

## HEADS OF PROFESSION GROUP TECHNICAL COMPETENCY FRAMEWORKS

### About the Advisory Cadres

FCDO is recognised for its world-class technical and analytical capability in International Development. This capability is concentrated in our Advisers who are international development policy and investment delivery experts. Advisers help identify, generate and utilise the best evidence, knowledge, technology and ideas to improve the impact of UK Aid.

Advisers have key roles in programme design, appraisal, management and evaluation; in the development and implementation of policy; and, in development diplomacy and international partnerships. They play a critical role in inter-disciplinary thinking and thought leadership, linking programmes and bringing deep expertise to maximise impact. They have strong links with development networks, research organisations and professional bodies in the UK and globally.

There are approximately 1000 advisers, in grades [A1](#), [A2](#) and [A2L](#), in FCDO, with a diverse mix of UK and non-UK home civil service and locally employed advisory staff. Advisers are employed across FCDO and other ODA spending government departments, primarily by country programmes and lead policy and research teams. Advisers are accredited to one or more of thirteen advisory cadres which are professional bodies within FCDO ([Climate and Environment](#), [Conflict](#), [Economics](#), [Education](#), [Evaluation](#), [Governance](#), [Health](#), [Humanitarian](#), [Infrastructure](#), [Livelihoods](#), [Private Sector Development](#), [Social Development and Statistics](#)).

The Economics, Statistics and Evaluation cadres are linked to government-wide advisory services.

Each cadre has a [Head of Profession \(HoP\)](#), who provides thought leadership, quality assurance (the right advice from the right adviser in the right place) and continuous professional development.

### Advisory capabilities

Advisers have a lot to offer FCDO and other ODA spending government departments.

- A **world class reputation** of technical credibility;
- An **expert depth of technical expertise**, developed through learning in specialist areas and significant country level experience;
- **High standards of quality assured** professional technical knowledge, thought leadership and appraisal, based on evidence from the latest research and data;

- **Experience of applying** technical expertise to operational delivery in varying **contexts** (geographic, political, socio-economic, institutions);
- **Vibrant Communities of Practice and Networks of professional contacts** and institutional connections with whom FCDO collaborates

Advisers have certain capabilities in common. These are embedded into each of the TCFs and include but are not limited to the following:

- **International Development** expertise to maximise the impact of UK investment and policy.
- Thought leadership from specific professional perspectives as well as the ability to work with others to generate **interdisciplinary** solutions.
- Deep and broad expertise and flexibility.
- Leading or supporting the development, implementation and review of **policy**.
- Designing, appraising, managing, monitoring and evaluating **programmes and research**.
- Using **evidence** to inform policy and programming, translating evidence into action, including monitoring and evaluation.
- Engaging in **development diplomacy, thinking and working politically**
- Networking and brokering **partnerships** with governments, civil society, the private sector, multilaterals, research organisations and professional bodies in the UK and globally.
- Applying key **economic and commercial concepts** and ensuring value for money.
- Harnessing the potential for **data/digital/technology/innovation**.
- Ensuring that we do-no-harm, while proactively benefiting poor and excluded people by integrating gender equality, child protection, disability inclusion and **social safeguards**, including Preventing Sexual Exploitation and Abuse, and Sexual Harassment.
- Considering **climate and environment** elements of programme, policy and portfolio design and management, and ensuring environmental safeguarding.
- **Political Economy Analysis**, building stability, understanding drivers of conflict in **Fragile and Conflict Affected States** and how they cut across to other sectors.
- Demonstration of strong civil service behaviours in applying, communicating, influencing and leading technical and evidence-informed processes and engagement

## How Technical Competency Frameworks (TCFs) should be used

TCFs are structured and presented so that for every cadre:

- competencies are clearly defined in terms of *what* rather than *how*;
- each competency has *working*, *practitioner* or *expert* levels;
- this allows breadth and depth of expertise to be mapped;
- competencies are marked as *optional* or *required*;

- there is clear signalling of different ways each competency can be *acquired*;
- there is clear signalling of how each competency can/will be *evidenced*.

TCFs use modular systems where each individual demonstrates their expertise in each competency, assessed at accreditation using the type of evidence indicated. We have three levels of accreditation, corresponding to the three advisory grades (A2L, A2 and A1). Modules and credit thresholds for each level is defined by HoPs in their respective TCF.

This approach will underpin improvements in many areas, including:

- cadre diversity and inclusion – by being very clear and transparent about the requirements for cadre entry and progression and how they can be acquired and evidenced;
- advisory career paths – by clearly setting out the skills required at each grade, that can be adopted across government;
- FCDO capability – by improving FCDO's ability to understand our current capability and build future capabilities;
- government ODA capability – by providing a clear framework we are proud to export and that can be easily understood and adopted.

### Your level of expertise

- **Working Level:** You have a working knowledge and practical experience of this competency. You are self-sufficient at applying this within a restricted number of areas, or under supervision in more complex areas.
- **Practitioner:** You have detailed knowledge and significant experience of this competency. You can apply and advise on more complicated or difficult issues in relation to this area. You are able to assess, determine and adopt a flexible approach. You actively share lessons learned.
- **Expert:** You have expert knowledge and experience in this area. You are known as an expert, acknowledged by others across government and partners. You apply this competency to complex issues. You use your knowledge and experience to review/change practice by using a wide range of tools.

## About the Social Development Cadre

**Social Development** is about putting people at the centre of development. It is about ensuring social, economic and political inclusion to maximise opportunities for all women, men, girls and boys; the empowerment of the poor and the most vulnerable and excluded people; and accountability in development processes. Social development recognises that poverty is multi-dimensional, has deep structural causes and aims therefore to address the underlying structural causes of poverty and exclusion. A Social Development approach aims to maximise the impact of **poverty reduction** efforts – *leaving no one behind*.

**Social Development Advisors** ensure that UK Aid does-no-harm, while delivering results with and for the people it is most intended to reach - the extreme poor, the most vulnerable and the excluded, many of whom are girls and women, people with disabilities, vulnerable children and people affected by conflict and the climate crisis. SDAs lead, influence and improve the design, delivery, monitoring and evaluation of policies and programmes that are informed by the realities of poor people's lives and by an understanding of the social, economic and political structures and processes that drive or constrain progress and opportunities for all.

SDAs provide innovative, practical solutions to add value to DFID, cross-government and key partner priorities.

**We both generate and apply evidence**, bringing skills in rigorous qualitative and quantitative research and impact assessment, including through participatory methods. As a result, we make a unique contribution to understanding what works, where and why. Throughout, we identify and communicate clear results and value for money of actions, ensuring data is disaggregation by sex, age, disability, race, ethnicity and other critical indicators.

**We work at multiple levels**; locally with poor and excluded people themselves and their representative organisations, with national institutions and governments, with the international systems; and at the interface.

**We work across sectors** and in a very wide range of technical areas and often have significant additional competencies. For example, we can help: build community-led development models that work in - and beyond - fragile states and build social cohesion in conflict affected areas; ensure health and education outcomes are equitable and remove barriers to access to basic services; ensure inclusive economic growth and policies and programmes build assets that can be controlled by women and girls; and we enhance the effectiveness of climate change adaptation and mitigation work.

## Social Development Technical Competency Framework 2020

Optional Mandatory **Your level:** W=Working, P=Practitioner, E=Expert.

**How you will be assessed:** APP=Application, OP=Oral Presentation, INT=Interview, WT=Written Test, SWW=Sample of Written Work.

**Your evidence might look like:** WBA=Work-based Application, WBT=Work-based Training inc 10% cadre contribution, SDR=Self-Directed Study, PR=Project Report, Q=Qualification, PP=Published Paper, dissertation, PDR=Professional Development Record or learning log

You are able to...		Your level is...			How you will be assessed ....					Your evidence might look like...						
		W	P	E	APP	OP	INT	WT	SWW	WBA	WBT	SDS	PP	Q	PR	PRR
<b>Competency SD1: Social Policy (social and political analysis and inclusion):</b>		10	20	30+												
1.1	<b><u>An Advisor can undertake robust Social Analysis</u> examining the social, cultural, political and economic structures, dynamics, norms and power relations that include or exclude people, and drive or constrain poverty reduction; including:</b>															
1.1.1	The social and political structures and processes that define and replicate <u>social difference, diversity and identity</u> at local, national and trans-national/global levels, that can generate social cohesion or conflict;															
1.1.2	How <u>formal and informal institutions</u> are shaped by social and political processes, including power and gender dynamics.															
1.1.3	How <u>social perceptions, values and norms</u> condition behaviour and the distribution of opportunities and resources in society.															
1.1.4	How <u>power relations</u> influence poverty, inequalities, exclusion, gender relations and vulnerability;															
1.1.5	UK and international <u>policy commitments, normative frameworks and architecture</u> , including the range of multilateral, bilateral and civil society partners to effect change.															
1.1.6	<u>Shape DFID's strategic direction at different levels</u> by identifying emerging social, political and economic trends and the consequences for development policy (including in fragile and conflict affected states), providing a challenge function and making the case for why social analysis matters.															
1.1.7	Undertake and commission <u>social analysis to inform country strategic and operational planning, business case development and programme/instrument design and monitoring</u> (eg by undertaking Gender, Social Exclusion and power analysis to understand the current situation; Social Impact Analysis to understand and manage intended and unintended impact of our policies and programmes on people; or integrating social and power analysis into Political															

1.1.8	Economy Analysis/Country Governance Assessments, Human Rights Assessments, Joint Analysis of Conflict and Stability – JACS/Joint plans and programmes, Country Development Diagnostics, Prosperity Strategies etc). <u>Build understanding among DFID, partner governments, multilaterals and civil society</u> of the key elements and implications of the social, political and economic context, including equality and inclusion.				
1.1.9	Assess the <u>evidence-base on what works</u> in social policy including international indices and indicators that measure results.				
1.1.10	Identify corporate and global evidence needs, <u>set appropriate research questions and methods of social inquiry including a mix of robust qualitative and quantitative methods</u> , design and commission research, and appraise and draw out implications of evidence.				
1.1.11	Identify and communicate clear <u>results and value for money of action to address exclusion and inequality</u> , particularly through the equity dimension of DFID's VfM framework.				
1.1.12	<u>Ensure data is disaggregated</u> – by sex, age, disability, location, income, social group, race, ethnicity, or other relevant characteristics – and tracks improvements for the poorest/ excluded.				
1.2	<b><u>Enabling Advisors to apply social policy to influence policies and strategies, lead or quality assure programme design and implementation and build capability of others to do-no-harm, benefit poor and excluded people and deliver transformational change, including:</u></b>				
1.2.1	Use social analysis to engage with and influence the processes, institutions and organisations that shape the changing <u>international development context</u> in which DFID operates, including the Sustainable Development Goals, ODA rules, UK legislation and government structures, and the roles of bilateral partners, multilateral organisations, civil society and private sector partners. Examining the meanings, enabling conditions and strategies for transformational change to occur.				
1.2.2	Supporting departments, SROs and team leaders to comply with <u>the Public Sector Equality Duty</u> .				
1.2.3	Assess and monitor unintended social impacts to prevent, manage and mitigate <u>social safeguarding risks, including Sexual Exploitation and Abuse, and Sexual Harassment (SEAH )</u> in policy and programme development with specific attention to the policy direction and programme cycle management (including due diligence, risk management, prevention and response, beneficiary participation and accountability, building the capacity of				

1.2.4	downstream partners and use of quarterly and annual reporting and PCRs to monitor risk and response mechanisms). Influence and enable colleagues to deliver on the <u>Disability Inclusion Strategy</u> including building understanding of the social model to disability inclusion in line with the UN Convention on the Rights of Persons with Disabilities (CRPD); building an office wide approach and culture change; engaging and empowering people with disabilities and their representative organisations; influencing country governments and multilaterals in implementation of the CRPD; mainstreaming disability inclusion in all programming; and, ensuring the collection, use and analysis of disability disaggregated data for relevant indicators and sharing of emerging evidence.							
1.2.5	Promote <u>mental health and wellbeing</u> for all by analysing and addressing the social determinants of poor mental health across life cycle (including discrimination, inequality, VAWG and negative parent-child relations); measuring wellbeing outcomes; and advancing human rights for people with mental health conditions and psychosocial disabilities.							
1.2.6	<u>Mainstream child protection</u> across all sectors in development, humanitarian and conflict settings. Use a life cycle approach to analyse the specific risks and vulnerabilities children face, including violence, abuse and exploitation. Strengthen systems (welfare, justice, health, education) to protect children including in emergencies (psychosocial support, reaching separated/unaccompanied children and children involved with armed groups and addressing grave child rights violations).							
1.2.7	Ensure national poverty reduction and growth policies and strategies understand and tackle the causes of horizontal inequality and discrimination faced by excluded groups including along <u>race, ethnic, caste, religious or geographical</u> lines looking at the range of policies that would reduce horizontal inequalities, and the types of policies that may prevent horizontal inequalities from leading to conflict.							
1.2.8	Build relationships with <u>social movements led by excluded groups themselves</u> at international and national level, including child and youth groups, people with disabilities and their organisations, women’s rights organisation, LGBT+ groups etc, strengthening their voice and participation in social policy debates.							
<b>Competency SD2: Poverty and vulnerability analysis and monitoring</b>		10	20	30+				
2.1	<b><u>An advisor can analyse</u> the different concepts and measures on wellbeing, poverty and vulnerability, and the strengths and limitations of each; the range of poverty analysis approaches and tools; and, the</b>							



evidence base on what causes poverty or drives poverty reduction in developing countries; including:			
<p>2.1.1 <u>Key concepts</u> in defining and measuring welfare/wellbeing (objective and subjective; absolute and relative; entitlements and capabilities; living standards, human development and social inclusion; welfare dynamics, life cycle approach to vulnerability, and chronic and transitory poverty).</p> <p>2.1.2 Basic principles of defining and measuring <u>poverty in income/consumption</u> terms.</p> <p>2.1.3 Key human development outcome indicators; use of dashboards and composite indices to represent <u>multidimensional poverty</u>.</p> <p>2.1.4 The key sources of data for <u>quantitative analysis of poverty</u> including national and other surveys (e.g. LSMS, DHS, MICS), administrative data, etc.) and the strengths and weaknesses of each.</p> <p>2.1.5 Concepts, methods and good practice in using <u>qualitative and participatory approaches</u> to poverty analysis and monitoring (e.g. participatory poverty analysis); and principles and experience in <u>combining quantitative and qualitative insights</u> on poverty (mixed methods, Q-squared).</p> <p>2.1.6 Analyse (ex ante, ex post) <u>impact of policies/programmes on different groups of poor people</u>, disaggregating by individual (sex, age, disability) and group (location, race, ethnicity) characteristics.</p> <p>2.1.7 Analyse how social policy and/or poverty analysis and monitoring fit in <u>national and state/district level systems</u> of policy making, budgeting, politics and governance in developing countries.</p>			
2.2 <b><u>Enabling Advisors to influence, lead, quality assure or build the capability of others in analysis, application and monitoring of poverty and wellbeing in developing countries; including:</u></b>			
<p>2.2.1 <u>Improve awareness of poverty trends and patterns</u>, often working in partnership with governments, IFIs or other donors to identify gaps in the evidence base and opportunities to fill these gaps through investments in better data and analysis.</p> <p>2.2.2 <u>Advise on design and implementation of policies and programmes</u> that address the needs, opportunities and capacities of different groups among the poorest, by commissioning and managing poverty analysis (including beneficiary consultation and gender and social inclusion analysis) and drawing on a grasp of the global evidence base.</p>			



2.2.3	<u>Define, monitor and evaluate desired results</u> for different groups among the poor, including through effective beneficiary feedback; undertake distributional analysis of programme/policy reach and impact.				
2.2.4	<u>Help focus DFID and partners</u> on the nature and causes of poverty and what policy and programmatic outcomes mean for poor men and women and girls and boys (e.g. through effective and strategic communication of poverty analysis or more directly through facilitating immersions).				
2.2.5	Propose practical solutions to strengthen <u>policy and budget processes</u> to be pro-poor, gender-equitable and accountable.				
<b>Competency SD3: Gender Equality and the rights and empowerment of women and girls</b>		10	20	30+	
3.1	<b><u>Advisors can analyse key concepts, frameworks, and the evidence base on policies and programmes that work to achieve gender equality and the rights and empowerment of women and girls; including:</u></b>				
3.1.1	<u>Key concepts and frameworks</u> including gender equality, intersectionality, girls' and women's rights (including sexual and reproductive health and rights), and empowerment of women and girls.				
3.1.2	<u>The structures and processes that drive gender inequality and exclusion of women and girls</u> , from household to national and international levels. Including discriminatory legislation, social norms and gender norms, and the role of men and boys and masculinities.				
3.1.3	UK and international <u>policy commitments, normative frameworks and architecture</u> , including the range of multilateral, bilateral and civil society partners to effect change.				
3.1.4	<u>The evidence base on what works to achieve gender equality and girls' and women's empowerment</u> , including international indices and indicators that measure results to track the differential impacts of interventions on women and men, girls and boys. To include specific analysis of what works to achieve the 5 foundational areas of the Strategic Vision for Gender Equality: VAWG, SRHR, girls' education, women's economic empowerment, women's political empowerment.				
3.1.5	Identify and communicate clear <u>results and value for money</u> of action to address gender inequality and empowerment of girls and women.				
3.1.6	Ensure the development and use of <u>sex-and age-disaggregated data and appropriate gender indicators</u> in DFID policies and country programmes to ensure no girl or woman is left behind.				

3.2	<b>Enabling Advisors to influence, lead, quality assure and build capability of others to design, manage, monitor and evaluate a range of evidence-based action for gender equality and the rights and empowerment of women and girls, including multi-sectoral strategies and structural and transformative change; including:</b>								
3.2.1	Influence and enable colleagues to deliver on the <u>Strategic Vision for Gender Equality</u> (2018-2030).								
3.2.2	Support SROs and team leaders on how to comply with <u>Gender Equality Act</u> .								
3.2.3	Influence and support colleagues to <u>mainstream gender equality</u> into sectoral programmes and policies to maximise impact for gender equality.								
3.2.4	Design, manage and monitor and evaluate <u>standalone programmes</u> focused on the empowerment of women and girls and shifting harmful gender norms.								
3.2.5	Shape <u>multi-sectoral strategies, portfolios and policies</u> aimed at achieving gender equality and girls' and women's empowerment outcomes.								
3.2.6	Work to ensure <u>national poverty reduction and growth policies and strategies</u> understand and tackle the causes of gender inequality and discrimination against women and girls.								
3.2.7	Inform and lead work on <u>key areas/issues</u> such as sexual and reproductive health and rights (including child marriage, FGM and period poverty); girls' education; violence against women and girls; women's economic empowerment; women's political empowerment (meaningful participation of women and empowerment as citizens and leaders in all spheres and at all levels); gender norms change, masculinities; gender and conflict including women, peace and security; gender and humanitarian crises, protracted crises, migration.								
3.2.7	<u>Work strategically and politically with a range of partners</u> (multilaterals, bilaterals, OGDs, private sector, civil society including women's rights organisations and men and boys) in support of gender equality and women and girl's empowerment.								
<b>Competency SD4: Empowerment and Accountability</b>		10	20	30+					
4.1	<b>Advisors can analyse key concepts, frameworks, and the evidence base on policies and programmes that work to achieve empowerment and accountability; including:</b>								
4.1.1	<u>Key concepts, frameworks and theories of change</u> on empowerment and accountability.								

4.1.2	The <u>content and links</u> between empowerment, voice, agency, accountability, transparency, responsiveness, rights, and the conditions under which they contribute to broader transformational change?				
4.1.3	The <u>international human rights architecture and conventions</u> , and their application in/to different developing country contexts.				
4.1.4	<u>How to deepen the standard institutional approach to political economy analysis</u> - bringing in the importance of norms, emotions (fear), cultural expression, power and gender relations.				
4.1.5	<u>The evidence-base</u> on empowerment, voice, agency and accountability and indicators and approaches that measure results. Analysing the various strategies for achieving empowerment and accountability, and how they might work for differing groups in various contexts and conditions.				
4.1.6	Working with a wide range of different stakeholders on potentially <u>sensitive political agendas and in the context of shrinking civic space</u> - identifying and managing risk. Including the role of donors and external actors in these settings.				
4.1.7	Identify and communicate clear <u>results/outcomes and value for money</u> of empowerment and accountability.				
4.2	<b><u>Enabling Advisors to influence, lead, quality assure and build capability of others to design, manage, monitor and evaluate a range of evidence-based actions to enhance citizen empowerment and accountability of public, private and traditional institutions, including in conflict-affected and fragile environments; including:</u></b>				
4.2.1	<u>Develop, test and influence strategies, policies and programmes</u> that focus on empowering poor, vulnerable and excluded men, women, girls and boys and shaping institutions to deliver more equitable outcomes.				
4.2.2	Influence how <u>macro-and social policies</u> treat empowerment and accountability issues.				
4.2.3	Ensure that <u>approaches that empower poor and marginalised people and strengthen accountability</u> are central to DFID's development partnerships.				
4.2.4	Design, shape and support work at and between all levels from local to global in support of <u>citizen's empowerment and the accountability of public and private sector organisations and institutions</u> to people.				
4.2.5	Strengthen civil society and governance actors to use policy levers to open new 'social' spaces for empowerment and accountability.				

4.2.6	Integrate Empowerment and Accountability with other strategies, e.g. on inclusion, gender equality and inclusive growth and economic development, <u>working towards more joined up approaches</u> .				
4.2.7	Focus on creating the <u>social preconditions for voice</u> , including countering the legacies of fear and authoritarianism; and include affecting pre-conditions as key outcomes.				
4.2.8	Apply <u>international commitments and legal frameworks</u> in ways that strengthen people's rights and ability to exercise those rights.				
4.2.9	Support the integration of <u>independent beneficiary feedback</u> across DFID programmes, enhancing accountability and responsiveness of duty bearers (Government, NGOs, Multilaterals, Private Sector) to beneficiaries (better and more appropriate services, programmes and strategies); and empowering beneficiaries, increasing their voice, choice and control in development processes and in other spaces. Work with <u>networks of non state actors to support social movements</u> and work to support informal coalitions of actors driving positive change on specific policy issues.				
<b>Competency SD5: Social Protection</b>		10	20	30+	
5.1	<b><u>Advisors can analyse key concepts, frameworks, and the evidence base on social protection policies and programmes; including:</u></b>				
5.1.1	<u>Key concepts, frameworks and theories of change</u> including extreme poverty and poverty dynamics, different vulnerable groups and vulnerabilities across the life-cycle, and protective / preventative / productive / transformative action.				
5.1.2	<u>The different types of social protection</u> , social assistance, social insurance, labour market interventions, social care.				
5.1.3	<u>The evidence base on social protection</u> , including the different policy objectives social protection contributes to, key debates and of indicators that measure results.				
5.1.4	<u>Safety-nets / social protection in fragile contexts</u> , and in reducing and responding to crisis needs.				
5.2	<b><u>Enabling Advisors to influence, lead, quality assure and build capability of others to design, implement, monitor and evaluate policy, programme and system approaches for social protection; including:</u></b>				
5.2.1	Influence national and organisational social protection <u>strategies, policies and systems</u> .				

5.2.2	Influence <u>choice of instruments, design and implementation features, institutional and financing arrangements</u> , appropriate to different contexts, including the most fragile.			
5.2.3	Understand and engage with <u>the political economy of social protection provision</u> in developing countries and amongst different aid agencies.			
5.2.4	<u>Skills in working with key partners</u> – eg World Bank, UN agencies, EU, Ministries of Finance/Social Welfare/others – identifying and managing risk.			
5.2.5	Identify and communicate clear <u>results and value for money</u> of action.			
<b>TOTAL CREDITS</b>		50		
<b>SD6. Additional Competencies (applying primary Social Development competencies to the following DFID/ wider development priorities):</b>				
6.1	<b>Geographical and linguistic expertise [Please insert]:</b> - e.g. deep experience with social groups, communities, countries or regions developed through extensive field work, language skills, religious literacy etc.	✓		
6.2	<b>Inclusive growth, economic development and international trade</b> – <u>inclusive growth</u> approaches that lead to economic empowerment, enhanced livelihood opportunities, and an improved asset base for the poorest; vulnerable groups and for women and girls. Social impact analysis of the economy. Understanding of drivers of women's economic empowerment. Understanding of how social and economic policies work together to deliver poverty reduction and prosperity. <u>Role of private sector in growth and poverty reduction</u> including contribution to improving equity and reducing vulnerability. Understanding Decent Work Agenda including Core Labour Standards (CLS). <u>Gender and inclusion in trade for development</u> .	✓		
6.3	<b>Human development and service delivery</b> – including <u>equity in education</u> ; <u>social determinants of health</u> ; <u>epidemiology and public health</u> including sexual and reproductive health and rights and demographic change; nutrition, water, sanitation and hygiene; <b>infrastructure</b> and <b>energy</b> for pro-poor service delivery and addressing transformative social change through multi-sectoral strategies particularly for socially excluded groups and women and girls, and where relevant in conflict and humanitarian contexts to ensure no-one is left behind.	✓		
6.4	<b>Humanitarian</b> – Ensuring <u>accountability to affected populations in the planning and management of relief programmes</u> , undertaking needs assessments and analysing vulnerabilities faced by certain populations. Contributing on social	✓		

<p>safety nets, mental health and psychosocial support in emergencies and child protection in emergencies.</p>			
<p>6.5 <b>Fragility and conflict</b> - <u>Conflict and political analysis and strategy development</u> including the social and gendered nature of conflict, politics, violent extremism and organised crime; <u>conflict sensitivity</u> including community-led development, social cohesion, using Do No Harm and other conflict sensitivity tools and understanding the overlap with social exclusion and gender analysis, power analysis etc; <u>conflict prevention, peace building and stabilisation</u> including mainstreaming inclusion and gender in programmatic responses to address causes and effects of conflict, women, peace and security, and tackling violence against women and girls and children in fragile and conflict affected states.</p>			
<p>6.6 <b>Social and political determinants of Climate and Environment</b> – including <u>climate change impact, adaptation and resilience</u> especially of the poorest, vulnerable, socially excluded and women and girls; and Environmental governance at national and international level.</p>			
<p>6.7 <b>Governance, justice and security</b> – Supporting the design of transformative and inclusive governance interventions including how <u>security, justice and human rights</u> contribute to development and stability, and their impact on different groups, including women, children and youth; and how security and justice systems prevent and respond to Violence Against Women, Girls and Boys; <u>accountable and inclusive politics</u>, including youth participation, citizen empowerment, local (inclusive) accountability systems, role of informal structures and incentives, civil society engagement.</p>			
<p>6.8 <b>Other [Please Insert]: E.g. emerging trends, opportunities and risks for development</b> – e.g, new digital technologies; rural poverty; migration; urbanisation.</p>			

## Accreditation Criteria

The Social Development Cadre have 5 technical competencies which all Advisors must demonstrate at various levels. These include:

1. Social Policy (social and political analysis and inclusion)
2. Poverty and vulnerability analysis and monitoring
3. Gender Equality and the rights and empowerment of women and girls
4. Empowerment and Accountability
5. Social Protection

There are three levels of accreditation, corresponding to the three advisory grades (A2L, A2 and A1). The levels are gained by amassing increasing numbers of credits, according to your level of expertise for each of the 5 technical competencies.

Minimum entry criteria is 50 for A2L, 80 for A2, and 140 A1. Candidates are encouraged to draw on any additional competencies – these will be mapped at accreditation and throughout your career.

Points per Level	Working: 10		Practitioner: 20		Expert: 30	
Grades	A2L		A2		A1	
Credit thresholds:	Min	Max	Min	Max	Min	Max
	50	70	80	120	140	+
Equivalent to:	5W	3W, 2P	2W, 3P	3P, 2E	2P, 3E	+

The Aim of the assessment is to help applicants **do their best**. Applicants get **two questions** (two opportunities, using two different assessment methods) to present evidence on a) their grasp of the **evidence base** and b) **their direct experience** on each technical competency. The final score on each competency is based on answers to both questions.

Candidates must also make explicit the breadth and depth of their experience in/on developing countries including FCAS and on the technical requirements specified in the competency framework.

**Assessment methods** include an application form including CV, a pre-prepared oral presentation, an interview and an open book written test. The TCF gives full detail on how each competency will be assessed and the type of evidence that must be presented by applicants.

Two key **behaviours** which are critical to effective advisory skills and that are embedded within the TCF are also tested – a) leadership and b) communicating and influencing.

### Your level of expertise

- **Working Level:** You have a working knowledge and practical experience of this competency. You are self-sufficient at applying this within a restricted number of areas, or under supervision in more complex areas.



- **Practitioner:** You have detailed knowledge and significant experience of this competency. You can apply and advise on more complicated or difficult issues in relation to this area. You are able to assess, determine and adopt a flexible approach. You actively share lessons learned.
- **Expert:** You have expert knowledge and experience in this area. You are known as an expert, acknowledged by others across government and partners. You apply this competency to complex issues. You use your knowledge and experience to review/change practice by using a wide range of tools.