

UNITED NATIONS CHILDREN'S FUND

JOB DESCRIPTION

PROFESSIONAL

IMIS POSITION NUMBER:	(FOR DHR USE ONLY)
CASE NUMBER:	Generic JD Code:
POSITION TITLE: Communication for Development Specialist (M&E)	IMIS JD Number:
	ICSC CCOG Code:
	UNICEF Code:
POSITION LEVEL: P3	CLASSIFIED LEVEL:
	DATE CLASSIFIED:

SECTION/DIVISION: Health Section, Programme Division DUTY STATION: New York, NY

SIGNATURES

This is to certify that the contents are correct and complete and that the duties and responsibilities described are required in the organizational unit for the proper accomplishment of the functions.

Supervisor, Name and Title

(Signature)

Head of Section, Name and Title

(Signature)

Head of Office, Name and Title

(Signature)

DATE PREPARED: April 2013

1. ORGANIZATIONAL SETTING

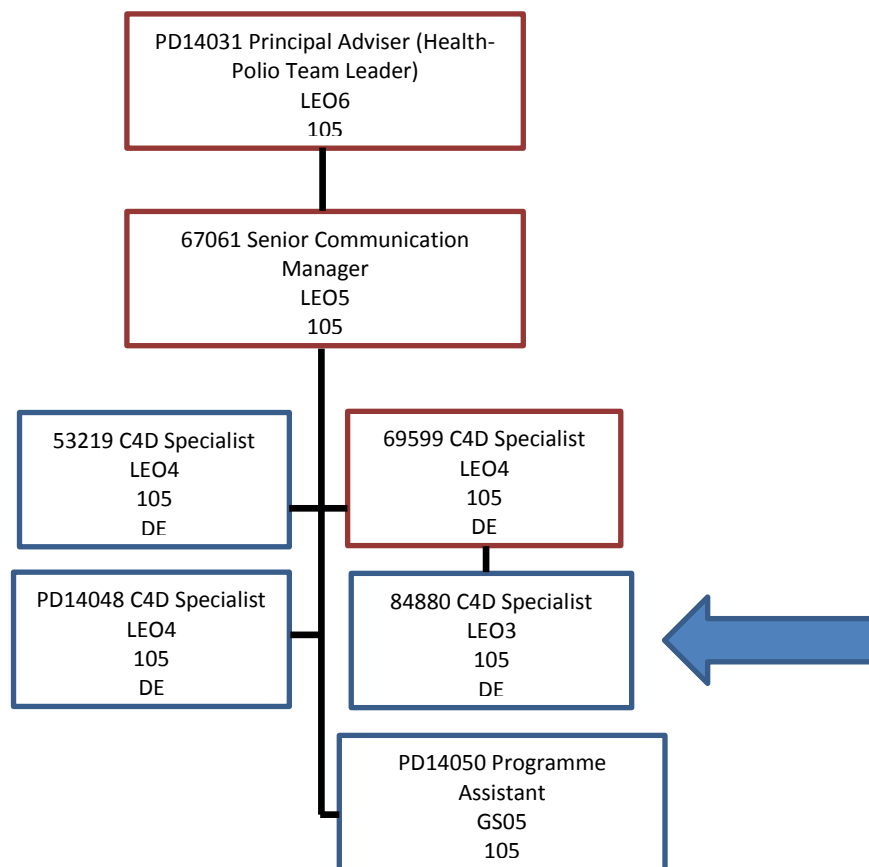
a) **REPORTS TO:** *(Indicate Position, by job title, level and position number to which this reports.)*

C4D Specialist Polio, P4, no. 69599

b) **RESPONSIBILITY FOR WORK OF OTHERS** *(Indicate the title, level and position number of staff whose work the Position is responsible).* NA

N/A

c) **ORGANIZATION CHART** *(Show the IMMEDIATE SECTION where the Position is located, as well as the supervisor, subordinates and all other related Positions. Only the officially approved organization chart should be used.)*



2. PURPOSE OF THE POSITION *(Statement of overall Position’s accountability.)*

Under the general guidance of the C4D Specialist Polio, and in close coordination with Communication for Development colleagues from Country Offices, responsible for supporting polio priority countries to design, implement, monitor and evaluate behavior and social change communication for polio to accelerate results and accountability for Polio Eradication.

3. MAJOR DUTIES AND RESPONSIBILITIES *(Describe in order of importance what*

incumbent does and how. Do not exceed more than 10-12 major duties. Indicate the percentage of time devoted to each duty or responsibility. Do not include duties of more than 30% or less than 5%.)

Percentage

35%	<p>1. Monitor, collate and analyze communication</p> <p>Monitor, collate and analyze communication data collected by independent monitors and respectively guide countries in its use to improve programme achievements</p> <p><u>End Result(s):</u> Produce comprehensive analysis that can be used for management decision making</p>
20%	<p>2. Tools to assess the social context for polio eradication</p> <p>Develop and utilize tools to assess the social context for polio eradication, and to monitor systematically the communication activities contributing to eradication</p> <p><u>End Result(s):</u> Social context for polio eradication is assessed and communication activities monitored.</p>
20%	<p>3. Technical support</p> <p>Provide technical support to priority countries to design, manage, monitor and evaluate behaviour change and social mobilization strategies for Polio Eradication</p> <p><u>End Result(s):</u> Country offices in priority countries have social mobilization strategies in place for polio eradication.</p>
15%	<p>4. Capacity building</p> <p>Strengthen capacity of COs and national counterparts to conduct behavioural analysis and effectively monitor results, and support capacity building of social mobilization networks in collecting and reporting on data.</p> <p><u>End Result(s):</u> Build capacity in countries to analyze and monitor information, particularly through social mobilization networks.</p>
10%	<p>5. Develop workplans</p> <p>Support country offices to develop plans and workplans that utilize social data</p> <p><u>End Result(s):</u> Workplans developed in countries.</p>

4. WORKING CONDITIONS *(Do the duties of this Position involve frequent travelling or unusual conditions or is it an office-based Position?)*

Post is office-based, with frequent travel to priority countries.

5. IMPACT AND CONSEQUENCE OF ERROR

Describe the type of actions regularly made and their impact of such actions

Action	Impact
<p>Decisions: Makes decisions on appropriate communication for development methodologies and approaches, technical resources required, quality and appropriateness of communication materials produced, target audiences to be reached, allocation of financial resources, as well as a time-frame for various activities.</p>	<p>Achievement of country programme goals.</p>
<p>Recommendations: Makes recommendations on operational strategies in the areas of participatory communication, social mobilization and behaviour change; on appropriate materials and media to reach target audiences; and on the way in which communication for development should be integrated into specific programmes/projects.</p>	<p>Successful integration of communication strategies into programmes targeting specific audiences.</p>
<p>Errors: Lack of understanding of and insensitivity to political and cultural realities in promoting behaviour change in the region could result in inappropriate recommendations, which could cause serious damage to UNICEF's overall relations. Possibility of inadequate assessment of social and political trends and the omission of important partners.</p>	<p>Ineffective strategies, loss of credibility and unfulfilled programme objectives.</p>

6. INDEPENDENCE (Describe the degree of direction or management guidance the incumbent receives from the immediate supervisor, (e.g., incumbent exercises judgement, takes initiative, etc., under minimal supervision.)

Overall goals and objectives and direction provided by the Supervisor. Incumbent will provide support and advice in technical areas. Incumbent is expected to perform independently and take the initiative to inform or consult with the Supervisor on problem areas and major constraints. Incumbent receives guidance from the Regional Communication for Development Specialist, Polio / EPI on major issues.

7. GUIDELINES

(a) Indicate which guidelines are required for performing the duties of the Position (rules, regulations, policies, procedures, practices, precedents, manuals, instructions, etc.)

UN/UNICEF policy papers, especially those relating to communication for development and programs; PROs and Executive Directive; UNICEF programme manuals; Communication for Development Guidelines; UNICEF country programme plans; Government development plans and policies; UN agency agreements and joint policy papers.

(b) Describe the degrees to which interpretation of, and deviation from, existing guidelines are permitted, and the authority to propose or establish new guidelines.

The post is technical. Incumbent regularly interprets guidelines and contributes to the development of guidelines, based on current events and opportunities.

8. WORK RELATIONSHIPS

Indicate both the purpose and level of contacts within and outside UNICEF, in order to perform the work effectively.

Contact	Purpose	Frequency O: Occasional F: Frequent
Internal		
Comm. for Dev Specialist	Overall guidance, support and direction; Coordination of policies and activities	F
Senior Communication Manager	Coordination of policies and direction for convergence	F
Regional Director	Policy direction, advice and support	F
Immunization Section	Overall health guidance & direction -outbreaks	F
Immunization Section Chief	Provides policy direction, advice and support	F
Prog Officers/PM&E staff	Programme issues/advisory	F
Communication officer	Coordination of strategies, plans & activities	F
Operations staff	Financial monitoring & control, recruitment of technical resources	F
Comm for Development Officers	Coordination & information exchange	F
Section Chiefs	Exchange of ideas and intersectoral cooperation	F
External		
Govt officials of relevant Ministries at various levels, Community leaders –in countries visited/coordinated	Cooperation, coordination, advocacy, tech support and programme/project development and implementation	F
UN,iNGOs, bilateral agencies,NGOs	Coordination of activities, operational research, media/opinion leaders, universities/libraries documents, information and ideas advocacy and exchange of ideas	F

9. QUALIFICATIONS AND COMPETENCIES required to perform the duties of the Position:

(a) EDUCATION (*Indicate the level of formal education and/or training and field of specialization required.*)

Advanced university degree in the social/behavioural sciences (Sociology, Anthropology, Psychology, Health Education) with emphasis on participatory communication, communication planning, social mobilization, participatory research, training and impact evaluation of communication interventions.

Advanced level skills in Access, Excel, SPSS/STATA and Dev Info are required.

(b) WORK EXPERIENCE (*Indicate the length and type of practical experience required at the national and international levels.*)

Five years progressively responsible work experience in the planning and management of social development programmes, including two years in developing countries, with practical experience in the adaptation and application of communication planning and M&E processes to specific programmes.

Experience working with polio eradication, or with broader immunization is desirable.

Technical knowledge required:

- Knowledge of current developments in the fields of : communication theory, motivational

psychology, adult learning theory, indigenous media, community organization and participation, strategic communication planning, behaviour analysis, formative research and evaluation of communication interventions.

- Knowledge of inter-disciplinary approach in programme development and implementation in programme communication, social mobilization and behavioural change.
- Knowledge of Monitoring and Evaluation processes applied to social and behavioural change communication.
- Knowledge of and experience in emergency operations and management.
- Knowledge of and skills in programme communication networking, advocacy and negotiation.
- Knowledge of training/facilitation and impact evaluation of communication intervention.
- Knowledge and experience to organize and implement training, including development of curricula and methodologies. Knowledge of community capacity building.
- Knowledge and experience in the methods of communication to clearly and concisely express ideas and concepts in written and oral form and to listen to and acknowledges others' perspectives and views.
- Computer knowledge, skills and practical experience, including Excel, Access, SPSS/STATA, Dev Info and various office applications.

(c) **LANGUAGES and SOFTWARE** (*Indicate the language and software knowledge requirements and level of proficiency.*)

LANGUAGE S	READ		WRITE		SPEAK	
	Basic	Fluent	Basic	Fluent	Basic	Fluent
English		X		X		X
French		X		X		X

Fluency in English language is required ; fluency in French is desired (for GS Staff is not mandatory)

	BASIC	MEDIUM	ADVANCED
Word			X
Excel			X
PowerPoint			X
SAP	X		
Other: Access		X	
Other: SPSS/STATA	X		
Other: Dev Info	X		

(d) **COMPETENCIES** (*Indicate what 5 -6 key core and functional competencies required; delete rows which are not applicable. Please indicate for each of the competencies whether the level of proficiency, I (Low), II (Medium), or III (High)*)

Core Values (Applicable to all staff)	
Diversity and Inclusion	Treats all people with dignity and respect; shows respect and sensitivity towards cultural and religious differences; challenges prejudice, biases and intolerance in the workplace; encourages diversity wherever possible
Integrity	Maintains high ethical standards; takes clear ethical stands, keeps promises; immediately addresses untrustworthy or dishonest behavior; resists political pressure in decision-making; does not abuse power or authority

Commitment	Demonstrates commitment to the organization and UNICEF's mission; demonstrates the values of UNICEF in daily activities and behaviors; seeks out new challenges, assignments and responsibilities; promotes UNICEF's cause	
Core Competencies		Level I (Low)/II (Med)/ III(High)
Communication	Speaks fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility; structures information to meet the needs and understanding of the intended audience; presents information in a well-structured and logical way	III
Working with people	Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well	II
Drive for Results	Sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way; consistently achieves project goals; focuses on the needs and satisfaction of internal/external clients; accepts and tackles demanding goals with enthusiasm	II
Functional Competencies		Level I (Low)/II (Med)/ III (High)
Leading and Supervising	Provides others with a clear direction; motivates and empowers others; recruits staff of a high caliber; provides staff with development opportunities and coaching; sets appropriate standards of behavior	I
Formulating Strategies & Concepts	Works strategically to realize organizational goals; sets and develops strategies; identifies, develops positive and compelling visions of the organization's future potential; takes account of a wide range of issues across, and related to, the organization.	II
Relating and Networking	Easily establishes good relationships with customers and staff; builds wide and effective networks of contacts inside and outside the organization; relates well to people at all levels; manages conflict; uses humor appropriately to enhance relationships with others	II
Persuading and Influencing	Gains clear agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; takes care to manage one's impression on others	II
Applying Technical Expertise	Applies specialist and detailed technical expertise; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates an understanding of different organizational departments and functions	II
Entrepreneurial Thinking	Keeps up to date with trends in own work area; identifies opportunities for advancing UNICEF's mission; maintains awareness of developments in the organizational structure and politics; demonstrates financial awareness and a concern for	II

	cost-effectiveness	
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