



USAID
FROM THE AMERICAN PEOPLE

MEL Practitioner Guide:

Engagement and Inclusion in Theory of Change Design

Indigenous Peoples
and Afro-Descendants
in Latin America

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TABLE 1: QUESTIONS FOR APPROACHING ENGAGEMENT

<p>How to Engage</p>	<p>Are Indigenous Peoples and Afro-descendants open to engaging with USAID? On this topic?</p> <ul style="list-style-type: none"> • Could engaging with Indigenous Peoples and Afro-descendants cause tension with the national or subnational governments? How can the team mitigate this? <p>How do Indigenous Peoples and Afro-descendants want to engage?</p> <ul style="list-style-type: none"> • What are these communities' traditional decision-making processes? What cultural considerations about timing and decision-making might the team incorporate? • Would a third-party facilitator be helpful to guide conversation and mitigate power imbalances between the team and Indigenous and Afro-descendant participants?
<p>Whom to Engage</p>	<p>What are the traditional authority structures/representative institutions in these communities?</p> <ul style="list-style-type: none"> • Do these structures work in conjunction or in parallel with national structures? Does the government (national or local) recognize these structures? • What subgroups/identities are not represented by these structures (e.g., gender, age, and ability)? How can the team engage with them while respecting traditional structures? • Would discussions benefit from engaging with Indigenous and Afro-descendant leaders/authorities simultaneously, or is it better to engage these groups separately?
<p>Accessibility</p>	<p>What are the pros and cons of virtual engagement sessions?</p> <ul style="list-style-type: none"> • Are there electricity or internet issues for some groups? • Do participants have access to computers, or mobile phones? What functions/programs might not translate to phones (jam boards, screen sharing)? <p>What are the pros and cons of in-person sessions?</p> <ul style="list-style-type: none"> • Are there geographically remote groups that would not be able to travel for in-person sessions? Could the team travel to meet with them? • Would it be helpful and feasible for the team consider providing accommodations, childcare coverage, transportation fees, and meals? <p>Is translation or interpretation needed?</p> <ul style="list-style-type: none"> • When discussing the theory of change, how could the team use plain language instead of technical terms to make the conversation more accessible? • Does the team expect written or spoken inputs from participants, and what are the tradeoffs? <p>How is the team recruiting participants? Through what forums/outlets/contacts? What subgroups might be excluded from those methods?</p> <p>Would it be appropriate and possible for participants to be compensated to offset opportunity costs and ensure equity?</p>
<p>Safety</p>	<p>How can the team ensure safe participation for Indigenous and Afro-descendant groups broadly, and more specifically for further marginalized intersectional identities?</p> <ul style="list-style-type: none"> • Does engaging separately with different subgroups better ensure the safety and participation of more marginalized identities (e.g., separating by gender or age group)? • Does the team need to take steps to encourage anonymity, such as not recording sessions or full names? Do in-person spaces allow for sufficient privacy?

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THEORETICAL APPLICATION



Our TOC development team is designing an activity in Ecuador that will cover the broad population, but understands the importance of including and engaging with Afro-descendants and Indigenous Peoples. Asking the questions in **Table 1** prior to planning engagement activities with these communities could yield the insights in **Table 2**, which provides a sample of some of the answers to the questions in **Table 1**:



TABLE 2: THEORETICAL APPLICATION OF PLANNING FOR ENGAGEMENT WITH AFRO-DESCENDANTS AND INDIGENOUS PEOPLE IN ECUADOR

How to Engage



- Because decisions among Indigenous Ecuadorian communities are collective and flow from bottom to top (see “Whom to Engage” below), agreeing upon interventions at the regional or national level takes time. For our youth crime activity, we would need to consider the scale of interventions and engage with Indigenous authorities at the appropriate level.
- For Afro-Ecuadorian communities, the structures with which we engage may depend on the geographic scope of our youth crime activity (see “Whom to Engage”).

Whom to Engage



- Indigenous Ecuadorian communities have a robust, pyramidal authority structure where decisions flow from bottom to top. Councils (cabildos) lead at the community level, and there are representative bodies at the regional (CONAICE, ECUARUNARI, CONFENIAE) and national (CONAIE) levels.
- Afro-Ecuadorian communities do not have the same pyramidal structure; regions with large concentrations of these communities are represented by federations (CANE, FECONIC, FOAES), while CONAMUNE works on a broader, national level. Depending on the geographic scope of our youth crime activity, we would need to engage with Afro-Ecuadorian communities through these structures.
- Indigenous and Afro-Ecuadorian organizational bodies have thematic subdivisions. Some bodies may have youth-committees or groups, which we would want to engage with for this activity.
- There is one geographic area (Imbabura and Carchi) where Afro-Ecuadorian and Indigenous communities border each other; if we worked in this region, we could consider forming a larger working group with representation from all communities. Afro-Ecuadorian and Indigenous authorities have worked together before in Ecuador, so this is certainly possible.
- Both Afro-Ecuadorian and Indigenous authority structures interact and work with the national or territorial government; these existing connections could be avenues for the activity to engage with authorities.

Accessibility



- Afro-Ecuadorians do not speak another language apart from Spanish. Among Indigenous Ecuadorian communities, however, there are around 14 separate languages. The 2008 Constitution recognizes Kichwa and Shuar as official languages in addition to Spanish. While Indigenous youth are more likely to speak Spanish, this may vary by region, and older members of youths’ families may not speak Spanish.

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Development Challenge Identification

While this guide does not delve into the identification of a development challenge – and in fact, development challenges that USAID endeavors to address are dependent in large part on directives and funding – it is important to note that development challenges identified for a broader population may not have the same level of self-identified priority or urgency for Indigenous or Afro-descendant communities. The challenge may manifest differently or simply not occur within Indigenous and Afro-descendant communities in the same country. However, where there is room for flexibility, many of the methods for engagement referenced in this guide could be used to discuss and identify development challenges with Indigenous Peoples and Afro-descendants, as opposed to discussing aspects of a development challenge that USAID has already selected to address. Doing so would likely result in more meaningful engagement and inclusion of these communities. Although the guide focuses on activity TOCs for the broader population (inclusive of all races and ethnic groups), engagement with Afro-descendants and Indigenous Peoples as early as the development challenge identification stage is particularly important for standalone activities aimed at addressing challenges specific to these communities.

THEORETICAL APPLICATION



In our example, let us say that we enter into conversations with representatives from Afro-descendant and Indigenous communities in Ecuador with the notion that high youth crime is the development challenge we intend to address. In discussing this development challenge, we are fortunate that communities share the team’s understanding that youth crime is a priority development challenge in their communities. However, let us imagine an alternative scenario: during our engagement with these communities – including representatives from youth committees – they express that youth crime is not actually as much of a challenge as compared with the general population, and it is not among their priority development goals. Instead, representatives explain that a high rate of youth unemployment is a priority concern; young adults between the ages of 18 and 29 have low employment rates, especially in comparison with the non-Indigenous and non-Afro-descendant youth. In this scenario, these conversations might lead our team to decide that in addition to an activity addressing high rates of youth crime in Ecuador, we will also design a TOC for a standalone activity to address youth unemployment in Indigenous and Afro-descendant communities; interventions could include skills training and job placement services for youth, as well as recruitment and hiring support for businesses. However, our team would still ensure that the general population youth crime activity is inclusive of Afro-descendant and Indigenous communities and engages them throughout TOC design.



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Contextual Analysis

Contextual analysis is a crucial step in TOC development that “examines root causes or drivers underlying the problem, as well as circumstances or conditions in the environment that affect the situation, particularly those that are likely to change over the course of implementation and will need to be monitored.”³

When conducting contextual analysis of a development challenge that applies to the broader population, it is good practice to include inquiries specifically related to Afro-descendants and Indigenous Peoples. This guide recommends that TOC development teams use the guiding questions in **Table 3** on the following page to ensure that contextual analysis of the development challenge is responsive to the experiences, needs, and views of Indigenous Peoples and Afro-descendants; this information would supplement the more general contextual analysis that the team produces. These questions fall under distinct categories: defining the challenge, root causes of the challenge, actors, and resources.



³ USAID. (2017, September 1). How-to note: Developing a project logic model (and its associated theory of change). How-To Note: Developing a Project Logic Model (and its Associated Theory of Change) | USAID Learning Lab. Retrieved November 28, 2022, from <https://usaidearninglab.org/resources/how-note-developing-project-logic-model-and-its-associated-theory-change>



TABLE 3: CONTEXTUAL ANALYSIS GUIDING QUESTIONS

Defining the Challenge



How do Indigenous and Afro-descendant communities view the development challenge in its current state? Is this different from how the general population, the government, or USAID views it?

- Do these communities define “development” differently? Does the approach of the activity align with their self-determined development priorities?
- Are there traditional or customary authorities in Indigenous and/or Afro-descendant communities that view or would address the development challenge differently from USAID or the government?
 - Are these groups excluded from formal conversations surrounding the development challenge?

How does this development challenge manifest for Indigenous and Afro-descendant communities?

- Is the impact on these communities different than for non-marginalized populations? How/why? What are the gaps?

Do Indigenous and Afro-descendant communities face exclusion or discrimination with regards to the development challenge?

- What intersectional identities face more exclusion with respect to the development challenge? For example, do Indigenous women face unique marginalization?

Root Causes



Are the root causes of the challenge different for these communities in comparison with other populations?

- Are the norms that affect this challenge different for Indigenous or Afro-descendant communities in comparison with other populations?
- Are laws that affect this development challenge enforced differently for Indigenous Peoples or Afro-descendants?
- How does the historical context of colonization and marginalization of these groups, the United States Government’s (USG) legacy of involvement in the area, and conflict or violence affect how the challenge manifests in these communities?

Actors



What actors within Indigenous and Afro-descendant communities are interested in addressing this development challenge? Are there traditional or customary authorities? Community groups, NGOs, or activists? What are they currently doing to address the challenge?

- Are their priorities, interest, and incentives different than those of other actors?
- How do they interact with other actors addressing this challenge? What is the history of their interactions with the USG? Are there power differentials between actors? Between ethnic communities, including other intersectional identities (gender, age, ability, etc.)?
- What champions and opponents for addressing the challenge exist within Indigenous and Afro-descendant communities?

Resources







What resources are available in Indigenous and Afro-descendant communities to address this challenge? What resources are lacking?

- Do these communities have differential access to or control over required resources to address the challenge in comparison with the general population? Are there differences in access to resources within these communities?

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TABLE 4: THEORETICAL APPLICATION OF CONTEXTUAL ANALYSIS GUIDING QUESTIONS

<p>Defining the Challenge</p> 	<p>Are youth crime rates different among Indigenous and Afro-Ecuadorian youth in comparison with the general population?</p> <ul style="list-style-type: none"> • What contributes to any noted differences? Do these populations face discrimination or profiling by police? <p>Are Indigenous and Afro-Ecuadorian youth arrested for certain types of crimes at higher rates than the general population? What crimes?</p> <ul style="list-style-type: none"> • Do Indigenous and/or Afro-Ecuadorian youth typically face harsher sentences in the national justice system? • How does racism play a role in the general population's perception of crime among Indigenous and Afro-descendant youth? Does public perception of crime rates for these youth communities match reality?
<p>Root Causes</p> 	<p>What contributes to high crime rates among Indigenous and Afro-Ecuadorian youth? Are these root causes different than for other youth?</p> <p>Are there norms or power relationships within Indigenous and Afro-Ecuadorian communities that might act as barriers to success for certain types of interventions to address this challenge?</p>
<p>Actors</p> 	<p>How are traditional authorities in Indigenous and Afro-Ecuadorian communities currently working to address high youth crime rates? Is this different from how other communities or the government is working to address them?</p> <ul style="list-style-type: none"> • Are traditional authorities potential champions or opponents for addressing this challenge? Are there entry points or champions apart from these authorities? <p>Are there Indigenous and/or Afro-Ecuadorian traditional or customary justice systems that operate in Ecuador?</p> <ul style="list-style-type: none"> • Are they recognized by the national government? • How do these systems work together or contradict each other? • Are there different ways in which these systems currently address this development issue? • How do traditional justice systems interact with ARCs?
<p>Resources</p> 	<p>What resources are available in Indigenous and Afro-Ecuadorian communities to address this challenge? What resources are lacking?</p> <ul style="list-style-type: none"> • Do these communities have differential access to or control over required resources to address the challenge in comparison with the general population? • Do these communities have differential access to ARCs?



The answers to the questions in **Table 4** could be critical in improving the inclusion and engagement of these communities in the developing activity TOC. Following desk research and direct engagement, let us say that our team learned of the illustrative information in **Table 5⁵** below, which the team may not be aware of without asking the questions in **Table 4**:



TABLE 5: THEORETICAL APPLICATION OF CONTEXTUAL ANALYSIS INFORMATION

Defining the Challenge Indigenous and Afro-Ecuadorians face general ethnicity- or race-based discrimination. However, Afro-Ecuadorians experience targeted racism with regards to crime; due to racial biases, Afro-Ecuadorians are more likely to be viewed as violent or criminal.



Actors



The 1998 Ecuadorian Constitution guarantees the collective rights for both Indigenous and Afro-Ecuadorian communities, including the right to maintain and develop traditional forms of life, social organization, and authority. This includes the right to administer justice in their own territories for minor crimes and offenses.

While Indigenous communities in Ecuador have traditional justice systems and procedures for administering penalties or sanctions, Afro-Ecuadorian communities have a customary system but no consistent procedure for administering justice. Afro-Ecuadorian communities utilize the national justice system.

Jurisdiction issues between the national justice system and Indigenous justice systems arise, as many Indigenous communities feel they should have jurisdiction over all types of crimes.



⁵ Table 5 is not intended to comprehensively answer the questions in Table 4, but rather provide an example of some of the information that may arise as a result of asking these questions as part of the contextual analysis.

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Building Out the TOC

This section provides general guidance for inclusion and engagement of Afro-descendants and Indigenous Peoples in each element of the TOC: outcomes, outputs and interventions, and assumptions. It is suggested to start from outcomes and work towards inputs because this will help TOC development teams think about what changes are necessary to lead to the desired end outcome and what inputs might lead to those intermediate outcomes in turn. This section first introduces the TOC and base logic model of the illustrative example, which will be refined throughout this section. The example does not go into detail regarding the TOC narrative; it is good practice to provide more detailed descriptions of the causal pathways, including theoretical backing and illustrative interventions, in the TOC narrative.

THEORETICAL APPLICATION



After conducting contextual analysis, our team has created a TOC whose approach to addressing our development challenge (high juvenile crime rate) is improving the quality and use of ARCs. The initial narrative TOC⁶ is, “**IF** grants and technical assistance are provided to ARCs, *and* judges are trained on alternatives to detention; **THEN** ARCs will provide quality alternatives to detention services *and* judges will increase the percent of juveniles assigned to ARCs; juvenile offenders will respond positively to and practice rehabilitative services and have sustained wellbeing; and recidivism and the youth crime rate will reduce.” The logic model in **Figure 4** on the next page provides granular detail on the causal chain from the interventions through outputs and outcomes to reach the end outcomes.

However, our team realizes that as it currently stands, the TOC does not adequately include Indigenous Ecuadorians and Afro-Ecuadorians. Through engaging with Afro-Ecuadorian and Indigenous Ecuadorian representatives, our team will determine how to adapt or update the TOC to be explicitly inclusive of these communities. In the following examples, we will focus on sub-sections of this logic model and make changes (**highlighted in yellow**) to better include these communities.



⁶ The narrative TOC is slightly abbreviated for the purposes of this guide to more succinctly cover the output and various intermediate outcome stages. A more detailed narrative of the TOC would describe all causal chains, providing evidence or rationales for each pathway.

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Recall that during our contextual analysis, we learned that Afro-Ecuadorian and Indigenous youth face harsher sentences than other youth. Therefore, we decide to specifically include and track in our TOC the rates at which judges assign juveniles of different racial and ethnic identities to ARCs; this is represented in **Figure 5** by a slight change in wording to an existing Level 2 intermediate outcome, “Judges increase percent of juvenile offenders assigned to alternatives to detention **at comparable rates for subgroups.**”

Moving further backwards along the causal chain, **Figure 5** adds a new Level 1 outcome, “**ARCs improve accessibility,**” to build towards our new Level 2 outcome. We also add a new Level 1 outcome, “**Judges improve knowledge about racial and ethnic biases in sentencing,**” with the logic that if this outcome occurs, judges will sentence these youth to alternatives to detention at comparable rates to non-Indigenous and non-Afro-descendant youth.

With these changes, our narrative TOC now reads as, “**IF** grants and technical assistance are provided to ARCs, *and* judges are trained on alternatives to detention; **THEN** ARCs will provide quality alternatives to detentions services, **ARCs will be more accessible to Indigenous and Afro-descendant youth,** *and* judges will increase the percent of juveniles assigned to ARCs **at comparable rates for subgroups;** juvenile offenders will respond positively to and practice rehabilitative services and have sustained wellbeing; and recidivism and the youth crime rate will reduce.”



Outputs and Interventions

Once the team has adjusted the intermediate outcomes, it is important to determine what new or updated interventions and outputs are needed to attain those outcomes. Considerations for these aspects of the TOC include:

- What aspects of the planned outputs might need to change specifically for Indigenous and Afro-descendant communities to lead to the revised or existing intermediate outcomes?
- Are there potential partnerships or entry points for implementing this intervention within Afro-descendant and Indigenous communities?
- Are proposed interventions inclusive of Afro-descendants and Indigenous communities? Are there linguistic, geographic, security, economic, time use, cultural, or other systemic barriers to participation?
 - o Can current interventions be altered to be inclusive, or would it be best for the team to design interventions specifically for these communities to achieve desired outcomes?
- How might proposed interventions differentially impact these populations? Are there potential negative or unintended impacts on these communities?



Assumptions

In addition to outlining general contextual assumptions, the TOC development team should identify assumptions specific to Indigenous and Afro-descendant communities on which their TOC relies. The team should assess assumptions at each level of the causal chain. Considerations include:

- What assumptions does the TOC make about similar or differential outcomes for Indigenous and Afro-descendant populations in comparison with the general population each other?
- What assumptions does the TOC make about how traditional/customary institutions (governance structures, justice systems) interact with the national system?

The team could consider drafting a risk management plan with an inclusive lens using the [Transforming Agency, Access, and Power \(TAAP\) Toolkit and Guide for Inclusive Development](#) for guidance.

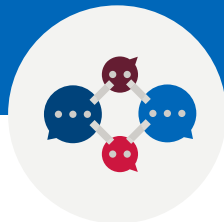
THEORETICAL APPLICATION



Assumptions underlying our TOC include:

- Jurisdictional boundaries between national justice systems and Indigenous Ecuadorian justice systems are clear and reliably implemented.
- Youth can successfully practice rehabilitative lessons taught at ARCs in all ethnic communities.

While these elements are not currently within the scope of our activity, we may consider incorporating complexity-aware elements into our monitoring system to track crucial contextual assumptions and support adaptive management. For example, a potential risk mitigation strategy for lack of coordination and cooperation between justice systems might be periodically inviting representatives from all systems to learning events to encourage information sharing.





Indicators

When designing indicators that are inclusive of Afro-descendants and Indigenous Peoples, this guide recommends that the TOC development team consider the following:

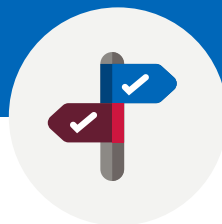
- Is disaggregation of an indicator sufficient to measure a result for these communities? How can the team ensure that general data collection methods reach beneficiaries in these communities? In what contexts are more targeted indicators necessary or superior?
- Is this indicator meaningful for the communities of focus? What would these communities consider a meaningful measure of this result?
- Are the data sources needed to measure this indicator easily accessible and available in a timely manner?
 - o What are the time and cost tradeoffs of collecting data for this indicator?
 - o Does collecting this indicator or any of its disaggregates potentially cause harm to Indigenous Peoples and Afro-descendants? Can the team develop protocols to ensure safety and anonymity, or is the indicator (or disaggregates) too sensitive to measure?
- If the indicator requires collecting data directly from Afro-descendants and Indigenous Peoples, does the team need to work through representative organizations to collect it? If so, how? If not, are respondents able to accurately characterize the experience of these communities?
- How can beneficiary feedback from Indigenous Peoples and Afro-descendants regarding their perspectives about the activity complement traditional monitoring data (see “Next Steps” section)?

THEORETICAL APPLICATION



For outcomes that are new or adjusted to include Afro-Ecuadorian and Indigenous youth, it is necessary to develop separate indicators to track results. However, at higher levels of outcomes, we have elected to specify that existing indicators be disaggregated by race and ethnicity to best include these youth.

Figure 7 shows a sample of new indicators at the output level, while **Figure 8** presents new and disaggregated indicators at lower levels of intermediate outcomes. Note that **Figure 7** and **Figure 8** are snapshots of the TOC; they do not include all results at the indicated levels, nor do they comprehensively cover possible indicators.



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FIGURE 7: THEORETICAL LOGIC MODEL WITH NEW OUTPUT INDICATORS

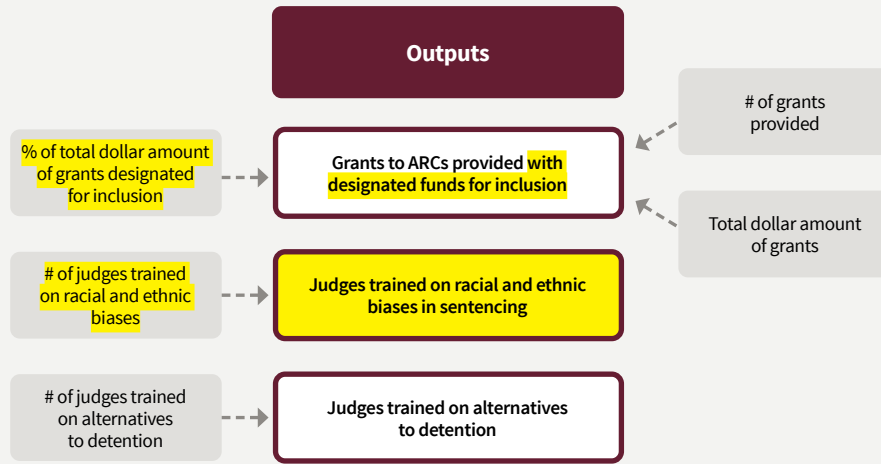
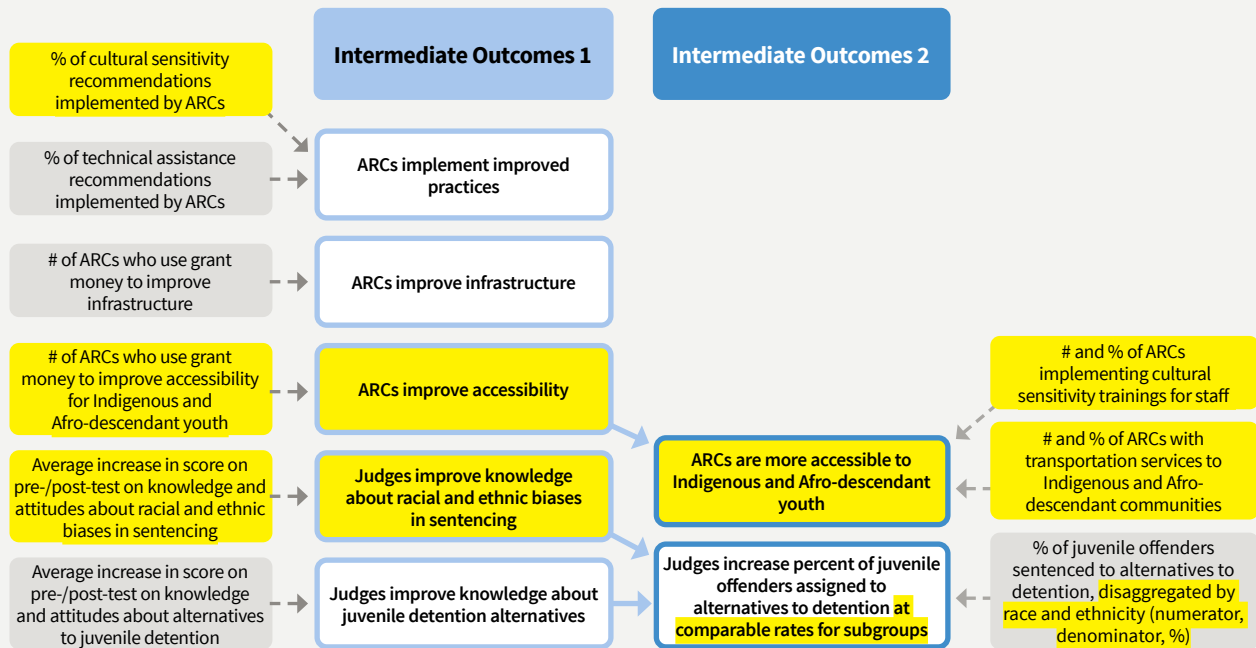


FIGURE 8: THEORETICAL LOGIC MODEL WITH NEW AND ADJUSTED INDICATORS FOR LOWER-LEVEL INTERMEDIATE OUTCOMES



An informative monitoring, evaluation, and learning (MEL) system requires much more than useful and actionable indicators. This guide is not meant to be a resource for building a robust MEL system, but the following section provides some suggested domains to consider as the team moves from inclusive TOC construction to inclusive activity implementation.

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Next Steps

The steps outlined above will ensure better inclusion of Indigenous Peoples and Afro-descendants in TOCs. It is good practice for inclusion and engagement to be an ongoing commitment throughout activity design and implementation. Below are several considerations for inclusion and engagement of Afro-descendants and Indigenous Peoples in other MEL or MEL-adjacent aspects of activity implementation:



Monitoring

- When determining data sources for indicators, consider how available data is from Indigenous and Afro-descendant communities and what areas of accessibility (cultural, linguistic, world-views, etc.) are critical to select and design data collection methods and instruments in these communities.
- Ensure that feedback loops adequately include Afro-descendant and Indigenous activity participants.
- Protect data gathered from these communities, with an understanding that racial or ethnic identity information may be particularly sensitive in certain contexts or countries.



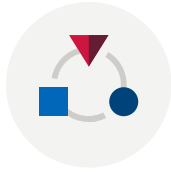
Evaluation

- Consider using a participatory evaluation approach with participation from a broad range of activity participants, including Indigenous Peoples and Afro-descendants. Participation could include activity participants designing evaluation questions, selecting evaluation methods and approaches, collecting data, interpreting findings, etc.
- Consider drawing from Indigenous-led evaluation guidance in other regions.



Beneficiary Feedback

- Ensure that beneficiary feedback regarding perceptions of the intervention(s) as they are implemented includes perspectives and opinions from Afro-descendants and Indigenous People, as well as historically marginalized identities within those communities, through data collection processes that are not extractive or overly burdensome.
- Endeavor to collect and analyze multiple types of beneficiary feedback from these communities, including feedback falling under the categories defined by USAID's Draft Guide to Collecting Beneficiary Feedback (relevance and acceptability, quality, satisfaction, access, unintended negative consequences, outcomes, recommendations, and requests for information).



Collaborating, Learning, and Adapting

- The team could develop learning questions that examine inclusion and engagement in the life of the activity or that investigate elements of the TOC specific to inclusion of Indigenous and Afro-descendant groups.
- In addition to regular learning activities, the team could endeavor to bring a learning lens to some regular engagement sessions with Afro-descendant and Indigenous communities throughout implementation.
- The team could engage with Indigenous and Afro-descendant communities in using M&E data and lessons learned in activity adaptations and documentation of these changes.



Theory of Change Reviews

- The team should consider conducting TOC reviews to track causal links, effectiveness of interventions, and assumptions and make corresponding updates to the TOC; reviews could occur at regular intervals, after evaluations, and/or in response to certain triggers, thresholds, or milestones that the team identifies beforehand. It is good practice to engage external stakeholders, including Indigenous and Afro-descendant communities, in these reviews and identification of any triggers/thresholds/milestones.



Resourcing and Staffing

- When considering staffing for MEL, the team should consider accounting for the time of any staff resulting from an Inclusive Development Mission Order if one has occurred.
- USAID Missions/OUs and implementing partners should consider additional staffing and costs necessary to implement any new interventions designed to include Afro-descendants and Indigenous Peoples and related monitoring activities (trainings on culturally appropriate practices, hiring translators, etc.).
- USAID Missions/OUs could consider budgeting for reimbursing or off-setting costs for Indigenous Peoples and Afro-descendants to participate in engagement activities, while complying with all Agency financial regulations.



Additional Resources

Below are additional resources for several topics discussed throughout the guide:

Theory of Change Construction

Resources include USAID’s [How-To Note: Developing a Project Logic Model \(and its Associated Theory of Change\)](#), [Theory of Change Workbook](#), and “[What is this thing called ‘Theory of Change?’](#)” blog post.

Engagement Considerations/Questions

Some of the engagement questions in this guide were adapted from or inspired by considerations in USAID’s Consultation Handbook (Annex to the [Optional Social Impact Assessment Framework](#)), USAID’s [PRO-IP](#), and the Forest Peoples Programme’s “[Key Elements to the Initiation, Performance and Maintenance of Good Faith Consultations and Negotiations with Indigenous and Tribal Peoples and Communities](#),” USAID’s [Co-Creation Toolkit Interactive Guide](#), USAID’s “[Effective Engagement with Indigenous Peoples: USAID Democracy, Human Rights, and Governance Sector Guide Document](#),” [Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations](#), [Localizing Development: Does Participation Work?](#), and [Afro-descendants in Latin America: Toward a Framework of Inclusion](#).

Consultations

Resources on conducting consultations include USAID’s Consultation Handbook (Annex to the [Optional Social Impact Assessment Framework](#)), USAID’s [PRO-IP](#), and the Forest Peoples Programme’s “[Key Elements to the Initiation, Performance and Maintenance of Good Faith Consultations and Negotiations with Indigenous and Tribal Peoples and Communities](#).”

Listening Tours

LINC’s [Guide to Listening for Program Design](#) outlines tools, methods, and a framework for engaging local communities in early design stages.

Whole System in the Room

Documents on Whole System in the Room include the [Whole System in the Room Strategizing Tools](#) and [Myanmar Case Study](#).

Co-creation

Resources on co-creation include USAID’s [Discussion Note](#), [Interactive Guide](#), and [two-pager](#) for partners; as well as soon-to-be published Learning Document on Co-Creation with Indigenous Groups.

Contextual Analysis Questions

Some of the contextual analysis questions in this guide are adapted from or inspired by questions and considerations in the following sources, which may prove useful in other contexts: [Theory of Change Workbook](#), [Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations](#) (Annex IV: Inclusive Development Analysis Matrix; Annex V: Samples Questions for the Six Domains of Analysis), and [Effective Engagement with Indigenous Peoples: USAID Democracy, Human Rights, and Governance Sector Guidance Document](#).



Stakeholder Analysis/Mapping

Stakeholder analysis resources include the Landcare Research [Stakeholder Analysis Guide](#), and mapping tools include USAID [Stakeholder Mapping Blog](#) and [Collaboration Mapping Guide](#).

Complexity-aware Monitoring and Evaluation

Complexity-aware monitoring, evaluation, and learning resources include the [Complexity-Aware Monitoring Discussion Note](#), [Six Simple Questions Worksheet](#), and [Causal Link Monitoring Brief](#).

Monitoring & Evaluation

USAID's [Monitoring Toolkit](#) and [Evaluation Toolkit](#) provide a wealth of resources on these topics.

Collaborating, Learning, and Adapting

USAID's [CLA Toolkit](#) provides guidance and resources for collaborating, learning, and adapting.

Resourcing and Staffing

General guidance on resourcing and staffing for MEL include USAID's note on MEL [Roles and Responsibilities](#)