Technical Competency Framework
Social Development Cadre

1. Introduction

About the Advisory Cadres

DFID advisers help identify, generate and utilise the best evidence, knowledge, technology and ideas to improve the effectiveness and impact of the UK’s aid programme. Advisers have key roles in programme design, management and evaluation, and in influencing the broader development and implementation of policy. They have strong links with development networks, research organisations and professional bodies at global and national levels, in developing countries.

There are thirteen professional cadres with a combined total of more than 850 accredited advisers, around a third of the total DFID workforce. The majority of these advisers are on-cadre¹ (a small portion are off-cadre for various reasons, but continue to maintain their accreditation²). The Economics and Statistics cadres are linked to government-wide advisory services³. All DFID advisers need to continually update and refresh their skills, including through their cadre programmes of continuing professional development (CPD), in line with the latest trends in global development, poverty reduction and UK policy.

How the framework should be used

Each cadre framework follows the same design, and is used for adviser recruitment, performance management, Technical Competency Assessment (TCA), quality assurance, career development including identifying learning and development needs and workforce planning. The framework may also be used by other government departments (OGDs) and external partner organisations for collaboration and partnership working.

¹ Advisers are working in posts where at least 40% of their time is spent on technical work, they spend 10% of their time undertaking work for the wider cadre, and they undertake a minimum of 50 hours per year (with an expected range of 50 to 100 hours) on relevant continuing professional development, including attending professional development conferences organised by the Heads of Profession.
² Accreditation can be maintained for up to two posts, or five years in off-cadre posts, whichever is longer as long as professional development is continued.
³ The Government Economic Service and the Government Statistical Service respectively
2. Introduction to the Social Development Cadre

The Social Development (SD) cadre is the 3rd largest cadre in DFID comprising approximately 80+ Social Development Advisers. SDA’s work in almost every office, policy and research team, due to the wide ranging coverage under the social development agenda.

Social Development is about putting people at the centre of development. It is about ensuring the participation of the poor in shaping social and economic development; ensuring a greater level of social, economic and political inclusion to maximise opportunities for all; and ensuring greater levels of accountability in development processes. A Social Development approach aims to maximise the impact of poverty reduction efforts, in order to more effectively reach the extreme poor and the most vulnerable and marginalised groups – leaving no one behind.

Social development recognises that poverty is multi-dimensional and has deep structural causes. Poverty is not a lack of assets alone. It is also about multiple deprivations and inequalities that trap poor men, women and children in combinations of insecurity, limited citizenship and political voice, spatial disadvantage, social discrimination, poor quality livelihood opportunities, deficits in educational, health and nutritional status, and vulnerability to stresses and shocks. Social Development is about working to address the underlying structural causes of poverty and exclusion.

Drawing on a range of evidence and rigorous social analysis, the perspectives of poor people themselves, and a clear understanding of the social and political systems (including the operation of power in specific contexts), SDAs lead and improve the design, delivery and monitoring of policies and programmes that bring positive change to the lives and circumstances of the poor. Often this involves working at multiple levels; locally with poor people themselves, with national institutions and governments, with the international systems and processes; and at the interface between these to identify ways to address constraints and enhance opportunity for the poor. A Social Development approach aims to enable those stuck in poverty traps, perpetuated by multiple inequalities and exclusion, to exit persistent poverty and for all to become active participants in their economies and societies.

Social Development aims to tackle the underlying causes of poverty, shifting and reforming discriminatory, harmful, unfair and/or ineffective social norms and social and political institutions. These lock many people including girls and women out of opportunities. In conflict contexts, identity based discrimination impedes poverty reduction and often becomes the basis of identity based persecution further fuelling violence and conflict. Underlying causes of poverty also constrain growth and inclusive, sustainable development.

A Social Development approach supports effective transformational social and economic policies and investments that respond to growing and changing populations and social, political and economic contexts. This includes through inclusive and transformative economic development driven by a responsible
private sector, creating opportunities for decent jobs and higher incomes and increases in and control of assets for the poor and the poorest, including girls and women and youth. Social Development addresses equitable and accountable service delivery and systems underpinning this (eg health, education, nutrition, WASH), social protection systems, effective security and justice, and wider social policy frameworks to tackle the barriers faced by key and growing demographics, including youth, girls and women, people with disabilities, and older people. Social development drives progress in a changing world, for example, it promotes low carbon development, climate change adaptation and natural resource use that benefits poor people; more equitable planning and governance in rapidly growing urban areas.

Qualifications and Experience
At entry level, all Social Development Advisers are required to have a minimum of a masters degree or equivalent level of academic and professional experience in a subject area clearly related to social policy and development (including in social anthropology, sociology, political science, human geography, social/development policy and planning). In exceptional circumstances substantial experience will be accepted in lieu of higher degrees. Knowledge and experience of social research, and of direct working in or on developing countries and/or in/on fragile and conflict affected environments, is also required.

Competencies and Advisory Grades:

3. Advisory Grades:

The Civil Service competency framework provides a short narrative and examples of the desired and undesirable behaviours of civil servants at different grades. Advisers are expected to demonstrate the appropriate level of civil service competencies for their grade.

As with the Civil Service competencies, the technical competencies remain the same across all grades. What changes by grade, is the depth or accumulative knowledge, and experience required, as well as the desired behaviours and context for the technical knowledge required. In addition, the levels of risk, complexity and responsibility advisers will be expected and able to cover increase with grade. The cadre specific competencies are complemented by the civil service competencies and international competencies (where appropriate).

A2L advisers will meet the key competency areas and be able to provide sound technical advice in the areas of which they have experience. They will be able to design, manage and lead clearly defined projects, policy issues and technical processes with limited levels of risk and complexity. They are able to establish credibility with counterparts.

Further to this, A2 advisers should be able to lead project and programme design, management and oversight and be able to operate at country and/or departmental level independently. They should be aware of the relevant
evidence in their technical area and be able to provide sound technical advice and support and lead technical discussions. This will include setting direction and technical strategic leadership not just narrow technical guidance. They are able to establish credibility with senior counterparts, and able to influence external organisations and partners.

Further to this, **A1 technical advisers** are expected to be able to represent DFID in technical discussions at the highest levels. Be able to design, manage and oversee the most complex, high risk and high value projects and advise on complex technical and political issues. They will be able to apply their generalist leadership capabilities such as seeing the bigger picture, and setting direction in their technical work. They are able to establish credibility and influence at the most senior levels, including with external organisations.

4. **Competencies:**

The competencies for the SD cadre fall into the following types:

**Core Competencies:**

1. **Advisory Competency:** This competency is common to all DFID advisory cadres.

2. **Primary Competencies:** All advisers accredited to the cadre will demonstrate these competencies.

3. **Specialist Competencies:** Advisers need to demonstrate competence in 2 out of 4 specialist areas. It is **not** expected that all advisers or senior advisers will be specialists in **all** technical areas.

**Additional Competencies:**

Specific application of primary competencies and specialisms to DFID/wider development priorities. It is expected that some advisory posts require specific experience of application of the primary competencies in certain fields, and additional competencies may be specified for recruitment for specific posts.

In addition to the competencies, all DFIDs advisers are expected to be able to deploy their own specialism while, through a number of priority lenses, taking account of cross cutting issues. Many of these lenses are embedded into the Social Development Technical Competencies below, but in part this will vary according to the specificities of a given post. Social Development advisers should: **Understand political economy** and interventions that affect the incentives and behaviours and what impact these have for the inclusion/exclusion of the poor; **understand conflict and protracted crises** and their drivers to ensure conflict sensitivity in policy and programme delivery; **understanding climate and environment** and poor peoples' vulnerability to environmental stresses and change; **understand economic concepts** and policy, including inclusive growth, markets, incentives and public policy; **understand the potential of digital technology** to improve the reach and value for money of development interventions; and to integrate
digital effectively in programmes, and use digital tools to work smarter, and to collaborate and communicate effectively. Be able to apply this understanding to own analysis and programming. These cross cutting issues should inform decision making.

The cadre specific competencies are underpinned by the principles of the **civil service**, **international**, and where appropriate the **Policy Profession** competencies. These civil service wide competencies provide the foundation upon which the DFID technical competencies are built. In the delivery of technical expertise advisers **must** demonstrate the core values of the civil service and the behaviours set out by these broader frameworks.
### 5. Summary of Social Development Adviser Competencies

<table>
<thead>
<tr>
<th>Type</th>
<th>Social Development Competencies</th>
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</thead>
<tbody>
<tr>
<td>Adviser Competency</td>
<td><strong>SA1: Shared Advisory Competency (5 sub sections)</strong></td>
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<tr>
<td></td>
<td>(i) International Development.</td>
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<td></td>
<td>(ii) Develop and implement policy.</td>
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<td>(iii) Use evidence to inform policy and programming.</td>
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<td></td>
<td>(iv) Design and manage programmes and projects.</td>
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<td></td>
<td>(v) Apply key economic and commercial concepts</td>
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<tr>
<td>Primary Competencies</td>
<td><strong>P1: Social and political analysis</strong></td>
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<tr>
<td></td>
<td>Understanding of and ability to analyse the social and political structures, dynamics and power relations that enable/exclude women and men to/from taking advantage of opportunities and drive/constrain poverty reduction.</td>
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<td></td>
<td><strong>P2: Poverty, gender, vulnerability and inequality analysis and monitoring</strong></td>
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<tr>
<td></td>
<td>Knowledge of different theoretical approaches to understanding gender inequality, and wider poverty/deprivation and its causes; skills in poverty, vulnerability and inequality/exclusion analysis, assessment and monitoring, including qualitative and participatory assessments and understanding ‘leave no-one behind’.</td>
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<td></td>
<td><strong>P3: Processes, programmes and institutions that enable or constrain development</strong></td>
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<tr>
<td></td>
<td>Understanding of, and ability to influence, the structures, policies, programmes and processes at local, national and global levels that are important to support social change and to tackle poverty, inequality (including gender inequality), vulnerability and exclusion.</td>
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<tr>
<td>Specialist Competencies</td>
<td><strong>S1: Inclusive growth and economic development</strong></td>
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<td></td>
<td>Understanding and application of inclusive growth and private sector development approaches that lead to economic empowerment, enhanced livelihood opportunities, and an improved asset base for the poorest; vulnerable groups and for women and girls.</td>
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<td></td>
<td><strong>S2: Empowerment and accountability</strong></td>
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<td></td>
<td>Understanding and application of key concepts and analysis that lead to the empowerment of poor people, including women, girls and marginalised groups, and increased accountability between state/s, non-state actors and citizens, including the poorest and most marginalised.</td>
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<td></td>
<td><strong>S3: Social protection</strong></td>
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<td></td>
<td>Knowledge of key concepts, frameworks and what works, to lead the design, management and monitoring of evidence-based social protection policy, programmes and sustainable systems including cash transfers, which benefit the poorest and most vulnerable, and where relevant in fragile, conflict and humanitarian contexts.</td>
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<td></td>
<td><strong>S4: Human development and service delivery</strong></td>
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<td></td>
<td>Knowledge of key concepts, frameworks and what works, to lead the design, management and monitoring of evidence-based action for human development and wider services delivery to including multi-sectoral strategies and addressing transformative social change particularly for women and girls, and where relevant in conflict and humanitarian contexts to ensure no-one is left behind.</td>
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<tr>
<td>Additional Competencies areas</td>
<td>Climate change – including effective adaptation and mitigation, for the poorest, most vulnerable and women and girls.</td>
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<td></td>
<td>Governance, justice and security – including citizen empowerment, local accountability systems, role of informal structures and incentives, and civil society engagement. This includes how security and justice systems prevent and respond to Violence Against Women and Girls.</td>
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<tr>
<td></td>
<td>Emerging trends, opportunities and risks for development – for example, new digital technologies</td>
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<td></td>
<td>Infrastructure and Energy; migration and urbanisation.</td>
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### 6. SDA Competencies in detail

**Advisory Competencies:**

| (i) | Understand the processes, institutions and organisations that shape the changing international development context in which DFID operates, including the Sustainable Development Goals, ODA rules, UK legislation and government structures, and the roles of multilateral organisations and processes in development. |
| (ii) | Develop and implement policy including open and collaborative policy making and scaling-up policy solutions. (Integrated into P1 below) |
| (iii) | Use evidence to inform policy and programming. Analyse and critically appraise a wide range of data and evidence and engage with and implement high quality evaluation processes and design projects in a way that enables DFID to learn from its projects and programmes. |
| (iv) | Design and manage programmes and projects. Have skills to undertake the Senior Responsible Owner role, including working with partners/suppliers, understanding and practising risk management, financial management, commercial awareness and value for money at all stages of the programme cycle. |
| (v) | Apply key economic and commercial concepts (i.e. incentives; choice; markets; public policy and government failure); comparing costs and benefits; assessing value for money through economy, efficiency and effectiveness. |

**Primary Competencies:**

| P1: Social and political analysis |
| Understanding of and ability to analyse the social and political structures, dynamics and power relations that enable/exclude women and men to/from taking advantage of opportunities and drive/constrain poverty reduction. Including: |
| The social and political structures and processes that define and replicate social difference, diversity and identity at local, national and trans-national/global levels, that can generate social cohesion or conflict; |
| How formal and informal institutions are shaped by social & political processes, including gender dynamics; |
| How social perceptions, values and norms condition behaviour and the distribution of opportunities and resources in society; |
| How power relations influence poverty, inequalities, conflict, exclusion and vulnerability (eg gender relations); |
| How gender relations shape poverty and conflict; |
| Understanding of the relationship between poverty, development and conflict. |
| Enabling advisers to: |
| Lead or contribute effectively to and quality assure analysis and social impact appraisals that inform country strategic and operational planning, business case development and programme/instrument design (eg social impact appraisals, Gender and Social Exclusion Assessments, political economy analysis/Country Governance Assessments, Human Rights Assessments, Joint Analysis of Conflict and Stability –JACS for DFID/joint plans and programmes). |
| Shape DFID’s strategic direction at different levels, including beyond development assistance, by identifying emerging social and political trends and the consequences for development policy (including in fragile and conflict affected states), challenging conventional thinking and assumptions. |
| Build understanding among DFID, partner and other external colleagues of the key elements and implications of social and political context, including the gendered nature of poverty and conflict. |
| Set appropriate research questions and methods of social inquiry, including identification of corporate and global needs for evidence. |

Design and use of research from mix of robust qualitative and quantitative methods, including participatory methods, to analyse change.
### P2: Poverty, gender, vulnerability and inequality analysis and monitoring

**Knowledge of different theoretical approaches to understanding gender inequality, poverty/deprivation and its causes, and skills in poverty, vulnerability and inequality/exclusion analysis, assessment and monitoring, including qualitative assessments.**

- Complementing income/consumption measures of poverty with **multi-dimensional measures of poverty** that include perceptions (e.g., capabilities and entitlements, wellbeing analysis, social exclusion, gender equality).
- A broad range of **qualitative and quantitative social research methods** for the analysis and monitoring of the causes, dynamics (including longitudinal), distribution and routes out of poverty.
- Design and use of **qualitative and participatory poverty assessments** and other analysis.
- Approaches to analysing both ex ante and ex post the impacts of policies and policy change on poor women and men’s lives.
- Detailed understanding of **Leave no-one Behind** agenda - including how this cuts across achieving the Global Goals; use of national level poverty and exclusion diagnostics, with a focus on disaggregating data and ensuring that analysis (who, where, why etc) is used to support developing inclusive policy and programmes.
- Detailed understanding of **drivers of gender inequality** from household to national and international levels, including Understanding of relevant legislative contexts, UK and international commitments and architecture, and the differential effects of interventions on men and women to ensure no-one is left behind. Knowledge of different theoretical approaches to understanding poverty/deprivation, including extreme and chronic poverty and its causes, and skills in poverty, vulnerability and inequality/exclusion analysis, assessment and monitoring, including qualitative assessments and the analysis of quantitative data.
- Understanding of the structures and processes that underlie and should tackle gender inequality and exclusion of women and girls, including social norms and gender norms
- Knowledge of key concepts and frameworks – gender equality, women’s rights, empowerment of women and girls, tackling Violence against Women and Girls, voice, choice and control
- Knowledge and understanding of the evidence base on gender and empowerment of women and girls, including indicators that measure results

### P3: Processes, programmes and institutions that enable or constrain development

**Understanding of, and ability to influence, the structures, policies and processes at local, national and international levels.**

- Define and monitor results for the poorest, most vulnerable and excluded women and men
- Inform policy, planning and programme design/adaptation with analysis of (a) poverty dynamics and causes, including a focus on extreme poverty and gendered nature of poverty, and (b) likely and the actual distributional (incl gendered) effects of macro and structural policies.
- Provide insights into peoples’ own perceptions/experiences of poverty and the outcomes of policies/development assistance.
- Contribute to national partners’ household survey design and analysis, World Bank/IMF/national partner led poverty and social impact assessments etc.
- Help colleagues and wider audiences understand what policy and programmatic outcomes mean for poor men and women (by age, ethnicity, geography or other key features of social difference) e.g., by sharing analysis or more directly through initiating/facilitating immersions.
- Lead on the design, management and monitoring and evaluation of programmes focused on the social, political and economic empowerment of women and girls and tackling violence against women and girls.
- Supporting SROs and team Leaders with how to comply with the Gender Equalities Act.
- Help colleagues deliver on the Strategic Vision for Girls and Women.
**national and global levels that are important to support social change and to tackle poverty, inequality (incl gender inequality), vulnerability and exclusion.**

Including:

- Understanding the role and impacts of external actors.
- Includes shifting social norms, behaviours and informal institutions, reforming social policy related laws, structures (Ministries, local government etc), working with civil society/community actors, and building partnerships with businesses for poverty reduction, including in conflict and fragile states. Understanding of how gender discrimination is embedded within institutions, structures, policies and processes at all levels.
- How social policy and/or poverty analysis and monitoring fit in national and state/district level systems of policy making, budgeting, politics and governance.
- The role of informal and formal institutions and their impact on poverty/conflict.
- The role of citizens, communities and civil society in social change
- The global architecture, key players and processes for social development.
- Understanding operational/contextual challenges of working on SD issues.
- Understanding of how gender discrimination and gender norms are embedded within institutions (formal and informal) structures, policies and processes at all levels.

- Propose practical solutions to strengthen policy and budget processes to be pro-poor, gender-equitable and accountable.
- Support budget support, SWAps and programmes to ensure results for the poorest women and men.
- Build relationships with & support for non-state actors at international & country level, bring alternative perspectives to policy debates (eg civil society, private sector, women’s rights movement).
- Lead DFID’s engagement on shifting social and gender norms to tackle harmful practices (eg. VAWG, FGM, CEFM) and to empower women and girls.
- Mainstream the core social development agendas into strategic decision making within DFID (eg Country strategies and operational plans, Institutional Strategy Papers and selection of aid instruments) and specific policy and sectoral areas.
- Ensuring data is disaggregated – by wealth, sex, social group age etc – and tracks improvements for the poorest/ excluded.

**Secondary Competencies**

**S1: Inclusive growth and economic development, Inclusive growth**

- Across the economy: Ability to describe the sectors/regions where there are concentrations of poor people and to support the formulation of growth strategies that (i) explicitly acknowledge the situation of the poor, (ii) do not actively increase poverty, (iii) proactively address the constraints facing poor women and men, and excluded groups.
- Within markets: Ability to analyse market winners and losers, and identify mitigating strategies for ‘losers’
- Analysis of the economy from an inclusion/exclusion perspective to ensure no one is left behind.
- Familiarity with a range of financial instruments and approaches including social investments and financial inclusion.
- Familiarity with market systems approaches, trade, value-chain analysis, Understanding how businesses act responsibly, including working conditions and importance of informal employment to women and poor people.

**Women’s economic empowerment**

- Work to ensure national poverty reduction and growth strategies and policy understand and tackle the causes of gender inequality and the exclusion of women and girls
- Economic empowerment for women and the poor
- Help to design economic development interventions which are transformative for poor men and women
- to enable different women and men to benefit from economic opportunity and to tackle poverty, vulnerability, exclusion and instability.
- Understanding women’s role in local labour markets
- (Supply) Understanding how gender or other aspects of identity may impact on the ability of people to engage in labor (and other) markets
- (Demand) Analysis of whether and how groups may be excluded from market opportunities

**Decent jobs**
- Familiarity with global and local standards on working conditions
- Ability to support analysis of the value of decent work
- Equitable access to work

**S2: Empowerment and accountability**
Knowledge of key concepts, frameworks and what works, to lead the design, management and monitoring of a range of evidence-based action that empowers poor and marginalised people and enhances accountability, including between citizens and state/other structures and with a strong focus on inclusive institutions.
- Knowledge of theories of change, empowerment and accountability
- Understanding of the content and links between empowerment, voice, accountability, transparency, responsiveness and rights
- Understanding of inclusive institutions, formal and informal
- Knowledge and understanding of the evidence base on empowerment, voice and accountability and of indicators that measure results
- Detailed understanding of drivers of gender inequality and women’s and girls’ rights and empowerment
- Knowledge and practical experience in designing, implementing, monitoring and evaluating policy and programmatic approaches to enhancing citizen empowerment and accountability of public, private and traditional institutions, including in conflict-affected and fragile environments
- Knowledge of the international human rights architecture and conventions, and their application in/to different developing country context
- Skills in working with a wide range of very different stakeholders on potentially sensitive political agendas - identifying and managing risk.
- Ability to identify and communicate clear results and value for money of action.

- Lead on the design, management and monitoring and evaluation of programmes focused on empowerment and accountability outcomes
- Influence strategies and policies that focus on empowering poor, vulnerable and excluded men, women, girls and boys and shaping institutions to deliver more equitable outcomes,
- Influence how macro- and social policy treat empowerment and accountability issues
- Ensure that approaches that empower poor people and strengthen accountability are central to DFID’s development partnerships
- Design, shape and support work at and between all levels from local to global in support of citizen’s empowerment and the accountability of public and private sector organisations and institutions to people, including the poorest
- Apply international commitments and legal frameworks in ways that strengthen people’s rights
- Work with networks of non state actors to support social movements and work to support informal coalitions of actors driving positive change on specific policy issues
- Ensure that approaches that empower women and girls and marginalised groups and support gender equality and social justice are at the heart of DFID’s development policy and partnerships

**S3: Social Protection**
- Knowledge of key concepts, frameworks and theories of change –, extreme poverty and poverty dynamics, different vulnerable groups and vulnerabilities across the life-cycle, and protective / preventative / productive / transformative action
- Knowledge of different types of social protection (social assistance, social insurance, ...)

- Influence national and organisational social protection strategies, policies and systems
- Influence choice of instruments, design and implementation features, institutional and financing arrangements, appropriate to different contexts, including the most fragile
- Understand and engage with the political economy of social protection provision in developing countries and amongst different aid agencies
- Knowledge and understanding of the evidence base on cash transfers and social protection, including the different policy objectives social protection contributes to, key debates and of indicators that measure results.
- Knowledge and practical experience in designing, implementing, monitoring and evaluating policy, programme and system approaches for social protection.
- Knowledge and understanding of safety-nets / social protection in fragile contexts, and in reducing and responding to crisis needs. Skills in working with key partners – e.g. World Bank, UN, EC, Ministries of Finance/Social Welfare/others – identifying and managing risk.
- Ability to identify and communicate clear results and value for money of action.

**S4: Human Development and service delivery**

Knowledge of key concepts, frameworks and what works, to lead the design, management and monitoring of evidence-based action for human development and wider services delivery to including multi-sectoral strategies and addressing transformative social change particularly for women and girls, and where relevant in conflict and humanitarian contexts.

- Knowledge and practical experience in designing, implementing, monitoring and evaluating policy and programmatic approaches to enhance gender equality and deliver results for girls and women, including structural and transformational social changes, multi-sectoral strategies, sectoral change.
- Lead on the design, management and monitoring and evaluation of social protection programmes and sustainable systems, including cash transfers, and public works programmes.
- Work closely with DFID Livelihoods, Governance, Economics, Humanitarian, Climate, Health and Education advisers to deliver results.
- Apply international and regional agreements and frameworks as appropriate.

- Shape multi-sectoral strategies and policies aimed at achieving gender equality and women’s empowerment outcomes, including VAWG
- Inform and lead work on key areas/issues such as women’s reproductive health, girls’ education, violence against women and girls
- Ensure the development and use of sex-disaggregated data and appropriate gender indicators in DFID and country programmes
- Nutrition
- Transformative interventions eg ECD
- Lifecycle
- Social norms and behaviours
- Human rights
- Leaving no-one behind/reaching hard to reach
### SDA competencies, entry level and by Grade:

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<th>Competency</th>
<th>A1</th>
<th>A2</th>
<th>A2L</th>
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| Entry Qualifications                          | • First and second degree in a relevant subject (including, but not limited to social anthropology, sociology, political science, human geography, social/development policy and planning; psychology e)  
• Overseas development experience  
• Expertise in social research  
• Experience in applying social and political analysis to policy and programmes |                                                                 |                                                                 |
| Primary competencies                          | **Significant relevant senior overseas development/research experience including in various posts and/or countries**  
Experience of working in a number of corporate - policy, country, fragile state, secondment - and country contexts*  
Extensive experience of applying social analysis in a developing country context to policies and programmes *  
Able to establish credibility and influence at the most senior levels including in external organisations  
Able to lead and shape high level macro-policy development and programmatic processes | **Significant relevant overseas development/research experience**  
Experience working in more than one corporate or country contexts*  
Significant experience of applied social analysis in a developing country context*  
Able to establish credibility with senior counterparts  
Able to anticipate and respond to new trends and policy challenges | **Relevant overseas development/research experience***  
Some experience applying social analysis in a developing country context, working on policy development processes and programmes*  
Able to establish credibility with counterparts  
Able to understand and respond to new developments |
| Secondary Competencies                        | Able to work and lead policy and programmatic work in all these areas with confidence  
Able to initiate - and challenge - best practice among colleagues | Able to demonstrate specialist knowledge and results in at least two of the core areas  
Able to effectively facilitate and support work in most of the other areas  
Can raise the level of shared knowledge and best practice among colleagues | Able to demonstrate a degree of specialist knowledge and results in one of the core areas  
Able to effectively support work in some of the other areas  
Able to contribute effectively to shared knowledge and best practice |
<p>| Inclusive growth and economic development      |                                                                 |                                                                 |                                                                 |
| Empowerment and Accountability                |                                                                 |                                                                 |                                                                 |
| Social Protection                             |                                                                 |                                                                 |                                                                 |</p>
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<th>Human Development and service delivery</th>
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**Additional competencies**
- Climate change
- Governance, justice and security
- Fragility and conflict
- Emerging trends
- Infrastructure and Energy;
- Migration and urbanisation.

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<tr>
<th>Able to demonstrate the application of primary and specialist competencies into a wide range of DFID core areas of work</th>
<th>Able to apply and demonstrate the application of primary and specialist competencies to at least 2 relevant areas</th>
<th>Able to apply and demonstrate the application of primary and specialist competencies to at least 1 relevant areas</th>
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<tr>
<td>Able to apply skills to strategic issues and difficult challenges.</td>
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