

Latin America and Caribbean Region
Temporary Appointment
Terms of Reference [TOR]

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| Title | SBC Specialist / Gender & Immunization | Level | P3 |
| Supervisor's title | Regional SBC Specialist – Head of Section | Supervisor's Level | P4 |
| Contract duration | 364 days | Expected start date | October 1 st , 2023 |

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| Background |
| <p>UNICEF promotes the rights and welfare of all children and adolescents in everything we do. Together with our allies, we work in 190 countries and territories to transform this commitment into practical actions that benefit all children, especially focusing our efforts on reaching the most vulnerable and excluded, worldwide. The UNICEF Latin America and Caribbean Regional Office is based in Panama, operating in 36 territories, including 24 country offices.</p> <p>UNICEF works to put the rights and well-being of the most disadvantaged children at the heart of the social, political, and economic agenda, in line with our equity focus, working across our organization and with our partners in government, civil society and the private sector to support shifts in public policy, fuel social engagement, and increase investment for children. For more information about UNICEF and its work. (www.unicef.org/lac).</p> <p>Social and Behavior Change (SBC) in UNICEF is a cross-cutting programme strategy that addresses the cognitive, social, and structural determinants of social change in both development and humanitarian contexts. SBC uses the latest in social and behavioral sciences to understand people, their beliefs, values, and the socio-cultural norms that shape their lives, to engage them and increase their influence in the design of solutions for sustainable behavior and social change.</p> <p>SBC is at the core of UNICEF's mandate, with corporate results that apply social and behavioral practices across sectors and goal areas like immunization, breastfeeding, hygiene, and positive discipline. UNICEF SBC employs a mix of approaches, including community engagement, strategic communication, applied behavioral science, service delivery improvement, systems strengthening and policy advocacy and social mobilization to advance child rights, survival, development, protection and participation.</p> <p>The recent reform of SBC transitioning from C4D, and the presence of an SBC team in LACRO to support SBC mainstreaming at country office level, are inherent pieces that are essential to accelerating results in the 5 Goal Areas and supporting emergencies. In view of this, our 2023 Annual Work Plan (AWP) aims, in essence, the development of three fundamental areas: increase SBC capacity in the COs, amplify synergies through strategic alliances (faith-based, private sector, and academic institutions) and expand SBC Knowledge Management as a principle for having systematized lessons learned and best practices.</p> <p>In Latin America and the Caribbean Region, the SBC section is implementing strategies to support routine immunization (RI), by identifying and addressing the core challenges that drive the significant decline in RI vaccination levels. – including gender-focused behavioural factors that drive unequal health outcomes and access to vaccines.</p> <p>Differences in how men, women, girls, and boys learn about, look for, and utilize health services and resources can be attributed to gender norms and expectations. Decisions related to health and immunization uptake are influenced by gender socialization. Vaccines have an effect on people's health at various ages, including young children, teenagers, and pregnant women.</p> |

All caregivers irrespective of their gender should have equal responsibilities and decision-making power in ensuring that their children are immunized this responsibility often falls on women in their roles as mothers and/or heads of households. However, restrictive gender barriers norms and roles often hamper women’s abilities to make decisions regarding their own and their children’s health and use of family resources to access such services. Additionally, care-related work may hinder their capacity to take children to health centers for vaccination during usual opening hours.

Additional obstacles include restricted mobility, the expense of in-home care, and limited health literacy. Gender bias can also encourage discrimination in healthcare settings and deter people from using services; for instance, health care workers may be less welcoming towards male caregivers, men or male caregivers may feel uncomfortable accessing spaces considered “female.” Although they are hired to help people who face hurdles due to their gender to get health care, female health workers, are equally impacted by prevalent gender norms.

In order to promote a thorough understanding of the immunization process and to promote more gender-responsive immunization programs, the SBC Specialist on Gender and Immunization will provide technical support at the nexus of behavioral science and gender to Country Offices

For every child,

Social Behaviour Change

Purpose of the Job

The Specialist aims to provide health and immunization support for COs by applying SBC-informed research, evidence and solution frames at the nexus of behavioural science and gender. These should be evidence-based and draw from SBC approaches, including from human-centered design and behavioural science.

The responsibilities include technical support and coordination of strategic implementation of SBC in immunization actions, emphasizing the intersection of behavioural science, human-centered design and gender equity.

Specifically, the SBC / Immunization & Gender Specialist will provide sustainable support to COs in the following:

- Support of SBC and Gender transformative approaches integration in immunization and health services
 - Promote the integration of SBC-informed gender approaches across vaccination and health services activities and outcomes.
 - Provide technical support that integrates behaviourally-informed gender and equity approaches into formative health and immunization research.
 - Provide technical support for behaviourally- informed, gender-transformative, women-led communication strategies.
 - Promote SBC strategies that support gender-equal immunization coverage amongst women and men, girls and boys.
 - Promote SBC strategies that support gender-equal immunization service provision across HCWs and health care systems.
 - Support the use of SBC approaches such as human-centered design and gender-transformative actions to include women and girls in the strategic design of community-level interventions and ultimately strengthen the health system in prioritized countries.
- Support Country Offices in the design, implementation, monitoring and evaluation of SBC strategies to increase vaccination among girls and women.

Key functions, accountabilities and related duties and tasks

1. Provide technical support at the nexus of Behavioral Science, Gender & Immunization

- Support Country Offices in the development of behaviorally-informed, gender-sensitive formative research and rapid surveys to understand the different determinants / drivers and facilitators related to the low vaccination coverage among girls and women at all relevant levels (psychological, social, and structural).
- Based on the socio-ecological model, the analysis of barriers and facilitators, and other behavioral science frameworks as needed, support country offices in conducting in-depth analyses that, with the integration of the gender transformative approach, enable them to understand the inequality of women and girls' access to health and vaccines, and to envision cross-sectoral pathways to solutions, as well as applied behavioral science solutions.

2. Prioritize support for gender-responsive SBC interventions in reaching unvaccinated children, adolescents and women

- Identify the areas of focus for gender responsive SBC programming with the greatest potential for impact and scale, focusing in particular on the relationship between demand generation and system strengthening, and in alignment with zero dose, Covid vaccination and new vaccines.
- Support the strengthening of gender-focused SBC capacities of the country's SBC, gender, health teams, to support SBC – gender integration in interventions related to immunization.
- Support country offices to plan and implement evidence-based advocacy for intersectional SBC, gender, health and immunization reviews and planning.

3. Support the measuring and monitoring of the effectiveness of gender-focused related SBC immunization interventions

- Coordinate and provide technical support to the M&E process on interventions related to SBC, Gender & Immunization.
- Support country offices to document lessons learned and good practices that reduce gender-related barriers on both the demand and supply sides.

Impact of results

- Efficient and effective technical support strengthens the quality of evidence and science-based gender transformative approach - focused SBC strategies, products, activities and outcomes.
- Improved capacities in SBC, to communication, health and other teams related to the immunization response in the design, development, implementation and monitoring of SBC strategies focused on promoting access to vaccination for girls and women.
- Identification and visibility of the best experiences in the Region focused on promoting equal access of girls and women to vaccination and health.

To qualify as an advocate for every child you will have

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| Education | <ul style="list-style-type: none"> • An advanced university degree in one of the following fields is required: Social sciences (including behavioural science, anthropology and Social Communication), Gender and development, Public Health, global/international health, Policy and/or management, health sciences, epidemiology |
| Work Experience | <ul style="list-style-type: none"> • At least five years of experience in a developing country program working on C4D/ SBC in one or more of the following areas is required: public health, immunization, gender, GBV, EVAC, adolescent girls' nutrition, or maternal, infant, and child health care. • At least three years of experience in conducting or supporting formative research, and SBC analysis including quantitative and qualitative research methodologies, to understand the drivers related to the issue. • Experience in conducting SBC monitoring research |

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| | <ul style="list-style-type: none"> • Experience in training and facilitation is an asset |
| Languages | Fluency in Spanish and English is required. Knowledge of French or Portuguese will be considered an asset. |
| Additional knowledge and capacity | <ul style="list-style-type: none"> • Demonstrated history of applying behavioral insights, social and behavioral change principles, and experience working with diverse communities. Understanding of human-centered design is an asset. • Strong understanding of gender inequities and the relations with the low access of women and girls to the vaccination and health system, and knowledge of how behavioral science can be applied to alleviate gender inequities. • Ability to work collaboratively with colleagues, partners, and stakeholders. • Strong knowledge in evidence-based advocacy and communication skills on gender equality • Strong project management skills, including the ability to develop and implement project plans, timelines, and budgets. • Knowledge of international development, humanitarian issues, and children’s rights. |
| For every Child, you demonstrate ... | |
| <p><u>Core Values</u></p> <ul style="list-style-type: none"> ▪ Care ▪ Respect ▪ Integrity ▪ Trust ▪ Accountability ▪ Sustainability <p><u>Core competencies</u></p> <ul style="list-style-type: none"> ▪ Demonstrates Self Awareness and Ethical Awareness (1) ▪ Works Collaboratively with others (1) ▪ Builds and Maintains Partnerships (1) ▪ Innovates and Embraces Change (1) ▪ Thinks and Acts Strategically (1) ▪ Drive to achieve impactful results (1) ▪ Manages ambiguity and complexity (1) ▪ Communication (III) | <p><u>Functional Competencies:</u></p> <ul style="list-style-type: none"> ▪ Formulating strategies/concepts (II) ▪ Relating and networking (II) ▪ Persuading and influencing (II) ▪ Applying technical expertise (II) ▪ Entrepreneurial thinking (II) |