

# EXPLORING COMPETENCIES IN DEVELOPMENT STUDIES TEACHING

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# OUTLINE

- Changing development landscape
- Necessary skills & competencies
- Proposed competencies framework
- How to assess and verify

# CHANGING DEVELOPMENT LANDSCAPE



## Top Oxfam staff paid Haiti survivors for sex

● Charity covered up scandal in earthquake zone ● Girls at 'Caligula orgy' may have been under-age

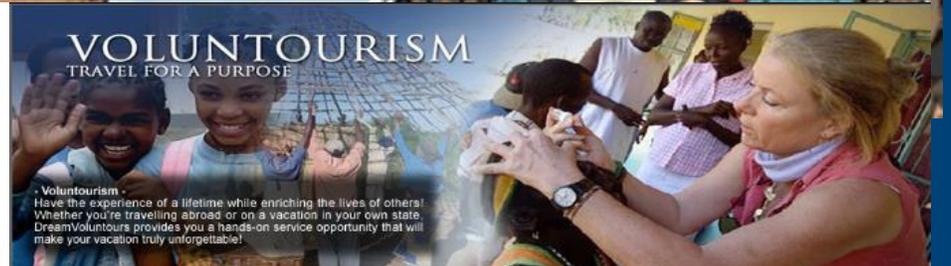
### TIMES INVESTIGATION

Sean O'Neill Chief Reporter

One of Britain's biggest charities covered up the use of prostitutes by senior aid workers in earthquake-torn Haiti.

A Times investigation has found that Oxfam, which receives £300 million a year in British government funds and public donations, allowed three men to resign and sacked four for gross misconduct after an inquiry into sexual exploitation, the downloading of pornography, bullying and intimidation.

A confidential source for the charity



## CHANGING DEVELOPMENT LANDSCAPE

- #MeToo and sexual abuse scandals in aid sector
- Decline in ODA & rise of the BRICS
- Localisation agenda
- Growing domestic inequality
- Private sector, social enterprises, DIY development
- Challenge to decolonise development and development studies

## NECESSARY SKILLS & COMPETENCIES

- Technical, management, & **human** skills (Brière et al., 2015)
- **Values, processes**, tools & means (Brinkerhoff & Brinkerhoff, 2010; AbouAssi, 2010)
- Technical skills, **reflexivity, & cross-cultural sensitivity** (RDI, 2018)
- **Cross-cultural engagement, interpersonal relationships**, development theory & practice, technical capabilities (Spratt, 2015)
- **Detectives, translators & diplomats** (Woolcock, 2007)

# PROPOSED COMPETENCIES FRAMEWORK

- **Emotional intelligence**

Self-awareness, self-regulation, & motivation (personal) & empathy & social skills (social) (Collins & Cooper, 2014)

- **Cultural competence**

“a reflective process involving conscious responsiveness by a practitioner to a particular context and location, at a point in time” (Torrie et al., 2015)

- **Ethics, reflexivity & humility** as a set of soft skills (yet to explore)

# ASSESSMENT & VERIFICATION OF COMPETENCIES

- The graduate profile and achieving course objectives
- A potential framework to assess competencies
- **Who** assesses; **who** regulates; **what** does this regulation look like?
- Should development management be a **profession** and if so what does this mean... professional body, code of ethics, disciplinary framework .....

## IDEAS

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