Professor Andrea Rigon (MSc, PhD, SFHEA)

Professor of Participatory Development Planning

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Profile Summary

- 19 years of research and consultancy experience in urban development working for academia, international NGOs, and consulting for the United Nations, international donors and government.
- 15 years of teaching experience in higher education in 5 countries.
- Regular high impact publications in top-ranking journals.
- 12 years at the Bartlett Development Planning Unit, #1 faculty globally according to QS World University Ranking, within one of the universities consistently in the top 10 worldwide.
- Driven by a passion for impact and knowledge co-production, setting up new sustainable processes, programmes, institutions by focusing on effective project management:
  - founded and established an urban research centre in Sierra Leone in the post-Ebola context
  - first chair of the board of innovative UK charity and design studio CatalyticAction working with refugee and host populations in the Middle East; helped to set up internal processes and strategy.
  - developed a new professional training course for African professionals with 6,900 participants
  - managed all teaching in the department, including approval of new MSc, a new programme of dissertation fellowships where students do their dissertation in partnership with external organisations, new online teaching guidelines.
- Invited to deliver talks in four languages in six different countries.

Country experience

Kenya, Sierra Leone, Lebanon, Uganda, Nigeria, Bolivia, Brazil, Indonesia, Liberia, Philippines, Zimbabwe, Colombia, UK, Ireland, Italy

Areas of expertise

Inclusive urban development, urban planning, participatory planning, public participation, participatory methods, social diversity, urban resilience, urban poverty and inequalities, slum-upgrading, informal settlements, urban land tenure, urban conflict, intersectional inequalities, inequalities and climate change, social innovation and policy, mass displacement/forced migration in cities, higher education.

Education / Qualifications

2018	Senior Fellow of the UK Higher Education Academy (SFHEA). This is a very senior qualification for leadership in teaching in higher education. I was the only one holding this qualification in my department and one of only four people with the qualification in the Bartlett Faculty when I was awarded it (Oct 2018).
2012	PhD, Trinity College, Dublin. Co-producing Development: Participation, Power and Conflict in the Upgrading of Informal Settlements in Nairobi. Institute for International Integration Studies. External Examiner: Prof Carole Rakodi.
2008	MSc in Globalisation & Development, School of Oriental and African Studies, University of London.
2005	BA in Development Studies, University of Pavia (Italy), 110/110 cum laude.

Professional History

2023-	Professor of Participatory Development Planning, the Bartlett Development Planning Unit, University College London (UCL).
2019-	Associate Professor, the Bartlett Development Planning Unit, UCL.
2022	Scientific Advisor, Climate Governance Project, EAFIT University and Medellin Metropolitan Government (Colombia). Project to develop the governance and implementation plan of the climate adaptation and mitigation strategy and its dissemination to the public.
Apr 2022-Jul 2022	Visiting Researcher, Department of Architecture and Urban Studies, Polytechnic of Milan. Working on the analysis of the Public Engagement role of universities in urban fragile neighbourhoods, exchanging experiences between UCL and Polytechnic of Milan.
2019-	Programme Leader, MSc Social Development Practice, UCL (shared role with Julian Walker)
2017-	Lecturer (grade 8), the Bartlett Development Planning Unit, UCL.
2017-2019	DPU Director of Studies (the second highest position in the department overseeing the entire teaching offer of the Department).
Feb 2017-Jan 2018	Acting Programme Leader, MSc Social Development Practice (shared role with Julian Walker).
2014-	Lecturer, the Bartlett Development Planning Unit, UCL.
Oct 2013-Mar 2014	Consultant, CAFOD.
2012-2013	Research Coordinator/Participate Policy and Advocacy Manager, CAFOD and Beyond 2015.
2012-2014	Lecturer (Teaching) (20% FTE, 100% FTE since April 2014), the Bartlett Development Planning Unit, UCL.
Nov 2010-Feb 2011	Consultant, United Nations Human Settlements Programme (UN-Habitat), Safer Cities Programme, Nairobi, Kenya.
2009-2011	Research Associate, Institute of Development Studies, University of Nairobi.

2008	Intern for Rewrite the Future, International Save the Children Alliance, Secretariat London.
2006-2007	Kenya Country Coordinator, IPSIA NGO, Nairobi.
2005-2006	Project Manager, IPSIA NGO, Nairobi.

Other Appointments and Affiliations

2022-now   **Independent Expert Reviewer, Cara** (the Council for At-Risk Academics). I contribute to Cara's Syria Programme by supporting the review and feedback of research proposals submitted by Syrian academics.

2021-now   **Steering Committee member, N-AERUS** (Network-Association of European Researchers on Urbanisation in the South) www.n-aerus.net/en/
A trans-disciplinary network of researchers and practitioners working on urban development in the global South
- Lead the work of the network, including organising yearly international conferences.

2016-now   **Chair of Board of CatalyticAction**, a UK Charity founded by former DPU students. www.catalyticaction.org
- Years of research on participatory approaches have been translated into practice by championing and mentoring participatory planning processes in the Middle East to work with Syrian refugees and host communities. This has involved travelling to Lebanon and work with CatalyticAction in the Beqaa Valley.
- Shared my skills of running organisations and my networks.
- Over 40 projects completed and benefited directly over 8,500 vulnerable children.

2015-now   **Board member and co-founder, Sierra Leone Urban Research Centre (SLURC), Freetown**. After founding and building this centre, I am now a board member.

2015-2021   **Member of the Coordinating Group for Refugee and Forced Migrant Access to UCL** (Refuge in a Moving World) formed by 5 UCL staff which convenes the student-staff meetings on this topic and coordinated by Prof Elena Fiddian-Qasmiyeh.
- Chaired the working group on scholarships and negotiated with Vice-Provost Education and Student Affairs
- Contributed to proposal for support for students affected by forced migration, including creation of forced migration champions, endorsed by UCL Vice-Provost International.

2012-now   **Member**, Development Studies Association and **main organiser** of their 2022 conference: *Just sustainable futures in an urbanising and mobile world* hosted by UCL.

2019-2023   **Convenor**, **Urbanisation and Development** Study Group of the Development Studies Association.

2014-2019   **External Examiner for two postgraduate programmes at Oxford Brookes University**: Introduction to Humanitarian Response; Advanced Humanitarian Operations Training; Working in the Humanitarian Context; and MA in Humanitarian Action and Conflict. Helped the approval of new modules and the transition of one programme from PG Cert to full MA. One programme delivered in multiple countries in both English and French.

2012-17   Member, International Sociological Association

- **Peer reviewer** for the following academic journals: World Development, Urban Studies, Cities, Habitat International, Disasters, Progress in Planning, Development in Practice, Third World

Quarterly, Journal of Development Studies, Local Government Studies, Community Development Journal, Urban Research and Practice, Urbanisation, Urban Planning, Journal of Humanitarian Affairs, Social Inclusion, Open Health, International Planning Studies, Open Sage, British Academy Journal, Environmental Innovation and Societal Transitions, Urban Geography, Buildings & Cities, TeMA Journal of Land Use, Mobility and Environment.

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- **Reviewer of research grant proposals** for:
    - Economic and Social Research Council UK
    - UK Research and Innovation (Main UK Government agency funding research)
    - UK Grand Challenge Research Fund
    - University of Oxford
    - Israel Science Foundation.

- **Reviewer of book proposals** and **manuscripts** for Springer and Routledge.

I have declined invitations to be the reviewer for research funding bodies and academic journals due to illness, lack of time, and conflicting agendas (e.g. Netherlands Organisation for Scientific Research, Cogent Economics and Finance, Sage Open, International Development Planning Review, Journal of Regional and City Planning). I have also declined the invitation to be external examiner in the Department of Development Studies at the School of Oriental and African Studies, University of London.

Prizes, Awards and Other Honours

2020   **Artful Integrator Award** by the Biennal Participatory Design Conference for collaborative participation in design for the joint work with CatalyticAction in Lebanon.

2020   Nominated to **UCL Student Choice Awards** 2020 for **Inspiring Teaching Delivery.**

2019   **UCL Team Education Award**, to recognise the work of my team in promoting planning education in African cities.

2019   Awarded International Centenary Pop-up Workshop, the Bartlett, £2,115.

2018   **Provost's Award for Public Engagement**, UCL Culture, for my work in Sierra Leone.

2018   **UCL Education Award,** to recognise my work in education at UCL and particularly the development of Dissertation Fellowships (see below under Teaching).

2018   Nominated to the Provost's "man allies" initiative supporting gender equality at UCL.

2018   Santander Research Catalyst Award for travel to Brazil, £1,990.

2015   Unsung Heroes of UCL, Nomination for Random Acts of Kindness, UCL.

2012   International Sociological Association Scholarship to participate in the International PhD Laboratory of the International Sociological Association in Taipei (although I could not attend).

2011   European Sociological Association PhD Workshop, Geneva (this had a 12% success rate).

2009   Theory and Philosophy Summer School - Full scholarship for attendance, University of Cork.

2009-12   Irish Research Council for the Humanities & Social Science (IRCHSS) Postgraduate Scholarship. Awarded most competitive and prestigious postgraduate scholarship in Ireland to carry out my PhD. More than **€66,000** (€48,000 stipend + PhD fees).

2008-09   Trinity College Postgraduate Award, one year scholarship.

2005   Development Prize in the course 'Economics of Less Developed Countries' by Prof PJ Drudy, Trinity College.

Grants

The total value of the research projects in which I have been involved as a **Principal Investigator is approximately €3 million** (over €3.3 million the value of projects in which I had a leading role and I have been involved in research projects for a total budget of over nine million euro).

2023-28   **Shortlisted for ESRC Large Grants** (Out of 187 applications, only 27 proposals were shortlisted). *Intersectional Panels for Climate Change Justice*. Principal Investigator. Funder (external): Economic and Social Research Council. Budget: **€2,920,000 (Bangladesh, Colombia, Italy, China, Sierra Leone, Lebanon)**.

2023-26   *Co-producing Digital Platforms for Youth Inclusive Urban Governance*. **Principal Investigator** (role shared with Julian Walker)**.** Funder (External): Fondation Botnar. Budget: **€1,000,030 (Indonesia, Lebanon).**

2022-23   *Participatory Analysis of Co-designed Public Spaces In Beirut Post-blast Reconstruction*. **Principal Investigator**. Funder (External): Arts and Humanities Research Council AHRC & University of Bath. Budget: **€17,563 (Lebanon)**

2019-21   *DeCID: Empowering communities through participatory design of social infrastructures in areas affected by mass displacement.* **Principal Investigator**. Funder (External): Global Challenges Research Fund (GCRF). Budget: **€116,951 (Lebanon)**

2018-19   *Bringing Agenda 2030 and the Sustainable Development Goals (SDGs) to Life.* **Principal Investigator**. Funder (External): CAFOD. Budget: **€150,000** (**Liberia, Zambia, Kenya, Sierra Leone**).

2017-19   *Public services and vulnerability in the Lebanese context of large-scale displacement.* **Co-Investigator**. PI: Prof Henrietta Moore. Funder (External): Grand Challenges Research Fund (GCRF), British Academy. Budget: **€360,000** (**Lebanon**).

2017-22   *RELIEF: Refugees, Education, Learning, Information Technology, and Entrepreneurship for the Future.* **Named Collaborator**. PI: Prof Henrietta Moore. Funder (External): GCRF, Economic and Social Research Council (ESRC). Budget: **€5,951,112 (Lebanon)**.

2015-18   *Sierra Leone Urban Research Centre (SLURC).* **Project Director, Principal Investigator** and **Founder** (role shared with Dr Alexandre Apsan Frediani and Sierra Leonean partners Dr Joseph Macarthy and Mr Braima Koroma). Funder (External): DFID/Comic Relief. Budget: **€1,120,366** (**Sierra Leone**). The project involved a partnership with Njala University for the setting up of a research centre bringing together all major urban stakeholders in Freetown, including non-governmental organisations (NGOs), government institutions, local communities in order to develop research capacity and conduct world leading research, leading to equitable urban development in Sierra Leone. The project was implemented in the context of Sierra Leone which was at the 179th place out of 188 countries for the lowest Human Development Index. The establishment of the centre has also provided a platform for other international research projects.

2016-17   *Refugee self-reliance and humanitarian action in urban markets*. **Principal Investigator** (role shared with Juliano Fiori). Funder (External and Internal): Save the Children & DPU. Budget: **€137,400** (**Lebanon, India, Greece**). Focused on the linkages between urban, humanitarian and forced migration.

2016   *Knowledge production in urban infrastructure: lessons from and to Sierra Leonean informal settlements*. **Principal Investigator**. Funder (External): Engineering and Physical Sciences Research Council (EPSRC). Budget: **€8,880** (**UK**).

2014   *Wellbeing and citizenship in Urban Nigeria*. **Principal Investigator**. Funder (External): UK Department for International Development (DFID). Budget: **€69,000** (**Nigeria**). Research Programme: Urbanisation Research Nigeria (URN), led by ICF International. This research was part of a project to support the Government of Nigeria to design a strategy for infrastructure investment and inform the work of development partners.

2012-13   *COMPASS 2015*. **Principal Investigator**. Funder (External): CAFOD & DFID through Participate Programme. Budget: **€180,000** (multi-country: **Bolivia, Philippines, Uganda, Zimbabwe**).

A number of grants were awarded to IPSIA NGO while I was leading their work in Kenya.

Languages
English, Spanish, Italian, Portuguese (spoken, read only), French (spoken, read only)

Invited Talks

Invited to give talks in four languages in six countries.

2024   **Rebuilding Communities Through Public Space Interventions: Co-Learning From Beirut's Reconstruction After The 2020 Port Blast**, with Joana Dabaj (CatalyticAction). Middle East and North Africa Social Policy Network, MENASP Network Webinar Series, University of Birmingham, 24 January.

2022   **Working on Intersectional Inequalities in Marginalised Urban Areas: A reflection on the role of the university**. DAStU Seminar Series, Polytechnic of Milan, 20 May.

2022   **Research in the Periphery: methods and practices**. Discussant to Presentation of Dr Paolo Grassi. Seminar IUAV University, Venice, 16 May.

2022   **Desigualdades, justicia y cambio climático** (Inequalities, Justice and Climate Change), EAFIT University, Medellin, Colombia. 28 March.

2021   **Inclusive Spaces: Participatory design and diversity**. Bartlett Inclusive Spaces Series, 15 September.

2021   **Promoting children's participation in design**. InterAction, Shelter and Settlements Working Group, Washington (online), 11 March.

2019   **Urban Poverty and Development Planning**, Opportunities and Urban Poverty, Canning House, 11 December.

2019   **Urban Livelihoods and the City Economy**, Urban Transformations in Sierra Leone, Lessons from SLURC's research in Freetown, British Council, Freetown, Sierra Leone, 19 June.

2019   **Recognising diversity in participatory urban infrastructure interventions**. Symposium: Vulnerability, Infrastructure, and Displacement: the role of public services in Lebanese spaces of migration, London, 13 June.

2019   **MOOC: Development & planning in African cities.** KNOW learning exchange. Learning exchange session on Massive Open Online Courses, Senate House, London, 28 March.

2019   **Diversidad social y conflictos en procesos de transformación urbana. Nairobi, Freetown, y Bar Elias** (Social diversity and conflicts in processes of urban transformation). Urbam: Centro de Estudios Urbanos y Ambientales, EAFIT, Medellin, Colombia, 25 February.

2018	**Public Engagement through a Massive Open Online Course: training professionals on development & planning in African cities**. CAM Plus Comms Forum, University College London, 29 October.

2018   **Extractivismo urbano** (Urban extractivism), CEAPI (Centro de Estudios y Acción por la Igualdad), World Social Forum 2018, Salvador da Bahia, Brazil, 16 March.

2018   **Lutas e Práticas Coletivas pelo Direito à Cidade: exemplos da Africa** (Collective struggles and practices for the right to the city: examples from Africa)**, Thematic table:** Lutas e Práticas coletivas do Direito à Cidade: Neoliberalismo Urbano ou Vida em Comum, Faculty of Architecture and Urbanism, Federal University of Bahia, Brazil, 14 March.

2017   **Building institutions and relationships to enable knowledge to achieve social and environmental justice,** 30:30 Talk, DPU, UCL, 13 December.

2017   **Insights from first RELIEF scoping visit to Lebanon,** Panel: Migration, Education and International Development, Centre for Education and International Development Symposium, UCL Institute of Education, 15 June.

2017   **Evictions, market-led displacement, gentrification & the right to the city. Case studies and reflections from action-research,** invited by a collective of architects and urban researchers, The Mansion, Beirut, 14 April.

2016   **Good and ethical practice in ODA research**, BEAMS School Seminar: Research, Official Development Assistance, and the Global Challenges Research Fund, UCL, 8 June.

2015   **Researching local conflict: is co-production always possible?**, Practising Ethical Research in the Urban Global South, Practising Ethics in Built Environment Research Conference, UCL, 30 June.

2015   **Migration and Urbanisation: Addressing the Policy Gap in Development Cooperation** invited by the Swiss Development Agency and ETH Zurich during the 12th annual IMISCOE conference, University of Geneva, Switzerland, 26 June.

2014   **The privatisation of urban planning**, Development Planning Unit, London, 21 November.

2014   **Citizenship and well-being in Nigerian Cities: What is our role?**, DPU breakfast series, 13 November.

2014   **NVIVO Masterclass for PhD students**, Department of Sociology, Trinity College, Dublin, 3 April.

2012   **Struggle for land and housing: participation and capture in a Kenyan slum**, Seminar Series, Department of Anthropology, University College London, 26 November.

2010   **Bridging the Urban Divide: Social Inclusiveness in KSUP – Reducing Inequalities in Korogocho**, Roundtable on the Korogocho Slum Upgrading Programme at the presence of several ministries of the Government of Kenya, the United Nations, and the Government of Italy. Nairobi, Hilton Hotel, 10 March.

Academic Supervision

PhD supervision

Completed
- Dr Andrew Knight (2022, PhD) The Humanitarian Arena of Lesvos: Interrogating the Boundaries of Humanitarianism and Tourism. 1st Supervisor.

- Dr Rawya Khodor (2024, PhD) Health system resilience through coordination and learning: The NGO ecosystem of primary healthcare in Lebanon. 1st Supervisor.
- Dr Bruno Chichizola Ramírez (2020, PhD) Buen vivir and the capability approach: A study of indigenous cosmovision and its utility for development planning. 2nd Supervisor.
- Dr Fanny Froehlich (2021, PhD) The Construction of Gender in Development Work of International NGOs and Local Initiatives in Ghana. Understanding Normative Frameworks through studying Life Realities. 2nd Supervisor.
- Dr Mara Torres Piñedo (2023, PhD) Human Mobility in Disaster Risk Management Networks. The role of DRM networks in shaping vulnerability of forced migrant populations to disaster risk. The cases of Bogotá and Mexico City. 2nd Supervisor.
- Dr Jing Zhang (2023, PhD), China's Economic Engagements in Sub-Saharan Africa through Special Economic Zones. 2nd Supervisor.

Ongoing
I am currently supervising the following PhD students:
- Melike Toprak (2024, PhD), The impact of Chinese real estate investment on Nairobi's urban development. 1st Supervisor.

PhD Examination
Dr Kazi Nazrul Fattah, University of Queensland (2021)
Dr Ledia Andrawes, Institute for Global Prosperity, London (2020)
Dr Julius Nchor, Newcastle University (April 2022)
Dr Mariana Auad Proença, Politecnico di Milano and University of São Paulo (July 2023)

Examiner, PhD upgrading panels:
- Dr Katarina Soltesova (UCL Engineering) (MPhil-EngD transfer) (2014)
- Dr Pascale Hoffmann (UCL Engineering) (MPhil-EngD transfer) (2015)
- Dr Catalina de la Cruz Pincetti (UCL Institute of the Americas) (2015)
- Dr Harsh Jatkar (DPU) (2017)

MSc Dissertations
I have **supervised more than 60 MSc dissertations** from the DPU and the Department of History, many of them in partnership with external organisations needing research, and a good number have been published.

Postdoctoral Research Assistant and other research assistant
I supervised four postdocs at UCL and eight research assistants based at UCL. However, because my research projects are located in the global South, most of the researchers I managed were based in local research institutions. For example, I managed a **team of 43 researchers** in the COMPASS2015 project. My latest DeCID project involved a **team of 17 people**. As SLURC Co-Principal Investigator I was co-managing a team of six.

Research Career Summary

I have a **sustained track-record of securing competitive grants**. The total budget of my research projects as a Principal Investigator is **€3 million (€3.3 million including projects as a Co-I)**. I played a **lead role in collaborations with large research teams and research institutions in the global South**.

My research work focuses on **how power relations affect the participation of different people and social groups in urban development**. My research involves micro-analysis of power relations and diversity issues, including how social identities (gender, class, ethnicity, age, etc.) play out in development processes. My work analyses social and political conflicts and explores tensions between the individual and the collective.

I am particularly interested in how the participation of residents is organised within urban development, particularly in informal settlements, and what are the effects on in/equality and social exclusion. Therefore, a lot of my work has focused on intra-community inequalities and ways to approach them, particularly in the informal low-income settlements of African cities, where I had worked for two years

before embarking on my academic career. This work has led to **founding two institutions** working on these issues in Sierra Leone and the Middle East as well as **partnering with a number of NGOs to translate my findings in new approaches and methodologies for people's participation in urban development** (see under external engagement). I have also analysed processes of citizen participation at various scales from neighbourhood to global levels and have led participatory action-research processes in several countries to contribute to local and global processes such as the definition of the United Nations Sustainable Development Goals. My report was **commended by the Deputy Secretary-General of the United Nations** Amina Mohammed.

My research included a longitudinal study of **participation and conflict in slum-upgrading projects** where I was particularly interested in the upgrading of informal settlements in the context of pre-existing conflict, particularly around land. This has led to **outstanding sustained quality of research outputs in top-ranking journals** including Urban Studies, Development and Change, Environment and Urbanization, Cities, International Development Planning Review. More recently, I published a new framework for just slum upgrading on the leading journal Habitat International.

While I enjoy working on **theoretical outputs**, in my research and practice work I strive for **impact on the ground** and I enjoy working **at different scales**. I have worked with local planning officers on a neighbourhood issue as well as bringing my research to the General Assembly of the United Nations. It is through this work across scales that some of my most interesting theoretical contributions have emerged.

My commitment to spatial justice involves a lot of work in **building the research infrastructure and capacity in the global South** to ensure international research collaborations are driven by agendas set by local actors. I have led a **€1,120,366** project to establish an urban research centre in Freetown, the capital of Sierra Leone **to set a South-led problem-focused research agenda**. Through the centre, I have been part of a number of research activities in the informal settlements. After nine years, I am now **sitting on the board and provide strategic advice to this cross-disciplinary research centre**.

I led a **participatory spatial intervention** to reduce vulnerability and conflict between host and refugee communities in the city of Bar Elias (Lebanon), a Lebanese town bordering Syria, where the population suddenly increased with an inflow of Syrian refugees. The project developed **innovations in participatory planning and participatory research methods with a focus on contributing to diversity and equality** in a context characterised by social tensions based on different intersecting dimensions of people's identity. The project also aimed to develop new methodological approaches to work with diversity through participatory design and was linked to the €6 million RELIEF Centre. A policy-oriented project I led was the **Well-being and citizenship of urban Nigerians**, exploring how the well-being of urban citizens is understood by urban professionals and policy makers in Nigeria, and identifying key trends affecting urban well-being. This was part of a **major multi-group collaborative research programme** funded by the UK Government Department for International Development to inform the country's urban policy.

A characteristic of my research is that it attempts to use **theoretical advances to influence policy discourses in order to transform power relations**. I have a track record of **significant innovation in policy engagement activity and sustained co-production with non-academic actors** (see also external engagement). For example, my project on the livelihoods of the residents of informal settlements in Freetown makes an argument about how urban resilience depends on the work of these livelihood sectors and thus warns against the displacement of these sectors, calling government to engage positively with the informal reality of their city.

I am continuing to **mainstreaming diversity and intersectionality into urban development practice through methodological innovations**, with a particular focus on very unequal, conflict-ridden, or forced migration contexts. For example, I led a project analysing co-designed public spaces in Beirut post 2020 blast reconstruction. The last book I co-edited for Routledge was the outcome of **sustained engagement with leading contributors in the subject area** which translated global collaborations and conference panels into an important book.

Another area where I made a substantial contribution is **children participation in urban development and design**. The main output of the international transdisciplinary research project

DeCID was a handbook for the codesign of built interventions with children in displacement of which I am the main author. The publication has brought together two UN agencies (UNICEF that works with children and UN-Habitat that focuses on cities) to intensify their collaboration in this area that crosses between their mandates. The handbook **sets a clear international policy position and standards** for the engagement of children in displacement. The handbook has been translated in three languages, now being translated in a fourth one, and with evidence of use in different settings, including Ukraine to work with children affected by displacement and their communities.

UN-Habitat Executive Director, Maimunah Mohd Sharif, used her personal twitter account to praise the handbook, encouraging people to use it to learn about co-design with children in displacement. Gareth Owen, OBE and **Humanitarian Director of Save the Children**, one of the largest and most important humanitarian organisations, commented on my work in this way: "*A project like this and this approach, frankly nothing could be more important, certainly in humanitarian aid. A child says 'I feel listened to', this is hugely important. The ability to see things through children's eyes is absolutely vital. In essence, it is about giving children agency and voice: two things that are incredibly important in their life, especially in crises*". At the launch of the handbook, speaking of my approach and project, Dyfed Aubrey, **UN-Habitat Inter-Regional Coordinator**, one of the most senior staff at the agency and previous UN-Habitat Regional Director of Arab States, said: "*The experience of engaging children in public space, in the design process has strengthen ownership. It strengthens the social contract between young people and government, especially in those conflict areas. By co-creating with others, you are strengthening their sense of social cohesion. When people are displaced there is this concept of being a guest which means you are temporary. When you engage people in public space and engage displaced population in building that space where they live alongside host communities, you go beyond being a guest, you start to belong. Building a bridge from being a guest to be someone who belongs is so critical and that was what co-building a public space offers.*" Finally, Peter Oborn, **President of the Commonwealth Association of Architects** (CAA) and former Vice-President of Royal Institute of British Architects, said: "*The DeCID handbook is a welcome addition to the body of work that seeks to support communities of all kinds to help them shape their own environment*".

I play a **leading role in significant associations and networks in my discipline**. I am part of the steering committee leading the Network-Association of European Researchers on Urbanisation in the South (N-AERUS) which organise yearly conferences. Moreover, in 2022, I was the **leading organiser** of the Development Studies Association (DSA) Conference hosted by UCL. This involved coordinating five different UCL departments, technical personnel and the DSA professional organisation. I have led the work to develop an innovative methodology building on UCL best practice to use both asynchronous and synchronous approaches to ensure inclusiveness and focus on discussion. The conference was the largest in the history of the DSA and attracted 726 participants, amongst which over **43% were based and from the global South**. Participants came from 69 countries and, amongst the top 11 delegations, there were 5 African and 3 Asian countries (for example, there were 140 participants based in Africa). Attendees addressed some of the global challenges, including the Climate Crisis, Inequality, and Data-empowered Societies. This was particularly important given that, traditionally, debates about global development issues affecting the global South are dominated by scholarship produced by global North universities. This more equal participation represented an important shift towards a **decolonising agenda**. This was achieved by raising funding support to provided fee waivers for global South participants. Developing an online methodology was also fundamental to limit carbon footprint, while delivering the most diverse DSA conference ever. The methodology used a limited number of core hours for synchronous discussion, and pre-recorded presentations available in advance. This accommodated for different time zones, caring responsibilities, different learning styles and disabilities. It dramatically reduced zoom fatigue and focused on discussion.

Moreover, I provided **extensive support and mentoring of early career researchers,** for instance, through **the organisation of significant global enabling activities** such as the ECR grant writing workshop of the DSA Urbanisation and Development Study Group, which I convened (with Philipp Horn), and the organisation of the DSA 2022 conference discussed above. I have advised and **mentored a number of early career researchers and teaching staff. I had a major impact on the career progression of 9 people at UCL** (excluding PhD students). My **PhD students who successfully completed have all moved into careers based on their research skills**. After benefiting in the early stages of my supervisory career of the mentoring of senior colleagues, I have provided **effective mentoring to two colleagues who were new to PhD supervision**.

I am **regularly invited to give talks at international academic events** (see above list of 25 talks in four languages in six countries). I am **frequently invited to deliver research and analysis by external organisations** such as Save the Children, CAFOD, ICF International, Comic Relief, Caritas Africa and **provided advice to national and international organisations**, such as the UK Department for International Development, UN-Habitat, and international NGOs. This includes repeated engagement to develop and facilitate research processes to contribute to implement Sustainable Development Goals in specific African countries, evaluation of programmes, or new joint policy-relevant research.

Teaching Career Summary

I believe that one of the **most powerful ways** for an academic **to make a change** in the world is **through teaching**. The training of the next generation of urban professionals is a fundamental task to achieve a sustainable and just urban development. Teaching has been one of the most rewarding activities of my job. I have **put my heart into each one of the over 60 MSc dissertation** I have supervised and enjoy to witness the intellectual development of students. I also put a lot of effort in the education of a new generation of scholars through **PhD supervision** and training, as well as in the **mentoring of early career colleagues**.

In 2018, I have been awarded a **Senior Fellowship of the UK Higher Education Academy** for my leadership role in teaching. I was also conferred **two UCL Education Awards** one for the development of the Dissertation Fellowship programme, and one for the establishment of urban development and planning education in Africa, on top of a nomination for the **UCL Student Choice Awards for Inspiring Teaching Delivery**.

My teaching builds on my experience and research, and it also reflects my search for bridges between urban practitioners and academia. My teaching **is research-based**, making students excited by challenging them with cutting-edge ideas from practice and using teaching as an opportunity to further refine research ideas. Therefore, I plan to always renew the curriculum of my modules informed by my research so that **students** are able to learn through **participating in research and enquire**. This requires a diversity of **inclusive teaching practices and methods** that involve different learning types.

Since 2008, I have been **teaching in Higher Education in the Republic of Ireland, UK, Italy, Sierra Leone, Colombia and Brazil**. The diversity of approaches and teaching cultures has helped me to adapt to the DPU's **hyper-diverse student body** with more than 50 different nationalities each year.

During my tenure as a **programme leader of the MSc Social Development Practice**, the programme has grown to its largest cohort ever, 45 students from 25 different nationalities (more than double than when I started teaching on the programme) as well as a significant growth in applications. A central theme in my teaching is equality, diversity and inclusion and I have **led action to contribute to Equality Diversity and Inclusion at UCL** in a number of ways. Working with the other programme leader, we **achieved one of the most diverse teaching teams.** Three out of nine are black members of staff, I have **mentored two of them into an academic career** supporting their transition from a PhD and from an administrative position. The team includes staff from Iran, Lebanon, Mexico, Germany, Eritrea, Canada, Italy, and a British-Jamaican. This has had a significant positive impact on the teaching given the centrality to the programme's contents of diversity and inclusion issues and social development in the global South, as well as reflecting the diversity of the student body.

Last year, the MSc programme I lead had two African students who were awarded the full Bartlett Promise scholarship in its first year of being open to Africans. This was an important achievement because while the establishment of this scholarship has been a collective faculty result, I have been personally **advocating for scholarships for African students** since the establishment of the DPU60 scholarship in 2014, when I had already grasped a worrying trend of lowering African students despite the relevance of our department's MSc programmes to the needs of that region. Initially, I was unsuccessful in changing the DPU60 to include MSc level funding and a focus on African applicants. However, since 2017, when I took over as DPU Director of Studies, I became vocal using department-

wide statistics and trends on applicants from Africa, and then was pleased when the DPU was able to convince the faculty to expand the Bartlett Promise scholarship to African students.

I am a firm believer in the importance of **urban development education and capacity building for more just cities** in the global South. I have led the development of **innovative approaches to short courses for professional development, with a series of face-to-face courses** targeting African urban professionals. This was a **collaborative education project in partnership with the Sierra Leone Urban Research Centre and Njala University**. This work later led to the launching of the first ever Massive Open Online Course (MOOC) in our faculty that reached 6,900 students (see under external engagement).

I have a passion for working within the rules to create processes and systems that enable **effective teaching innovations**. More recently, I led the work of the department to produce guidelines for **online teaching** during COVID-19.

On top of delivering inspiring and high impact teaching, I have also **sustained leadership in improving education and mentoring and reviewing the development of new curricula and programmes in other higher education institutions**. As an academic with a past life as an aid worker, in 2014, I was asked to be the **external examiner on two postgraduate programmes** for humanitarian workers at the School of Architecture at **Oxford Brookes University**. The first was a Humanitarian Operations Programme (HOP) run by Save the Children to train humanitarian staff through a mix of distance learning, intense residential periods, and a module based on reflective learning on a 6-months deployment. Reflecting on my 5-year involvement with the development of the programmes, my key function was that of **stimulating change and improvement of teaching and learning** and my role was much more than that of an external examiner. While the HOP modules existed before, they were internal trainings rather than Master's level university modules. Tutors were very experienced in the subject area but were not familiar with UK HE frameworks and standards. As there were multiple editions of the programme, we had at least four board meetings every year and each meeting was used to reflect on the teaching and assess the impact of previous changes. The modules were also approved to be delivered in French; which was a very interesting experience for me because I could compare cohorts for the same module run in England, Jordan, Kenya, Wales, Bangladesh and Senegal. As external examiner at Brookes, I also led the **review of the curriculum and approval of a new MA** in Humanitarian Action and Conflict (which previously was only PG Certificate).

As the School of Architecture was particularly interested in this new model of collaboration with an NGO partner in the delivery of a HE PG programme, the Head of School, Matt Gaskin, was personally present to all board meetings and this allowed me to create a very stimulating reflective environment on the challenges of humanitarian education which led to the consolidation of the programmes informed by a longitudinal analysis of the previous years. When I asked him to provide feedback on my role, these were his words: *"Andrea has been pivotal in developing and strengthening the programmes in his role as external examiner, primarily advising and then managing the teaching and assessment team in the revision of the alignment of delivery with learning outcomes. […] Andrea has also made key contributions to the currency of the programme and the shaping of the module content for online delivery, in dual languages"*.

While it is difficult to approach this scientifically given the hundreds of students I taught in the fifteen academic years teaching at university level (eleven at UCL), I believe a sample of students' additional and free remarks in their anonymous evaluations is a good way to grasp a sense of the transformative nature of my teaching. (All in response to "please use this space to add any additional comments you wish to make about the module" and only for modules entirely taught by me at UCL):

- *"Andrea is one of the **most caring professors I've ever had**. I feel like I could tackle the material because all of his extra effort and creativity."*
- *"The module was excellent and **helped build my critical skills more than any other module**. I also really appreciated the effort that Andrea put into the course and the enthusiasm he brought to each lecture."*
- *"First, it became one of the **most relevant module I have taken in my life**. I can't even measure how it changed my perception towards some notions I had before coming to UCL. Second: I think it is super important to recognise the effort Andrea puts in DPU's students outside the classroom. The energy and time he puts so we get the most out of this year is unbelievable. Thank you."*

- *"**This was a really incredible module that really positively increased my depth of understanding about life and how people function relationally at all scales**, including global. Thank you for a really great year!"*
- *"This was a wonderful course I didn't realise how much I learned till the end, but I feel so much more prepared for the development field. Andrea is so caring and passionate, and it shows in his teaching style."*
- *"I really enjoyed this module and I'm very appreciative of all the effort Andrea put in. His enthusiasm is contagious!"*
- *"Andrea is very effective at communicating the importance and complexity of issues; he does it with a lot of passion and enthusiasm"*
- *"I loved the class. I really liked that the topics are relevant for present discussions in the world. I now feel I can have any argumented (sic) conversation about development!"*
- *"Really enjoyed this module and I will take away a lot of knowledge and skills which are applicable in any development sector job – thank you!*
- *"Thank you for all the passion and effort put into teaching. I loved the module and the new approach to some old topics."*
- *"I really loved this module and you could tell that Andrea put in a lot of effort which I really appreciated, and which ultimately made the module no only really informative, but super enjoyable as well!"*
- *"I am extremely satisfied with this module"*

I feel that the following email received out of the blue, five years after teaching this student **demonstrates the deep long-term impact of my teaching.** It is from a student who is the CEO of an important international NGO working on disability and is also involved in teaching:

"*I wanted you to know that I still use the notes I made in your class almost every day. You did three brilliant things: You told us to note two or three sentences on every paper about what it said, and what we took from it – you made us summarise and think and record! You encouraged us to do the collective annotated bibliography – which I still have and use, a lot. You did that final Prezi (even though I despise Prezi) and you went through the whole course and showed how it all connected. I made my own version and it's on my wall. You and I didn't always agree, especially in Salvador, but I wanted you to know I found this rigor and structure and genuine thoughtful, creative input immensely powerful, and still do. In fact we use some of the methods for our students. Thanks you.*"

Below a list of activities that demonstrate my **leadership in education including in cross-institutional initiatives**:

2015-now   **Establishing Teaching in Urban Development in Sierra Leone** by founding a Research and Higher Education centre and work with colleagues across the globe to build the capacity of local academics to deliver planning courses. These specifically target urban professionals to fill a gap and achieve impact. I co-designed and co-taught courses on urban risk, gender and livelihoods, and development and planning in African cities. The courses aimed at government staff, NGO professionals, and researchers. The courses were connected to ongoing research and had a practice component which meant that participants conducted research in informal settlements. For many government officers, this was their first time to visit informal settlements and work with their residents. Relationships between urban stakeholders particularly government and communities living in informal settlements are characterised by mistrust and conflict. Through these courses, we created a space which brokered collaborative relationships amongst urban stakeholders. Building on these courses, we are working on the development of an MSc on Development and Planning in African Cities.

2022   Invited Lecturer, Module: Space, Cities and Development (MSc in Local Development), University of Padua, Italy.

2018   Led a book chapter **to translate over 10 years of research and teaching on African cities into a pedagogical resource for students and tutors globally**. The chapter presents a curriculum with the key themes and issues which has been used to develop a module in development and planning in African cities and a MOOC.

2018	Delivered course for urban professionals in Sierra Leone on Development and Planning in African Cities with Dr Joseph Macarthy (see below).
2018	Developed a Massive Open Online Course (MOOC) on Development and Planning in African Cities with Dr Joseph Macarthy (see below).
2018	**Supported Federal University of São Paulo to develop pedagogical offer and MSc in Cities**. Three days sharing the learning from the 6 MSc at DPU/UCL, and their practice component in partnership with communities. Later reviewed their MSc proposal.
2012-now	**Module Leader/Lecturer, Social Diversity, Inequality and Poverty, UCL**. This module explores the theoretical debates that link diverse social identities and power relations, and the competing models of equity and justice that attempt to reconcile them. It examines the implications of these debates for urban development practice. I use class dynamics as a way of making students experience and reflect on equality, diversity and inclusion. The module is also an expression of connected curriculum where I bring the cutting-edge findings of my research as the base for students' learning. The module also deals with different understandings, definitions and ways of measuring poverty and inequality and the implications for development policy and practice.
2014-2021	**Module Leader/Lecturer, NGOs and Social Transformation, UCL.** I established this module as a result of multiple engagements with Development NGOs. The module hosts panels of NGO practitioners (more than 12 NGO practitioners every year) to discuss contemporary challenges and thus becomes a space of reflection and mutual learning. It covers different theoretical approaches to NGOs, and analytical models of social change. In 2022, I have passed the teaching of this module to a colleague.
2014-17	**Conceived, developed, tested, expanded and mainstreamed a new departmental-wide programme of Dissertation Fellowships,** where postgraduate students do their dissertation on a topic relevant to an external development partner or research project. The programme benefits dozens of students every year and is based on the **connected curriculum**. This was developed following **substantial engagement with students and their feedback and fine tuning it through one-year pilot**. I received a **UCL Education Award** to recognise the value of this programme. A quote from a student that demonstrate the impact: "*I thought it was a wonderful opportunity. I really enjoyed knowing that the outcome of the dissertation was not just a personal piece of academia, but would be useful for an external organization […] Since the academic year has finished I have remained in contact with Just Space and have produced an abridged version for them to circulate. It's quite exciting to know that this piece of work is not just for the grade, but for a wider network!*"
2017-now	**Invited Lecturer**, MSc in Sustainable Engineering Management for International Development, Swansea University and Prince's Foundation for Building Community. I bring an input on the methods for engagement with communities to engineers and I always receive excellent feedback on how I manage to prompt reflection on how social relations shape the impact of technical interventions.
2017	**Creating the supporting materials and leading activities for MSc dissertations**, serving 200+ students each year. It included preparing comprehensive guidelines, Moodle page, and FAQs to guide students but also ensure consistent supervision across the 40+ supervisors.
2015-now	**Field teaching and mentoring in Kenya, Brazil, Indonesia.** Every year I accompany the MSc Social Development Practice students on a 15 days overseas practice engagement working with local communities (online during COVID-19).
2015	**Invited Lecturer**, Master's in Human Development & Food Security, Faculty of Economics, University of Roma Tre, Italy.

2013-21	**Guest Lecturer** in postgraduate modules: Social Policy and Citizenship, Social Development Practice, Critical Ideas of Development and Doctoral Seminar, UCL.

2011-12   **Teaching Assistant,** Department of Sociology, Trinity College, Dublin.
3rd year undergraduate course 'Globalisation and Development'
  - Module I: **Globalisation and Development**
  - Module II: **Global Culture and Local Knowledge**

2008-09   **Teaching Assistant and Guest Lecturer,** Department of Sociology, Trinity College, Dublin.
3rd year undergraduate course 'Themes in Sociological Enquiry'
  - Module I: **Globalisation**
  - Module II: **Home and Migration**

2008   **Lecturer,** postgraduate programme for '**Peace Mediators'** promoted by the European Union and the Regional Government of Sardinia in Cagliari, Italy. Subjects: Urbanisation in Africa, Intercultural Communication, East African Culture, Development Cooperation in Conflict Zones.

2008   **Tutor** in Nairobi, Kenya, during the internships with the NGO IPSIA (ACLI Institute for Peace Development and Innovation) for the students of the 'Peace Mediators' Programme.

External Engagement

My area of expertise is very applied and through my external engagement I contributed to my department's mission of building the capacity of national governments, local authorities, NGOs, aid agencies and businesses working towards socially just and sustainable development. My original approach to **external engagement resulted in significant innovative examples to UCL's public engagement practice and brought outstanding institutional benefit to UCL.** It included: founding two non-profit organisations (still chairing one and being in the board of the other**)** with whom UCL obtained several joint research projects and contracts; developing a new partnership model with Save the Children; establishing a Dissertation Fellowship Programme, pairing dozens of students with external organisations; and developing a methodology for involving civil society into producing national implementation plans for the Sustainable Development Goals deployed in four African countries.

The project that best exemplifies my external engagement is the Sierra Leone Urban Research Centre (SLURC) which I co-founded in 2014 (see above under Grants) to **engage a wide range of urban stakeholders in the promotion of equitable urban planning in one of the most difficult contexts in the world**. In this context, the relationships between urban stakeholders particularly government and communities living in informal settlements are characterised by mistrust and conflict. I set out to found a new institution which brokered collaborative relationships amongst urban stakeholders. I did this through a wide range of activities to build capacity of local actors, co-produce knowledge, disseminate the knowledge to those who need it, and build partnerships for urban equitable development. This included training programmes aimed at government staff, community members, NGO professionals, and researchers. I **led the development of the course Development and Planning in African cities** (see below) **to train and foster interactions between African urban professionals, civil servants, and civil society leaders, reaching thousands of people**. SLURC also works very closely with a consortium of NGOs implementing projects in slum communities by providing them with the research capacity they need to build effective development programmes. The **Vice-Provost International, Dame Nicola Brewer, has praised the project indicating it as a "brilliant case"** and an ideal model of global public engagement, in which UCL contributes to building local capacity by strengthening local HE institutions so that they can play a central role in the development of their country. For this work I was one of only four staff at UCL to be awarded a **Provost's Award for Public Engagement** in 2018. The project became one of **UCL Strategic International Projects and Programmes (SIPP)** and UCL Vice-Provost International and Vice-Provost for Africa as well as other senior UCL staff participated in a trip in 2019 where they met high-level academic and government representatives in Sierra Leone. My work in Sierra Leone with

SLURC was also part of **one Impact Case study for the Research Excellent Framework (REF)** and my work establishing SLURC has also **enabled a second REF Impact Case**. The REF Impact Cases are very important because the government uses them to distribute research funding to universities.

I organised a delegation of Sierra Leonean officials in Quito, Ecuador, at Habitat III, a global United Nations conference that takes place every 20 years. The delegation included the Mayor of Freetown (the Capital of Sierra Leone). I created opportunities for networking, advocacy, and looked for development partners. I organised meetings with the EU, UN-Habitat, and other African governments in which the plights of Freetown were put on the political agenda. Another important activity was the organisation of a network of Freetown Change makers made up of fifteen key individuals from government, civil society, academia, and media selected on the basis of their future role in transforming the city. They travelled to Cape Town (South Africa) for an intense programme of visits to the city and regional governments, NGOs, and community projects and reflected about how these experiences could be relevant for Sierra Leone.

SLURC worked as a platform enabling international researchers to co-produce knowledge with local researchers and thus to conduct research in what is a difficult research environment. SLURC provided access to communities and local researchers thus enabling ethical research directed towards the needs of the urban poor. SLURC allowed a two-way process in which local communities were listened to by academics and policy-makers, and influenced the research agenda in the country. Today, several international multi-million research projects have involved SLURC and the communities with whom SLURC work as key partners. I have **shared the learning from this work in different ways to help colleagues embed public engagement in their UCL practice**, for example I convened the panel "**Partnering between higher education institutions for social and environmental justice**" at the UCL Institute of Education, CEID Annual Conference 2018 on Higher Education and International Development. Finally, I ensured that alumni could benefit directly by advocating, establishing and mentoring DPU fellows who spend 8 months at SLURC in Sierra Leone, funded by the DPU. This has enhanced the career of four students so far and two more fellows are planned to join soon. This is in addition to dozens of other UCL students who travelled to SLURC for their dissertations or practice engagement.

One example of the way I connect teaching, research and **external engagement** is my recent work with CatalyticAction, UNICEF and UN-Habitat pushing these two UN agencies to move beyond their silos and talk together about **co-designing urban interventions with children affected by displacement**. I identified a need to help different actors to understand the complexity and potential of integrated co-designed built interventions with children. This led me to develop a research project involving two UN Agencies as well as developing a **training for humanitarian staff** working at Save the Children. The work led to the publication of a **handbook in three languages** that **obtained international recognition** and was praised by UN-Habitat Executive Director (see more under research career summary and significant publications). This was the final output of a multi-year process which started in my classroom where I was delivering **research-based teaching** informed by my experience working with NGOs. My student decided to found a Charity and design studio that uses participatory design to improve the lives of people, especially children, in humanitarian contexts in the Middle East. I have mentored this organisation and I am the Chair of the Board of Trustees. This collaboration helped me to **translate into practice the insights of my research** and led to a number of joint research projects analysing the impact of participatory design in the context of forced migration, disasters, and political and economic crises. The organisation has implemented over 40 projects, bringing positive change to thousands of people. In particular, it has **brought essential educational spaces to over 8,500 vulnerable children**. I **shared this experience and best practice with colleagues**, for example through a dedicated **Bartlett Inclusive Spaces** Event (see under talks) and through publications.

I **developed a new model for NGO-University knowledge exchange** by co-hiring a researcher with Save the Children, which led to a unique research project, two books and other policy-relevant publications and brought **critical academic research into one of the largest humanitarian organisations**. I worked in policy and advocacy research to influence the most important development agenda: the United Nations Sustainable Development Goals (SDGs). Then, I have conducted participatory research into the implementation of the SDGs in four African countries.

In 2022, I spent four months as a visiting researcher at the Polytechnic of Milan to **exchange and research experiences on the role of universities and Public Engagement in fragile urban contexts**.

Prior to joining UCL, I have also been a consultant for United Nations Human Settlements Programme assessing a programme to make cities safer and I was able to consolidate these relationships to build new collaborations with UCL.

2022	Analysed and compared the public engagement role of universities in fragile urban contexts, producing and presenting the results of this research at the Polytechnic of Milan where I was a visiting researcher.
2018-now	**Developed Massive Open Online Course (MOOC)**. *Development and planning in African Cities: Exploring theories, policies and practices from Sierra Leone*, developed with Dr Joseph Macarthy, Executive Director of the Sierra Leone Urban Research Centre, and with contributions from global experts. We had **6,900 participants** enrolled on the course from **120 countries**. The course has been disseminated through the United Cities and Local Governments of Africa (UCLG Africa). This was the first MOOC developed at the Bartlett and I have been involved in sharing my experience with many colleagues across UCL, leading to other colleagues developing MOOCs.
2018	**Development and Planning in African cities**. Course by DPU and SLURC for civil servants, urban professionals and academics, Freetown (Sierra Leone), 11-16 June.
2017-18	Supervising two MSc students to conduct **research on a new model of resettling refugees in the UK** through community sponsorship. Produced two reports in partnership with Citizens UK and the Foundation for Community Sponsorship of Refugees. I partnered up with Citizens UK to engage students in dissertation work analysing the first case studies of resettlement under the new community sponsorship scheme for Syrians refugees in the UK (see CV)
2014	**Invited speaker to the International Council of the International Minority Rights Group** (MRG) in a panel alongside Prof David Satterthwaite to discuss the issue of minorities' rights in the urban context and presenting on **citizenship and indigeneity in Nigerian cities**. MRG International Council Session, 10 October.
2014	Invited to be part of the Workshop ID100 led by Bond and the University of Sheffield at the Wellcome Trust to identify research questions relevant for post-2015 development policy and practice, 19 May. This led a brief article "NGO-academics knowledge co-production" with Julian Walker and Alexandre Apsan Frediani on how the DPU approaches NGO-academics collaboration.
2013	**Presented results of my research in side event at United Nations General Assembly**, translated research outcomes in advocacy messages for the United Nations in order to influence the Sustainable Development Goals. I was later commissioned to produce another report on how people living in poverty could participate to policy-making processes.
2009-10	Coordinated the work of an advocacy campaign "Stop Dumping Death on Us" to close the biggest dumpsite in East Africa and establish a proper solid waste management system in Nairobi.

Media

2020	Podcast on Diversity part of the series Thinking Cities: Debating Just Development in the Global South, Bartlett.
2019	Interview: "Diversidad social y participación ciudadana, claves del desarrollo urbano", EAFIT Noticias, 25 February.
2018	Documentary: Participatory Spatial Intervention. British Academy, UCL, Catalytic Action.

2017	Radio interview on Bartlett/UFBA work. Radio in Suburbio Feroviario in Salvador, Brazil.
2017	Radio Interview on mudslides in Freetown. Radio Popolare, Italy.
2015	Radio Interview on the impact of the Ebola outbreak on Sierra Leone. Radio Popolare, Italy.
2014	Radio interview on Sierra Leone urban challenges and the role of research. Radio Njala University, Sierra Leone.
2009	I wrote daily articles from the World Social Forum in Belem (Brazil) for the Italian Newspaper l'Unità founded by Antonio Gramsci, 28 January-2 February.

Selected Clients of my consultancy work

UK Department for International Development (DFID), UN-Habitat, ICF International, Comic Relief, CAFOD, Caritas Africa, IPSIA (ACLI Institute for Peace, Development, Innovation), Alphasights, Urban Emerge.

Institutional Citizenship

I have **served in multiple roles at university, faculty and departmental levels** and recognise that institutional citizenship and academic management are fundamental. I learned that effective management involves patient listening, mentoring, and mediation. I was DPU Director of Studies, the second highest academic **leadership role in the department overseeing the management of the entire teaching offer**. In this role, I have learned how the **quality of relationships** amongst colleagues is key to department's success, and invested in coordination and mentoring, facilitating processes of collective decision making. In recognition of the excellence of my work in the management of teaching and learning, I was awarded a Senior Fellowship of the Higher Education Academy (This is a very important qualification for those involved in teaching in Higher Education). After my tenure as Director of Studies, this role was split into three people (Director of Studies, Deputy Director of Studies, Dissertation Coordinator) because considered too onerous for one person.

In this role, I provided **leadership on student recruitment and widening participation activities.** I oversaw all the teaching and learning activities, including admissions, chairing Departmental Teaching Committee, deputy chair of Student-Staff Consultative Committee, making all decision on Suspension of Regulations and Extenuating Circumstances, monitoring consistency across the programmes by analysing a sample of applications. I fully comprehended how much this role was important in widening participation, ensuring some groups of students can get admitted and succeed once they have enrolled into the programme. It also made me aware of the main obstacles they face, particularly in relation to mental health. In practice, this meant interpreting the role beyond its administrative and management side and instead reflect on data and examples and use them to encourage discussion at departmental and faculty teaching committees to raise awareness and decide a consistent and fair approach.

I reviewed documentation of all new modules and programmes, and prepared departmental reports such as the UCL's Annual Student Experience Review. In particular, I supported a colleague new to UCL to get the new programme MSc Health in Urban Development approved as he had just joined from outside the EU and was unfamiliar with UK HE requirements.

I also **managed and coordinated processes of change motivating colleagues in the department.** My role involved discussing with Faculty and College on new changes/teaching regulations through active participation in the Faculty Teaching Committee and the Postgraduate Programme Committee and then get academics and professional services to implement changes. This meant understanding the rationale and be convinced myself of their usefulness to manage to change practice and behaviours. An example was the Academic Model Project (AMP), where I worked to prepare one programme summary as a model, discuss it with AMP staff, and then supported all colleagues to prepare theirs.

An example of **personal impact in a departmental learning initiative** was my response to the Postgraduate Taught Experience Survey in which the department had its lowest score on feedback. I worked to **enhance learning** on this aspect with the support of a PGTA. I proposed workshops for all DPU MSc Programmes in which students would assess and discuss past students' work to

understand assessment criteria. Moreover, I provided a useful tool when the department needed **an effective way to embed substantial student voice** early in the programme given that MSc programmes only last one year. After successfully exploring the tool in my modules, I shared my mid-term participatory quick evaluation technique (stop/start/continue) for gaining feedback from students about the class. The tool was shared amongst all programme leaders and colleagues who adopted it were very positive about the results.

As the Career Tutor I developed a DPU **Careers Programme for 200+ students** every year to connect programme learning with professional practice, inspiring them from the beginning with ideas from alumni and staff on the pathways available. It included a lunchtime series with professionals (including employers of our alumni) which allowed students to reflect on how their learning translates into transferable skills for specific sectors. The programme ended with a networking space for students to get personal mentoring from alumni and align their study/dissertation towards their future lives. The programme was praised by management and programme leaders, institutionalised, and passed it on to other staff who are now running it.

Finally, I also made a significant and **sustained contribution to the strategic direction of the university in terms of Equality, Diversity and Inclusion by working on making UCL a friendly institution for people with a forced migration background** (see under appointments and affiliations). I am part of the reviewers of the **Local Research Ethics Committee**. Under Research and External Engagement, I listed examples of **leading international partnerships with significant UCL reputational impact** such as the Sierra Leone Urban Research Centre and the hosting of the Development Studies Association Conference 2022, through which I **personally contributed to UCL's profile in the UK and internationally.**

Services to the department

2022-   DPU Research Ethics Committee

2020-22   Led working group on online teaching producing DPU's guidelines for online teaching

2020-   Member of the DPU working group on scholarship

2019-   **Programme Leader**, MSc Social Development

2017-19   **DPU Director of Studies**

2017-19   Member of DPU Director's Advisory Group

2014-17   **DPU Careers Tutor**

2017-18   Panel member of the Otto Koenigsberger Scholarship (OKS).

Member of at least 10 recruitment panels for academic and professional services staff.

Services to the Bartlett Faculty

2017-19   Member, Faculty Teaching Committee

2017-19   Member, Faculty Postgraduate Programme Committee

2014-17   Member, Bartlett Library Committee

Services to the University

2018   Part of the Provost's "man allies" initiative supporting gender equality at UCL

2015-21   Member of the Coordinating Group for Refugee and Forced Migrant Access to
           UCL (see above under Other Appointments and Affiliations)

Five Most Significant Publications

- Rigon, A. (2022) <u>Diversity, justice and slum upgrading: An intersectional approach to urban development</u>. *Habitat International*. Vol 130. <u>doi.org/10.1016/j.habitatint.2022.102691</u>

This article synthesises 15 years of working in and researching slum-upgrading across eight African countries and put forward a framework that offers a new way to understand and deal with diversity in the upgrading of informal settlements globally and other housing initiatives across the global South.

- Rigon, A. and Castàn Broto, V., Eds. (2021) <u>Inclusive Urban Development in the Global South. Intersectionality, Inequalities, and Community</u>. London: Routledge.

The book outlines how current thinking on diversity and intersectionality challenges existing development practices. Discussing cities from Asia, Middle East, Africa and Latin America, the book highlights how community diversity and intersectionality matter, then it explores the impact of development interventions on diverse communities. Finally, the book maps out the space of possibility for just urban development, particularly exploring promising approaches and methodologies. Reviews: "*Makes a unique contribution to cutting-edge urban development debates linking intersectionality*" Caroline Moser, *Emeritus Professor, University of Manchester. "In calling for greater acknowledgement of the diversity of urban residents living in complex and differentiated communities, the book provides a much-needed interpretation of inclusive urban development*" Cathy McIlwaine, Professor of Development Geography, King's College London.

- Rigon, A. Conti, R., Dabaj J. (2021) <u>Co-designing built interventions with children affected by displacement (DeCID)</u>, UNICEF, UN-Habitat, CatalyticAction, University College London.

This handbook aims to increase the number and quality of built interventions that have been co-designed with children affected by displacement in the urban context. It provides practical guidelines for codesigning that ensure these interventions put children's wellbeing first. It is based on the systematisation of many years of experience and the findings of a research project. It has brought two UN agencies together to discuss the types of intervention at the intersection of urban design and planning, forced displacement, and child participation. It has been translated in 3 languages and currently being translated into a fourth one and we have evidence of use in a number of contexts, including Ukraine. We have received praise directly from UN-Habitat Executive Director. We used the handbook to develop a training for humanitarian staff and it is informing the work of many practitioners and organisations.

- Rigon, A. (2017). <u>Intra-settlement politics and conflict in enumerations.</u> *Environment and Urbanization,* 29(2), pp. 581-596. doi:10.1177/0956247817700339

I am particularly proud of this paper because it directly criticises the main argument promoted by the journal in which it was published by problematising community enumerations and how they can exclude some of the most fragile residents of informal settlements. The paper demonstrates a complex politics of counting and numbers in informal settlements and how participatory enumerations can potentially lead to the displacement of many residents. In order to get the paper published I had to engage in several discussions with editors and reviewers who were promoting a different view on such processes. Through this paper, I was able to bring new insights into how diversity and unequal power relations within communities play out in urban interventions such as slum-upgrading and property titling processes. I am particularly proud to have critically opened a discussion on elite capture in participatory enumerations, by demonstrating how these can lead to market-based displacement of the most vulnerable residents in informal settlements. Theorising these processes was particularly important because they were often considered by aid donors and scholars as a non-problematic tool benefiting all residents. I also presented these findings to policy actors, including UN-Habitat, bilateral donors and the Government of Kenya.

- Rigon, A. (2014). Building Local Governance: Participation and Elite Capture in Slum-upgrading in Kenya. *Development and Change*, 45 (2), pp. 257-283. doi:10.1111/dech.12078

This paper reveals how, by failing to recognise diversity and intra-community inequalities, participatory processes are captured by local elites and exacerbate pre-existing inequalities. The paper makes a compelling argument about the management of participation in urban interventions, which has been widely cited and acknowledged. In a different form, the contents of this paper have been shared with policy audiences.

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