DECISION

Subject: **Memorandum of Understanding for the implementation of the COST Action "Decolonising Development: Research, Teaching and Practice" (DecolDEV) CA19129**

The COST Member Countries and/or the COST Cooperating State will find attached the Memorandum of Understanding for the COST Action Decolonising Development: Research, Teaching and Practice approved by the Committee of Senior Officials through written procedure on 24 March 2020.

MEMORANDUM OF UNDERSTANDING

For the implementation of a COST Action designated as

COST Action CA19129
DECOLONISING DEVELOPMENT: RESEARCH, TEACHING AND PRACTICE (DecolDEV)

The COST Member Countries and/or the COST Cooperating State, accepting the present Memorandum of Understanding (MoU) wish to undertake joint activities of mutual interest and declare their common intention to participate in the COST Action (the Action), referred to above and described in the Technical Annex of this MoU.

The Action will be carried out in accordance with the set of COST Implementation Rules approved by the Committee of Senior Officials (CSO), or any new document amending or replacing them:
   a. "Rules for Participation in and Implementation of COST Activities" (COST 132/14 REV2);
   b. "COST Action Proposal Submission, Evaluation, Selection and Approval" (COST 133/14 REV);
   c. "COST Action Management, Monitoring and Final Assessment" (COST 134/14 REV2);
   d. "COST International Cooperation and Specific Organisations Participation" (COST 135/14 REV).

The main aim and objective of the Action is to The main aim and objective of the Action is to reconstruct development after its deconstruction in a non-Eurocentric manner aware of epistemically unjust power relations. It works towards a resetting and diversification of structures, institutions and spaces in which knowledge about and for development is produced, shared, put into practice.. This will be achieved through the specific objectives detailed in the Technical Annex.

The economic dimension of the activities carried out under the Action has been estimated, on the basis of information available during the planning of the Action, at EUR 48 million in 2019.

The MoU will enter into force once at least seven (7) COST Member Countries and/or COST Cooperating State have accepted it, and the corresponding Management Committee Members have been appointed, as described in the CSO Decision COST 134/14 REV2.

The COST Action will start from the date of the first Management Committee meeting and shall be implemented for a period of four (4) years, unless an extension is approved by the CSO following the procedure described in the CSO Decision COST 134/14 REV2.

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OVERVIEW

Summary

The Action DecolDEV takes on the challenge to reconstruct the concept and practice of development after its deconstruction. It aims for a resetting and diversification of the actors, structures, institutions and spaces in which knowledge about and for development is produced, shared, contested and put into practice. The Action will progress beyond the state-of-the-art through exploring and formulating alternatives in three areas: Research, Teaching and Practice.

Areas of Expertise Relevant for the Action	Keywords
● Political Science: International studies, strategic studies, human rights, global and transnational governance ● Sociology: Social movements ● Sociology: Anthropology, ethnology, cultural studies ● Sociology: Sociology of science ● Political Science: Political sociology	● knowledge ● critical development ● decolonisation ● Agenda 2030 ● development cooperation

Specific Objectives

To achieve the main objective described in this MoU, the following specific objectives shall be accomplished:

Research Coordination

● Build a multi-, trans- and interdisciplinary research landscape by systematizing and interlinking existing efforts of decolonizing development scholarship, teaching and practice.
● Develop awareness for decolonized development (studies) by collecting and disseminating innovative best practices of pedagogy and practice.
● Bridge asymmetries in knowledge production through systematically incorporating and canonising decolonial scholarship into curricula and syllabuses.
● Stimulate new research and develop a basis of common understanding for non-conventional partnerships between actors from academia, civil society and politics, in coherence with SDG 16. Stimulate thinking on new spaces of action that go beyond nation states and nationally confined development plans.
● Facilitate dialogue between academics and other societal stakeholders that will benefit the implementation and acceptance of Agenda 2030 within Europe.

Capacity Building

● Promote emerging early career talents through dedicating leadership positions in the Management Committee, coordination of Working Groups and through mentoring a new generation of Early Career Investigators (ECIs) for long-lasting project sustainability
● Integrate researchers from ITCs
● Ensure mobility through Short-term Scientific Missions (STSMs) especially with participants from ITC countries to forge and strengthen relationships for continued research collaboration
● Improve multi-, inter- and transdisciplinarity of European research through ensuring openness of the network and inviting a broad range of collaborators
● Improve relevance of European research and its translation into practice

TECHNICAL ANNEX

1 S&T EXCELLENCE

1.1 SOUNDNESS OF THE CHALLENGE

1.1.1 DESCRIPTION OF THE STATE-OF-THE-ART

Since its "invention", most commonly identified with the 1949 speech by US president Truman, the development of "underdeveloped regions" in Africa, Asia and Latin America has been interpreted in terms of economic growth and has progressively included issues of (mal)distribution, basic needs, poverty, education, and later, environmental sustainability and governance. Critique of development stands in a long and significant tradition. Starting in the 1970s and 80s as a critique of structural adjustment (Cornia et al. 1987) and the neglect of women's perspectives (Sen/Grown 1987) followed by later demands for a more participatory, bottom-up form of development cooperation (Chambers 1997) and fundamental, deconstructive critiques of growth paradigms and technocratic interventions (Sachs 1992, Escobar 1995; Rahnema and Bawtree 1997; for an overview of the critical debate see Munck 1999, Nederveen Pieterse 2010). While some forms of development intervention certainly have been beneficial, others have not: according to a World Bank study, several millions of people have been displaced each year by projects of 'development' (World Bank 1994: i). And although the discourse of 'development' was superficially far removed from notions of racial superiority, it still relied on an asymmetrical distribution of expert knowledge for positive social change (to be found in the North) (Kothari 2006) and engaged in the infantilization and medicalization of the South, proceeding by 'creating "abnormalities" (the "illiterate", "underdeveloped", "malnourished") which it would later treat and reform.' (Escobar 1995: 41).

Along with its reframing during the past three decades it is widely recognised that development as a paradigm and practice is irresolvable interlinked with power, the production of knowledge about and subsequent control of other peoples, places and spaces beyond Europe (Crush 1995, Ziai 2017). While the critique is vocal, steps for moving beyond linear evolutionism and modernization and towards a decolonial option (Mignolo 2011) and epistemic pluralism (Demaria and Kothari 2017) have not been taken. Despite formal decolonization and the creation of post-colonial nation states, a decolonisation of minds in the sense of a "long-term process involving the bureaucratic, cultural, linguistic and psychological divesting of colonial power" (Tuhiwai Smith, 2013: 98), particularly in Europe, has not sufficiently taken place until today. It is not by coincidence that several conferences have taken place with the call to "decolonise development/geography/ the social sciences" or to rethink development altogether (for example in Brighton and Kassel in 2017 or in The Hague, Gothenburg and Bonn in 2018 and 2019).

The UN Agenda 2030 renewed the pledge to end poverty and acknowledged the equal relevance of 'development' issues for all parts of the world. It seeks to undo the division of "developed" and "undeveloped" by stressing dignity, interdependences and global solidarity (UN 2015: 1-3). However, as there is "no global social justice without global cognitive justice" (Santos 2015: viii), conceptions of global inequality and attempts to end poverty and achieve a more just world order are in need of decolonization as well: While the Sustainable Development Goals (SDGs) are emphasizing ideas of sustainability and inclusion, they remain based on a model of development framed as economic progress and a universal, predominantly western form of modernity, failing to acknowledge alternative, non-capitalist economic practices and diverse non-hegemonic forms of knowledge ("Epistemologies of the South", Santos 2015). Likewise, they fail to sufficiently address issues of power, of colonial legacies, of minorities, and of

different forms of political organisation. <u>To shed light on these blind spots and to reconstruct development theory and policy in a non-Eurocentric yet practical manner is therefore the primary objective of the DecolDEV COST Action.</u>

Development Studies (DS) as a multi- and interdisciplinary field of study plays a leading role in understanding the interconnections of global, national, regional and local processes of change within social, political, economic, technological, cultural, environmental and gendered spheres (EADI Definition of Development Studies 2017). DS contribute to normative and policy concerns and demand to build a sustainable and just future for all. Currently, we are witnessing DS being caught up in a dead-end, as it has entered the realm of ever-closer regulation through seemingly technical objective and universal indicators, with the MDGs and the Agenda 2030 often criticized as symbols for this kind of policy. However, these indicators (GNP/PCI and HDI being the most prominent of them) have been challenged as economistic, Eurocentric or reductionist by the critics of the Post-Development debate and others. More ecological (Happy Planet Index) and holistic (Gross National Happiness) indicators have been suggested, together with alternative concepts like that of wellbeing. The Wellbeing in Developing Countries Research Group (WeD) highlights the material, relational and subjective component of wellbeing. It suggests a shift from a negative to positive conceptualisation (e.g. focus on assets instead of lacks), a holistic outlook recognising the multiplicity and integrity of people's lives which is based on an actor-oriented perspective and acknowledges the person's own priorities, perceptions and experiences, with relatedness as a central factor (White 2010).

While the UN-Agenda 2030 promotes global solutions, the pursuit of objectivity and universality comes at a price: loss, marginalization and devaluing of non-hegemonic knowledges, the dominance of concepts from the Global North and a universalized vision of development (Santos 2015, Radcliffe, 2017). The way knowledge is oftentimes structured, validated and distributed is deeply intertwined with this worldview (McDonnell, 2003: 9-12) and shapes assumptions and analyses about "the Rest" and the problems and challenges that scholars of DS aspire to frame as global (McDonnell, 2003; Slater, 2004; Santos 2015; Radcliffe, 2017). <u>This highlights that what is needed is not merely new knowledge, but new ways of conceptualising knowledge.</u>

1.1.2   DESCRIPTION OF THE CHALLENGE (MAIN AIM)

The COST Action DecolDev takes on the challenge to reconstruct development after its deconstruction in a non-Eurocentric manner which is aware of epistemically unjust relations of power. It works towards a resetting and diversification of the structures, institutions and spaces in which knowledge about and for development is produced, shared, contested and put into practice. Decolonisation of knowledge about 'development' cannot mean to maintain a paternalist binary of those already developed and those less developed (Mbembe 2014) but must scrutinize the structures and institutions that maintain power imbalances and the ideas that support paternalistic relations and assumptions of superiority according to intersectional (read: gendered, racialized, classed etc.) objectification of the Other.

The Actions' points of departure are the following three areas and their corresponding challenges and questions:

(1)   Development Research

<u>Geopolitics of development knowledge:</u> Whose knowledge is seen as relevant concerning solutions to pressing global problems concerning inequality, climate change or social justice? Why are we making distinctions between global and local knowledges? Why are Development Studies concerned with poverty only in certain parts of the world? How do the politics of academic knowledge production and publication (high-ranked journals, pay walls) contribute to maintaining epistemic asymmetries?

<u>Comparisons across the colonial divide:</u> What are the similarities and differences of development aid in the South and social assistance in the North and of protests against development projects in the South and infrastructure projects in the North? How might we comparatively conceptualise concerns around poverty, inequality, exclusion or rights in the language of 'global' development challenges?

<u>Other knowledges:</u> How can Non-Western concepts and cosmologies contribute to a pluriversal idea of positive social change? How can we maintain a universal concept of rights without suppressing cultural differences? How do we understand and conceptualise the intersectional experience of individuals and groups as 'other knowledges' interact with, shape and re-shape, dominant notions of 'development'?

(2) Development Teaching

<u>Mapping colonial patterns:</u> Are DS curricula and teaching dominated by Eurocentric perspectives and narratives embedded in, and emerging from, 'white', patriarchal subjectivities? If so, why has this dominance been so persistent? How is this dominance actively preventing more inclusive and plural research and teaching strategies?

<u>Exploring decolonization:</u> What does 'decolonisation' mean in the context of DS teaching? What are the experiences with attempts to introduce a global perspective and to decolonise the curriculum and the classroom?

<u>"As a white person, I cannot…":</u> How can we integrate the question of positionality in teaching without resorting to a deterministic concept of identity potentially leading to pedagogic and political paralysis? How can the postcolonial concept of hybridity be mobilized to support identity politics in a strategic sense where needed, but overcome identity silos wherever possible?

(3) Development Practice

<u>The colonial difference in altruistic practice:</u> What is the role of race in development cooperation and how does it shape the different perspectives of scholars, teachers and practitioners? What are the experiences of development experts of colour? What, if any, are the effects of diversity in development institutions and how can it be improved?

<u>Learning from the South:</u> What are the experiences of South-North knowledge transfer or exchange programs (e.g. reverse component of voluntary services like Weltwärts or Voluntary Service Overseas)? How can they be mobilised and translated to other concepts of development cooperation? How do we 'validate' knowledge from the Global South given concerns around intersectional and 'other' knowledges?

<u>New measurements and indicators:</u> How can we measure 'development' in the sense of positive social change in the North and South? What are the risks and benefits of alternative concepts of wellbeing and alternative indicators? How can we overcome the focus on the production of goods and monetary wealth in the achievement of a "good society" without losing sight of pressing material inequalities?

<u>Overcoming paternalism:</u> How can development cooperation avoid trusteeship and how can it be made more accountable towards its supposed beneficiaries? What are the experiences with existing accountability mechanisms like the World Bank Inspection Panel? How we can we overcome or prevent a backlash to old, quasi-colonial patterns within new fields of development cooperation, for instance in fields such as energy transition, digitalization, industry 4.0 or finance?

While the topic of Development Studies is global inequality, the lens of 'development' provides a particular way of framing it. Development Studies has progressed a great deal since the 1960s. Nevertheless, elements of the colonial legacy still endure, and racist patterns prevail, or are internalized, thereby creating 'colour' hierarchies and forms of 'colourism' among non-white populations. While racism is still primarily a problem of white populations today (no wonder after five centuries of justification of colonialism), it is not exclusively so: the trusteeship (Cowen/Shenton 1996) for the 'underdeveloped' has usually been taken over by national elites after independence – and the 'reassertion of colonial classifications of difference is often invoked by these to justify development interventions' (Kothari 2005: 49) vis-à-vis poor or 'backward' or indigenous peoples. The assumption of White people possessing privileged knowledge about 'development' is prevalent not only among some development workers but shared by many people in the South (Goudge 2003, Eriksson Baaz 2005). Patterns of exclusion and the privileging of dominant 'development' knowledges and approaches are also reproduced between Southern-based elites and so-called 'local' communities (Narayanaswamy 2017).

The DecolDEV COST Action is most relevant to the claim of the Agenda 2030 (UN 2015) that global problems require global solutions, and global solidarity. Agenda 2030 attempts to shift the focus from poverty to inequality, yet most of research and debates remains focused on poverty. The 2016 World Social Science Report emphasised inequalities across multiple dimensions as the most important challenge for Development Studies (UNESCO 2016). It specifically pointed out inequalities in an understanding of the way knowledge is produced and called for a transformative agenda with respect to research and teaching. If DS takes this seriously, it is inevitable to valorise and practice a plurality of knowledges. It means to ground persistent inequalities in the way knowledge is produced, distributed

and consumed. A reconstruction of development theory and policy after the deconstruction outlined in 1.1.1. must be based on this foundation.

The timeliness of the DecolDEV COST Action is obvious in relation to the implementation of claims made by Agenda 2030. It is related to the question of whether we talk about poverty or confront inequality and injustices as deeply rooted in assumptions of European modernity and coloniality. In light of commitments made to Agenda 2030, European research has a responsibility to facilitate and build excellent research networks and innovation capacities to confront challenges of Global inequality. To cross-pollinate learnings and to amplify voices it is necessary to connect and network excellence within Europe and beyond. The DecolDEV Action will provide a multi-, inter- and transdisciplinary platform which allows meaningful engagement with the diversity of perspectives concerning global development and its decolonization through a variety of inclusive activity formats and events and the wide, accessible dissemination of outputs. The Action members believe that diversity provides the most powerful basis for innovation.

1.2   PROGRESS BEYOND THE STATE-OF-THE-ART

1.2.1   APPROACH TO THE CHALLENGE AND PROGRESS BEYOND THE STATE-OF-THE-ART

To summarise the state-of-the-art: although recognition that development theory and practice have reached an impasse is far from new (1.1.1 and 1.1.2.), few attempts have been made to reconstruct it in a manner which both takes into account the postcolonial critique and addresses the need for practical action (Sylvester 1999). Current critical efforts in development theory and practice focus on a deconstruction of the dominant paradigms, but seldom offer reconstruction (Nederveen Pieterse 2010). A new approach must begin from a new analytical place, which enables it to correct historical absences and biases, and so have the power to meet the contemporary global political, social, economic and environmental challenges. Critical to this, and in the light of the prerequisite of Agenda 2030, is the shift from a study of poverty to a study of global inequalities. Reconstruction involves excavating patterns of coloniality in the way knowledge is produced and distributed and formulating practical alternatives in three areas: Research, Teaching and Practice. Accepting Hudson's (2018) view that decolonisation means to encounter entangled knowledges, requires moving beyond binaries of us and them, and accepting and giving space to entanglements and interconnections. This cannot be done through relativism but with 'strong objectivity' (Harding 2015) that is aware of positionalities and biases, without attempting to mute these through supposed neutrality. The Action builds on the holistic outset of the Agenda 2030 which is limited because it fails to recognize the centrality of the on-going postcolonial global division of labour. A complex movement of ideas is needed at the global level and debates on everyday practices of what it means to be developed (Arora Jonsson 2009) both in North and South, including discussions about 'undeveloping the North.'

In practice that means that, the Action will build an inclusive network of academic and societal stakeholders for jointly reforming the three areas development research, teaching and practice that are core for determining how the world is shaped. Decolonisation of development and academia more generally is not a purely academic activity but an area of political and societal relevance with implications for enacting innovative practices, especially for the EU as the largest donor of development assistance globally. Europe's colonial past (Nicholaidis, 2014) continues to impact on international politics, North-South relations and global power shifts. The Action's approach is to continuously involve participants from International Partner Countries, especially from those termed as the Global South, in the activities with a view to generating a better understanding, and response to, the entanglements and interconnections that will help us break down, and move on from, the determinism of North-South divides.

Reconstruction points to the need to bring together several contested fields that go by the label 'development theory'. In closer detail, we aim at a non-Eurocentric redesign of research strategies, a problematization and reconfiguration of knowledge production. Furthermore, we also refer to the ways in which development theory translates to policy recommendations and political agency. Reconstruction essentially means to seek out and draw on already practised alternatives. International policymaking for the South is often based on assumptions about science and development that preclude a discussion of alternatives from elsewhere. These assumptions generate blind spots in policy-making (Arora Jonsson 2017). In including alternatives from the South, policy in the global North too would be much better able respond to global problems. As highlighted in the report 'Transitions on the Horizon' (EC 2018) the world is more and more plural, and new actors emerge in the international realm. The Action will be of value to the future Research and Innovation (R&I) strategy of the EU. The immediate and expected outcomes

of the reconstruction are to be found in a kind of development research, practice and teaching that do not alienate critical peoples from the South due to a perceived Eurocentrism, creating DS approaches across the three identified areas that are more inclusive, plural and global. It contributes to the task of the Agenda 2030 to achieve a life of dignity for all human beings.

Thinking about 'development' across North/South contributes to understanding and dealing with phenomena such as rising nationalism and populism across the world. Thus, the Action will contribute not only to development theory and practice but more widely to thinking about democracy and inequalities also in the global North.

Decolonising development is an issue that matters to society as a whole. For that reason, the DecolDEV COST Action will reach beyond the university to build strong links with teachers and educators in non-formal settings, NGOs in the realms of Global Learning and Global Citizenship, with development government and donor agencies, and development donor organisations and foundations. Links and relationships of several network members to these stakeholder groups are already in place (also see 2.1.1.).

1.2.2   OBJECTIVES

1.2.2.1 Research Coordination Objectives

The DecolDEVAction will:

1) Build a multi-, trans- and interdisciplinary research landscape by systematizing and interlinking existing efforts of decolonizing development scholarship, teaching and practice. Measured through the disciplinary depth, breadth, diversity and number of participants from all COST Member countries and from identified stakeholder groups.
2) Develop awareness for decolonized development (studies) by collecting and disseminating innovative best practices of pedagogy and practice. Measured through number of publications and dissemination events/workshops. Deliverables published in academic papers, but also made public in language and format that is accessible and appealing to general public and policy makers (i.e. through exhibition and performances, blogs, webinars, podcasts, policy briefs, and made available in multiple languages).
3) Bridge asymmetries in knowledge production through systematically incorporating and canonising decolonial scholarship into curricula and syllabuses. Measured through number of institutions in which syllabus revision processes take place. Measured through number of national academies with which consultations with Action members take place. The focus of activities will be on academic institutions and institutions of primary and secondary education in the countries of the Action's secondary proposers with the aim of producing a snowballing effect beyond. Measured through number of consultations with national research funders and academies to address the issue of severe under-funding of Higher Education in the South that limits access to teaching and research materials.
4) Stimulate new research and develop a basis of common understanding for non-conventional partnerships between actors from academia, civil society and politics, in coherence with SDG 17. Stimulate thinking on new spaces of action that go beyond nation states and nationally confined development plans. Measured through number of networking events and participantsfrom research, policy, practice. Contacts to several stakeholder groups in national contexts are already established (see 2.1.1.) Measured through number of networking events where cross-border collaboration is nudged. Measured through multiplicity/diversity of communication avenues to maximise a diversity of stakeholder engagement, including virtual seminars but also non-academic communications including, for example, theatre, art installations or 'decolonial' tourism experiences.
5) Facilitate dialogue between academics and other societal stakeholders that will benefit the implementation and acceptance of Agenda 2030 within Europe. Measured through number of meetings, workshops and events. Measured through successful implementation of online communication channels (zoom) and social media outputs (podcasts, online discussion sessions). Measured through the diversity of the stakeholders incorporated into the range of the Action's activities. This may include science, business and arts groups keen to reflect on how their work/trading relationships/performativity might be enhanced and/or sensitised through interactions with decolonial perspectives

Stakeholder include: scholars, members of national academies, teachers and educators, activists, members of civil society involved in Global Learning activities, think tanks, national policy makers, national and regional governments, private sector (see 2.2.2).

Output generated by the objectives will a) lead to <u>new concepts and tools</u> for researching, teaching, practicing development, b) will <u>intensify links between scientific communities</u> within Europe and among policy makers and societal actors within realms of development studies, Education for Sustainable Development and beyond c) will, through putting development and the question of the SDGs to the fore, <u>increase awareness and implementation</u> of the Agenda 2030 in European countries through its efforts to decolonise 'global development'.

1.2.2.2 Capacity-building Objectives

The DecolDEV Action seeks to bring together all types of researchers, practitioners and activists, whose tools, methods and theoretical engagements will be combined to tackle the multiplicity of issues connected to a decolonisation process. Actors include scholars of development, political sciences, sociology, anthropology, feminism/gender studies, economics, cultural studies, philosophy and others, but also teachers and pedagogues, development practitioners such as NGO workers, civil society actors, activists in social movements and solidarity groups as well as official and governmental development cooperation actors and policy makers.

The specific capacity-building objectives of the DecolDEV Action are targeted towards promoting emerging early career talents and the integration of Inclusiveness Target Countries (ITC) researchers with less capacity in the field of the Action.

1) <u>Promote emerging early career talents</u> through dedicating leadership positions in the Management Committee (MC), coordination of Working Groups and through mentoring a new generation of Early Career Investigators (ECIs) for long-lasting project sustainability.
   Measured through number of ECIs in leadership positions and number of mentoring relationships within WGs.
2) <u>Integrate researchers from ITCs</u>
   Measured through number of participating ITC researchers and number of ITC researchers in leadership positions.
3) <u>Ensure mobility</u> through Short-Term Scientific Missions (STSMs) especially with participants from ITC countries to forge and strengthen relationships for continued research collaboration.
   Measured through number of STSMs, at least half of which should be by participating ITC researchers and ECI.
4) <u>Improve multi-, inter- and transdisciplinarity of European research</u> through ensuring openness of the network and inviting a broad range of collaborators
   Measured through number of participants with different (non-)academic backgrounds and number of meetings and events sharing and shaping decolonial perspectives with participants from diverse backgrounds.
5) <u>Improve relevance of European research and its translation into practice</u>
   Measured through regular dialogue exchanges both virtually as well as in Brussels between the MC of the COST Action and Working Group leaders with key actors within the European Development Policy landscape especially from the European Commission, DG DEVCO and the European Parliament.

2 NETWORKING EXCELLENCE

2.1 ADDED VALUE OF NETWORKING IN S&T EXCELLENCE

2.1.1 ADDED VALUE IN RELATION TO EXISTING EFFORTS AT EUROPEAN AND/OR INTERNATIONAL LEVEL

The DecolDEV COST Action is most timely because its activities will complement the SDG efforts towards global social justice with an attempt to strive for global cognitive justice in the field of development theory and practice. It will add value to strengthening European research networks by establishing a coherent frame and structure for the several initiatives and research projects seeking to contribute to the decolonisation of research, teaching and practice within development studies and beyond. DecolDEV will establish new synergies with projects and networks with related aims such as

Gloknos/ARTEFACT (Horizon 2020), which works to foster advanced cross-disciplinary research and pedagogical training in Global Epistemics, as well as cross-sectorial exchanges and initiatives. Gloknos has successfully established a transnational network of associate members and partners engaged in academic and public-oriented collaborations and activities, an institutional and virtual infrastructure, and a range of scientific and public dissemination channels .The DecolDEV network will be able to make use of these scientific and public dissemination channels to reach beyond disciplinary boundaries. DecolDEV's research agenda pushes the Gloknos boundaries further, by calling for a more radical disruption in terms of decolonising development theory. With regard to the decolonisation of teaching and practice, the Action will link to the EU project BRIDGE 47, which, focussing on global citizenship education as put forward by goal 4.7 of Agenda 2030, seeks to mobilise and empower global civil society to contribute to a transformation towards global justice. Existing connections of COST network members to the BRIDGE 47 project mean that established relationships to teachers and educators, NGOs and CSOs, and advocacy channels to ministries and global development policy makers in 15 European countries will easily be accessed and used to produce synergies. The Action will link to the Convivial Thinking Collective, which has successfully established an international network of scholars and practitioners for sharing experiences, tools and methods of decolonising development research, practice and collaboration. The Action will be able to draw on the collaboratives communication and dissemination channels to reach out to non-European communities. The Action will strengthen outcomes produced by ALICE (2011-2016) a research project aimed at producing a "counter-hegemonic globalisation" with regard to marginalised knowledges and practices in the social sciences (co-funded by the European Research Council). It will strengthen and solidify networks established through TRIALOG (2000—2015) that interconnected civil society organisations (CSOs) in the enlarged EU for active engagement in global development (funded by the European Commission). DecolDEV will further stabilize these networks and will offer strategic support at a time where the solidaristic motivations and legitimacy for development cooperation in Eastern and Southern Europe have come under pressure, especially against the backdrop of the EU's internal crisis and the rise of the Vysegrad anti-migrant agenda. Further, the Action will link to COST Action CA 15221 (WeRELaTE) for fruitful cross-pollination regarding publications and electronic resources serving the purpose to present alternative central models for teaching, learning, research and writing. The Action will also link to the Rethinking Research Collaborative (RRC), to which several network members already have strong ties. The RRC is an informal international network of academics, civil society organisations and social movements, international NGOs, and research support providers who are committed to working together to explore the politics of evidence and participation in knowledge for international development. The Action will make use of advocacy channels of RRC and engage in exchanges with policy makers and funders. The fact that the DecolDEV Action intends to closely link to several ongoing European and transnational projects will ensure the sustainability of the Action in the dissemination of its results and activities well beyond the duration of the Action. Overall, the Action is also timely in relation to the European Research and Innovation (R&I) strategies.

2.2   ADDED VALUE OF NETWORKING IN IMPACT

2.2.1   SECURING THE CRITICAL MASS AND EXPERTISE

The Network of Proposers includes scholars from 12 COST Member countries, including 6 ITC (Czech Republic, Malta, Portugal, Slovakia, Slovenia, Hungary). Inclusion of colleagues from Eastern Europe into research networks is especially important as academic freedom in several of these countries is increasingly coming under threat. The involved participants bring academic excellence and a proven track-record of high-impact publications in the field.

With 12 COST Member countries involved so far, the Action's even geographical distribution is ensured. Likewise, the interests and expertise of the 29 secondary proposers is spread evenly over the three working groups and broadly over academic disciplines (agricultural and environmental sciences, economics, education, feminism/gender studies, geography, geosciences, political sciences, psychology, philosophy, sociology, international relations). All secondary proposers have already made further connections to relevant non-academic stakeholders in their fields of expertise. The Action will continue to actively seek out further participants, especially non-male. The network-of-proposers already consists of over 65% of female secondary proposers.

The DecolDEV COST Action's pronounced aim is to build capacity and leadership skills of ECI. For that reason, 9 of the 29 proposers are ECIs. The other proposers are well-known and renowned academics in their field. The network therefore ensures a good balance of emerging and innovative talent and established expertise. The network of proposers will address the identified challenges and objectives

due to the individual academic excellence, but also due to strong existent ties and networks to policy makers, civil society and practice.

For the purpose of decolonising development, it is necessary to specifically include researchers with a non-Western background. The research group has taken great care to ensure that a significant part of its members (10 out of 29) has such a background through growing up in a non-Western country or through corresponding family relations. These countries include Congo, India, Iran, Mexico, Namibia, Pakistan, Rwanda.

In the unfortunate case that the United Kingdom should be leaving the COST cooperation, the Action will ensure to continue involving UK colleagues' in Actions' activities as external participants.

2.2.2   INVOLVEMENT OF STAKEHOLDERS

Relevant stakeholders fall in the following categories:

Academia: Academic stakeholders can be divided in three groups: 1) individual scholars as participants; 2) student and student-led initiatives; 3) actors from institutions of development research funding such as the Swedish Research Council (VR), the Dutch NWO-WOTRO and the UK Research and Innovation Fund, among others. Beyond Europe, the Canadian IDRC will be collaborating partner; 4) Research associations within Development Studies such as the European Association of Development Research and Training Institutes (EADI), and other national Development Studies associations (DSA UK, DVPW Section Development Theory- and Policy, NFU, FAU, FSDR, REEDES). Synergies created will benefit donor coherence and improve strategies and programming of development research funding.

Think Tanks: The Action will collaborate with leading European Think Tanks in development such as DIE/GDI, ECDPM and ODI. Synergies created will ensure the translation of academic deliverables into policy-relevant advice and its dissemination.

Practitioners: The Action will work together with practitioners from two areas: 1) teachers and educators in non-formal or non-academic settings; 2) NGO workers and campaigners, involved in work both in Europe and beyond; CONCORD (European confederation of Relief and Development NGOs); a particular focus lies on NGOs and NGO umbrella networks from ITCs (such as SLOGA (Slovenia), BPID (Bulgaria), AKÜ (Estonia).

Activists and civil society actors: The Action will collaborate with national and international civil society initiatives, most notably bottom-up and student-led initiatives to decolonise curricula or the university (e.g. at the University of Cambridge), as well as the CIVICUS network. Synergies created with practitioners, activists and civil society will build new capacities of societal relevance.

Government actors and policy makers: These include participants from the European Commission, DG DEVCO, the European Parliament, national government agencies of the participating COST Members and national policy makers. Synergies created will ensure that the Actions outputs are adapted to practice.

Private Sector: These include representatives from major European companies to facilitate conversations about fair trade and the global division of labour.

The composition of the working groups (WGs) will include members from all stakeholder groups. The annual work and activity plans of the WGs will take account of specific needs and interests. A mapping of relevant stakeholders is made during the kick-off workshop to identify stakeholders not considered so far. Policy makers and practitioners as recipients and target groups of the deliverables and as ad-hoc participants will be actively sought out by personal invitation.

2.2.3   MUTUAL BENEFITS OF THE INVOLVEMENT OF SECONDARY PROPOSERS FROM NEAR NEIGHBOUR OR INTERNATIONAL PARTNER COUNTRIES OR INTERNATIONAL ORGANISATIONS

Any intention to "decolonise" must involve a multitude of epistemologies, languages and strategies that reach far beyond the pan-European, academic scope. For that reason, it is mandatory to broaden the network and invite participants from diverse sites, both geographically as well as in their strategic engagement. Several members of the network of proposers have collaborated with one or more of the following non-European scholars from International Partner Countries, who will be invited to participate

after the successful launch of the Action. This will further strengthen research networks and research excellence, both in COST Member countries as well as in NNC and IPCs: Alberto Acosta (Facultad Latinoamericana de Ciencias Sociales, Quito, Ecuador), Akosua Adomako Ampofo (University of Ghana, Accra, Ghana), Oscar Vega Camacho (Universidad Catòlica Boliviana, La Paz, Bolivia), Arturo Escobar (Universidad del Valle, Cali, Colombia), Eduardo Gudynas (Centro Latino Americano de Ecologia Social, Montevideo, Uruguay), Ashish Kothari (Kalpavriksh, India), Sally Matthews (Rhodes University, South Africa), Sabelo Ndlovu-Gatsheni (UNISA, South Africa), Bernd Reiter (University of South Florida, USA), Sara Shariati (University of Teheran, Iran).

3   IMPACT

3.1   IMPACT TO SCIENCE, SOCIETY AND COMPETITIVENESS, AND POTENTIAL FOR INNOVATION/BREAK-THROUGHS

3.1.1   SCIENTIFIC, TECHNOLOGICAL, AND/OR SOCIOECONOMIC IMPACTS (INCLUDING POTENTIAL INNOVATIONS AND/OR BREAKTHROUGHS)

Short-term scientific and socioeconomic impacts of the Action

- Increased awareness of and steps taken for decolonising curricula created through deliverables such as a mapping of existing initiatives as well as several networking events and workshops.
- Participants, lecturers and other educators have access to a variety of teaching materials (printed and web-based), such as an open access toolbox, curricular design strategies, feedback and peer-coaching exercises, which are altogether leading to more critically reflected teaching practice.
- ITC and ECI researchers are equipped for taking on leadership positions in European Research arenas through coherent capacity building and mentoring, STSM, Training Schools, leading to promising young researchers being well endowed to promoting the Action's objectives further in their career paths and continued engagement with development practitioners.
- Increased knowledge among practitioners and policy makers and adapted programme and policy formulation achieved through roundtables and other networking events at platforms with high visibility such as the European Development Days. Leading to more critically reflected policy making and practice-oriented exchange with policy makers, thereby directly contributing to a more conscious and pluralist design of development policy agendas in the European context.
- More coherence, exchange and creativity in efforts to decolonise Development Studies between researchers, teachers and practitioners, which so far are fragmented and not pursued coherently, achieved through strengthened network links and thriving online and social media channels. Leading to improved multi-, inter- and transdisciplinarity of European research.
- Deliverables and new approaches developed by the Action applied in multiple academic disciplines, achieved through high visibility publications and by publication strategies that emphasize public outreach (i.e. storytelling, use of social media), online and print.

Long-term scientific and socioeconomic impacts of the Action

- An established and vibrant network of trans-national, pan-European stakeholders in research, policy and practice. Outreach to East and South European stakeholders; strengthening of hitherto fragile networks.
- Integration of ITCs into excellent European research, leading to a strengthening of ITC research environments, and an improvement of both senior and junior career opportunities inside and outside of academia.
- Increased societal awareness and debates on what constitutes well-being and how global (postcolonial) interdependencies determine these, feeding into policy making and changing practices amongst a diversity of stakeholders/partners.
- Knowledge sharing, creation and application, dissemination of information, resources, events leading to an overcoming of fragmentation through joint research programmes and regular joint conferences.
- Contribution to the success of Agenda 2030 by fostering a more holistic understanding of 'development' among policy makers, practitioners and the general public.

- Strengthened European research and innovation capacity as Action serves as basis for joint research agenda and the development of research projects with the involvement of stakeholders beyond academia.
- The advocacy activities of the Action lead to increased integration of decolonial demands in national policies on international development cooperation and education.

3.2 MEASURES TO MAXIMISE IMPACT

3.2.1 KNOWLEDGE CREATION, TRANSFER OF KNOWLEDGE AND CAREER DEVELOPMENT

The DecolDEV Action takes a bottom-up, open and inclusive approach to knowledge creation. The Action acknowledges that knowledge created in non-academic realms and using non-traditional expressions bears great relevance and must be given space in discussions on societal transformation. The Action will explore alternative and progressive paths of knowledge creation, sharing and transmission, without sacrificing the pursuit of academic rigour and excellence. These paths involve artistic expressions and civil society action formats, such as mental maps, graphic recording action strategies, empowerment tools for community work and global learning. While deliverables are published in academic working papers, results will also be made public in in a variety of non-English formats, as well as using a style and format that is both accessible and appealing to the (non-academic) public and to policy makers (exhibition and performances, blogs, webinars and podcasts, policy briefs, story-telling) and ensure that research is translated to practice. Due to the emphasized bottom-up approach the Action allows broad spaces for emerging and talented ECIs that will take leading roles in shaping the outcomes of the Action. Through leadership positions and mentoring ECIs will have the chance to build career paths that are built on pan-European collaboration. They will learn leadership and communication skills that will equip them for high-level leadership positions in their national research and policy environments. DecolDEV will specifically feature career development by encouraging mentoring partnerships between early career researchers and senior researchers. The ECI coordinator will facilitate matching so that strong and reliable mentoring tandems are created. Peer-coaching workshops will be offered, so that ECI researchers can rely on a mutually supportive feedback culture. Intersectional criteria apply for these initiatives. The same emphasis applies to ITC Action Participants. Capacity of these researchers is especially built through Training Schools and STSMs. Making sure that deliverables are publicised in several European languages will support the pursuit of the DecolDEV Action objectives through pan-European collaboration and build new research communities around questions of decoloniality and development that are more inclusive and diverse.

3.2.2 PLAN FOR DISSEMINATION AND/OR EXPLOITATION AND DIALOGUE WITH THE GENERAL PUBLIC OR POLICY

Raising awareness and making research and academic exchanges relevant to society as well as open for public discussion and participation is a crucial part of any effort to decolonize development. Visibility and communication are central to the activities and will be ensured through the Action's website, blog and social media channels. Especially with regard to collaboration with student-led and civil society-based initiatives the general media will be involved through press statements. Inputs and talks during workshop sessions and conferences will be recorded and made available on a dedicated Youtube channel and via a DecolDEV twitter account. In the third year of the Action a major online conference will be organised, to which all WGs will contribute content. This conference will combine text-based sessions as well as online talks and e-plenaries, which ensure broad visibility of the Action, inclusivity in terms of participation (especially to ITC and International Partner Countries) and future exploitation and documentation of results. Overall, materials produced by DecolDEV Action are broadly distributed through open access online dissemination and the Action's website. At the first MC Meeting the MC will appoint a dissemination coordinator, who oversees the different publication and dissemination channels and ensures coherence, translation (where necessary) and outreach. All publications, working papers, guidelines, tool boxes and event reports will be available open access and under creative commons license on the website of the Action. A bi-monthly newsletter sent out to identified stakeholder groups, Action participants and the general public (local and national media) will ensure information flow, visibility, and contribute to the network's enlargement. In light of epistemic diversity the Action will seek to translate some of its deliverables (in particular tool boxes and guidelines) into other European languages than English, as well as into languages of Action participants from IPCs. Close networking with several national Development Studies associations will ensure the visibility of the Action in

European national contexts and across disciplines and the further exploitation of deliverables and outcomes after the end of the Action.

4   IMPLEMENTATION

4.1   COHERENCE AND EFFECTIVENESS OF THE WORK PLAN

4.1.1   DESCRIPTION OF WORKING GROUPS, TASKS AND ACTIVITIES

The participants of the Action will work in three working groups reflecting the main challenges as identified and discussed in 1.1.2 and 1.2.2.

In addition to their individual activities, all Working Groups will contribute to two major cross-cutting events. The first event is intended to raise awareness of the network both within and beyond academic realms and forge linkages to stakeholders in policy, practice and activism. The second event (Research-to-Policy) will be used to showcase and publicise the major achievements and results of the Action and their relevance for society and policy and prepare collaboration agreements for a continuation of activities maintaining sustainability beyond the time frame of the Action.

WG1 Decolonising Development Research

The main objective of the Working Group is to counter epistemic asymmetries in knowledge production, the marginalization of non-mainstream non-hegemonic knowledges and to establish a view on European knowledges as a form of particular, 'indigenous', local and sustainable knowledge dismantling European knowledges particular claim to truth (Chakrabarty 2000). Therefore, it will explore alternative philosophies and concepts like Sumak Kawsay, Ubuntu, Gharbzadegi, Nkosuo – or Décroissance as a non-hegemonic European form of knowledge.

The Working Group will a) build structures for co-creation and co-production of knowledges that involve all stakeholders - in North and South, research, practice, civil society; b) explore hybrid knowledges and contributions of non-hegemonic knowledges to development   c) create multi-, trans-, and interdisciplinary spaces, involving actors beyond academia.

WG 2 Decolonising Development Teaching

The main objective of the Working Group 2 is to identify cross-cutting themes of a decolonial, post-developmental curriculum and pedagogy, based on discussions of various experimental pedagogical strategies, involving, but not limited to Global Citizenship Education, Education for Sustainable Development and Global Learning. The Working Group will a) formulate strategies for decolonizing curricula b) formulate pedagogies that do justice to a "decolonial option" in teaching and learning c) build collaboration between universities and schools.

▶WG 3 Decolonising Development Practice

The main objective of the Working Group 3 is to counter colonial legacies in development cooperation, donorisation and financialisation, that prevent solidaristic, decolonial practices. The Working Group will tackle questions of a) de-donorising international cooperation, b) de-linking international cooperation from finance, c) acknowledging solidarity and conviviality as practices of international collaboration d) evaluate donor/recipient and expert/lay person relationships.

4.1.2   DESCRIPTION OF DELIVERABLES AND TIMEFRAME

Working Group	Deliverable	Timeframe
1 Decolonising Development Research		
Build structures and open spaces for a multi-, inter- and	a) Contribution to kick-off event (150 participants)	Y1Q2
	b) Organisation of one exhibition showcasing alternatives forms of knowledge production and knowledge exploration including arts, performances and artistic expressions (at least 300 visitors)	Y2Q3

transdisciplinary co-production of knowledges	c)	Organisation of three workshops: 1) Decolonial Research Ethics, 2) Dialogical Research Methods, 3) Creative Writing + Zine Making (approx. 30 participants each)	Y1Q3 Y2Q3 Y3Q3 Y4Q2
	d)	Formulation and open access publication of decolonial research ethic guidelines	Y2Q4
	e)	Organisation of public roundtable on "Who owns knowledge" and open access publishing, specifically targeted towards ITCs (50 participants)	Y1Q1
	f)	Publication of two open access working papers	Y2Q4 Y4Q2
	g)	Online Campaign for diversity in curricula	ongoing
	h)	Production of at least one webinar/podcast annually	Y1Q2 Y2Q2 Y3Q2 Y4Q3
	i)	Organisation of Training School (50 participants)	Y2Q2
	j)	Contribution to Action Blog (at least 3 posts per year), website and social media channels	ongoing
	k)	Contribution to major online conference (300 participants)	Y3Q2
	l)	Contribution to "Research-to-policy" Conference (250 participants) and Final Action Results Publication (edited volume and 3 WG policy papers)	Y4Q4
	m)	Early Career Mentoring	ongoing
	n)	Facilitation of Short-term-Scientific exchanges, especially for ECI and ITC researchers	ongoing
2 Decolonising Development Teaching			
Build structures and formulate strategies to decolonize teaching and learning, both at school as well as in universities	a)	Contribution to kick-off event (150 participants)	Y1Q2
	b)	Compile and make available open access a tool box of pedagogical teaching methodologies	Y3Q4
	c)	Organisation of two workshops on experimental pedagogy (30 participants each)	Y1Q4 Y2Q1
	d)	Map of "decolonise the curriculum/teaching/learning" initiatives available on the Action's website	Y3Q2
	e)	Organisation of two networking meetings of initiatives and institutes seeking to "decolonise the curricula and/or teaching/learning" (20 participants each)	Y1Q2 Y3Q1
	f)	Organisation of decolonial film series in at least three locations (3 sessions in 3 locations with 50 participants each)	ongoing
	g)	Organisation of Training School with participation of public schools, NGOs engaged in Global Citizenship Education, Global Learning and non-academic participants (80 participants)	Y2Q2
	h)	Organisation of two "learning together" network meetings on pedagogy with participants from universities and schools, with a focus on ITC participants (30 participants each)	Y3Q3 Y4Q3
	i)	Publication of two open access working papers	Y1Q4 Y3Q4
	j)	Contribution to Action Blog (at least 3 posts per year), website and social media channels	ongoing

	k) Production of at least one webinar/podcast annually	Y1Q3 Y2Q3 Y3Q3 Y4Q4
	l) Contribution to major online conference (300 participants)	Y3Q2
	m) Contribution to "Research-to-policy" Conference (250 participants) and final Action Results publication (edited volume and 3 WG policy papers)	Y4Q4
	n) Early Career Mentoring	ongoing
	o) Facilitation of Short-term-Scientific exchanges, especially for ECI and ITC researchers	ongoing
3 Decolonising Development Practice		
Counter colonial legacies in development cooperation	a) Contribution to kick-off event (150 participants)	Y1Q2
	b) Organisation of two workshops: 1) colonial legacies in development cooperation, 2) de-donorising international cooperation (30 participants each)	Y1Q3 Y2Q3
	c) Mapping of decolonial development projects/practices available on the website	Y3Q2
	d) Organisation of public roundtable with EU policy makers as side event of EU Development Days (50 participants)	Y3Q2
	e) Open access publication of best practices manual: "Evading the colonial pitfalls in development cooperation"	Y3Q3
	f) Publication of two open access working papers	Y1Q4 Y4Q2
	g) Contribution to Blog (at least 3 posts per year) and social media channels of the Action	ongoing
	h) Production of at least one webinar/podcast annually	Y1Q1 Y2Q1 Y3Q1 Y4Q1
	i) Organisation of Training School (50 participants)	Y2Y2
	j) Contribution to major online conference (300 participants)	Y3Q2
	k) Contribution to "Research-to-policy" Conference (250 participants) and final Action Results Publication (edited volume and 3 WG policy papers)	Y4Q4
	l) Early Career Mentoring	ongoing
	m) Facilitation of Short-term-Scientific exchanges, especially for ECI and ITC researchers	ongoing

4.1.3 RISK ANALYSIS AND CONTINGENCY PLANS

In order to minimise the risks and ensure contingency, the Action will closely adhere to management structures suggested in the COST "Rules for Participation in and Implementation of COST Activities". The following positions and committees will be elected at the first MC Meeting Action Chair and Vice Chair, Steering Committee (SC) and its composition, Working Group Leaders (WGL), diversity and inclusion representatives, ECI coordinator, dissemination coordinator. The positions will be staffed gender and ITC balanced.

The MC will meet annually in connection with an activity or event of the Action to keep carbon emissions caused by travel as low as possible.

Tasks:
- Supervising allocation of the COST funds in close communication with MC Members and in line with objectives
- Ensuring gender/ITC/ECI balance in the Action's activities
- Approval of yearly WG work and activity plans and annual progress reports
- Monitoring of coherence of workplan, deliverables and timeframe.
- Detailed documentation of key agreements, objectives and aims and their adjustment if needed
- Facilitation of synergies between activities of the Working Groups 1-3
- Coordination of overall Action activities and outcomes communication and dissemination of results, development and documentation of communication plan
- Organisation of a kick-off event (with contribution of WGs 1-3)
- Oversight of the organisation of "Research-to-Policy"-Event at the end of the Action, coordination of contribution of WGs 1- 3
- Facilitation of bi-monthly skype conferences between WGLs and steering group
- Coordination of Action website and blog and other channels of dissemination to document and showcase the results of the Action and disseminate results, overseen by dissemination coordinator
- Broaden the Action through inviting new qualified participants, especially ECI and researchers from ITCs.

The WGLs will oversee the timely and high-quality completion of deliverables and coordinate the WGs. To ensure contingency leadership will be of two individuals (ITC/gender/ECI balanced).

Tasks:
- Coordination of ECI mentoring structures within WG
- Information sharing sessions between Working Group teams and WGLs (monthly Skype meetings)
- Communication with other WGLs to ensure synergies between WG activities

Risk	Description	Prob-ability	Contingency Plan
Delays	Deliverables not achieved within timeframe	medium	Working Group Leaders in close communication with SC (bi-monthly Skype meetings), two co-coordinators (gender-balanced and ITC balanced) per group to ensure communication flows, spread of responsibility among Action members
Quality	Deliverables not of desired quality	low	Peer-review within the Working Groups
Dissemination	Results are not adequately disseminated	low	Mandatory contributions of all Working Groups to website, blog and social media, oversight by SC; at the first MC Meeting a mapping of all relevant stakeholders will identify needs and interests according to which a communication plan is developed by the MC ; regular reporting back in coordination meetings among WG Leaders and SC on number and quality of interactions with different stakeholder groups
Sustainability	Activities organised in unsustainable manner	low	The MC will formulate and agree on a sustainability policy for the Action during its first two meetings. This policy includes environmental responsibilities (low carbon transportation and online meetings, where possible), compensation of carbon emissions caused by activities of the Action, vegetarian/organic/local/GMO-free/fair catering at events) and social responsibilities (equal and fair pay for catering and cleaning staff, organisation of events/conferences in cooperation with social enterprises)

Year	Year 1				Year 2				Year 3				Year 4			
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
All	[MC Meetings]	[Kick-off event]			[MC Meetings]	[Training Schools]			[MC Meetings]	[Major Online Conference]			[MC Meetings]			[Final event]
WG1	[WG Meeting]	[Webinar]	[Workshop]	[Working Papers]	[WG Meeting]	[Webinar]	[Workshop]	[Working Papers]	[WG Meeting]	[Webinar]	[Workshop]	[Working Papers]	[WG Meeting]	[Workshop] [Working Papers]	[Webinar]	
WG2	[WG Meeting]	[Workshop] [Network Meeting]	[Webinar]	[Workshop] [Working Papers]	[WG Meeting] [Workshop]	[Workshop]	[Webinar]	[Working Papers]	[Workshop] [Network Meeting] [WG Meeting]	[Mapping]	[Network Meeting] [Webinar]	[Working Papers]	[Workshop] [WG Meeting]	[Working Papers]	[Network Meeting]	[Webinar]
WG3	[WG Meeting] [Webinar]		[Workshop]	[Working Papers]	[WG Meeting] [Webinar]	[Working Papers]	[Workshop]	[Working Papers]	[WG Meeting] [Webinar]	[Workshop] [Mapping]	[Working Papers]		[WG Meeting] [Webinar]	[Working Papers]	[Workshop]	
Ongoing	[Website, blog, social media] [Skype Meetings] [ECI Mentoring]															

[MC Meetings icon] MC Meetings   [Megaphone icon] Webinar/Podcast/Online Campaign

[Skype icon] Skype Meetings   [Map icon] Mapping

[Books icon] Working Papers/guidelines/tool box/policy brief

[Laptop icon] Website, blog, social media   [Cycle icon] ECI Mentoring

[Workshop icon] Workshop/event/exhibition/film series/roundtable   [Network icon] Network Meeting

[Signpost icon] Kick-off event and Final "Research-to-Policy-Event" in Brussels

[Link icon] WG Meeting

[Headset person icon] Major Online Conference (300 participants)   [Tablet icon] Training Schools

For considerations of sustainability and visibility it will be aimed to hold events/workshops/roundtables back-to-back to back with other important events such as the EU Development Days or other European conferences.