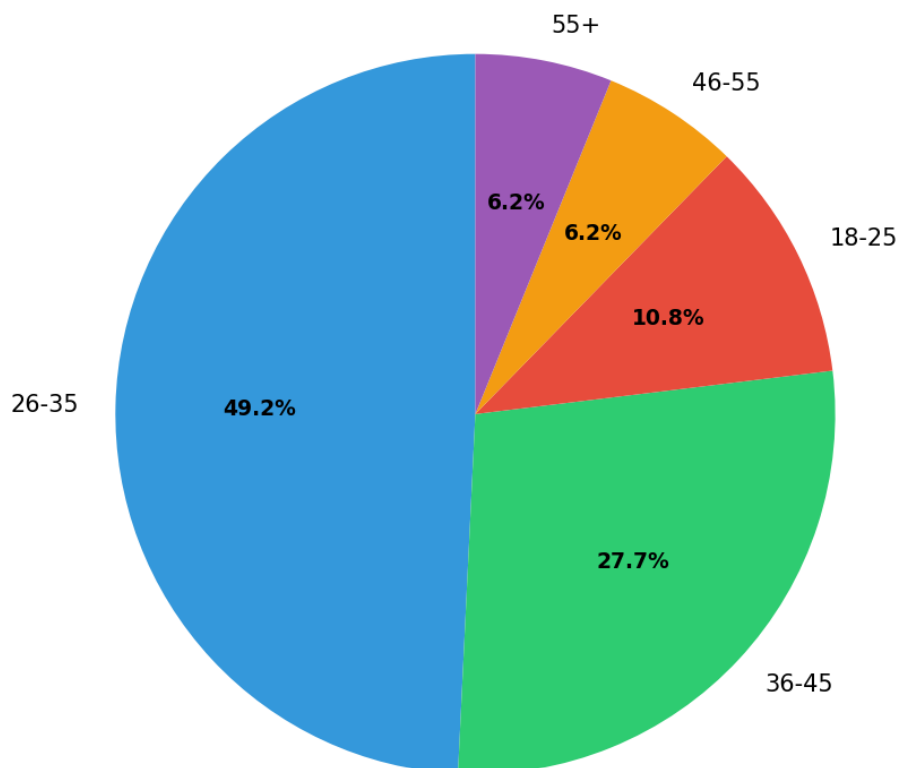
4.3.1 Respondent Profile

The majority of respondents were aged between 26 and 35 years (49.2%), followed by those aged 36 to 45 (27.7%).

Female respondents accounted for 67.7% of the sample, while male respondents represented 32.3%. The majority of respondents identified as Cypriot (87.7%), with a small proportion identifying as other European nationals (12.3%). In terms of marital status, 50.8% were married and 43.1% were single. A significant proportion of respondents— 60% — reported not having school-age children (aged 3-18), while 40% reported having at least one school age child.

In terms of housing, 38.5% of respondents reported living in a new residential development, while 44.6% reported that their home was not part of a new residential development and 16.9% were unsure. Respondents were distributed across various areas of Limassol, including Mesa Geitonia, Palodia, Kato Polemidia, Agios Athanasios, Ypsonas, and the city center, among others (see Figure 8). These demographic characteristics are illustrated in Figures 5 to 9.

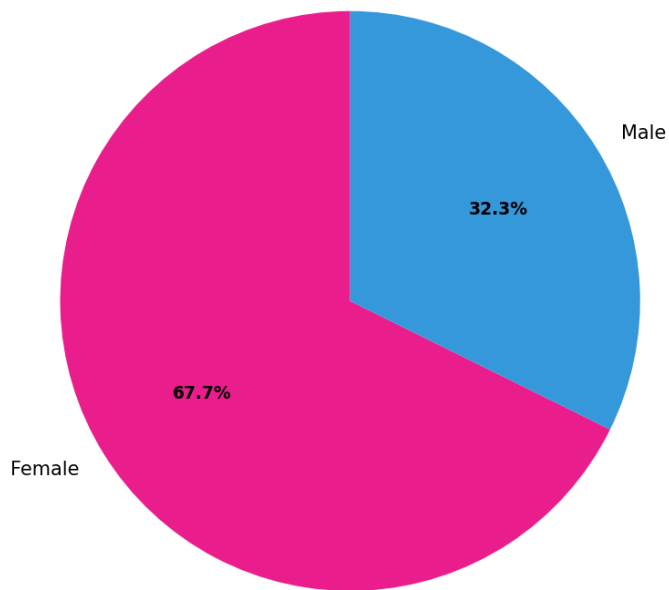
Figure 5: Age Distribution of Respondents (n=65)



Source: Primary Research (2026)

Figure 5: Age Distribution of Respondents (n=65)

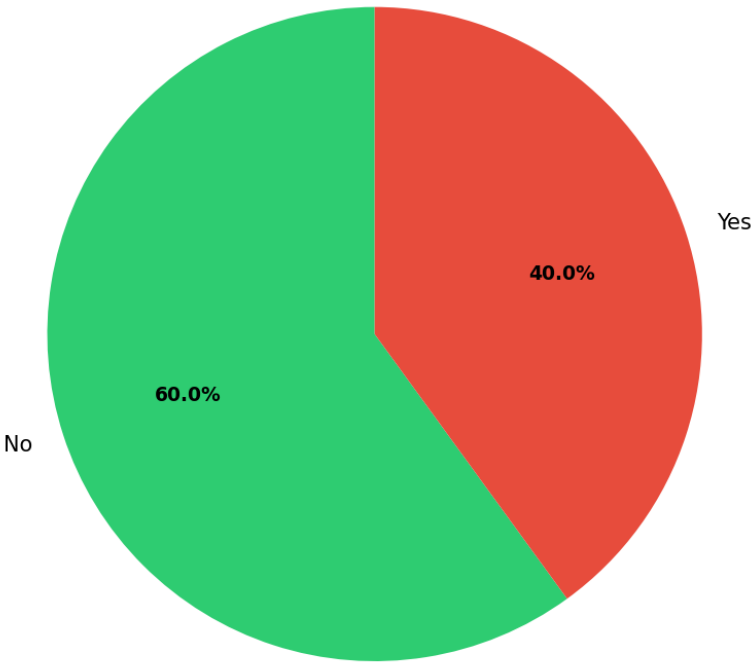
Figure 6: Gender Distribution (n=65)



Source: Primary Research (2026)

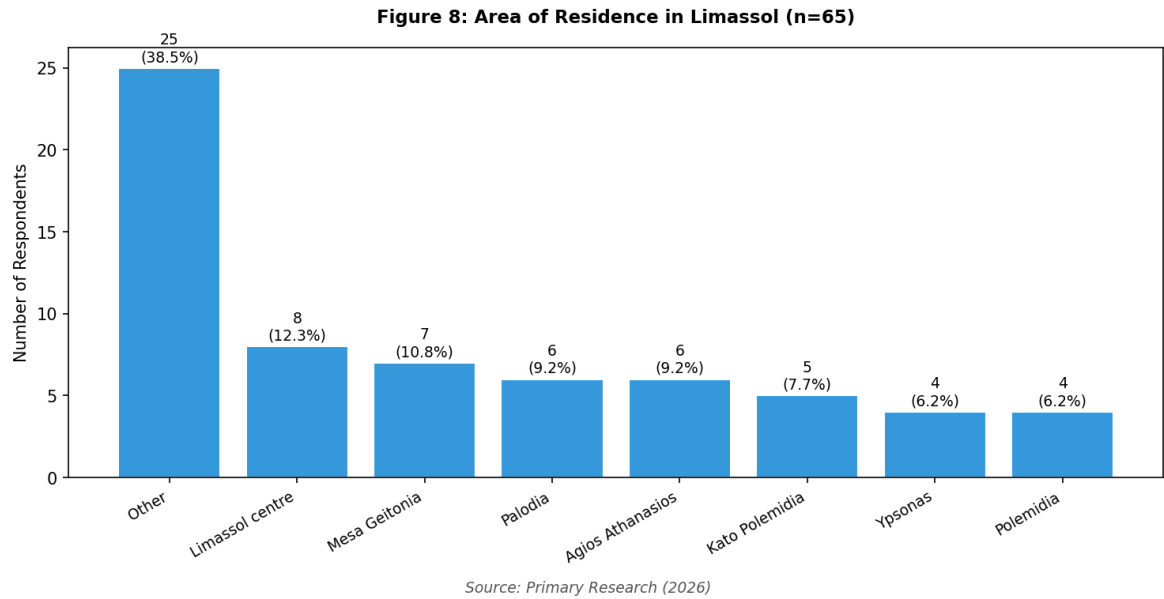
Figure 6: Gender Distribution of Respondents (n=65)

Figure 7: Do you have school-age children? (n=65)



Source: Primary Research (2026)

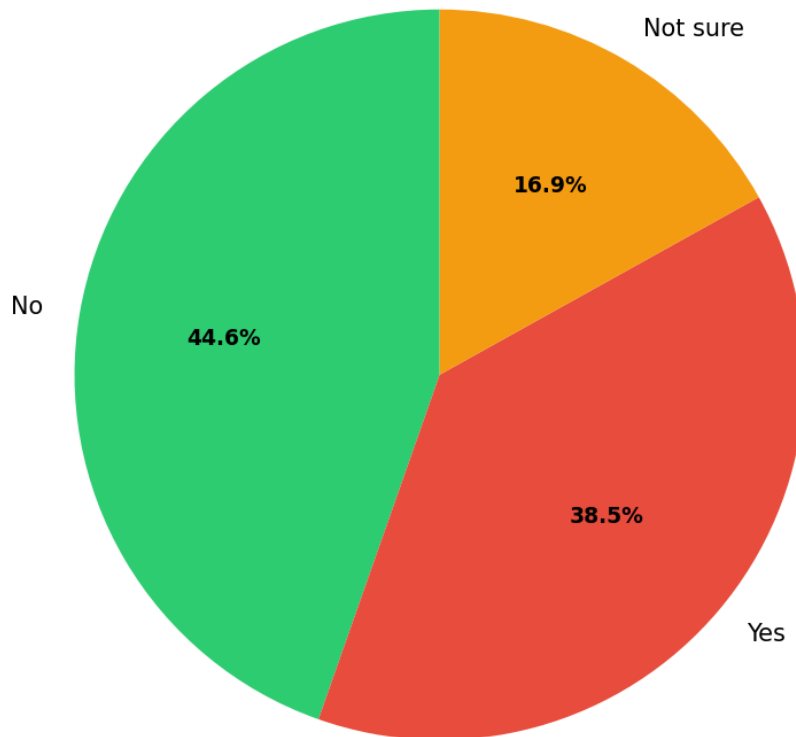
Figure 7: Proportion of Respondents with School-Age Children (n=65)



Source: Primary Research (2026)

Figure 8: Area of Residence in Limassol (n=65)

Figure 9: Home in New Residential Development? (n=65)



Source: Primary Research (2026)

Figure 9: Home in New Residential Development (n=65)

4.3.2 Access and Proximity to Schools

The findings related to access and proximity to schools reveal a picture of physical proximity combined with car dependency. A large majority of respondents (64.6%) reported that the nearest school to their home is located within less than five minutes of travel, and a further 27.7% reported a travel time of between five and twenty minutes. However, despite this apparent physical proximity, 56.9% of respondents reported travelling to the nearest school by car, compared to only 24.6% who reported travelling on foot. This suggests that while schools may be geographically close, the built environment does not adequately support active travel to school.

This finding is reinforced by the responses to the question on safe pedestrian and cycling routes. Only 47.7% of respondents reported the existence of a safe pedestrian or cycling

route between their home and the nearest school, while 44.6% reported that no such route exists. These findings are illustrated in Figures 10 and 11.

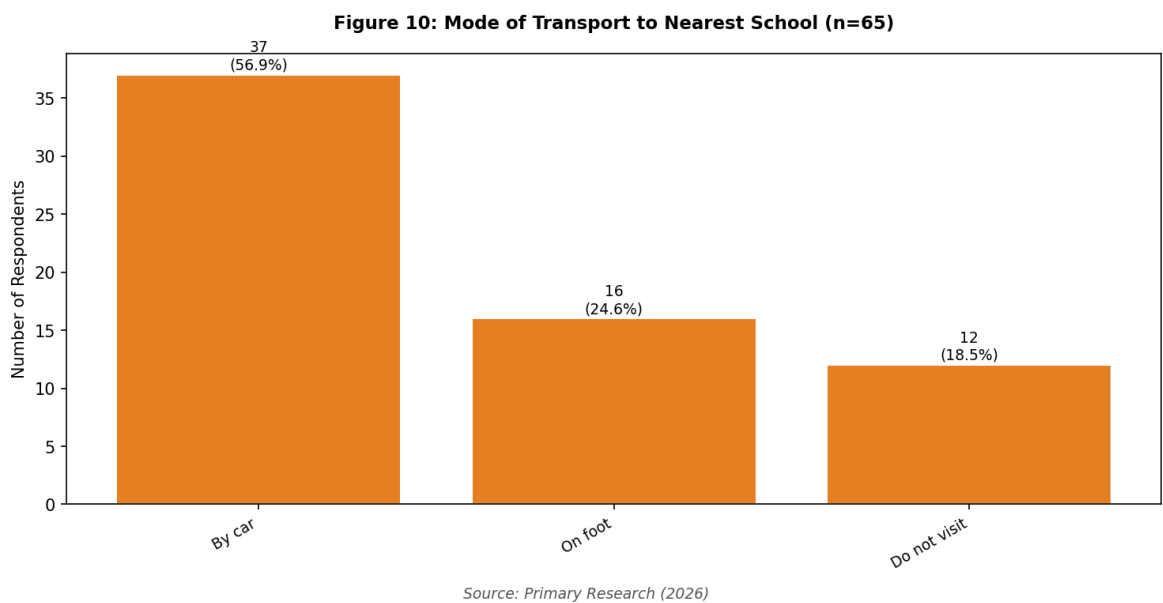


Figure 10: Mode of Transport to Nearest School (n=65)

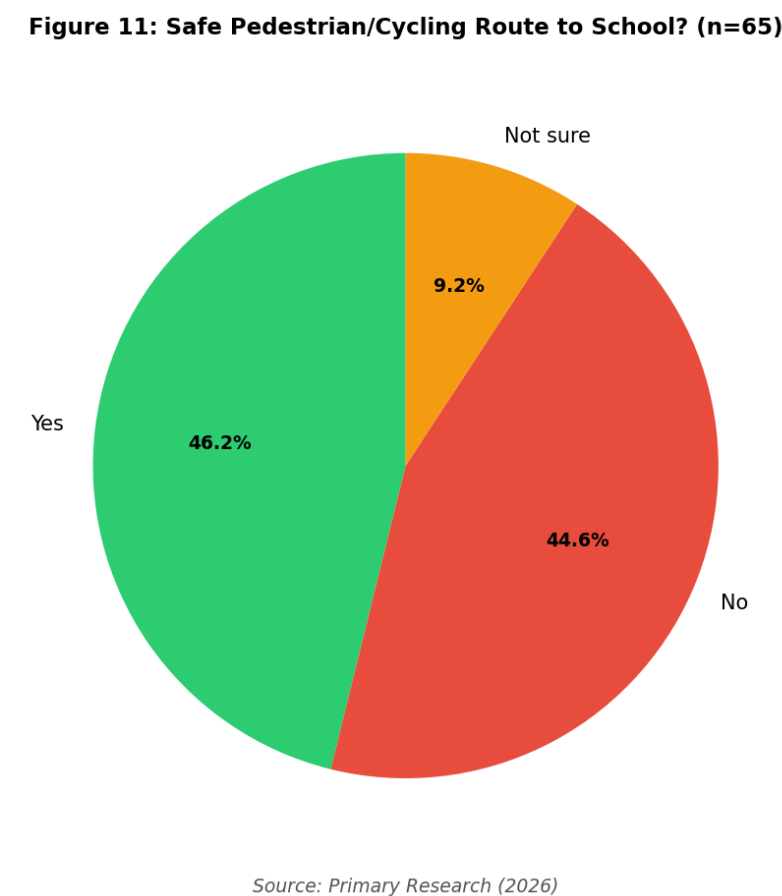


Figure 11: Safe Pedestrian/Cycling Route to School (n=65)

With regard to the adequacy of school provision relative to residential growth, 43.1% of respondents disagreed or strongly disagreed that there is an adequate number of schools in their area relative to the number of homes built in recent years (C6), while only 32.3% agreed or strongly agreed. More strikingly, 54.4% of respondents disagreed or strongly disagreed with the statement that the development of new homes in their area was accompanied by the construction of new schools (C7), with only 16.9% agreeing or strongly agreeing (see Figure 12). This finding is particularly significant in the context of the research questions, as it suggests a widespread perception among Limassol residents that residential growth has not been adequately accompanied by corresponding investment in educational infrastructure.

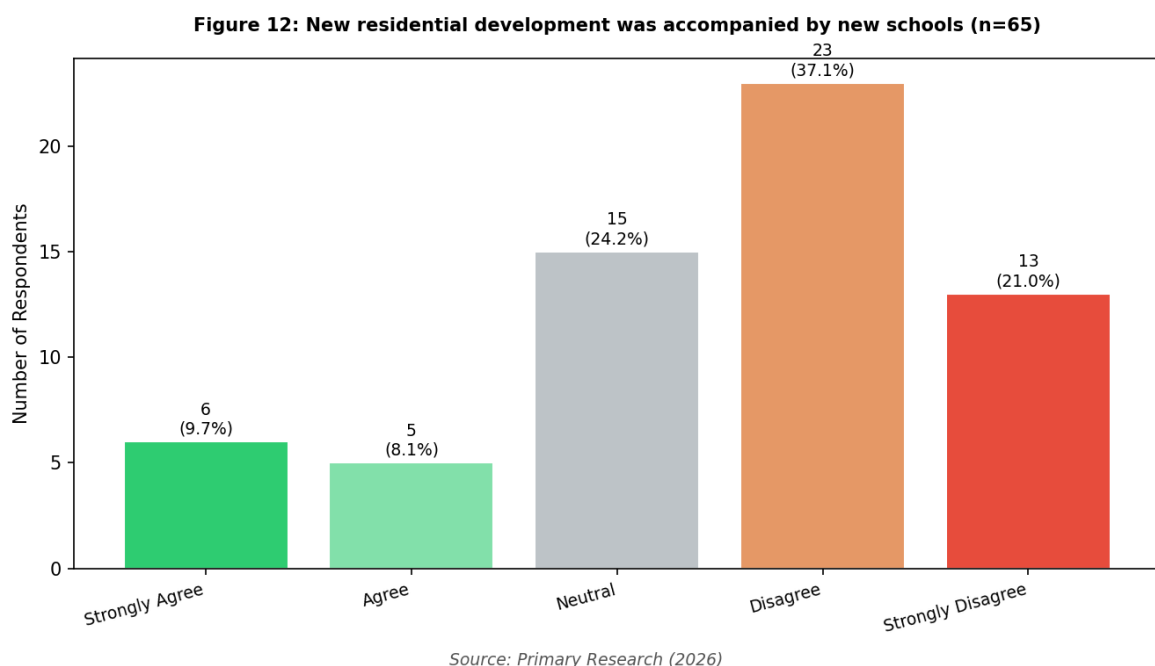


Figure 12: New Residential Development Accompanied by New Schools — C7 (n=65)

4.3.3 Transport and Mobility

The findings related to transport and mobility further reinforce the picture of car dependency identified in Section 4.3.2. With regard to public transport, 44.6% of respondents reported the existence of public transport connecting their area to schools, while 27.7% reported that no such connection exists and 27.7% were unsure. These findings suggest that public transport provision for school access remains inconsistent across Limassol's residential areas.

The perception of road safety for children travelling to school on foot or by bicycle was mixed. Only 27.7% of respondents agreed or strongly agreed that roads in their area are safe for children travelling actively to school, while 36.9% disagreed or strongly disagreed and 27.7% expressed a neutral view.

4.3.4 Social Inclusion and Equity

The findings related to social inclusion and equity reveal significant concerns about equitable access to educational infrastructure in Limassol. When asked whether families with low income in their area have equal access to quality schools (Z4), 34.4% of respondents disagreed or strongly disagreed, while 28.1% agreed or strongly agreed and 29.7% expressed a neutral view (see Figure 13). This pattern of responses suggests that a substantial proportion of residents perceive inequalities in access to quality education based on socioeconomic background.

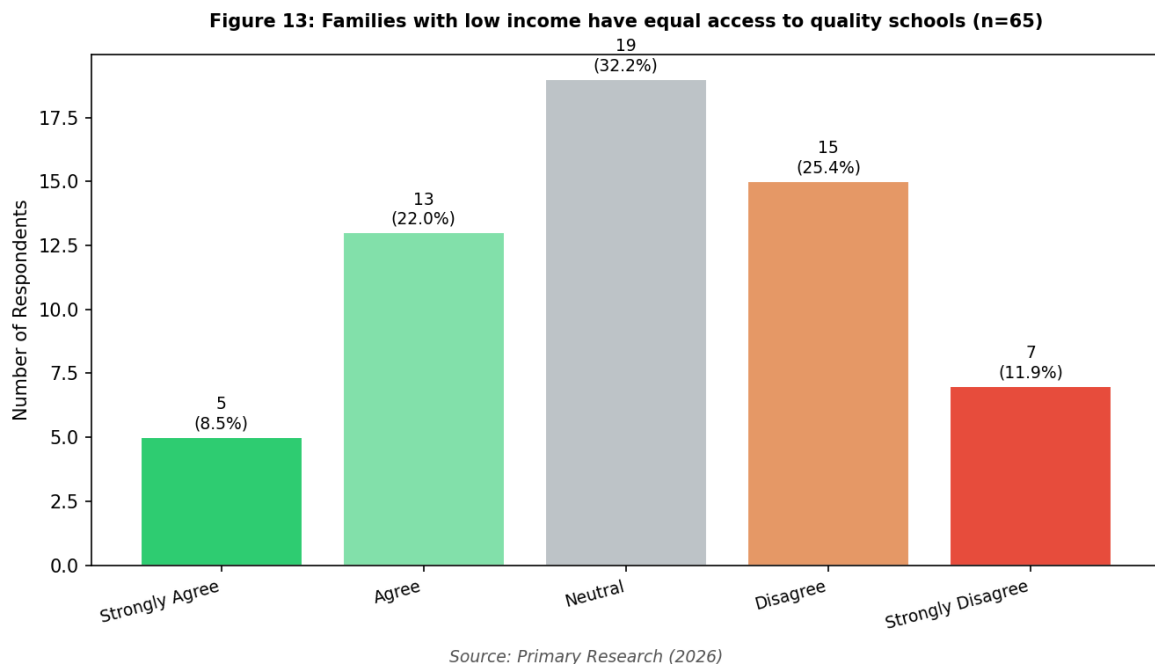
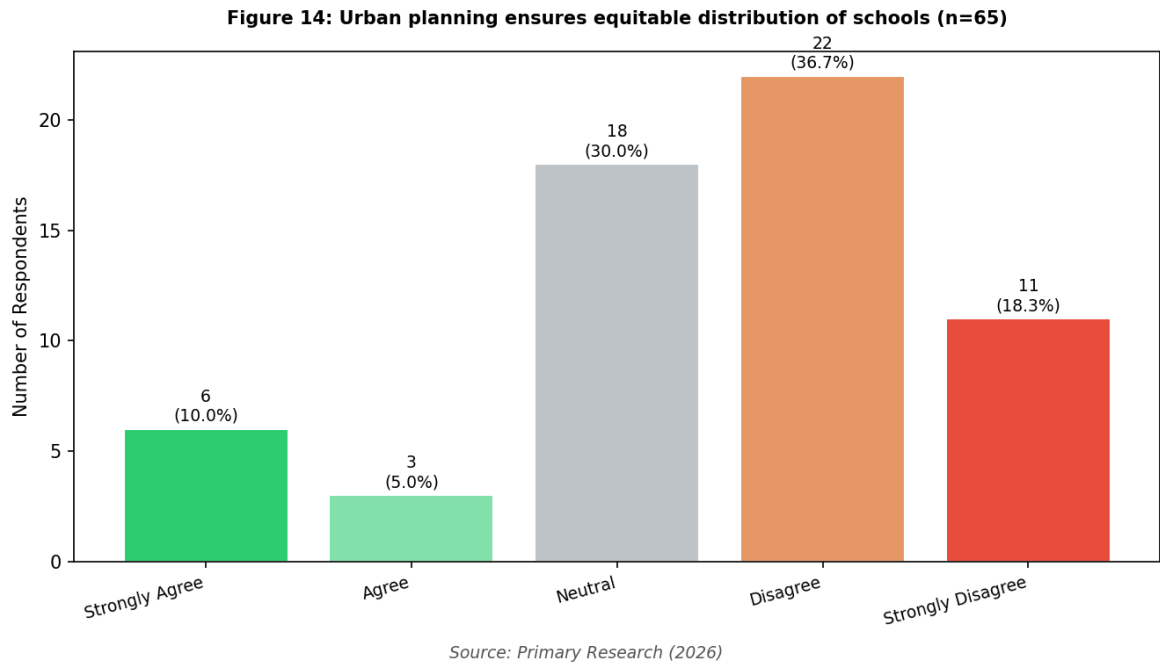


Figure 13: Families with Low Income have Equal Access to Quality Schools — Z4 (n=65)

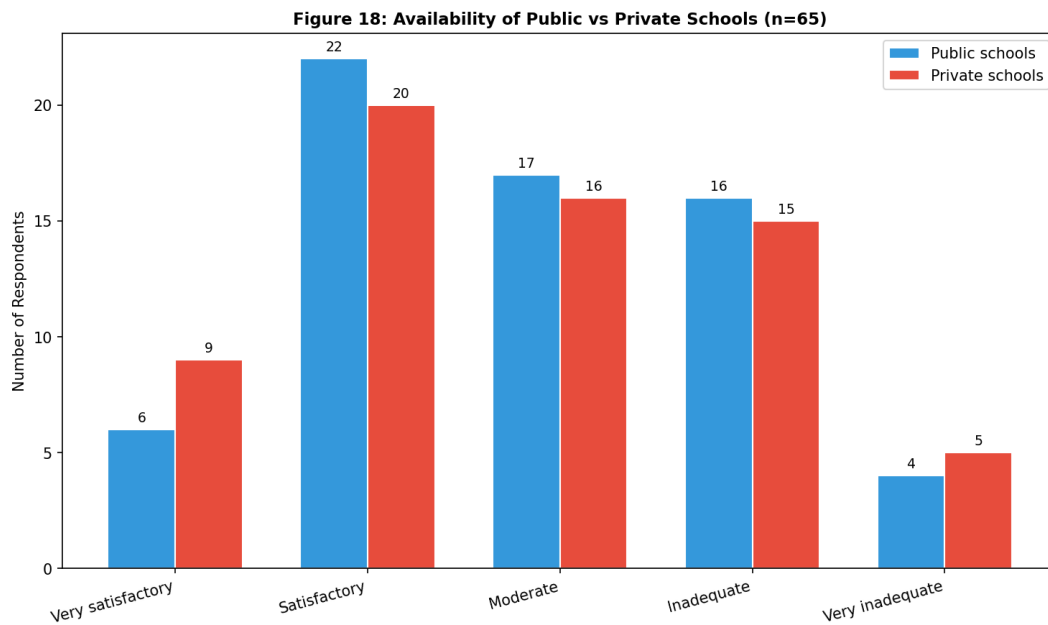
The findings related to urban planning and the equitable distribution of schools are particularly noteworthy. When asked whether urban planning in Limassol ensures equitable distribution of schools across all areas (Z7), 50.8% of respondents disagreed or strongly disagreed, while only 14.8% agreed or strongly agreed and 26.2% expressed a neutral view (see Figure 14). This finding is consistent with the documentary analysis presented in

Section 4.2, which identified the absence of explicit mechanisms for ensuring equitable geographic distribution of educational facilities within the Cypriot planning framework.



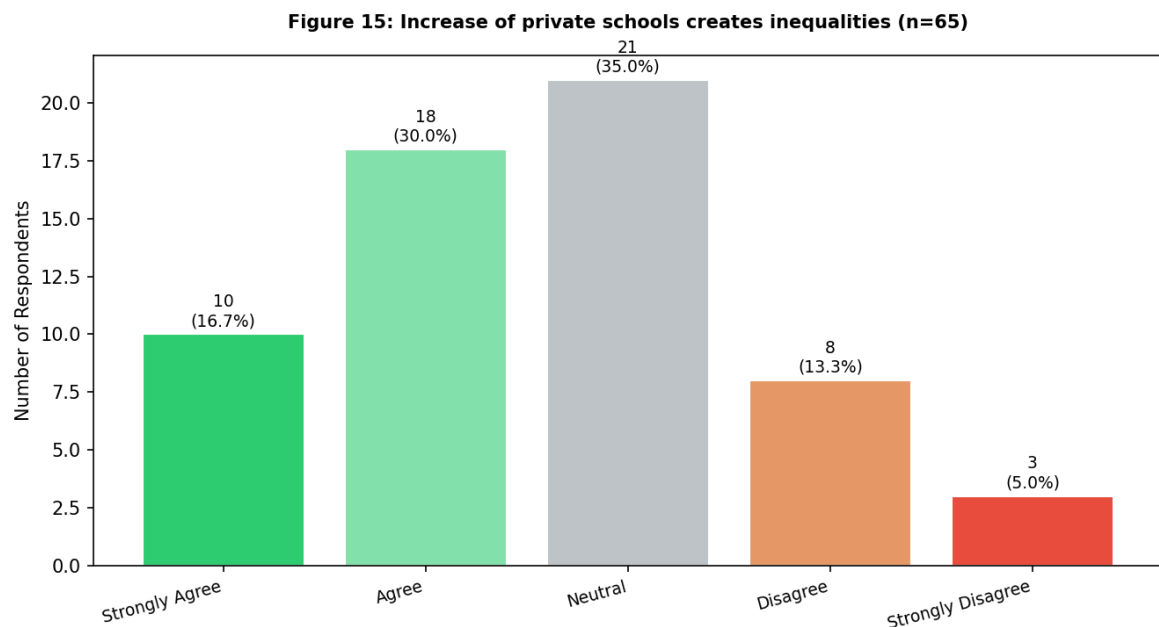
4.3.5 Public Versus Private School Provision

The findings related to public versus private school provision reveal important tensions in residents' perceptions of educational equity in Limassol. When asked about the availability of public schools in their area, 26.2% of respondents described it as moderate and 24.6% as inadequate, while 33.8% described it as satisfactory and 9.2% as very satisfactory. By contrast, perceptions of private school availability were more positive, with 30.8% describing it as satisfactory and 13.8% as very satisfactory, compared to 24.6% who described it as moderate (see Figure 18).



Source: Primary Research (2026)

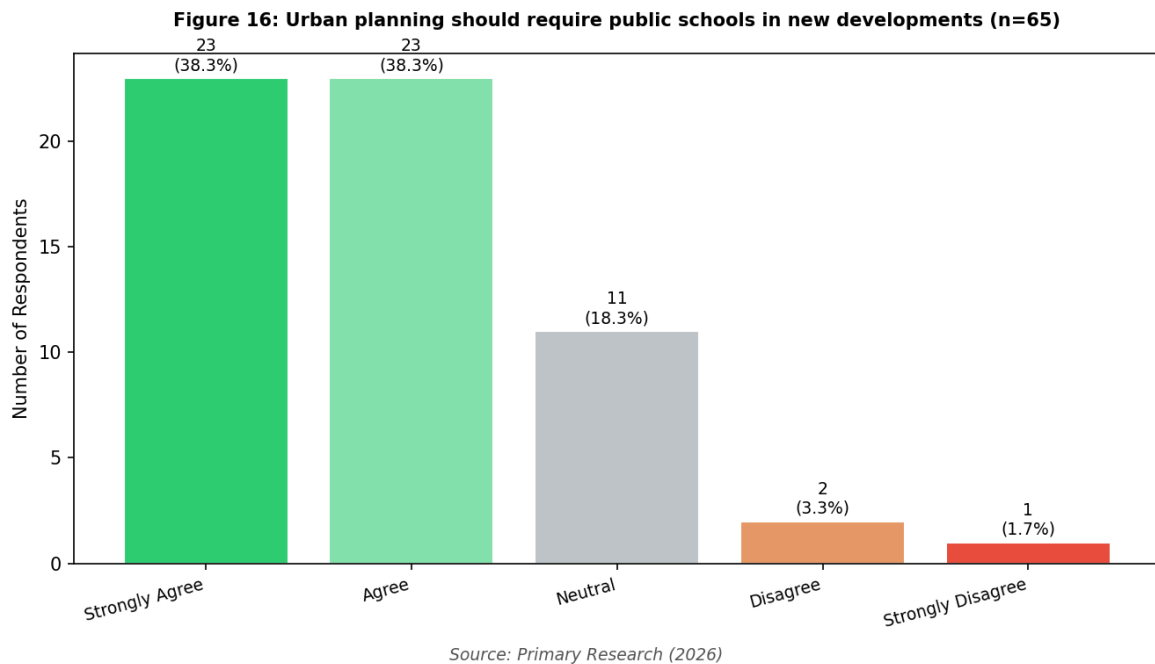
Regarding the relationship between private school growth and educational equity, 43.1% of respondents agreed or strongly agreed that the increase of private schools in Limassol creates inequalities in access to education (H3), while 32.3% expressed a neutral view and only 16.9% disagreed or strongly disagreed (see Figure 15). This finding reflects a significant level of concern among.



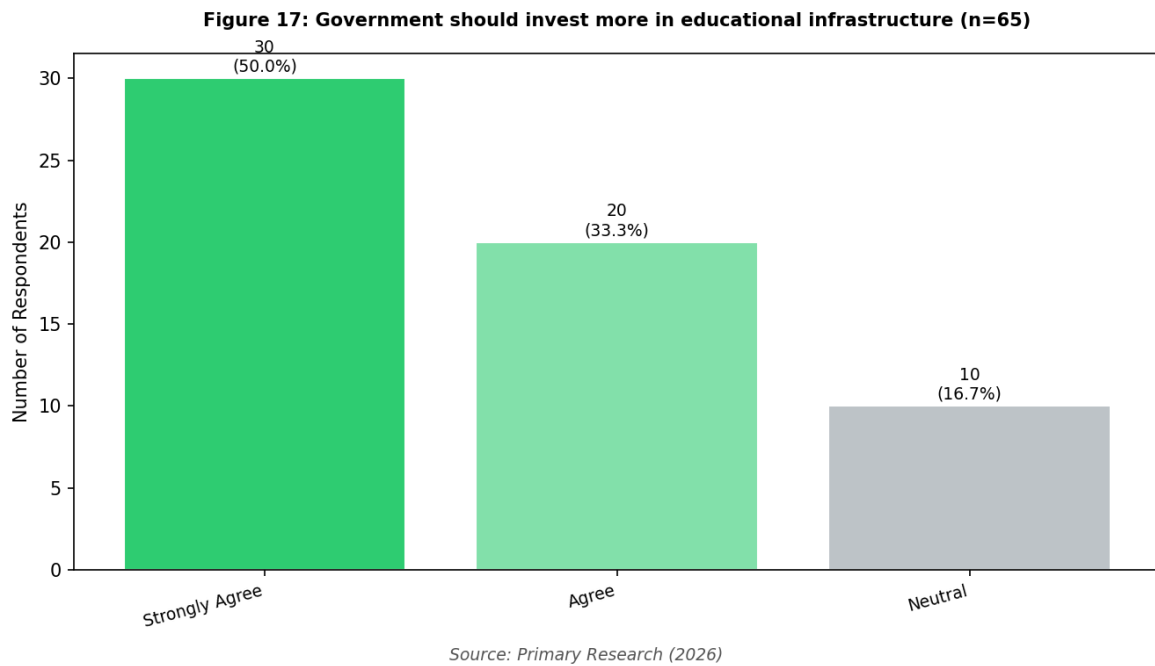
Source: Primary Research (2026)

The most striking findings emerged in relation to policy preferences. A substantial majority of respondents — 70.8% — agreed or strongly agreed that urban planning in Limassol

should require the construction of public schools in every new residential development (H5), with only 4.6% disagreeing or strongly disagreeing (see Figure 16).



Even more strikingly, 76.9% of respondents agreed or strongly agreed that the government should invest more in educational infrastructure in new residential areas of Limassol (H7), with no respondents strongly disagreeing (see Figure 17). These findings represent a clear and consistent policy preference among Limassol residents for greater public investment in educational infrastructure and stronger planning requirements for school provision in new residential developments.



4.3.6 School Choice Among Parents

Among the 26 respondents who reported having school-age children, the most commonly cited reason for school choice was proximity to home, cited by the majority of parent respondents either alone or in combination with other factors. Other reasons cited included availability of places, proximity to the workplace, school reputation and quality, language of instruction, and proximity to grandparents or relatives. These findings suggest that while proximity to home remains an important factor in school choice, the absence of adequate local provision forces many parents to consider a range of additional factors, including transport routes and availability of places at nearby schools.

4.3.7 Open – ended Responses

A total of 11 respondents provided open-ended comments in response to the final question (H8). Key themes emerging from these responses included: the need for more secondary schools in peripheral and suburban areas; the importance of safer roads and pedestrian routes to schools; the need for more public bus routes serving schools; concerns about the growing dominance of private schools and the underfunding of public provision; and the need for more inclusive schools accessible to all children. One respondent noted: *"It is very unfortunate that private schools will soon dominate in Limassol, while at the same time we see the underfunding of public schools."* Another commented: *"New schools in the suburbs*

are needed because people are forced to live outside Limassol." These qualitative responses reinforce and enrich the quantitative findings presented above.

4.4 Chapter Summary

This chapter has presented the findings of the study in two parts. The documentary analysis revealed that the Cypriot planning and regulatory framework for educational infrastructure is primarily focused on physical and administrative standards, with a near-complete absence of explicit inclusivity criteria, equitable access requirements, or alignment with the United Nations Sustainable Development Goals. The questionnaire survey findings, drawn from 65 respondents across Limassol, revealed significant concerns among residents about the adequacy and equity of educational infrastructure provision in the city's residential areas. In particular, the findings highlighted the dominance of car-based travel to schools, the perceived absence of adequate school provision in relation to residential growth, significant concerns about equitable access and the equity implications of private school growth, and a clear and consistent policy preference for greater public investment in educational infrastructure. The following chapter discusses these findings in relation to the research questions and conceptual framework of the study.

Chapter 5: Discussion

5.1 Introduction to the Chapter

This chapter discusses the findings presented in Chapter 4 in relation to the research questions, theoretical framework, and literature reviewed in Chapter 2. The discussion draws on both strands of the empirical evidence — the documentary analysis and the questionnaire survey — triangulating their findings to provide a comprehensive and coherent response to the five research questions of the study. The chapter situates the empirical findings within the broader theoretical frameworks of social infrastructure theory (Klinenberg, 2018; Boys and Jeffery, 2023), the Right to the City (Lefebvre, 1968; Harvey, 2008), and the United Nations Sustainable Development Goals framework (United Nations, 2015), and reflects on the implications of the findings for planning policy and practice in Cyprus.

5.2 RQ1: What physical and inclusivity standards does the current Cypriot regulatory framework set for educational infrastructure, and how do these align with SDG 4 and SDG 11?

The documentary analysis findings presented in Chapter 4 provide a clear and consistent answer to the first research question: the Cypriot regulatory framework sets detailed physical

standards for educational infrastructure but contains virtually no explicit inclusivity criteria and demonstrates limited alignment with the requirements of SDG 4 and SDG 11.

The Limassol Local Plan (2013), Circular 1/2014, and the Town Planning Control Manual (2025) collectively establish a framework that is technically competent in its specification of physical requirements — addressing minimum space standards, location within residential areas, and basic accessibility provisions for persons with disabilities. However, this framework falls significantly short of the requirements articulated in SDG 4, Target 4.a, which calls for education facilities that are child, disability, and gender sensitive and that provide safe, non-violent, inclusive, and effective learning environments for all (United Nations, 2015). The framework's sole reference to disability inclusivity — the requirement that building facilities comply with the Law on the Education of Children with Special Needs — is limited to the physical adaptation of buildings and does not address the broader dimensions of inclusive educational provision articulated in the international literature.

This finding is consistent with the broader pattern identified in the literature reviewed in Chapter 2. The absence of explicit inclusivity criteria within the Cypriot planning framework reflects a wider gap identified by Baffour et al. (2021), who found that European planning frameworks frequently fail to embed social inclusion requirements within urban development policy. It also reflects the pattern identified by Vincent (2006), who argued that planning research has insufficiently engaged with the social infrastructure dimensions of school provision, focusing instead on physical and technical planning matters.

The finding that the Private Schools Law sets lower minimum space requirements for private kindergartens than for public institutions is particularly significant. This differential standard raises important questions about the equity of the regulatory framework, suggesting that children attending private institutions may receive a lower standard of physical educational environment than those attending public schools — a concern that directly contradicts the spirit of SDG 4's requirement for inclusive and equitable quality education for all.

Regarding SDG 11, the documentary analysis reveals an absence of any systematic mechanism within the Cypriot planning framework for ensuring that educational infrastructure provision keeps pace with residential growth. Unlike the planning systems in England examined by the Department for Education (2023), which establish explicit requirements for developer contributions to school place provision in relation to new housing development, the Cypriot framework contains no equivalent obligation. This represents a

fundamental misalignment with SDG 11, Target 11.3, which calls for participatory, integrated, and sustainable human settlement planning and management.

These findings also carry important implications for real estate practice in Cyprus. The absence of explicit mechanisms linking school provision to residential development means that real estate developers operating in Limassol are not currently required to contribute to educational infrastructure as part of their planning obligations. This represents a significant market failure: new residential developments may generate demand for school places without any corresponding obligation to fund or facilitate their provision. From a real estate perspective, this gap has practical consequences for property values, residential desirability, and the long-term sustainability of new residential communities. International evidence consistently demonstrates that access to quality educational facilities is one of the most significant drivers of residential location choice and property values (Nguyen-Hoang and Yinger, 2011). The absence of adequate educational infrastructure in new Limassol developments may therefore not only undermine social equity but also compromise the long-term market value and attractiveness of these residential areas.

5.3 RQ2: To what extent do residents of new residential developments in Limassol perceive educational facilities as accessible, adequate, and equitable?

The questionnaire survey findings provide a nuanced and revealing picture of residents' perceptions of educational infrastructure accessibility, adequacy, and equity in Limassol. While the majority of respondents reported physical proximity to the nearest school — with 64.6% reporting a travel time of less than five minutes — this apparent proximity masks a more complex and concerning reality.

The finding that 56.9% of respondents travel to the nearest school by car, compared to only 24.6% who travel on foot, is particularly significant. This pattern of car dependency is consistent with the spatial analysis of Limassol conducted by Nikolaou et al. (2025), who found that the city's strong reliance on car-based mobility is an outcome of planning policies that have encouraged urban sprawl and centralised service delivery. It is also consistent with the findings of Williams and Pocock (2010), who emphasised that social infrastructure must be not merely physically proximate but genuinely accessible — including on foot or by active travel modes — in order to fulfil its function as inclusive social infrastructure.

The finding that 44.6% of respondents reported the absence of a safe pedestrian or cycling route between their home and the nearest school is particularly concerning in light of SDG 4's requirements for safe and inclusive learning environments. This finding suggests that

even where schools are physically proximate, the surrounding built environment does not adequately support safe active travel to school — a dimension of inclusive educational infrastructure that is entirely absent from the current Cypriot regulatory framework.

Most strikingly, 55.4% of respondents disagreed or strongly disagreed that the development of new homes in their area was accompanied by the construction of new schools. This finding provides strong empirical evidence of the disconnect between residential development and educational infrastructure provision in Limassol and directly supports the documentary analysis finding that the Cypriot planning framework lacks systematic mechanisms for ensuring that educational provision keeps pace with residential growth.

The implications of these findings for real estate practice are significant. The finding that 56.9% of respondents travel to the nearest school by car, despite the apparent physical proximity of schools, suggests that the design of new residential developments in Limassol does not adequately support the integration of educational infrastructure into the daily routines of residents. For real estate developers and investors, this represents both a risk and an opportunity: developments that proactively integrate safe pedestrian routes, adequate school provision, and accessible public transport connections are likely to command a premium in the residential market, as families with school-age children increasingly prioritise access to educational facilities in their location decisions (Gibbons and Machin, 2008). The finding that 55.4% of respondents disagreed that new residential development was accompanied by new school provision further suggests that the current reactive approach to educational infrastructure planning is generating a perception of inadequacy among residents — a perception that may negatively affect residential satisfaction and long-term property values in affected areas.

5.4 RQ3: What differences exist in perceived accessibility between residents near public versus private schools?

The questionnaire survey findings reveal important differences in residents' perceptions of the availability of public and private educational provision in Limassol. While 33.8% of respondents described the availability of public schools in their area as satisfactory and 9.2% as very satisfactory, 24.6% described it as inadequate and a further 6.2% as very inadequate. By contrast, perceptions of private school availability were somewhat more positive, with 30.8% describing it as satisfactory and 13.8% as very satisfactory.

These perceptions are consistent with the statistical evidence presented in Chapter 4, which revealed that 68% of pre-school institutions in urban Limassol are private (CyStat, 2024).

The growing dominance of private provision at the pre-school level appears to be reflected in residents' perceptions of school availability — with private provision perceived as more readily available than public provision in many areas of the city.

This finding raises important questions about the equity implications of the spatial distribution of educational provision in Limassol. The literature reviewed in Chapter 2 emphasised that inclusive educational infrastructure must be equitably distributed across residential areas, regardless of residents' socioeconomic background (Williams and Pocock, 2010; Boys and Jeffery, 2023). The finding that residents in some areas perceive public school provision as inadequate, while private school availability is perceived as satisfactory, suggests a pattern of educational provision that may reinforce rather than mitigate existing socioeconomic inequalities — a concern that is directly relevant to the Right to the City framework developed by Lefebvre (1968) and Harvey (2008).

From a real estate perspective, the perceived gap between public and private school availability has direct implications for residential location choice and property values in Limassol. Research consistently demonstrates that proximity to high-quality educational facilities — whether public or private — is a significant determinant of residential demand and property prices (Nguyen-Hoang and Yinger, 2011). The finding that public school provision is perceived as inadequate in many areas of the city suggests that residential developments lacking proximity to quality public schools may experience reduced desirability among families with school-age children, unless compensated by proximity to private alternatives. This creates a dual market dynamic in which access to quality education becomes increasingly dependent on financial capacity — either through private school fees or through the premium paid for properties located near quality public schools — reinforcing the socioeconomic inequalities identified in this study.

5.5 RQ4: How does the rapid growth of private educational provision affect residents' perceptions of equity of access?

The questionnaire survey findings reveal significant concerns among Limassol residents about the equity implications of the city's growing private school sector. The finding that 42.6% of respondents agreed or strongly agreed that the increase of private schools in Limassol creates inequalities in access to education (H3) — compared to only 16.4% who disagreed — suggests that a substantial proportion of residents perceive the growth of private educational provision as a threat to educational equity.

This finding is consistent with the broader literature on educational privatisation and equity. The statistical evidence presented in Chapter 4 demonstrated that 68% of pre-school institutions in urban Limassol are private, suggesting that access to early education is increasingly dependent on financial capacity rather than equitable planning provision. This pattern of privatisation at the pre-school level is particularly concerning given the well-established evidence that early childhood education has a significant impact on long-term educational outcomes and social mobility (United Nations, 2023).

The open-ended survey responses further illuminate this concern. One respondent noted: *"It is very unfortunate that private schools will soon dominate in Limassol, while at the same time we see the underfunding of public schools."* This qualitative response encapsulates a broader tension identified throughout the study: the simultaneous growth of private educational provision and the perceived inadequacy of public investment in educational infrastructure in Limassol's new residential areas.

The finding that 35.0% of respondents disagreed or strongly disagreed that families with low income in their area have equal access to quality schools (Z4) reinforces this concern. Taken together, these findings suggest that the growth of private educational provision in Limassol is perceived by a significant proportion of residents as exacerbating rather than addressing inequalities in access to quality education — a finding that directly challenges the principles of the Right to the City framework and the inclusivity requirements of SDG 4 and SDG 11.

These findings also carry important implications for the real estate sector in Cyprus. The perception that private school growth creates inequalities in educational access is increasingly relevant to real estate developers, investors, and policymakers who are shaping the residential landscape of Limassol. As the city continues to grow, the provision of adequate and equitably distributed public educational infrastructure is not merely a social policy concern but a real estate market imperative. Residential developments that fail to provide or facilitate access to quality public educational facilities risk becoming less attractive to the growing segment of the market comprising families with school-age children who cannot afford private schooling. This market dynamic underscores the case for integrating educational infrastructure planning into real estate development frameworks — not merely as a regulatory obligation but as a driver of long-term residential value and community sustainability (Gibbons and Machin, 2008).

5.6 Triangulation of Findings

The triangulation of the documentary analysis and questionnaire survey findings reveals a consistent and mutually reinforcing pattern of evidence that directly addresses the central research question of this study. Both strands of evidence converge on the conclusion that educational infrastructure in Limassol's new residential developments is not being planned and delivered as inclusive social infrastructure, and that current planning and regulatory frameworks fall significantly short of the requirements articulated in the conceptual framework of this study.

The documentary analysis established that the Cypriot regulatory framework lacks explicit inclusivity criteria, systematic mechanisms for linking school provision to residential growth, and alignment with SDG 4 and SDG 11. The questionnaire survey findings provide empirical validation of the practical consequences of these regulatory gaps: residents perceive educational infrastructure as inadequately linked to residential growth, unsafe for active travel, inequitably distributed, and insufficiently responsive to the needs of all community members regardless of socioeconomic background.

The most compelling evidence of triangulation emerges from the comparison of documentary and survey findings in relation to the link between residential development and school provision. The documentary analysis found no regulatory mechanism requiring school provision in new residential developments, while 54.1% of survey respondents reported that new homes in their area were not accompanied by new schools. Similarly, the documentary analysis found no explicit equitable distribution requirements within the planning framework, while 50.8% of survey respondents disagreed that urban planning ensures equitable distribution of schools across all areas.

Perhaps most significantly, the triangulation of findings reveals a clear and consistent demand from residents for policy reform. The finding that 72.1% of respondents agreed that urban planning should require public schools in new residential developments, and 75.4% agreed that the government should invest more in educational infrastructure, provides strong empirical support for the policy recommendations developed in Chapter 6.

The triangulated findings of this study make a contribution that extends beyond the academic literature on urban planning and social infrastructure. For the real estate sector in Cyprus, the consistent pattern of evidence emerging from both the documentary analysis and the questionnaire survey points to a fundamental misalignment between the current model of residential development in Limassol and the educational infrastructure needs of its growing residential communities. This misalignment has practical implications for real estate

developers, investors, and valuers: developments planned without adequate consideration of educational infrastructure provision may face reduced long-term demand, lower residential satisfaction, and diminished property values — particularly as the city's population grows and the competition for places at quality public schools intensifies. The findings of this study therefore suggest that the integration of inclusive educational infrastructure planning into real estate development practice is not only a matter of social responsibility but a prerequisite for the long-term commercial viability and sustainability of new residential developments in Limassol.

5.7 Chapter Summary

This chapter has discussed the findings of the documentary analysis and questionnaire survey in relation to the five research questions and conceptual framework of the study. The discussion has demonstrated that the Cypriot planning and regulatory framework for educational infrastructure falls significantly short of the principles of inclusive social infrastructure as articulated by Klinenberg (2018) and Boys and Jeffery (2023), the Right to the City framework developed by Lefebvre (1968) and Harvey (2008), and the requirements of SDG 4 and SDG 11. The questionnaire survey findings provide empirical evidence of the practical consequences of these regulatory gaps, revealing significant concerns among Limassol residents about the adequacy, accessibility, and equity of educational infrastructure provision in the city's residential areas. The triangulation of documentary and survey findings reveals a consistent and mutually reinforcing pattern of evidence that supports the central argument of this study: that educational infrastructure in Limassol is not currently being planned and delivered as inclusive social infrastructure, and that significant policy reform is required to address this deficit. Furthermore, the discussion has highlighted the practical implications of these findings for the real estate sector, demonstrating that the inadequate integration of educational infrastructure within residential development planning has consequences not only for social equity but also for the long-term market value, residential desirability, and commercial sustainability of new residential developments in Limassol. The following chapter presents the conclusions and policy recommendations of the study.

Chapter 6: Conclusions, Limitations and Policy Recommendations

6.1 Introduction to the Chapter

This concluding chapter brings together the key findings and arguments of the study, presenting the overall conclusions in relation to the central research question and the five sub-questions that have guided the investigation. The chapter also acknowledges the limitations of the study and identifies directions for future research. It concludes with a set of evidence-based policy recommendations directed at urban planners, policymakers, and local authorities in Cyprus, aimed at improving the integration of inclusive educational infrastructure within residential development planning in Limassol and beyond.

6.2 Overall Conclusions

This study set out to examine the extent to which educational infrastructure is planned and delivered as inclusive social infrastructure within new residential developments in Limassol, Cyprus. Drawing on a mixed-method research design combining documentary analysis and a questionnaire survey of 61 Limassol residents, the study has produced a consistent and compelling body of evidence in response to this question.

The overall conclusion of the study is clear: educational infrastructure in Limassol is not currently being planned and delivered as inclusive social infrastructure. The Cypriot planning and regulatory framework governing educational facilities is technically competent in its specification of physical standards but falls significantly short of the principles of inclusive educational infrastructure as articulated in the study's conceptual framework — most notably the principles of social infrastructure theory (Klinenberg, 2018; Boys and Jeffery, 2023), the Right to the City (Lefebvre, 1968; Harvey, 2008), and the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities).

This overarching conclusion is supported by the findings in relation to each of the five research questions.

In response to **RQ1**, the documentary analysis demonstrated that the Cypriot regulatory framework sets detailed physical standards for educational infrastructure but contains virtually no explicit inclusivity criteria and demonstrates limited alignment with SDG 4 and SDG 11. The framework treats schools primarily as physical structures subject to technical planning standards, rather than as social infrastructure requiring equitable distribution and inclusive design.

In response to **RQ2**, the questionnaire survey revealed that while the majority of respondents reported physical proximity to their nearest school, this proximity is undermined by car dependency, unsafe pedestrian routes, and a widespread perception that residential growth

has not been accompanied by adequate investment in educational infrastructure. A majority of respondents (54.1%) disagreed that new residential development in their area was accompanied by new school provision.

In response to **RQ3**, the findings revealed important differences in residents' perceptions of public and private school availability, with private provision perceived as more readily available in many areas of the city — a pattern consistent with the statistical evidence showing that 68% of pre-school institutions in urban Limassol are private (CyStat, 2024).

In response to **RQ4**, the findings revealed significant concerns among residents about the equity implications of the growth of private educational provision, with 42.6% of respondents agreeing that the increase of private schools creates inequalities in access to education, and 35.0% disagreeing that families with low income have equal access to quality schools.

In response to **RQ5**, the study has developed a set of evidence-based policy recommendations, presented in Section 6.4, aimed at improving the integration of inclusive educational infrastructure within residential development planning in Cyprus.

Beyond its contribution to the urban planning literature, this study makes an important contribution to real estate practice and scholarship in Cyprus. The findings demonstrate that the provision of inclusive educational infrastructure is not merely a social policy concern but a significant determinant of residential desirability, long-term property values, and the commercial viability of new residential developments. The evidence that residents of Limassol perceive educational infrastructure as inadequate, inequitably distributed, and insufficiently linked to residential growth suggests that current development practices may be undermining the long-term value of new residential communities — a finding with direct implications for real estate developers, investors, and valuers operating in the Limassol market (Nguyen-Hoang and Yinger, 2011; Gibbons and Machin, 2008).

6.3 Limitations of the Study

Several limitations of the present study must be acknowledged. First, the questionnaire survey achieved a total of 61 responses — a sample size that, while sufficient for a mixed-method case study at Master's level, does not allow for statistical generalisation to the broader population of Limassol residents. The findings of the questionnaire survey are

therefore intended to be indicative and exploratory rather than representative, and should be interpreted in conjunction with the documentary analysis findings.

Second, the geographic distribution of questionnaire responses was uneven. Despite targeted distribution through social media groups serving residents of Palodia and Ypsonas — the peripheral residential areas most directly associated with recent residential growth in Limassol — a relatively small proportion of responses were received from these areas. The majority of responses came from residents of central and suburban areas of Limassol. This geographic imbalance limits the extent to which the findings can be directly compared across the different residential zones of the city and represents an important caveat in the interpretation of the spatial findings.

Third, the study relied on self-reported perceptions of educational infrastructure accessibility and equity rather than on objective spatial data — such as Geographic Information System (GIS) mapping of school locations relative to residential developments. The integration of such spatial data in future research would significantly strengthen the empirical basis for the conclusions drawn in this study.

Fourth, the study was conducted within a limited timeframe, which constrained the depth of the documentary analysis and the number of primary sources that could be examined. Future research would benefit from a more comprehensive examination of planning documents at the local and national level, as well as from a comparative analysis with other Mediterranean planning contexts.

6.4 Policy Recommendations

The findings of this study give rise to five key policy recommendations directed at urban planners, policymakers, and local authorities in Cyprus.

Recommendation 1: Embed inclusivity criteria within the Cypriot planning framework for educational infrastructure.

The Limassol Local Plan and the Town Planning Control Manual should be revised to include explicit inclusivity criteria for educational infrastructure within residential developments. These criteria should address not only physical accessibility for children with disabilities, but also equitable geographic distribution, socioeconomic accessibility, and alignment with the requirements of SDG 4, Target 4.a. The current focus on physical space standards should be complemented by requirements relating to the social function and inclusive design of educational facilities.

Recommendation 2: Introduce mandatory school provision requirements linked to residential development.

The Cypriot planning framework should introduce a mechanism — analogous to developer contribution systems operating in countries such as England (Department for Education, 2023) — requiring that new residential developments of a defined scale contribute to the provision of educational infrastructure in proportion to the expected demand generated by the development. This mechanism would address the widespread perception among Limassol residents that residential growth has not been adequately accompanied by investment in educational infrastructure.

Recommendation 3: Improve the safety and accessibility of active travel routes to schools.

Local authorities in Limassol should invest in the provision of safe pedestrian and cycling infrastructure connecting residential developments to schools, addressing the finding that 42.6% of survey respondents reported the absence of a safe route between their home and the nearest school. This investment should be integrated into the planning conditions attached to new residential developments, ensuring that active travel infrastructure is planned proactively rather than delivered reactively.

Recommendation 4: Align Cypriot educational infrastructure planning with SDG 4 and SDG 11.

The Ministry of Interior and the Department of Town Planning and Housing should conduct a systematic review of the Cypriot planning framework for educational infrastructure with the explicit aim of aligning it with the requirements of SDG 4 and SDG 11. This review should examine the extent to which current standards and mechanisms adequately address the goals of inclusive and equitable quality education and sustainable urban development and should propose legislative and regulatory amendments to address identified gaps.

Recommendation 5: Strengthen public educational provision in new residential areas.

In light of the finding that 68% of pre-school institutions in urban Limassol are private, and the widespread concern among residents about the equity implications of this pattern, the Ministry of Education, Sports and Youth should develop a strategic plan for strengthening public educational provision in new and rapidly developing residential areas of Limassol. This plan should include targeted investment in new public school facilities in peripheral and suburban residential areas where public provision is currently perceived as inadequate.

Recommendation 6: Integrate educational infrastructure assessment into real estate development appraisal.

Real estate developers, investors, and valuers operating in Limassol should integrate the assessment of educational infrastructure provision into their development appraisal and due diligence processes. This should include an evaluation of the proximity, adequacy, and equity of educational facilities in relation to proposed residential developments, as well as an assessment of the likely demand for school places generated by the development. This recommendation reflects the growing recognition in international real estate practice that social infrastructure provision — including educational facilities — is a significant driver of long-term residential value and community sustainability (Gibbons and Machin, 2008). Its adoption would contribute to a more socially responsible and commercially sustainable approach to residential development in Limassol.

6.5 Directions for Future Research

This study has opened several directions for future research. First, future studies would benefit from a larger and more geographically representative sample of questionnaire respondents, with particular attention to residents of the peripheral residential areas of Limassol — such as Palodia and Ypsonas — that are most directly associated with recent residential growth. Second, the integration of GIS spatial analysis would significantly strengthen the empirical basis for conclusions about the geographic distribution of educational infrastructure relative to residential development. Third, a comparative study examining educational infrastructure planning in other Mediterranean island contexts — such as Malta or Crete — would provide valuable insights into the extent to which the patterns identified in Limassol are specific to the Cypriot context or reflect broader regional planning challenges. Fourth, future research might usefully employ qualitative interview methods with urban planners, local authority representatives, and school administrators to provide a deeper understanding of the institutional and governance factors shaping educational infrastructure provision in Cyprus.

6.6 Chapter Summary and Closing Remarks

This study has examined the integration of educational infrastructure as inclusive social infrastructure within new residential developments in Limassol, Cyprus. Through a mixed-method research design combining documentary analysis and a questionnaire survey, the study has demonstrated that current Cypriot planning and regulatory frameworks fall

significantly short of the principles of inclusive educational infrastructure as articulated in the study's conceptual framework, and that Limassol residents hold significant concerns about the adequacy, accessibility, and equity of educational infrastructure provision in their residential areas.

The findings of this study contribute to a growing body of literature calling for a reconceptualisation of schools as critical civic assets and nodes of social infrastructure within urban communities (Klinenberg, 2018; Boys and Jeffery, 2023), and provide empirical evidence in support of the argument that the planning and delivery of educational infrastructure is a fundamental dimension of sustainable and inclusive urban development (United Nations, 2015). The study's policy recommendations offer a concrete and evidence-based agenda for reform that, if implemented, could contribute to a more equitable and sustainable approach to educational infrastructure planning in Limassol and across Cyprus.

As one survey respondent aptly observed: *"It is very unfortunate that private schools will soon dominate in Limassol, while at the same time we see the underfunding of public schools."* This study has sought to give voice to such concerns, and to translate them into an evidence-based contribution to the policy debate on inclusive urban development in Cyprus.

This dissertation demonstrates that educational infrastructure should no longer be viewed as a secondary public service to be delivered reactively after residential communities have already been established. The evidence presented in this study makes a compelling case for reconceptualising schools as essential nodes of inclusive social infrastructure — civic assets that must be planned proactively, distributed equitably, and designed inclusively as integral components of sustainable urban development. In the context of Limassol, a city experiencing rapid and sustained residential growth, the failure to embed this principle within planning and regulatory frameworks is not merely a technical oversight — it is a fundamental challenge to the social cohesion, equity, and long-term sustainability of the city's residential communities. The findings of this study call on urban planners, policymakers, real estate developers, and local authorities in Cyprus to place inclusive educational infrastructure at the heart of residential development planning — not as an afterthought, but as a prerequisite for building cities that work for everyone.

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APPENDIX A: QUESTIONNAIRE

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΡΕΥΝΑΣ QUESTIONNAIRE

Εκπαιδευτική Υποδομή και Βιώσιμη Αστική Ανάπτυξη στη Λεμεσό Educational Infrastructure and Sustainable Urban Development in Limassol

Αγαπητέ/ή συμμετέχοντα/ουσα,

Το ερωτηματολόγιο αυτό αποτελεί μέρος μεταπτυχιακής διατριβής στο MSc Real Estate του Πανεπιστημίου Νεάπολις Πάφος. Σκοπός της έρευνας είναι να διερευνήσει την ενσωμάτωση της εκπαιδευτικής υποδομής στις νέες οικιστικές αναπτύξεις της Λεμεσού. Η συμμετοχή σας είναι εθελοντική και ανώνυμη. Δεν υπάρχουν σωστές ή λάθος απαντήσεις.

Dear participant,

This questionnaire is part of a Master's dissertation in MSc Real Estate at Neapolis University Pafos. The aim of the research is to investigate the integration of educational infrastructure within new residential developments in Limassol. Your participation is voluntary and anonymous. There are no right or wrong answers.

Εκτιμώμενος χρόνος συμπλήρωσης: 7-8 λεπτά / Estimated completion time: 7-8 minutes

ΕΝΟΤΗΤΑ Α — ΔΗΜΟΓΡΑΦΙΚΑ ΣΤΟΙΧΕΙΑ SECTION A — DEMOGRAPHIC INFORMATION

A1. Ηλικία / Age:

- 18-25
- 26-35
- 36-45
- 46-55
- 55+

A2. Φύλο / Gender:

- Άνδρας / Male
- Γυναίκα / Female
- Προτιμώ να μην απαντήσω / Prefer not to say

A3. Οικογενειακή κατάσταση / Marital status:

- Άγαμος/η / Single
- Έγγαμος/η / Married
- Διαζευγμένος/η / Divorced
- Χήρος/α / Widowed

A4. Έχετε παιδιά σχολικής ηλικίας (3-18 ετών); / Do you have school-age children (3-18)?

- Ναι / Yes
- Όχι / No

A5. Αν ναι, πόσα; / If yes, how many?

- 1
- 2
- 3
- 4+

ΕΝΟΤΗΤΑ Β — ΣΤΟΙΧΕΙΑ ΚΑΤΟΙΚΙΑΣ SECTION B — HOUSING INFORMATION

B1. Σε ποια περιοχή της Λεμεσού κατοικείτε; / In which area of Limassol do you live?

- Παλοδιά / Palodia
- Υψωνάς / Ypsonas
- Μέσα Γειτονιά / Mesa Geitonia
- Άγιος Αθανάσιος / Agios Athanasios
- Άλλη περιοχή / Other area

B2. Πότε μετακομίσατε στην τρέχουσα κατοικία σας; / When did you move to your current home?

- Πριν το 2015 / Before 2015
- 2015-2018
- 2019-2021
- 2022 - σήμερα / 2022 - present

B3. Η κατοικία σας είναι σε νέα οικιστική ανάπτυξη; / Is your home part of a new residential development?

- Ναι / Yes
- Όχι / No
- Δεν γνωρίζω / Not sure

B4. Καθεστώς κατοικίας / Housing status:

- Ιδιόκτητη / Owner
- Ενοικιαζόμενη / Rented

ΕΝΟΤΗΤΑ Γ — ΠΡΟΣΒΑΣΗ ΚΑΙ ΕΠΑΡΚΕΙΑ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΥΠΟΔΟΜΗΣ
SECTION C — ACCESS AND ADEQUACY OF EDUCATIONAL
INFRASTRUCTURE

Παρακαλώ βαθμολογήστε από 1 έως 5 / Please rate from 1 to 5: 1 = Διαφωνώ απόλυτα / Strongly Disagree 2 = Διαφωνώ / Disagree 3 = Ούτε συμφωνώ ούτε διαφωνώ / Neutral 4 = Συμφωνώ / Agree 5 = Συμφωνώ απόλυτα / Strongly Agree

Γ1. Υπάρχει επαρκής αριθμός σχολείων στην περιοχή μου. *There is an adequate number of schools in my area.* 1 — 2 — 3 — 4 — 5

Γ2. Το κοντινότερο σχολείο βρίσκεται σε εύκολα προσβάσιμη απόσταση από το σπίτι μου. *The nearest school is within easy reach of my home.* 1 — 2 — 3 — 4 — 5

Γ3. Μπορώ να φτάσω στο κοντινότερο σχολείο με τα πόδια ή με ποδήλατο. *I can reach the nearest school on foot or by bicycle.* 1 — 2 — 3 — 4 — 5

Γ4. Τα σχολεία στην περιοχή μου διαθέτουν επαρκείς εγκαταστάσεις και εξοπλισμό. *Schools in my area have adequate facilities and equipment.* 1 — 2 — 3 — 4 — 5

Γ5. Η ανάπτυξη νέων κατοικιών στην περιοχή μου συνοδεύτηκε από ανάπτυξη νέων σχολείων. *The development of new homes in my area was accompanied by the development of new schools.* 1 — 2 — 3 — 4 — 5

Γ6. Είμαι ικανοποιημένος/η με την εκπαιδευτική υποδομή στην περιοχή μου συνολικά. *I am satisfied with the educational infrastructure in my area overall.* 1 — 2 — 3 — 4 — 5

ΕΝΟΤΗΤΑ Δ — ΙΣΟΤΗΤΑ ΚΑΙ ΚΟΙΝΩΝΙΚΗ ΕΝΤΑΞΗ SECTION D — EQUITY AND SOCIAL INCLUSION

Παρακαλώ βαθμολογήστε από 1 έως 5 / Please rate from 1 to 5: 1 = Διαφωνώ απόλυτα / Strongly Disagree 2 = Διαφωνώ / Disagree 3 = Ούτε συμφωνώ ούτε διαφωνώ / Neutral 4 = Συμφωνώ / Agree 5 = Συμφωνώ απόλυτα / Strongly Agree

Δ1. Τα σχολεία στην περιοχή μου είναι προσβάσιμα σε όλα τα παιδιά ανεξαρτήτως οικονομικής κατάστασης. *Schools in my area are accessible to all children regardless of their financial background.* 1 — 2 — 3 — 4 — 5

Δ2. Τα σχολεία στην περιοχή μου είναι κατάλληλα για παιδιά με αναπηρία ή ειδικές ανάγκες. *Schools in my area are suitable for children with disabilities or special needs.* 1 — 2 — 3 — 4 — 5

Δ3. Πιστεύω ότι όλα τα παιδιά στη Λεμεσό έχουν ίσες ευκαιρίες πρόσβασης σε ποιοτική εκπαίδευση. *I believe all children in Limassol have equal opportunities to access quality education.* 1 — 2 — 3 — 4 — 5

Δ4. Ο πολεοδομικός σχεδιασμός στη Λεμεσό λαμβάνει υπόψη την ισότιμη κατανομή σχολείων σε όλες τις γειτονιές. *Urban planning in Limassol takes into account the equitable distribution of schools across all neighbourhoods.* 1 — 2 — 3 — 4 — 5

Δ5. Η ανάπτυξη νέων οικιστικών περιοχών στη Λεμεσό συνοδεύεται από επαρκή παροχή δημόσιων εκπαιδευτικών εγκαταστάσεων. *The development of new residential areas in Limassol is accompanied by adequate provision of public educational facilities.* 1 — 2 — 3 — 4 — 5

ΕΝΟΤΗΤΑ Ε — ΔΗΜΟΣΙΑ VS ΙΔΙΩΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ SECTION E — PUBLIC VS PRIVATE EDUCATION

E1. Το παιδί/τα παιδιά μου φοιτά/ούν σε: *My child/children attend:*

- Δημόσιο σχολείο / Public school
- Ιδιωτικό σχολείο / Private school
- Και τα δύο / Both
- Δεν έχω παιδιά σχολικής ηλικίας / I do not have school-age children

Παρακαλώ βαθμολογήστε από 1 έως 5 / Please rate from 1 to 5: 1 = Διαφωνώ απόλυτα / Strongly Disagree 2 = Διαφωνώ / Disagree 3 = Ούτε συμφωνώ ούτε διαφωνώ / Neutral 4 = Συμφωνώ / Agree 5 = Συμφωνώ απόλυτα / Strongly Agree

E2. Τα δίδακτρα των ιδιωτικών σχολείων στη Λεμεσό είναι προσιτά για την οικογένειά μου. *Private school fees in Limassol are affordable for my family.* 1 — 2 — 3 — 4 — 5

E3. Πιστεύω ότι η αύξηση των ιδιωτικών σχολείων στη Λεμεσό δημιουργεί ανισότητες στην πρόσβαση στην εκπαίδευση. *I believe the increase of private schools in Limassol creates inequalities in access to education.* 1 — 2 — 3 — 4 — 5

E4. Θα επιθυμούσα να υπάρχουν περισσότερα δημόσια σχολεία στην περιοχή μου. *I would like there to be more public schools in my area.* 1 — 2 — 3 — 4 — 5

E5. Έχετε κάποιο σχόλιο ή πρόταση σχετικά με την εκπαιδευτική υποδομή στη Λεμεσό; *Do you have any comments or suggestions regarding educational infrastructure in Limassol?*

Appendix B: Questionnaire Survey — Raw Data

66

67

69

H5. Ο πολυοδομικός σχεδιασμός H6. Θα επιθυμούσα να υπάγω H7. Η κυβέρνηση θα πρέπει να επενδύσει H8. Έχετε κάποιο σχόλιο ή πρόταση σχετικά με το θέμα;			
5	3	4	
5	5	5	Στη περιοχή μου θα έπρεπε να έχουμε Γυμνάσιο
5	5	5	Όχι
3	3	3	
Συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ	Διαφωνώ	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ	Συμφωνώ απόλυτα	Περισσότερο πράσινο, συμπεριληπτικά σχολεία
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ	Συμφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	Όχι...
Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	no
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Διαφωνώ απόλυτα	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ απόλυτα	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ απόλυτα	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ	ΠΕΡΙΣΣΟΤΕΡΕΣ ΔΙΑΔΡΟΜΕΣ ΜΕ ΛΕΩΦΟΡΙΑ ΠΡΟΣ ΤΗΝ ΠΕΡΙΟΧΗ ΜΟΥ
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Συμφωνώ	Διαφωνώ	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	ΑΣΦΑΛΕΙΣ ΔΡΟΜΟΥΣ ΠΡΟΣ ΤΑ ΣΧΟΛΕΙΑ ΚΑΙ ΕΠΙΧΕΙΡΗΣΕΙΣ
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Είναι πολύ δυσάρεστο το γεγονός ότι σύντομα θα κλείσει η περιοχή μου
Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	
Ούτε συμφωνώ ούτε διαφωνώ	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Χρειάζεται να ανεγερθούν καινούργια σχολεία στην περιοχή μου
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	η κυβέρνηση έπρεπε να προνοήσει για την κατασκευή σχολείων
Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	στην περιοχή μου έπρεπε να έχουμε Γυμνάσιο
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Συμφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	
Συμφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Συμφωνώ	Διαφωνώ	Συμφωνώ	
Συμφωνώ	Συμφωνώ	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	
Ούτε συμφωνώ ούτε διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ απόλυτα	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ	
Συμφωνώ απόλυτα	Συμφωνώ απόλυτα	Συμφωνώ	

Appendix C: Bioethics Approval Letter — Cyprus National Bioethics Committee (CNBC), 17 June 2026



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

Αρ. Φακ.: ΕΕΒΚ ΕΠ 2026.01.237

Αρ. Τηλ.: 22819101 / 22819122 / 22809039

Αρ. Φαξ: 22353878



ΕΘΝΙΚΗ ΕΠΙΤΡΟΠΗ ΒΙΟΗΘΙΚΗΣ ΚΥΠΡΟΥ

17 Ιουνίου, 2026

Δρ Μάρθα Καταφυγιάτου
Επίκουρη Καθηγήτρια στην Ανάπτυξη Ακινήτων
και Αειφορία Κατασκευών
Πανεπιστήμιο Νεάπολις Πάφος
Λεωφόρος Δανάης 2
8042 Πάφος

Κυρία Άννα Παύλου
Φιλίας 1
4520 Παρεκκλησία
Λεμεσός

Αγαπητές κυρίες,

Αίτηση γνωμοδότησης για την πρόταση με τίτλο:
«Inclusive Educational Infrastructure and Sustainable Urban Development
in Cyprus: A Case Study of Limassol»

Αναφορικά με την αίτηση σας ημερομηνίας 08 και 09 Ιουνίου 2026 για το πιο πάνω θέμα, επιθυμώ να σας πληροφορήσω ότι από τη μελέτη του περιεχομένου των εγγράφων που έχετε καταθέσει η Εθνική Επιτροπή Βιοηθικής Κύπρου (ΕΕΒΚ) **γνωμοδοτεί θετικά υπέρ της διεξαγωγής της εν λόγω έρευνας.**

2. Η Επιτροπή επιθυμεί να τονίσει ότι παραμένει ευθύνη δική σας η διεξαγωγή της έρευνας με τρόπο που να τηρούνται οι πρόνοιες του νέου Ευρωπαϊκού Γενικού Κανονισμού Προστασίας Προσωπικών Δεδομένων (2016/679), τον Περί Βιοηθικής (Ίδρυση και Λειτουργίας Εθνικής Επιτροπής Βιοηθικής) Νόμος του 2010 Ν.53 (Ι) / 2010 και των περί Κωδικών Πρακτικής Επιτροπών Βιοηθικής Αξιολόγησης της Επιστημονικής Έρευνας στην Κύπρο (Κ.Δ.Π. 228/2022) ως εκάστοτε τροποποιούνται.

3. Σας ενημερώνουμε ότι για σκοπούς καλύτερου συντονισμού και αποφυγής επανάληψης ερευνών με το ίδιο θέμα ή/και υπό εξέταση πληθυσμό μέσα σε σύντομο σχετικά χρονικό διάστημα, η ΕΕΒΚ δημοσιεύει στην ιστοσελίδα της το θέμα της έρευνας, τον φορέα και τον υπό εξέταση πληθυσμό.

4. Κατά τη διάρκεια εκπόνησης της έρευνας, ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώνει την ΕΕΒΚ για κάθε τροποποίηση των αρχικά κατατεθειμένων εγγράφων (πρωτόκολλο ή άλλα ερευνητικά έγγραφα) και θα υποβάλλει τις απαιτούμενες έντυπες τροποποιήσεις στην Επιτροπή.

.../2

Λαέρτου 22, 2365 Άγιος Δομέτιος, Λευκωσία

Ηλεκτρονικό Ταχυδρομείο: cnbc@bioethics.gov.cy, Ιστοσελίδα: www.bioethics.gov.cy

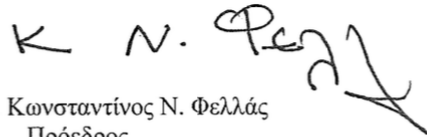
5. Σε περίπτωση διακοπής της έρευνας, ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώσει γραπτώς την Επιτροπή κάνοντας αναφορά και στους λόγους διακοπής της έρευνας.

6. Ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώσει την Επιτροπή σε περίπτωση αδυναμίας να συνεχίσει ως συντονιστής και θα υποβάλει τα στοιχεία επικοινωνίας του αντικαταστάτη του.

7. Με το πέρας της ερευνητικής πρότασης, ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώσει εγγράφως την Επιτροπή ότι το υπό αναφορά ερευνητικό πρωτόκολλο ολοκληρώθηκε.

8. Σας ευχόμαστε κάθε επιτυχία στη διεξαγωγή της έρευνάς σας.

Με εκτίμηση,



Καθ. Κωνσταντίνος Ν. Φελλάς
Πρόεδρος
Εθνικής Επιτροπής Βιοηθικής Κύπρου

Appendix D: Ministry of Interior, Circular 1/2014 — Standards for Educational Institutions (Tables 1a and 1b)



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΓΡΑΦΕΙΟ ΓΕΝΙΚΟΥ ΔΙΕΥΘΥΝΤΗ

ΥΠΟΥΡΓΕΙΟ ΕΣΩΤΕΡΙΚΩΝ

✓
Αρ. Φακ.: 5.33.018.004/2
Αρ. Τηλ.: 22867629
Αρ. Φαξ: 22867696
Ηλεκτ. Ταχ: info@moi.gov.cy

15 Μαΐου 2014

Πολεοδομικές Αρχές,
Οικοδομικές Αρχές,

Κύριοι,

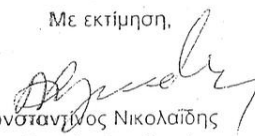
ΕΓΚΥΚΛΙΟΣ 1/2014

Διορθώσεις Τυπογραφικών Λαθών – Αντικατάσταση Πινάκων 1α και 1β του
Παραρτήματος Δ των Τοπικών Σχεδίων «Πρότυπα για Εκπαιδευτικά Ιδρύματα»

Το Υπουργείο Εσωτερικών, κατόπιν σχετικής πρόσφατης πληροφόρησης από το αρμόδιο Υπουργείο Παιδείας και Πολιτισμού, έχει ενημερωθεί πως οι Πίνακες 1α και 1β του εγκριμένου Παραρτήματος Δ των Τοπικών Σχεδίων «Πρότυπα για Εκπαιδευτικά Ιδρύματα» έχουν διαφοροποιηθεί.

Ως εκ τούτου και λαμβάνοντας υπόψη τις Αρχές της Χρηστής Διοίκησης, παρακαλείστε όπως, σε περίπτωση εξέτασης πολεοδομικής αίτησης για σχετική ανάπτυξη, συμβουλευστείτε τους συνημμένους πίνακες και τους λαμβάνετε υπόψη ως «ουσιώδη παράγοντα» κατά την λήψη της σχετικής πολεοδομικής απόφασης.

Με εκτίμηση,


Κωνσταντίνος Νικολαΐδης
Αν. Γενικός Διευθυντής
Υπουργείου Εσωτερικών

Κοιν.: Πρόεδρο Ένωσης Δήμων Κύπρου,
Πρόεδρο Ένωσης Κοινοτήτων Κύπρου,
Πρόεδρο Συμβουλίου Μελέτης Παρεκκλίσεων.

ΔΙΟΡΘΩΣΕΙΣ ΤΥΠΟΓΡΑΦΙΚΩΝ ΛΑΘΩΝ

Αντικατάσταση Πινάκων 1α και 1β του Παραρτήματος Δ των Τοπικών Σχεδίων
«Πρότυπα για Εκπαιδευτικά Ιδρύματα»

ΠΙΝΑΚΑΣ 1α: ΑΠΑΙΤΟΥΜΕΝΟΙ ΧΩΡΟΙ ΓΙΑ ΔΗΜΟΣΙΑ ΝΗΠΙΑΓΩΓΕΙΑ			
Αριθμός μαθητών ανά τμήμα	25	25	25
Αριθμός τμημάτων	1	2	3
Επιθυμητό μέγεθος σχολείου (μαθητές)	25	50	75
Ελάχιστο εμβαδόν αίθουσας δραστηριοτήτων ανά μαθητή	2,2τ.μ.	2,2τ.μ.	2,2τ.μ.
Συνολικός καλυμμένος χώρος ανά μαθητή	8τ.μ. (200τ.μ.)	6τ.μ. (300τ.μ.)	5τ.μ. (375τ.μ.)
Ελάχιστο εμβαδόν ενιαίου ανοικτού χώρου ανά μαθητή που θα χρησιμοποιείται αποκλειστικά σαν παιγνιδότοπος. *	8τ.μ. (200τ.μ.)	6τ.μ. (300τ.μ.)	5τ.μ. (375τ.μ.)
Συνολικός ακάλυπτος χώρος κήπου **	6τ.μ. (150τ.μ.)	4τ.μ. (200τ.μ.)	3τ.μ. (225τ.μ.)
Ελάχιστη επιφάνεια ακάλυπτου χώρου ανά μαθητή για αθλοπαιδιές	8τ.μ. (200τ.μ.)	6τ.μ. (300τ.μ.)	5τ.μ. (375τ.μ.)
Ελάχιστος απαιτούμενος ολικός χώρος σχολείου (περιλαμβάνει το χώρο στάθμευσης)	800τ.μ.	1200τ.μ.	1500τ.μ.
Χώρος στάθμευσης	50τ.μ.	100τ.μ.	150τ.μ.

*Στο χώρο αυτό δεν περιλαμβάνονται οι χώροι στάθμευσης και διακίνησης οχημάτων και ανοικτοί χώροι με πλάτος μικρότερο των 4,00 μ. Νοείται ότι σε εξαιρετικές περιπτώσεις η Πολεοδομική Αρχή θα μπορούσε να αποδεχθεί όπως ποσοστό μέχρι 10% του απαιτούμενου χώρου έχει πλάτος μεταξύ 3,00 και 4,00 μ.

**Στο χώρο αυτό είναι δυνατό να περιλαμβάνεται και χώρος ελάχιστου πλάτους 3,00μ.

ΠΙΝΑΚΑΣ 1β: ΑΠΑΙΤΟΥΜΕΝΟΙ ΧΩΡΟΙ ΓΙΑ ΙΔΙΩΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ

Αριθμός μαθητών ανά τμήμα	25	25	25
Αριθμός τμημάτων	1	2	3
Επιθυμητό εμβαδόν αίθουσας δραστηριοτήτων ανά μαθητή	2τ.μ.	2τ.μ.	2τ.μ.
Συνολικός καλυμμένος χώρος ανά μαθητή	6τ.μ. (150τ.μ.)	5τ.μ. (250τ.μ.)	4τ.μ. (300τ.μ.)
Ελάχιστο εμβαδόν ενιαίου ανοικτού χώρου ανά μαθητή που θα χρησιμοποιείται αποκλειστικά σαν παιγνιδότοπος. *	6τ.μ. (150τ.μ.)	5τ.μ. (250τ.μ.)	4τ.μ. (300τ.μ.)
Συνολικός ακάλυπτος χώρος κήπου **	3τ.μ. (75τ.μ.)	2,5τ.μ. (125τ.μ.)	2τ.μ. (150τ.μ.)
Ελάχιστη επιφάνεια ακάλυπτου χώρου ανά μαθητή για αθλοπαιδιές	6τ.μ. (150τ.μ.)	5τ.μ. (250τ.μ.)	4τ.μ. (300τ.μ.)
Ελάχιστος απαιτούμενος ολικός χώρος σχολείου (περιλαμβάνει το χώρο στάθμευσης)	575τ.μ.	975τ.μ.	1200τ.μ.
Χώρος στάθμευσης	50τ.μ.	100τ.μ.	150τ.μ.

*Στο χώρο αυτό δεν περιλαμβάνονται οι χώροι στάθμευσης και διακίνησης οχημάτων και ανοικτοί χώροι με πλάτος μικρότερο των 4,00 μ. Νοείται ότι σε εξαιρετικές περιπτώσεις η Πολεοδομική Αρχή θα μπορούσε να αποδεχθεί όπως ποσοστό μέχρι 10% του απαιτούμενου χώρου έχει πλάτος μεταξύ 3,00 και 4,00 μ.

**Στο χώρο αυτό είναι δυνατό να περιλαμβάνεται και χώρος ελάχιστου πλάτους 3,00μ.