

JOB DESCRIPTION

Community Score Card Lead

Position title	Community Score Card Lead
Location	Dili, Timor-Leste
Reports to	Gender Program Manager
Grade	5 Step 1
Salary	US\$810 per month
Position type	One Year
Start date/timeframe	1 st August, 2023

1. Background

1.1 About CARE

CARE is an international development and humanitarian organization that has been working in Timor-Leste since 1994. With programs that extend across all parts of the country, CARE works with partners to save lives, defeat poverty, and achieve social justice.

CARE works with remote, rural communities and civil society partners to combat gender inequality, as this has been shown to be one of the most effective ways to create sustainable development outcomes.

Ensuring well-being and a voice for women and girls in rural, disadvantaged areas is at the heart of CARE's work. This is achieved in four priority areas of Education, Women's Economic Empowerment, Health, and promoting Women's Voice in society through development and humanitarian programs.

1.2 About the program

CARE International in Timor-Leste will implement an extension to the United States Department of Agriculture (USDA) funded HATUTAN Program, to build a partnership between schools and their communities to improve literacy, learning, health and nutrition for children and adults in the municipalities of Ainaro, Ermera, Oé-cusse and Manatuto. The program partners with the Ministry of Education, Youth and Sports (MEJD) as the lead Ministry to strengthen pre-school and primary school performance in literacy, health and nutrition and support the full implementation of the government school feeding program. The HATUTAN Program also works closely with the Ministries of State Administration, Health, Agriculture and Fisheries.

2. The role

Community Score Card Lead: Based in Dili, this position will be responsible for building community capacity to respond to gaps in education and health service delivery and advocate for improved education services in their communities using CARE's Community Score Card (CSC) approach. The CSC is a community-driven accountability process that brings together community members, service providers, and local government to identify and address barriers to improve school and health services and quality at local school and health post. The CSC Lead will plan, implement, and oversee HATUTAN's activities that utilize CARE's CSC approach including explaining the process to community leaders, school-level personnel, government service providers and parents; training of facilitators and other supporting roles; and support Education Project Officers to strengthen the collaboration between school and community stakeholders to follow up on action plans.

The role requires excellent interpersonal skills, strong communication and facilitation skills, understanding of gender and social inclusion, with an ability bring people of diverse backgrounds together for a common purpose. This position is based in Dili, with frequent travel required to rural and remote school locations in Ainaro, Ermera, Oé-cusse and Manatuto.

MAIN RESPONSIBILITIES:

Planning and Preparation

- Study the CARE experience to date of conducting CSC in rural communities internationally and in Timor-Leste to review best practices, lessons learned and improve the effectiveness of the social accountability tool;
- Study guided facilitation tools including the Social Analysis and Action tool and how different CARE programs are using these tools to identify gaps in service delivery related to inequitable gender and power norms, and to bring out voices of groups often considered less powerful in rural communities such as women, youth, children, and other marginalized populations;
- Prepare and practice with tools to be used during facilitated CSC sessions with particular attention to ways to strengthen rural women and student voices in the sessions;

Conducting CSC Events

- Plan the CSC events for an estimated 47 sucos selecting sucos based on monitoring data indicating greater challenges and prepare activity budget;
- Plan municipal and national level events in coordination with other program staff and prepare activity budgets;
- Together with the Field Office Manager, introduce municipal officials to the importance of dialogue directly between health and education service providers and the community of service users;

- Together with the education field staff and/or local partners, introduce school personnel, health personnel, local government officials, gender focal points and school inspectors to the CSC social accountability tool and its objective to provide a stronger voice for rural parents, students, and youth;
- Review MEL data and local school health information to plan a tailored approach for each school together with the Education staff;
- Meet with the Suco Council leader and council members to prepare for the event and identify local community facilitator;
- Train Suco Council members or their delegates, especially female parents and caregivers, in the use of CARE's CSC model including facilitation strategies that can help identify gender-related issue in service delivery;
- Train Suco council members or their delegates in facilitating CSC and developing joint action plan with timeframes and division of responsibilities for collective accountability with suco council members, other community leaders, teacher, parents, students, school personnel and health care personnel;
- Train the Education Project Officers and other HATUTAN field staff and/or local partner in how to develop community facilitator's capacity to work effectively with health and education service providers for improved education and health care quality;
- Facilitate stakeholder discussion group disaggregated by gender to ensure that gender and power-related barriers to education can be raised for discussion and action, including where boys are falling behind girls in attendance, retention, and learning outcomes;
- Compile and report on all CSC activities maintaining a database of meeting participants;
- Prepare posters for the suco, health post and schools of their agreed action plans for use in progress monitoring ;
- Guide suco chief, school administrators, and PTA leads to hold follow-up meeting after six month to review progress against the action plans;
- Provide guidance to HATUTAN education staff on connecting parents to the appropriate municipal authorities at the Administrative Post and Municipal office to channel complaints and concerns, and to work with municipal officials in how to communicate back responses to the parents or concerned community members;
- Facilitate the links between relevant suco councils and school personnel to identify out of schoolchildren or students at risk of dropout.
- Assist Education Project Officers to provide training and coaching on community mobilization to school administrators to ensure the school creates an inclusive environment for all school-age children in the communities around the school;
- Work with Municipal Authorities to hold dialogue sessions between Municipal Officials and the school communities;
- Plan and support implementation of national dialogue events together with MEYS, MOH and MSA where the voices of parents, health service user and students can be brought to the relevant national officials;
- Provide training to HATUTAN staff in gender-responsive social accountability (including CARE's CSC methodology) and community mobilization;

- Identify lessons learned from suco and municipal level events and propose adaptations to the CSC approach in order to more effectively bring the voices of rural mothers', fathers and students to the attention of the school, municipal and national authorities;
- Accomplish any other job as assigned by supervisor.

OTHER RESPONSIBILITIES:

- Be proactive in identifying risks of fraud on the part of staff, partners or beneficiaries and supporting spot-checks and investigations as needed;
- Participate in the staff evaluation (APPA) process including the annual appraisal, midyear review and regular 1:1 meetings, ensuring that the APPA process (including the paperwork) is an integral component of Annual Work Plans and activities;
- Engage in emergency preparedness, assist in any emergency response as required;
- Demonstrate an ongoing commitment to gender equality, diversity and child protection.

3. Selection criteria

EXPERIENCE AND QUALIFICATIONS:

- Minimum Bachelors' degree in Community Development or equivalent;
- Minimum 3 years' relevant work experience preferably in rural development programs, governance sector, education, health, gender or related programs; or University Diploma with minimum 4 years' relevant work experience;
- Experience with using social accountability tools, experience with the CSC approach an advantage;
- Proven facilitation, listening and training skills, and ability to promote collaboration with Government, Local authority, CARE staff and other partners;
- Excellent understanding of participatory methodologies for community mobilization;
- Strong understanding about governance and social accountability approaches, inclusive education and transformative gender approaches are highly desired;
- **Excellent communication skills in Tetum and basic to intermediate English;**
- Ability to simplify key messages to relevant local language(s) to facilitate participation of diverse groups, and of rural women in particular;
- Experience in project planning, monitoring of budget and expenses and ability to write and present regular reports to management and partners as required;
- Demonstrated interpersonal skills, problem solving and an ability to bring people from diverse backgrounds to work together towards a common objective;
- A willingness to learn about CARE, gender equality and women's empowerment activities; and
- Intermediate (very good) in Microsoft Office with knowledge in Microsoft Word and Excel.