

WEST ATTICA

FAIRVILLE

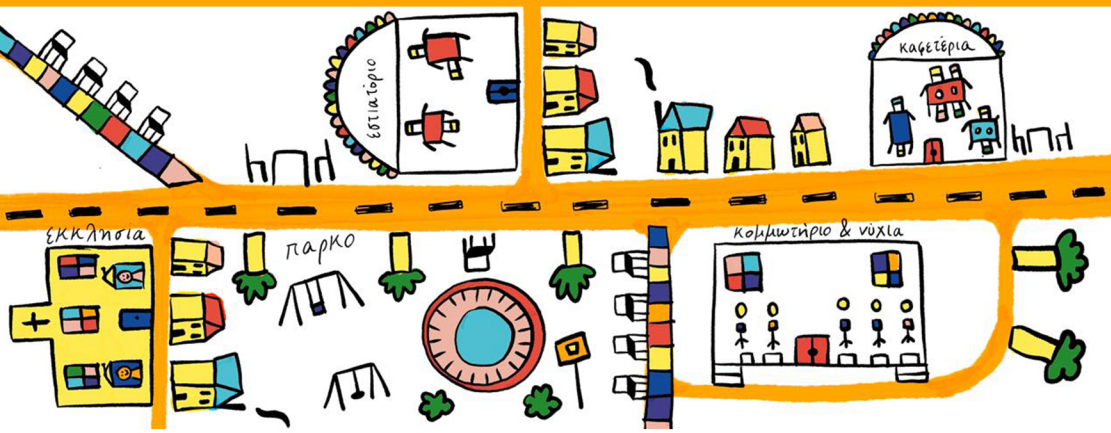
LAB

CHAPTER 3

«From home
to school:
Adding colour
to the route.»

Workshop series with 6th-grade students from
the 7th primary school of Nea Zoi, Aspropyrgos.

March - June 2025





This issue is a synopsis of the educational program on participatory design with 6th-grade students (ST3 class) at the 7th primary school of Aspropyrgos (West Attica) in the Roma settlement of Nea Zoi. The program took place between March and June 2025 as part of West Attica Fairville Lab activities.

The FAIRVILLE project addresses the social, economic, and environmental inequalities that characterize contemporary cities. Its central aim is to promote collective action by engaging residents and local communities in the co-production of solutions for fairer, more inclusive neighbourhoods and towns. The project focuses on areas with limited access to essential infrastructure, such as healthcare, transport, education, affordable housing, and green spaces. Fairville brings together participants from both European and African countries. In each participating area, a local network, named Fairville Lab, is established to identify pressing local challenges and co-develop targeted responses.

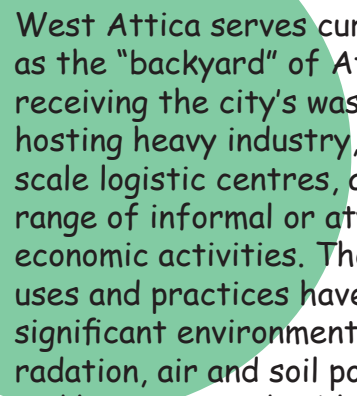
In Greece, the West Attica Fairville Lab focuses on the region of West Attica, an area marked by significant social, economic, and environmental decline.

More information can be found on the project's website: <https://www.fairville-eu.org/>

COMMONSPACE is a worker cooperative active in urban and spatial planning, with a strong emphasis on participatory design.

As an interdisciplinary team, it engages with issues related to public space, the environment, and climate change adaptation through research projects, planning studies, and educational programs.

More information:: <https://www.commonspace.gr/>



West Attica serves currently as the “backyard” of Athens, receiving the city's waste, and hosting heavy industry, large-scale logistic centres, and a range of informal or atypical economic activities. These land uses and practices have led to significant environmental degradation, air and soil pollution, and have imposed public health risks and challenging living conditions on local populations. The environmental injustices in West Attica are systemic and urgent, and must be acknowledged and addressed.

West Attica Fairville Lab

is a **community in the making**.

It aims to map and address the **socio-environmental inequalities in the ‘backyard’ areas of Athens**, by giving voice to local actors and their aspirations.

The broader goals are to:

- 1) enhance the **visibility of local actors and initiatives**,
- 2) provide **local community support** and contribute to advocacy schemes, and
- 3) **co-produce a participatory**

Atlas with citizens, environmental activists, researchers, local community organisations, school communities, local authorities officials and other key local actors, that will serve as a source of critical information on the poorly documented **environmental justice issues** in West Attica and will be used for the co-creation of concrete policy proposals.

"From home to school: Adding colour to the route."

In the spring of 2025, the 6th grade students of ST'3 class of the 7th Primary School of Aspropyrgos, located in Nea Zoi Roma settlement, together with their teacher, Panagiotis Anastopoulos, carried out a participatory design program with West Attica Fairville Lab.

During the educational activity, we explored topics related to public space, the environment, participatory design, and inequalities. Over the course of 5 sessions (4 workshops and a final event), the children recorded their observations and ideas about their neighbourhood and collectively designed how they envision its future.

The final outcome of the class, "the vision of ST'3 for the neighbourhood" took the form of a mural, which we painted together with the students at the school's entrance during the program's closing event.

Educational Program Objectives:

- . Introduce the school community to participatory design, its methodology, and tools.
- . Create a mural that remains as a permanent feature of the school.
- . Educational goals (teamwork and collaboration in small groups, deeper understanding of environmental issues, empowerment and introduction to the concept of active citizenship, enhancing creative skills)
- . Participation of the school community in the West Attica Fairville Lab and visibility on the participatory Atlas



Mural, 7th Primary School of Aspropyrgos, 03/06/2025
"From Home to School: Adding Colour to the Route."

Workshop N.1

05/03/2025

Participatory Walk & Neighbourhood Exploration

At the 1st workshop, the students were introduced to the educators and were given a brief presentation of the project and the goals of the educational program.

Then, the children took their notebooks and pencils and joined us for an exploratory walk around the neighbourhood. The walk took place around the perimeter of the school (where access was possible), and the students made several stops to observe and record, using words, sentences, and sketches, anything that stood out to them in their surroundings.

Back in the classroom, the students were given an individual assignment titled "Me and My Neighbourhood", in order to write down and/or draw their impressions, their personal reflections on the current state of their neighbourhood, and their ideas about how they would like it to be.



Children's impressions of the Nea Zoi neighborhood and the area around their school.

Εξω από το σχολείο δεν υπάρχει μίσθιο
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ΠΟΡΑ ΣΚΟΥΜΙΔΙΑ ΑΠΟ
 ΕΞΩ ΣΤΟ ΣΧΟΛΗΔΙΟ
 ΜΑΙΔΙΑ ΔΕΝ



NEGATIVE IMPRESSIONS

- Garbage
- Smoke & smell (burned copper)
- No green
- Factories
- No benches
- No sidewalks
- How surrounding houses look
- Mud
- Roads in bad condition (potholes)
- No waste bins
- Ugly drawings on walls
- Bad maintenance
- No public spaces

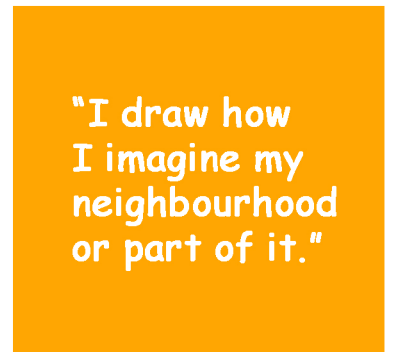
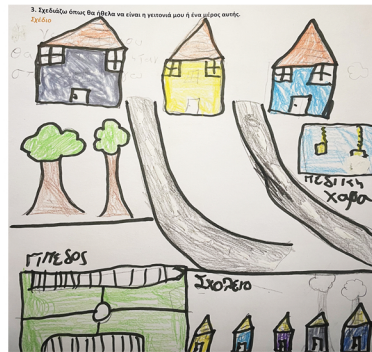
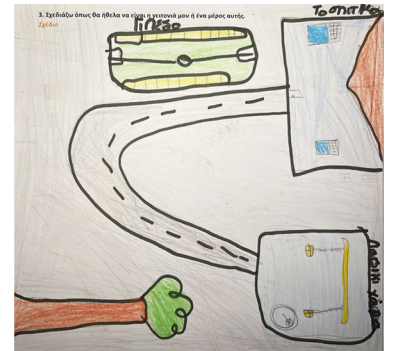
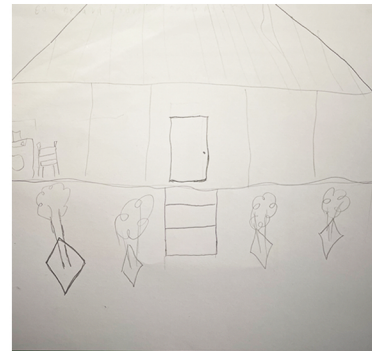
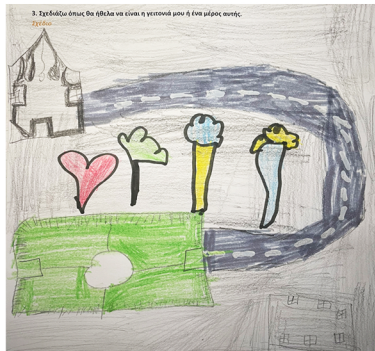
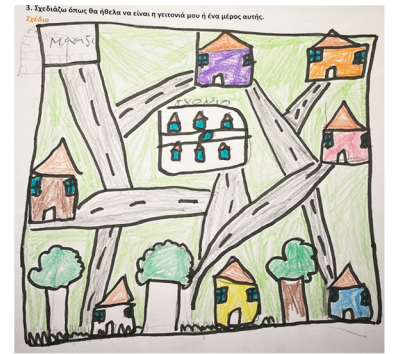
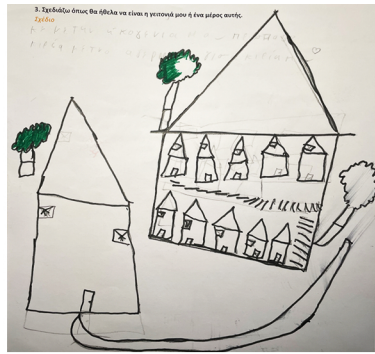
POSITIVE ELEMENTS

- + Friends
- + School

DESIRES / VISION

- ◇ Playground
- ◇ Football court
- ◇ Waste bins
- ◇ Stores
- ◇ Sidewalks
- ◇ Traffic lights

* The items are listed starting with those identified by the most children.



The children's ideas for their neighbourhood in sketches

Workshop N.2

19/03/2025

"Inequalities - Active Citizenship" in Theory & Collective Mapping

An the 2nd workshop, the basic goals were: 1) to introduce the children to the concepts of "public space and participatory design", "environmental inequalities", and "active citizen-ship," and 2) to help them become familiar with maps and floor plans.

The workshop started with presenting the results of the participatory walk that took place during the pre-vious session. This was the starting

point for a discussion on concepts such as city, space, planning, and inequalities.

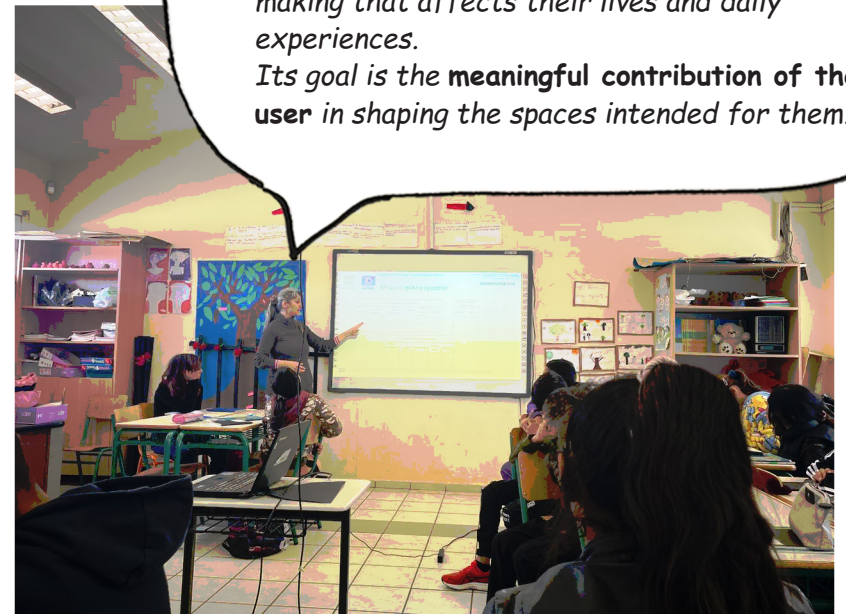
After that, the students were invited to "read" the map of their neighbourhood, to identify and record both positive and negative aspects of the area, as well as to add their ideas and suggestions, by placing notes on specific locations on the map.

Public Space is the space that belongs to everyone, such as a square, the street, the sidewalk, and the school yard.

The way people use and experience public and private spaces and the time they spend in them depends on a range of historical, social, economic, and political conditions.

Participatory design is a democratic process that involves citizens in the design of public space and in decision-making that affects their lives and daily experiences.

Its goal is the **meaningful contribution of the user** in shaping the spaces intended for them.



Inequalities occur when not all people have equal opportunities and equal access to services and goods (e.g. education, healthcare, employment, etc.).

Inequalities are reflected in space and are often related to the environment. Some areas offer better living conditions and more opportunities than others, and this is unfair.

Environmental inequality means that some people live in areas with greater environmental degradation (pollution, waste, lack of green spaces) compared to others.

Everybody should have the same rights in a clean and healthy environment!



"We put on the map the positive and negative elements of our neighbourhood and our own ideas!"



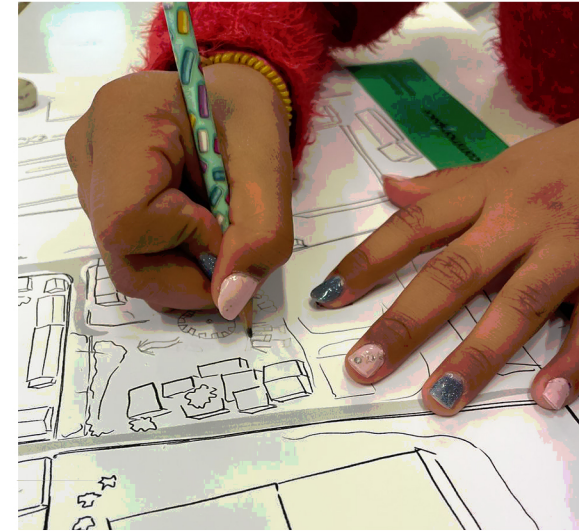
In the 3rd workshop, the presentation of the map that the children created in the previous step sparked a discussion about the gap that usually exists among young people between identifying what they dislike and suggesting improvements. This happens because citizens, and especially children are not usually involved in to participate in urban planning and design (in Greece).

After the conversation, the students were divided into 3 groups and worked cooperatively on axonometric maps of the neighbourhood, where they added buildings and activities that they envision for the Nea Zoi area using drawings and colours.

Workshop N.3

09/04/2025

& Working in groups & Imprinting the activities and land uses we want in our neighbourhood



**Common elements
in all 3 axonometric maps:**

- ◇ Colourful school
- ◇ Green
- ◇ Cleanliness
- ◇ Sidewalks
- ◇ Benches
- ◇ Basketball court
- ◇ Football court
- ◇ Playground
- ◇ Church
- ◇ Restaurant / cafe
- ◇ Market



The designs of the 3 groups on the axonometric map.

Workshop N.4

30/04/2025

Final sketches in groups & Synthesis

The fourth workshop was the final step before the collective mural depicting the students' vision for the neighbourhood. It began with a brief presentation of the final proposed uses of the plan/map, as suggested by the children during the previous workshop.

Then, the students were divided into groups and, on blank sheets of paper, they drew the activities and land uses they had collectively identified as essential for their neighbourhood, using any perspective they wished

(top view, cross-section, or other).

Afterwards, they voted for the composition of the final design. Specifically, the children voted on the positioning of the uses on the map, which was later transferred as a painting to the school wall.

The children's sketches were placed onto the neighbourhood's streets in an abstract way, so that they could then be painted by the students themselves at the school entrance.

The following pages present the step-by-step process of composing the final sketch.

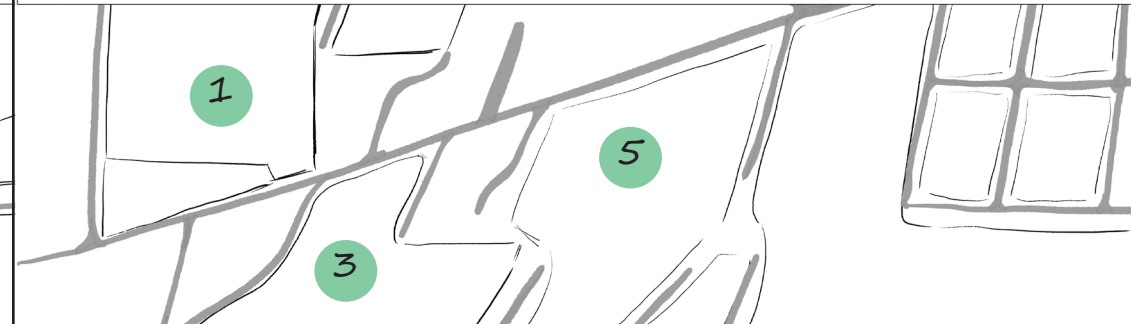
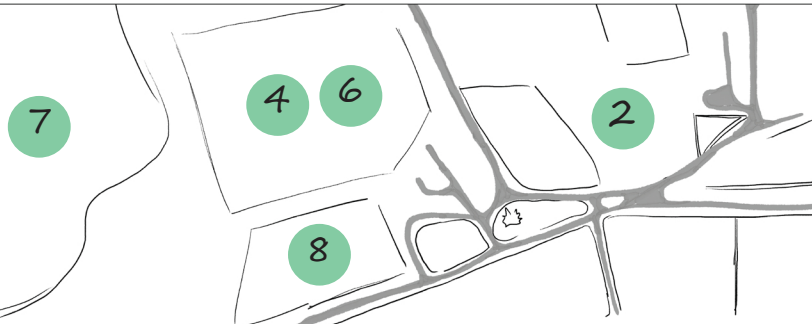
1 The final sketches of land uses



2

Voting for the positioning
of the selected land uses

- | | | | |
|-----------|---------------|-------------------|---------------|
| 1. Church | 3. Playground | 5. Football Court | 7. Park |
| 2. Square | 4. Καφετέρια | 6. Restaurant | 8. Hair Salon |



3

Rendering into the final design
COLLAGE FORM

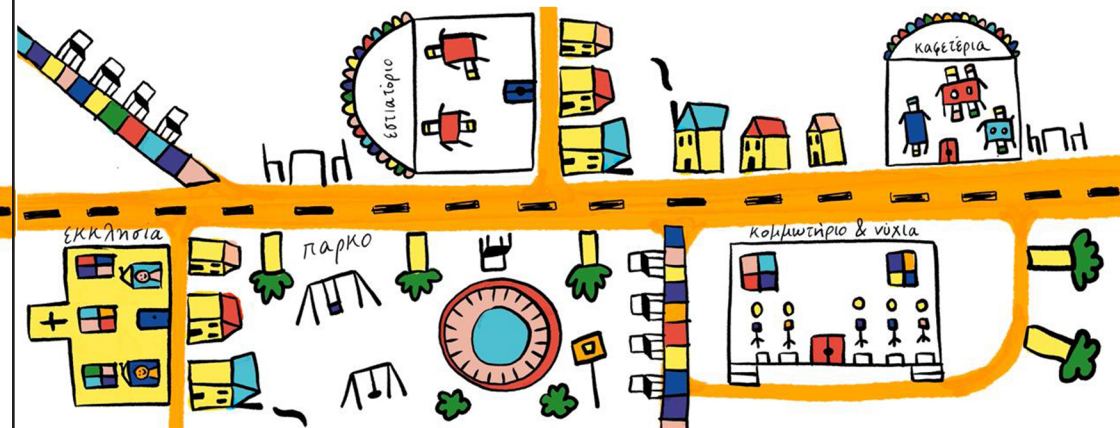


LEFT WALL



RIGHT WALL

Rendering into the final design SKETCH FORM



Final Composition by Melina Vlachou

MURAL - WALL PAINTING DAY

03/06/2025

The children's designs were painted at the entrance of the school to serve as a constant reminder of "the vision of ST'3 for the neighbourhood"





We are thanking warmly the teaching team
and the students of the 7th primary school of
Aspropyrgos, in Nea Zoi.

Special thanks to the principal of the school,
Matina Vavouli, the class's teacher, Panagiotis
Anastopoulos and the students of the 6th grade,
class ST'3 :

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