

Complexity-Aware Monitoring, Evaluation & Learning for Social and Behavior Change Interventions

CHECKLIST



Checklist to Use to Capture and Document the Complexity of Social and Behavior Change Interventions

CORE Group's Social and Behavior Change (SBC) Working Group has developed a set of complexity-aware tools are designed to help design and evaluate SBC-focused interventions. Tools in this set include:

1. **An advocacy booklet** to help guide communication with donors and to help build fluency in communicating how to monitor and evaluate SBC interventions
2. **A core set of indicators** related to adaptation, learning, and collaboration that can be used in proposals and work plans
3. **A checklist** intended to help in the consistency and completeness of documenting SBC interventions.

Complexity is a key factor—perhaps *the* key factor—in social and behavior change (SBC) programming.

Complexity affects most SBC interventions through:

- **Contextual complexity;** the fact that the environment and implementation process itself shape outcomes of an intervention.
- **Temporal complexity;** interventions evolve over time as target population and implementers change behaviors, and come to new understandings, and programmatic environments shift in response to new constraints, opportunities and priorities.
- **Interpretive complexity;** as interventions are social activities, practitioners should acknowledge that every stakeholder understands the intervention partially and differently and has a unique perspective.



Checklist

Telling the story of the role complexity plays in a project's ability to achieve expected and sustained outcomes

Dimension	What to Capture	Why Does This Matter?	Ways to Capture the Data and Information
Contextual	<ul style="list-style-type: none"> ✓ External factors like the project site setting, macroeconomic conditions, and policies. ✓ Internal factors like project duration, budget, activities, and capacities. ✓ Number, type, and importance of expected and unexpected outcomes identified by stakeholders. 	<p>The context in which SBC interventions are implemented and the implementation process itself contributes to SBC outcomes.</p>	<ul style="list-style-type: none"> • Landscape and situational analyses • Formative research • Information may already exist <ul style="list-style-type: none"> ◦ Project proposal ◦ Published and grey literature ◦ Quarterly and annual reports • Process and performance monitoring • Adaptive management processes and tools • Implementer consultations/ feedback loops with stakeholders and participants • Observation of real-life context and /or community sentinel surveillance • Participatory learning and analysis methods <ul style="list-style-type: none"> ◦ Most Significant Change ◦ Outcome Harvesting
Temporal	<ul style="list-style-type: none"> ✓ Ways in which the intervention(s) work(ed) in reality, any adaptations made, and the reasons for the adaptations. ✓ The project's response to external shocks and environmental shifts (e.g., new policies, program funding, new stakeholders, instability, etc.). ✓ Community and individual behavior change over the duration of the project. 	<p>Changes or effects of project implementation over time, as individuals and communities are increasingly exposed or engaged in activities, contribute to SBC outcomes.</p>	
Interpretive	<ul style="list-style-type: none"> ✓ The nature of the partnerships relevant to the program (e.g., strong, weak, conflicted, collaborative). ✓ The methodological lens used and any alternative understandings about the drivers of normative and behavior change. ✓ The participatory decision-making process between implementers, staff, participants, and key stakeholders. 	<p>Differences in individual or group perspectives, how each views and reacts to project implementation, and opportunities for dialogue between stakeholders contribute to SBC outcomes.</p>	

Depending on your role, there are various ways this checklist can be used:

Donors

- Request and invest in documentation of the complexity experienced by implementers to support your own learning agenda.
- Allocate adequate resources toward tracking efforts to enable adaptive management that is reality-tested.

SBC Practitioners

- Learn from the differences and nuances that emerge during implementation and write-up and share results.
- Collaborate with monitoring, evaluation and learning colleagues to strategically use portions of the checklist to document key evidence of the complexity to help answer learning questions.
- Allocate adequate resources toward tracking efforts to enable adaptive management that is reality-tested.

Monitoring, Evaluation and Learning Practitioners

- Collaborate with SBC practitioners to strategically use portions of the checklist to document key evidence of the complexity to help answer learning questions.
- Allocate adequate resources toward tracking efforts to enable adaptive management that is reality-tested.

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