



# NUTRITION SOCIAL AND BEHAVIOR CHANGE (SBC) STRATEGY CHECKLIST

## Purpose of This Checklist

Using high-quality social and behavior change (SBC) processes is a key crosscutting approach to build effective nutrition programs and services. An SBC strategy provides a “road map” to achieve key social and behavioral outcomes. The strategy ensures that activities needed to address critical factors that prevent or support the [priority behaviors](#) are coordinated. Strategies vary according to the needs of the program but maintain common elements.

## How to Use This Checklist

Nutrition program planners can use this checklist to prepare and outline a new SBC strategy under development. Nutrition program planners and managers can also use this checklist to assess a draft or completed strategy and use the questions or gaps identified to strengthen the SBC strategy. Planners should update an SBC strategy throughout the life of a program, adapting it as people and contexts change.

Use the Nutrition Social and Behavior Change Work Plan Checklist tool to review work plans annually. The Work Plan Checklist is helpful to ensure that the implementation and adaptation of the SBC strategy is reflected in plans from year to year.





## Background

Review Parameter	YES/NO	Notes
Clearly states the project goal/outcome.		
Identifies priority behaviors with linkages to the project goal/outcome. <input type="checkbox"/> How behaviors were selected is described. <input type="checkbox"/> Behaviors provided are specific and measurable. (For example: Consumers purchase nutrient-rich foods promoted by the program at least once a week.) <input type="checkbox"/> Number of behaviors to be addressed is manageable and realistic.		
Identifies primary and secondary (influencer) participant groups. <input type="checkbox"/> Participant group or audience segment profiles are outlined by demographics, attitudes, behaviors, and/or psychological factors.		
References gender analysis findings.		
Describes factors (individual, social, and structural enablers and barriers) that impact each priority behavior.		
Clearly defines the geographic scope of work plan activities and provides nuanced contextual description of selected behaviors, where applicable.		



## Intervention Design/Implementation Plan

Review Parameter	YES/NO	Notes
<p>Includes theory of change.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes the effect of factors on behaviors of interest.</li> <li><input type="checkbox"/> Describes the ways the intervention is expected to impact these factors and behaviors.</li> </ul>		
<p>Explains why the intervention/s selected is/are appropriate to address the priority target group, identified problem, and determinants/factors of target behaviors.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interventions link logically to a factor that they are intending to change, at the appropriate level (individual, social, structural).</li> <li><input type="checkbox"/> Interventions include a range of communication and non-communication based approaches to SBC to address supply and demand as well as underlying social and gender norms. Approaches may include community engagement, behavioral economics, nudging, human-centered design (HCD) informed interventions, etc.</li> </ul>		
<p>Describes how factors common to multiple behaviors, such as social norms, will be addressed.</p>		
<p>SBC communication plan (if combined with the SBC strategy) includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication objectives.</li> <li><input type="checkbox"/> Audience segmentation that goes beyond demographics such as age, location, and sex to include other psychographic variables such as attitudes, values, personalities, lifestyles, and communication preferences.</li> <li><input type="checkbox"/> Planned activities that reach vulnerable, marginalized, and difficult-to-reach populations in ways that reduce the economic, gender, social, cultural, and geographic barriers that impede their access.</li> <li><input type="checkbox"/> Key messaging content (note—behavioral recommendations are not messages).</li> <li><input type="checkbox"/> Interventions that are designed to achieve multiple contacts with intended audiences through mutually reinforcing channels (e.g., mass media, health services, community-based outreach, interpersonal networks, and other working in concert to deliver the same messages).</li> <li><input type="checkbox"/> Grouping of media and materials by audiences and interventions</li> <li><input type="checkbox"/> Findings of pretesting or a plan for pretesting materials and messaging.</li> </ul>		
<p>Includes plan to phase in priority behaviors, and/or activities.</p>		
<p>In Y2–4: For each activity, describes how the proposed work will build upon work done in the prior year (with particular attention to any course corrections).</p>		
<p>For all activities, indicates which partners will lead or otherwise be involved.</p>		



## Management and Coordination Plan

Review Parameter	YES/NO	Notes
Identifies roles of partners and staff.		
Describes how the partners and staff teams will work together at each phase.		
Identifies opportunities for collaboration with partners working on the same or related behaviors, including concrete strategies, platforms, and activities for sharing learning, thinking, approaches, and resources.		
Describes how members of important constituent groups, including those representing the participant groups, are routinely consulted in design, implementation, and evaluation of activities.		
Describes mechanisms for coordinating and engaging with host government, as well as which elements of the project will require coordination.		



## Monitoring, Evaluation, and Learning (MEL) (these may be in a separate, but linked, MEL plan)

Review Parameter	YES/NO	Notes
Identifies appropriate behavioral outcome indicators, disaggregated by participant group/audience.		
Identifies appropriate indicators to track key factors among influencing groups.		
Monitors activity exposure and participation, including intensity of participation, if possible.		
Monitors activity quality, including media and materials.		
Describes how activities, including any media and materials, will be reviewed with participant groups and adjusted, as needed.		
Includes quality assurance approaches to ensure interventions are carried out as planned.		
Examples of SBC Strategies: <a href="#">USAID Ethiopia Growth through Nutrition</a> , <a href="#">Rwanda Orora Wihaze</a> , and <a href="#">Cambodia NOURISH</a>		