

# 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
<b>Contextual</b>	<ul style="list-style-type: none"> <li>✓ External factors like the project site setting, macroeconomic conditions, and policies.</li> <li>✓ Internal factors like project duration, budget, activities, and capacities.</li> <li>✓ Number, type, and importance of expected and unexpected outcomes identified by stakeholders.</li> </ul>	<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"> <li>• Landscape and situational analyses</li> <li>• Formative research</li> <li>• Information may already exist               <ul style="list-style-type: none"> <li>◦ Project proposal</li> <li>◦ Published and grey literature</li> <li>◦ Quarterly and annual reports</li> </ul> </li> <li>• Process and performance monitoring</li> <li>• Adaptive management processes and tools</li> <li>• Implementer consultations/ feedback loops with stakeholders and participants</li> <li>• Observation of real-life context and /or community sentinel surveillance</li> <li>• Participatory learning and analysis methods               <ul style="list-style-type: none"> <li>◦ Most Significant Change</li> <li>◦ Outcome Harvesting</li> </ul> </li> </ul>
<b>Temporal</b>	<ul style="list-style-type: none"> <li>✓ Ways in which the intervention(s) work(ed) in reality, any adaptations made, and the reasons for the adaptations.</li> <li>✓ The project's response to external shocks and environmental shifts (e.g., new policies, program funding, new stakeholders, instability, etc.).</li> <li>✓ Community and individual behavior change over the duration of the project.</li> </ul>	<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>	
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>✓ The nature of the partnerships relevant to the program (e.g., strong, weak, conflicted, collaborative).</li> <li>✓ The methodological lens used and any alternative understandings about the drivers of normative and behavior change.</li> <li>✓ The participatory decision-making process between implementers, staff, participants, and key stakeholders.</li> </ul>	<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.

### **Author:**

Lenette Golding, Save the Children