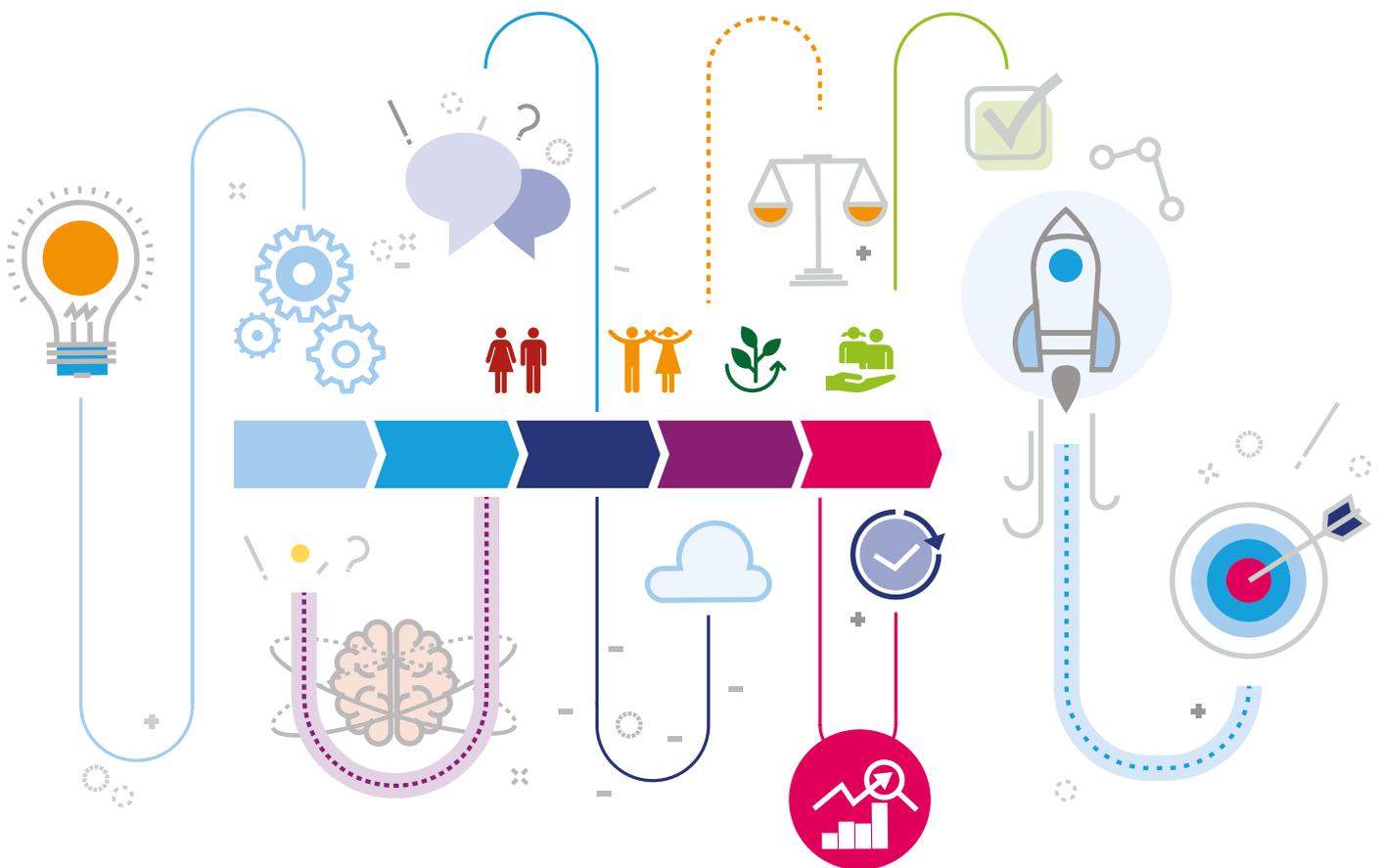International Trade Centre

Mainstreaming sustainable and inclusive trade

Guidelines for International Trade Centre projects

ABOUT THE GUIDE

Inclusive and sustainable development objectives are at the heart of all projects at the International Trade Centre. This guide offers a one-stop approach for project managers to consistently embed these objectives into ITC projects.

Gender, youth, green growth and social responsibility are the focus of this guide. Project managers can integrate these areas in the entire project cycle, from development to implementation and evaluation. The project development phase is key, as it is setting the basis for the entire project life and impact.

Mainstreaming sustainable and inclusive development will support ITC in its contribution towards the Agenda 2030 and our vision of 'good trade'.

Foreword

We are living in a time of change and transformation. The way we produce, trade and consume is changing and we are in the midst of three major revolutions – the digital revolution, a social revolution and an ecological revolution. In this ecological revolution, elements such as mitigating and adapting to climate change, addressing the blue and green economy and supporting greater sustainable production and consumption are at the centre.

The International Trade Centre (ITC) supports 'good trade' and a key ingredient of this is trade that creates positive and inclusive economic, social and environmental impacts. It provides entrepreneurial opportunities, particularly for women, young people and poor communities, and it is climate smart.

At ITC, we aim to deliver for the Sustainable Development Goals, and it is essential that all our projects and activities contribute to these goals and help to inform the debate around the ecological revolution. This is why we have developed these guidelines for project managers to mainstream sustainable and inclusive development objectives into our projects and interventions. In our work with partners in-country we stress the importance of mainstreaming environmental sustainability into their trade and other policies and activities. It is therefore important that we do the same at 'home'.

By integrating sustainability and inclusiveness in a more deliberate way into our projects, we will provide better support to our partners and beneficiaries in the countries where we work, including micro, small and medium-sized enterprises, business support institutions, policymakers and the business community.

This guide will ensure that our projects adhere to practices and standards that will both contribute to poverty alleviation and improved livelihoods, while taking environmental risks and resource scarcity into account. We hope that these guidelines will also inspire development partners to join us in our journey towards good trade – and by doing so contribute to our shared commitment to protect the environment, and ensure more sustainable and inclusive trade and development.

Arancha González
Executive Director
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Acknowledgements

Introduction

Embedding the objectives of sustainable and inclusive development into our work is key to achieve ITC's vision of 'good trade' in the context of the United Nations 2030 Development Agenda and related Sustainable Development Goals (SDGs).

The objective of this guide is to support ITC's projects integrate inclusiveness, green growth and social responsibility perspectives in project design, implementation, monitoring and evaluation.

Mainstreaming of these aspects helps ensure deeper socio-economic impact and better sustainability. It also contributes to reducing a range of risks.

Mainstreaming strengthens ITC's role as a multiplier of sustainable and inclusive development with business ecosystem stakeholders, including micro, small and medium-sized enterprises, institutions, policymakers and market partners.

It also helps to demonstrate towards funders and other stakeholders that sustainability objectives are fully integrated in our work.

This is a first edition. Please use the guide – and share your insights and suggestions with us on where it can be improved so these suggestions can be integrated in a second edition.

Good trade contributes to achieving the SDGs. ITC contributes to 10 SDGs and 23 SDG targets.

How to use the guide

This guide is set up in modules to make it easier to use. Project managers can go directly to the modules corresponding to their particular interests. Each focus area is colour coded to assist readers in using the guide.

Gender

Youth

Green growth

Social responsibility

FIGURES AND TABLES

Step 1:
Prioritize

Step 2:
Define

Step 3:
Design

Step 4:
Rate

Step 5:
Review

Acronyms

Unless otherwise specified, all references to dollars ($) are to United States dollars, and all references to tons are to metric tons.

ICT	Information and communications technology
ILO	International Labour Organization
ITC	International Trade Centre
MSME	Micro, small and medium-sized enterprise
SDG	Sustainable Development Goals
SME	Small and medium-sized enterprise
T4SD	Trade for Sustainable Development programme
TVET	Technical, vocational education and training
UN-SWAP	UN System-wide action plan

Mainstreaming sustainable and inclusive development

Mainstreaming sustainable and inclusive development means informed integration of inclusiveness, green growth and social responsibility objectives into ITC project cycles and related processes. To guide project design and management, ITC has defined mainstreaming objectives in four specific areas – gender equality, youth engagement, green growth and social responsibility. Some of these objectives relate to outcomes that ITC promotes (such as gender equality, resilience to climate change) while others pertain to minimum standards that ITC projects should comply with (e.g. no child labour).

While this guide focuses on four specific mainstreaming areas, it is important for project managers to reflect on the needs and challenges of all impacted vulnerable population groups in project design and management.

Gender

Gender equality is central to sustainable and inclusive development. It is specifically represented in Goal 5 of the Sustainable Development Goals (SDGs) and included as a target in other SDGs. In addition, the United Nations System-Wide Action Plan on Gender Equality and the Empowerment of Women makes all United Nations agencies accountable to the UN's commitments and minimum standards on gender equality.

From a trade and development perspective, mainstreaming of gender equality is particularly relevant, given the interrelatedness of gender and trade. Trade liberalization, globalization and technological advances have generated *gender-differentiated* impacts, altering the distribution of income between social groups and between men and women. These impacts may be either negative or positive, depending on the level of access to and control over resources (e.g. land ownership), as well as labour market institutions, systems of property rights (e.g. access to water), and access to markets and information.

ITC objectives

- **Address gender inequalities**. Gender inequalities remain deeply entrenched in societies. Women in some countries may lack access to basic education, land use rights and health care. They are most likely unremunerated for work and under-represented in political and economic decision-making processes. Programmes and policies need to minimize the risks of exacerbating these inequalities and, where feasible, seek to reduce them.

- **Increase economic opportunities for women**. Women are often constrained from income-earning opportunities through socially constructed norms and customs. Helping women workers and entrepreneurs overcome these barriers (e.g. access to credit and business networks) benefits women and their families as well as contributes to broader development objectives.

🏋 Youth

Youth play a key role in sustainable and inclusive development. In many developing countries, young people account for a large and growing proportion of the population and are major contributors to innovation. However, youth face disproportionally high levels of unemployment, which can lead to migration pressures and social unrest.

In the context of ITC's mandate, youth employment and the competitiveness of micro, small and medium-sized enterprises (MSMEs) are related challenges. Giving youth access to the right skills can enhance MSME competitiveness and their ability to create jobs, grow and trade. By mainstreaming youth participation and engagement, ITC projects can help to develop skills and foster entrepreneurship to create more and better jobs for youth.

Defining youth

While the United Nations definition of youth includes persons between the ages of 15 and 24 years, this guide adopts a 15 to 35 years definition. ITC uses this extended definition because entrepreneurship more often flourishes among older youth, especially with international trade activities. Different age group definitions of youth could be adopted, depending on the project focus, activities and availability of disaggregated data.

The youth and jobs agenda

The youth agenda is centred on job creation, due to high levels of youth unemployment and underemployment. Thus, it is important that ITC projects that support young people adopt a common definition for jobs. Based on the International Labour Organization's (ILO) definition, employment refers to salaried work as well as self-employment and entrepreneurship.[1]

ITC objectives

- **Address inequalities for youth**. Young people typically have less access to national decision-making processes, restricting their engagement and contributions and may result in disillusionment and tension between youth and policymakers. Young people are also much more likely to be unemployed, as they face significant barriers to enter the labour market and are the most vulnerable when the job market shrinks. They are more likely to be employed in precarious jobs, with limited economic security and poor working conditions. ITC projects should ensure the existence of youth-friendly mechanisms and spaces for dialogue to minimize inequalities.

- **Support the creation of decent jobs for youth through MSME growth**. Entrepreneurship can be a rewarding alternative to salaried employment, as well as an engine for additional job creation. Youth-owned businesses account for a large share of new ventures, and these businesses tend to hire more young people as they grow. However, when education and training systems do not correspond to market needs, MSMEs suffer from critical skills shortages that hinder their competitiveness. By investing in access to entrepreneurship opportunities, as well as training, ITC projects can bridge the gaps between skills mismatches, job creation and the establishment and growth of MSMEs.

🌱 Green growth

Green growth is both an obligation and an opportunity to overcome future global challenges. It means both delivering resource-sustainable economic opportunities and supporting businesses that address environmental challenges.

With respect to ITC's mandate, green growth and MSMEs are connected through two perspectives, risk and opportunity. First, manufacturing and services sectors activities may carry environmental risks, e.g.

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1. The ILO defines a job as "a set of tasks and duties executed, or meant to be executed, by one person, including for an employer or in self-employment."

farming practices, emissions or pollution may erode natural values or biodiversity. At the same time, project beneficiaries can be highly vulnerable to environmental shocks, e.g. climate change or environmental pollution. Second, rising consumer concern for environmental issues has increased the demand for sustainably-sourced products. This results in market opportunities for producers and enterprises from developing countries.

ITC objectives

■ **Create mutually supportive relationships between enterprises and the natural environment**.
Enterprises are in constant exchange with their natural environment, using resources from their surrounding ecosystems. ITC projects and beneficiaries should minimize impacts on the environment, as well as have tools to build resilience against potential negative environmental impacts (e.g. climate change).

■ **Realize green economic opportunities**. New economic opportunities exist for enterprises that apply sound environmental practices, operate in certified product markets or produce environmental goods and services. Both consumers and buyers are increasingly recognizing these enterprises by establishing stable business relationships and potentially paying a premium for related products or services. ITC projects should support these enterprises as well as provide support to other stakeholders (trade and investment support institutions, policymakers) to create an enabling environment for green practices.

Social responsibility

Ensuring positive impacts for society is important in ITC's work with the private sector and includes ensuring good working conditions, human rights, equality, anti-corruption practices and enhanced transparency in supply chains. Raising awareness for social responsibility and related skills for MSMEs is also part of ITC's work.

ITC embraces and promotes the ILO Declaration on Fundamental Principles and Rights at Work which outlines good practices and four key principles for workers' rights. Underlying these principles is the importance of cooperation between the private sector, governments and employers' and workers' organizations.

ITC objectives

■ **Apply an ethical framework to promote positive effects for economic development and the welfare of society**. Workers' rights, working conditions, health and safety, child labour, elimination of discrimination, forced labour and supporting freedom of association are good examples of elements that MSMEs can address directly in their operations.

■ **Promote the principles of the ILO Declaration on Fundamental Principles and Rights at Work**.
The principles in the ILO declaration are an expression of commitment by governments, employers' and workers' organizations to uphold basic human values that are vital to social and economic lives.

ITC projects should ensure adherence to and promote these fundamental principles:

■ Freedom of association and the effective recognition of the right to collective bargaining.
■ The elimination of all forms of forced and compulsory labour.
■ The effective abolition of child labour.
■ The elimination of discrimination in respect of employment and occupation.

Developing projects

In project development, it is crucial to mainstream sustainable and inclusive development objectives from the start, establishing a baseline for the project's contributions to inclusive, green and responsible trade and development.

All ITC projects should undergo the mainstreaming process in the project development phase in order to ensure that sustainable development objectives are systematically considered and integrated into projects. The objectives should be embedded in the project's theory of change, logframe and results indicators.

While all projects might not directly contribute to all ITC development objectives, it is important to conduct an assessment of all mainstreaming focus areas to understand how sustainability or inclusiveness perspectives could impact a project or how the project could contribute to these objectives. This guide provides a step-by-step path through ITC's mainstreaming process.

Consult with ITC subject matter experts

Experts include, but are not limited to, mainstreaming focal points, the project design taskforce and the project quality assurance office within the Strategic Planning, Performance and Governance section.

Please involve them throughout the project development process.

Figure 1 Five steps to mainstream sustainable and inclusive development objectives in developing your project

	STEP 1: Prioritize	STEP 2: Define	STEP 3: Design	STEP 4: Rate	STEP 5: Review
Task	■ Review the project scope, objectives, limitations and challenges to be addressed. ■ Determine how deeply each focus area can be mainstreamed using the development marker framework.	■ Based on mainstreaming prioritization, define interventions to address significant issues in each mainstreaming focus area.	■ Evaluate which outcomes, outputs and indicators are relevant for the project and embed them in the project approach and logframe.	■ Confirm the development marker rating based on the final design of the project.	■ Review draft logframe with project design taskforce, project quality assurance office and/or mainsreaming focal point to align and confirm final logframe.
Result	■ Indicative level of mainstreaming determined for each focus area.	■ Significant issues related to the prioritized mainstreaming area(s) defined.	■ Project approach and draft logframe designed.	■ Development marker rating confirmed.	■ Mainstreamed project logframe aligned in preparation for further approvals.

Step 1: Prioritize

EXPECTED RESULT

■ Each focus area (gender, youth, green growth and social responsibility) has been indicatively prioritized and determined how deeply it will be mainstreamed in the project.

TASK

■ Review the basic project scope, objectives, limitations and challenges to be addressed by the project.

■ Based on this review, prioritize how deeply each area is mainstreamed in the project using the development marker framework (Table 1). A high marker level indicates high priority. Determine where the project fits in the framework by choosing the appropriate level. Note that this choice will be re-visited in detail and confirmed in Step 4.

GUIDANCE

Choose where the project fits in the following development marker framework. To determine the mainstreaming depth, think strategically about the following factors:

■ Geographical focus (country, region, etc.)

■ Sector focus and related export/investment potential

■ Priorities of local project partners and funders

■ Budget

■ Timeframe

■ Level of intervention (e.g. policy, institutions, producers)

■ Gravity of challenges in the target location/sector (e.g. representation of women, challenges for youth, climate change, pollution, working environment)

United Nations System-Wide Action Plan on Gender Equality and the Empowerment of Women (consult the ITC gender focal point or business owners for programme-related indicators).

Table 1   Framework to determine mainstreaming depth for each focus area

Depth	Expected mainstreaming level in logframe	Gender	Youth	Green growth	Social responsibility
Level 3: Sole purpose of the project	Outcome of the project.				
Level 2: Significant contribution	Output and/or intermediate outcome level. A change of behaviour is measured.				
Level 1: Limited contribution	Monitoring of contribution to mainstreaming objectives, and/or specific activities.				
Level 0: No contribution	This is a residual categoy, which should only be used in exceptional cases.				

Step 2: Define

EXPECTED RESULT

■ The project interventions to address pressing issues for each prioritized and mainstreamed focus area(s) are defined.

TASK

■ Based on the mainstreaming prioritization in Step 1, define the project interventions using the guiding questions for each focus area.

GUIDANCE

■ Read the colour-coded guiding questions for each mainstreaming focus area in Tables 2–5. The answers to the questions can serve as guidance to define the specific project interventions related to the prioritized mainstreaming areas.

■ There may be trade-offs between different mainstreaming focus areas. Think about whether and how the project could address these trade-offs. See Table 12 for project trade-off examples.

■ Do not hesitate to reach out to the mainstreaming focal point, the project design taskforce and/or the project quality assurance office for assistance.

Gender

Table 2   **Guiding questions to define project interventions for gender equality**

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
Topic	*Guiding questions*
Export strategy, market access, subsidies, services, non-conforming measures, government procurement etc.	■ How are trade agreements incorporating gender concerns? ■ What are the likely impacts of agreements on the livelihood activities and outcomes for men and women as producers and workers in the sector? ■ How does trade policy, including the various disciplines and agreements – market access, subsidies, services, non-conforming measures, government procurement – among others, reproduce gender inequalities? ■ Does imposition of non-tariff barriers to trade have an impact on women? How could the project address them? ■ Does liberalization (removal of tariffs and subsidies) impact women? ■ How are export strategies incorporating gender aspects and concerns?
Export processing zones	■ How is women's employment affected by export processing zones? ■ Are there patterns of inequality or vulnerability in employment practices?
Regulatory environment	■ Will change in the regulatory environment (e.g. fiscal regime) have impacts on women? For example, reforming the trade licensing regulations to include e-commerce businesses could open opportunities for women to establish as formal businesses and secure loans.

INSTITUTIONAL LEVEL	

Institutional capacity and services	- How committed are institutions towards gender equality? For example:
	  - Are they aware of the topic?
	  - Are they implementing plans to provide better services for women entrepreneurs?
	  - Do they procure from women-owned businesses?
	  - Do they include gender perspectives in the customer information and results monitoring systems (i.e. can they filter for and report on women-owned businesses)?
	- Could services that partner institutions provide to women-owned businesses or constituents be strengthened? For example:
	  - Tailored trainings for women-owned businesses.
	  - Support to build ecosystem for women-owned businesses.
	  - Becoming verifiers on SheTrades.com.

ENTERPRISE/PRODUCER LEVEL	
Women's jobs	- Will value chain upgrading lead to loss of labour-intensive jobs (that could disproportionately affect women)? For example, compliance with new standards, e.g. food safety, may require adoption of labour-saving technologies, resulting in loss of labour-intensive employment. - Do MSMEs have policies to protect women workers, e.g. providing transport to women factory workers after dark? - How are conditions of work and quality of employment including sustainability and regularity of employment, social protection (health, maternity, unemployment and pension), working time, intensity of work, occupational risks, possibility of career advancement or skill upgrading, and social status attached to a job? - Would training and reskilling create more opportunities for women?
Access to credit	- Are women business owners particularly restricted in access to credit? - What are the barriers they face, and can these be lowered?
Buyers and business partners	- Do buyers or business partners have an inclusiveness strategy? How could this benefit project beneficiaries? Are they including women in their supply chains? Are they investing more in women-owned businesses? Are they providing specific support to women employees? Do they have policies on gender equality in the workplace, e.g. parental leave, childcare support, equal pay measures, equal opportunities?
Women entrepreneurs	- Do women-owned business face gender-specific challenges, e.g. limited access to finance? - Are there business practices that could be more gender sensitive?
Household dynamics	- What are the impacts of trade liberalization on the relationship between production and reproduction?
Access to market information	- Do women have direct access to market information, rather than obtaining it through their husbands?
Choice of sector	- Does the choice of sector for ITC support have a particular gender make-up with a specific set of inequalities and vulnerabilities?

Step 2: Define

🏋 Youth

Table 3   **Guiding questions to define project interventions for youth engagement**

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
Topic	*Guiding questions*
Youth-related policies	▪ How are youth-related matters included in national strategies and policies? ▪ How do economic development and trade-related policies support youth entrepreneurship? ▪ How do education and training policies support market-led technical and managerial skills development?
Opportunities in sectors	▪ Are there sectors that have high export and youth potential? Sectors which are typically youth-intensive are information and communications technology (ICT), creative industries, tourism and hospitality, retail, construction and assembly (e.g. clothing).
INSTITUTIONAL LEVEL	
Institutional capacity	▪ Could vocational training centres be strengthened to support youth upskilling? ▪ Could local business development support institutions and/or trade support institutions be strengthened to support youth-owned businesses? ▪ Consider, for example, investments in more accessible training delivery modes, upgrading technical and vocational education and training (TVET) curricula or facilities, incubators, accelerators, chambers of commerce, etc.
INSTITUTIONAL LEVEL	
Youth ecosystem	▪ Are there any existing projects/programmes on youth and trade in the country? How could the project link to these? ▪ Could youth-related networks be strengthened to deliver better services? Consider associations, clubs, organizations and/or councils that mobilize youths and could support project outreach to them.
ENTERPRISE/PRODUCER LEVEL	
Access issues	▪ What is the educational level of targeted youth? ▪ What skills training and entrepreneurship support programmes are available to youth? Consider both the existence of available training, and the accessibility of training (location, costs). ▪ What are the key barriers for young entrepreneurs to have access to relevant information, finance, markets and services? Consider both formal and informal limitations (e.g. discriminatory laws, informal networks, cultural biases etc.). ▪ Is there access to ICT and other basic infrastructure at educational institutions? ▪ Are there issues in accessing finance from financial service providers? Consider both formal and informal limitations (e.g. age limits to open bank accounts, lack of land to pledge as collateral requirements, no credit history, etc.).
Vulnerable youth	▪ Could the project facilitate participation of vulnerable youth? Consider, for example, female, rural, low education, and/or those outside the formal labour market.

🌿 Green growth

Table 4   **Guiding questions to define project interventions for green growth**

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
Topic	*Guiding questions*
Environment policy and competitiveness	▪ What environment-related legislation is in place, e.g. national environmental policy, national legislation on circular economy, National Adaptation Plans, Nationally Determined Contributions for the UN Framework Convention on Climate Change? ▪ How does environment-related legislation impact the sectors that the project supports (e.g. competitiveness related to energy efficiency, water management/pollution, logging, sustainable use of land)?
Trade-related policies	▪ How do trade-related policies associated with the project interact with environment-related policies (e.g. do they support environmentally harmful sectors, do they lead to sustainable/circular value chains)? ▪ Do envisaged policy changes or export strategies support resilience towards climate change or reduce the impact of a sector on the environment? Will they have a negative impact?
Policies to develop green markets	▪ How can (trade-related) policies support the creation of business opportunities in green growth-related industries or the move towards a circular economy? ▪ Which policies could the project support (e.g. reduce tariff and non-tariff barriers to trade in green goods and services, regulations enhancing development of green product markets, removal of subsidies to non-environmentally friendly sectors)?
INSTITUTIONAL LEVEL	
Services to reduce risks	▪ What is the offering of institutional project partner(s) in relation to green growth (e.g. provision of services for enhanced climate resilience, reduced environmental impact of MSMEs/the sector)? ▪ Could institutional partner(s) further enhance their environment-related service portfolio? Do they have a strategy in place to integrate environmental services in their portfolio? ▪ Are there other local/national partners available in the area of green growth that the project could partner with? ▪ Do the activities of the project's institutional partner(s) pose risks to the environment? Does the project address these risks?
Services to create green business opportunities	▪ Which institutions support green entrepreneurs (e.g. Climate Innovation Centres) to develop their products and enterprises? ▪ How could environmental policies and approaches be better integrated into the curricula of vocational training centres? ▪ Are local institutional partners well equipped to support the identification of green business opportunities for the private sector?
ENTERPRISE/PRODUCER LEVEL	
Impacts from enterprises on environment	▪ How could the project help to create or show the business case for enterprises to improve its green growth-related performance (e.g., in relation to resource efficiency, climate change and the circular economy)? ▪ Are project MSME beneficiaries using resources, such as water, energy, chemicals? Do they produce waste? What is the impact of increased production triggered by the project on resource availability? For example: 　▪ Will water extraction increase to the detriment of local populations/biodiversity? 　▪ Will project support lead to land conversion and loss of biodiversity? 　▪ How will safe handling and disposal of pesticide/chemicals be ensured? 　▪ Will air and water quality be safeguarded? ▪ Are there pathways to reduce risks of environmental damage that the project could address? What are the obstacles for this (e.g. land rights, power of other value chain actors)? How can obstacles be overcome?

Impacts from environment on enterprises	■ Are project beneficiaries prone to impacts from the environment or from climate change (e.g. environmental degradation, drought, heavy rain, heat)? Are they prepared for potential impacts? ■ Are there sufficient financing, technology and related services available for project beneficiaries in order to implement resilience-related projects? ■ How could the project support the need for services by project beneficiaries (e.g. access to technology, green finance, insurance, early warning systems)?
Capacity to create green business opportunities	■ Are there green market opportunities within the sector the project is supporting? How could linkages to sustainable buyers/markets be established or strengthened (e.g. organic agriculture, ecotourism, circular production methods)? ■ Do project beneficiaries require technical training to build capacity to compete in green/sustainable markets (e.g. voluntary sustainability standards)?

Social responsibility

Table 5   **Guiding questions to define project interventions for social responsibility**

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
Topic	*Guiding questions*
Social responsibility policy and competitiveness	■ What are the local challenges to respect the ILO principles? ■ Which social legislation in relation to the ILO principles is in place (e.g., has the countries signed up to the principles)? ■ How does this legislation impact the sectors which the project supports?
Trade-related policies	■ How do the trade-related policies that the project helps to design (e.g. as part of a national export strategy) interact with social responsibility-related policy and rights? ■ Do envisaged policy changes or export strategies support resilience towards social risks? Will they have a potential negative impact?
INSTITUTIONAL LEVEL	
Capacity and services for private sector	■ What is the existing offering of institutional project partner(s) in relation to social responsibility (e.g. provision of services in relation to the ILO principles)? Is there a strategy in place envisaging the integration of such offering in the future? ■ Are local institutional partners well equipped to support the identification of responsible business opportunities for the private sector? ■ How could the project support the development of institutional partner(s) in relation to social responsibility? ■ Are there further local/national partners available in the area of social responsibility that the project could partner with?
ENTERPRISE/PRODUCER LEVEL	
Impacts from enterprises on social, work and labour rights	■ Are the project MSME beneficiaries implementing the ILO principles? ■ How could the project support MSME beneficiaries to better implement ILO principles or to mitigate the risk not to implement ILO principles? ■ What are the obstacles for this and how could the project overcome them?
Capacity to create responsible business opportunities	■ Are there responsible business opportunities within the sector the project is supporting? Could linkages to sustainable buyers/markets be established? ■ Do project beneficiaries require technical training to build capacity to compete in sustainable markets?

Step 3: Design

EXPECTED RESULT

- A draft logframe is designed to fit the overall project approach.

TASK

- Based on your answers to the guiding questions in Step 2, evaluate which outcomes, intermediate outcomes, outputs and indicators are relevant for the project and embed the outcomes in the project approach and logframe.

- Discuss the draft logframe with ITC subject matter experts, including the project design taskforce, the project quality assurance office and/or the mainstreaming focal point.

GUIDANCE

- Refer to the following colour-coded tables of standard outcomes, intermediate outcomes, outputs and indicators for each focus area (see Tables 6–9) to select relevant inputs for your logframe. The tables provide examples, which can be tailored to the project context.

- To determine the appropriate output or outcome levels, review the development marker table (completed in Step 1). For example, if a focus area scores an indicative Level 2 'significant contribution to mainstreaming', a relevant output or intermediate outcome should be at least included in the project logframe (Table 1).

- In case you are mainstreaming an existing logframe, think about:

  - Will **new** outcomes, intermediate outcomes or outputs be needed?

  - Or can **existing** outputs or (intermediate) outcomes be mainstreamed?

- Do not hesitate to reach out to the project design taskforce, project quality assurance office and mainstreaming focal point while designing the logframe.

Step 3: Design

👫 Gender

Table 6   **Intermediate outcomes, outputs and results indicators for gender equality**

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
(Intermediate) outcomes/outputs	*Results indicators*
Outcome (related to Corporate Outcome A2): ■ Trade-related policies, strategies and/or regulations reflect objective to address gender inequalities.	■ Number of cases in which trade-related policies and/or strategies and/or regulations have been introduced or changed in favour of the international competitiveness of MSMEs, with business sector input as a result of ITC support.
Outputs ■ Capacity of policymakers to prepare commitments to make trade-related strategies and policies more gender responsive improved. ■ Participation of women business associations and advocacy groups in trade policy formulations increased. ■ Assessment of implications of trade agreement on gender conducted. ■ SheTrades outlook completed comprising (1) strategic plan/conceptual framework; (2) data availability and gap assessment; (3) data collection; (4) data analysis; and (5) digital visualization.	■ Number of governments confirming their agreement to develop/implement inclusive policies. ■ Number of inclusive policies governments commit to developing. ■ Number of governments reporting having benefited from technical advice to inform policies. ■ Number of stakeholders reporting increased knowledge of policy issues. ■ Number of stakeholders trained. ■ Number of policymakers committed to one or more of the seven pillars under the SheTrades initiative.
INSTITUTIONAL LEVEL	
Outcome (related to Corporate Outcome B1): ■ Enhanced offering of supported institutions with respect to reduced gender inequalities and enhanced services for women-owned businesses.	■ Number of institutions reporting improved operational and managerial performance as a result of ITC support. ■ Number of institutions whose clients report increased satisfaction. ■ Number of women-owned businesses/women enterprises benefiting from services of institutions which received support. ■ Percentage of women-owned businesses/women enterprises reporting increased satisfaction for services received.
Output ■ Improved service offerings by institutions for women entrepreneurs. ■ Increased knowledge of institutions on supporting women entrepreneurs. ■ Increased awareness of institutions to support women's participation in trade.	■ Number of institutions implementing plans/policies/strategies to support women entrepreneurs clients ■ Number of institutions registering on SheTrades.com. ■ Number of institutions supported through training and tools. ■ Number of institutions reporting increased knowledge. ■ Percentage of institutions demonstrating knowledge increased. ■ Number of institutions committing to one or more of SheTrades seven pillars.

ENTERPRISE/PRODUCER LEVEL	
Outcome (related to Corporate Outcome C1/C2): ■ Enhanced business operations of women-owned enterprises for increased international competitiveness as a result of ITC support.	**(C 1 & 2)** ■ Number of women-owned businesses/women enterprises who have reported having implemented measurable changes in their business practices for the purpose of expanding their exports, imports, or attracting foreign direct investment.
Outcome (related to Corporate Outcome C3/C4): ■ Women-owned enterprises transacted international business as a result of ITC support.	**(C3 & 4)** ■ Number of women entrepreneurs having transacted international business as a result of ITC support.
Output ■ Capacity to access market information improved. ■ Capacity to manage double work burden improved. ■ Capacity of entrepreneurial skills of women traders improved. ■ Capacity to create market linkages for selected women-owned businesses through trade fairs, B2B meetings, buyer visits and SheTrades app improved. ■ Capacity to produce bankable business plans improved. ■ Banks and finance institutions are sensitized to needs of women entrepreneurs. ■ Capacity of private sector partners to adopt business practices that create economic opportunities for women-owned businesses enhanced.	■ Number of women-owned businesses/women enterprises attending business and investment generation activities. ■ Number of women-owned businesses/women enterprises demonstrating increased capacity to participate in trade. ■ Number of women-owned businesses/women enterprises reporting increased capacity to participate in trade. ■ Number of women-owned businesses/women enterprises trained. ■ Number of market partners developing strategies to support women with ITC support. ■ Number of market partners reporting increased capacity to support women. ■ Number of market partners attending workshops to improve capacity to support women. ■ Number of policies on gender equality in the workplace. ■ Number of strategies to include more women in the supply chain. ■ Number of MSMEs reporting increased awareness and knowledge of working with women.
Outcome ■ Increased incomes and better conditions of women.	
Outputs ■ Gender equality strategy developed. ■ Strategies to support women. ■ Capacity of rural women to access training and information improved.	

🙌 Youth

Table 7   Intermediate outcomes, outputs and results indicators for youth engagement

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
(Intermediate) outcomes/outputs	*Results indicators*
Outcome (related to Corporate Outcome A1): ■ Increased awareness of male and female beneficiaries about the importance and challenges of youth-owned businesses for international trade.	■ Number of male and female beneficiaries reporting increased awareness about the importance and challenges of youth-owned businesses for international trade.
Outcome (related to Corporate Outcome A2): ■ Trade-related policies and/or strategies and/or regulations have been introduced or changed in favour of the international competitiveness of youth-owned MSMEs, with business sector input, as a result of ITC support.	■ Number of policy or regulatory changes implemented with the aim to strengthen youth-owned MSMEs and/or youth working in MSMEs.
Output ■ Policymakers trained on how to integrate youth-related challenges into national strategies and/or policies. ■ Events held/networks established for youth and trade with policymakers. ■ Stakeholders include youth inclusion and empowerment into national export strategy.	■ Number of policymakers trained. ■ Number of events held. ■ Number of references in policy documents related to inclusion and empowerment of youth.

INSTITUTIONAL LEVEL	
Outcome (related to Corporate Outcome B1): ■ Improved performance of supported institutions through improved knowledge on youth-related challenges and opportunities.	■ Number of institutions reporting improved operational and managerial performance in relation to identifying youth-related challenges and creating opportunities for youth.
Outputs New training curricula developed that meet market needs and address youth-related issues. ■ Institutions trained to provide access and support to youth. ■ Market linkages for young people in selected value chains created. ■ Institutional support structures for MSMEs and business development developed. ■ Offer of financial service providers strengthened and reinforced to address youth-related challenges.	■ Number of training curricula developed. ■ Number of institutions trained. ■ Number of youth connected to the international market. ■ Number of youth support services of an institution updated and/or newly developed. ■ Number of youth-led MSMEs/entrepreneurs an institution supports in relation to green growth. ■ Number of financial service providers strengthened in relation to youth.
ENTERPRISE/PRODUCER LEVEL	
Outcome (related to Corporate Outcome C1): ■ Increased international competitiveness of youth-owned enterprises. ■ Increased participation of youth in enterprises.	■ Number of youth-owned MSMEs having made changes to their operations for enhanced business performance as a result of ITC support. ■ Number of MSMEs reporting increased participation of youth in their enterprise.
Outcome (related to Corporate Outcome C3): ■ Youth-owned enterprises having transacted international business as a result of ITC support.	■ Number of youth-owned MSMEs reporting increased sales.
Outputs ■ Improved employability and self-employment opportunities for youth. ■ Market connections and opportunities for youth increased.	■ Number of youth trained on employment-related skills. ■ Number of market linkages for youth-own businesses established.

🌱 Green growth

Table 8   **Intermediate outcomes, outputs and results indicators for green growth**

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
(Intermediate) outcomes/outputs	*Results indicators*
Outcome (related to Corporate Outcome A2): ■ Trade-related policies/strategies/regulations have been introduced or changed in favour of international competitiveness of MSMEs whilst adhering to green growth objectives (such as increased climate resilience, reduced environmental impact of MSMEs/ sectors, generating new green or circular business opportunities, establishment of environmental incentives/subsidies).	■ Number of policy or regulatory changes implemented related to green growth (such as increased climate resilience, reduced environmental impact of MSMEs/ sectors, generating new green or circular business opportunities, establishing a green business case/ subsidies).

Output	
▪ Policymakers trained to address green growth objectives in their work (e.g. integrate improved environmental impacts, resource-efficiency in production and/or climate resilience of sector into policy level work, export of environmental products). ▪ Analysis of tariff and non-tariff measures involving environmental considerations conducted. ▪ National export strategy contains analyses of environmental impacts of sectors, their resilience to climate change or an analysis of the business opportunities in sustainable markets.	▪ Number of policymakers trained. ▪ Number of policy analyses conducted. ▪ Number of respondents surveyed. ▪ Number of references in national export strategy related to green growth (e.g. environmental impacts, climate resilience, etc.).

INSTITUTIONAL LEVEL	
Outcome (related to Corporate Outcome B1): ▪ Improved performance of institutions with respect to green growth, such as: ▪ Services for reduced impact of MSMEs/sectors on the environment, and/or increased resilience of MSMEs/sectors to climate change risks. ▪ Enhanced ability to support MSMEs in the development of environmental products or services, implementing circular business models.	▪ Number of institutions reporting improved operational and managerial performance with respect to green growth.
Output ▪ Institutions trained to integrate green growth related-services in their offering (such as increased climate resilience, reduced environmental impact). ▪ Institutions assisted to support the development of green growth-related markets (e.g. for sustainable products produced by MSMEs in their sector, circular production methods). ▪ Institutions working with green entrepreneurs (e.g. incubators, accelerators) supported. ▪ Institutions trained on how to measure own performance in relation to green growth.	▪ Number of policy or regulatory changes implemented related to green growth (such as increased climate resilience, reduced environmental impact of MSMEs/sectors, generating new green or circular business opportunities, establishing a green business case/subsidies).

ENTERPRISE/PRODUCER LEVEL	
Outcome (related to Corporate Outcome C1): ▪ Increased international competitiveness of MSMEs through integration of green growth (e.g. enhanced climate resilience, reduced environmental impact, efficient use of resources).	▪ Number of MSMEs having made changes to their operations in relation to green growth (e.g. enhanced climate resilience, reduced environmental impact, efficient use of resources, environment related services, etc.) as a result of ITC support.
Output: ▪ MSMEs trained on how to reduce environmental impact and/or improve environmental management (e.g. Good Agriculture Practices, energy efficiency, effluent treatment, greenhouse gas emissions reduction, water treatment, related costs and benefits, etc.). ▪ MSMEs trained on sustainability standards/trade schemes (e.g. environmental management practices, compliance with voluntary standards, etc.). ▪ MSMEs trained on the business case for green growth. ▪ Trainings of trainers held on the methodologies on climate resilience, resource efficiency or circular economy. ▪ Customized SME coaching sessions on implementation of green business practices delivered and/or related business strategies and documents developed	▪ Number of MSMEs trained on green growth-related topics (e.g. climate resilience, environmental impact, certifications, cost-benefit analyses, etc.). ▪ Number of trained trainers/extension service providers/lead farmers trained. ▪ Number of advisory services related to the implementation of green business practices
Outcome (related to Corporate Outcome C3): ▪ Enterprises transacted international business based on the enhanced compliance of products or corporate strategy with green growth principles (e.g. increased sales of certified products, environmental goods, etc.).	▪ Number of MSMEs reporting increased sales of sustainably certified products. ▪ Number of MSMEs reporting increased sales due to enhanced green growth-related performance.

Step 3: Design

Output:	
■ MSMEs trained on the implementation of circular business models.	■ Number of MSMEs trained on how to access international markets/circular business models, etc.
■ MSMEs trained on how to access sustainable markets or (circular/sustainable) value chains.	■ Number of B2B sessions organized/facilitated
■ MSMEs trained on green finance.	
■ Sustainable market linkages facilitated.	

Social responsibility

Table 9   **Intermediate outcomes, outputs and results indicators for social responsibility**

PROJECT'S INTERVENTION LEVEL	
POLICY LEVEL	
(Intermediate) outcomes/outputs	*Results indicators*
Outcome (related to Corporate Outcome A2): ■ Trade-related policies/strategies/regulations have been introduced or changed in favour of the international competitiveness of MSMEs whilst promoting social responsibility principles.	■ Number of policy or regulatory changes implemented related to social responsibility.
Output ■ Policymakers trained to address social responsibility principles in their work. ■ Analysis of tariff and non-tariff measures involving social responsibility considerations conducted. ■ National export strategy or sector strategies contain analyses of social, work and labour rights potential impacts of sectors, or an analysis of the responsible business opportunities in sustainable markets.	■ Number of policymakers trained. ■ Number of policy analyses conducted. ■ Number of respondents surveyed. ■ Number of references in national export strategy related to social responsibility.
INSTITUTIONAL LEVEL	
Outcome (related to Corporate Outcome B1): ■ Improved performance of institutions with respect to social responsibility, such as: ■ Services to reduce risks of MSMEs in relation to social responsibility and/or to increase the capacity of MSMEs/sectors to implement/promote social responsibility objectives. ■ Enhanced ability to support MSMEs in the development of socially responsible products or services, implementing responsible business models.	■ Number of institutions reporting improved operational and managerial performance in relation to social responsibility-related objectives.

Output	
■ Institution trained to integrate social responsibility-related services in their offering (increased awareness and promotion of social responsibility principles, reduced social responsibility risks). ■ Institution assisted to support the development of social responsibility in specific sectors and markets (e.g. for sustainable products produced by MSMEs in their sector, responsible sourcing methods). ■ Institutions that work with social businesses supported (e.g. incubators, accelerators). ■ Institution trained on how to measure own performance in relation to social responsibility.	■ Number of institutions trained. ■ Number of institutional support services to MSMEs updated and/or newly developed. ■ Number of social businesses and institutions supported. ■ Number of social responsibility-related indicators defined which an institution uses to track its performance.

ENTERPRISE/PRODUCER LEVEL

Outcome (related to Corporate Outcome C1): ■ Increased international competitiveness of MSMEs through the integration of social responsibility objectives.	■ Number of MSMEs having made changes to their business operations in relation to social responsibility as a result of ITC support.
Output: ■ MSMEs trained in relation to social responsibility objectives. ■ MSMEs trained on how to develop responsible business models. ■ MSMEs trained in social responsibility certifications (e.g. sustainability, social compliance, voluntary standards, etc.). ■ Trainer of trainers trained on social responsibility objectives.	■ Number of MSMEs and employees of MSMEs trained on social responsibility-related topics or (voluntary) certifications and standards. ■ Number of trained trainers. ■ Number of extension service providers/lead farmers trained.
Outcome (related to Corporate Outcome C3): ■ Enterprises transacted international business based on the enhanced compliance of products or corporate strategy with social responsibility principles (e.g. increased sales of certified products, socially compliant goods and services, etc.).	■ Number of MSMEs reporting increased sales of ethically-produced products. ■ Number of MSMEs reporting increased sales due to enhanced social responsibility-related performance.
Output: ■ MSMEs trained on the implementation of responsible sourcing and socially compliant business practices. ■ MSMEs trained on how to access sustainable markets and responsibly sourcing buyers. ■ Sustainable market linkages facilitated.	■ Number of MSMEs trained. ■ Number of B2B sessions organized/facilitated. ■ Number of advisory services provided.

Step 3: Design

Step 4: Rate

EXPECTED RESULT

- The final development marker rating is confirmed and entered in the project design template of ITC's new project portal.

TASK

- Review the design of the project logframe and re-confirm or adjust the development marker rating provided in Step 1, if necessary.

- Enter the final rating into the project design template of ITC's new project portal and provide a reason for why the respective mainstreaming depth was chosen (e.g. local partner development priorities, budget). Click the related box that the project has undergone a mainstreaming and risk assessment.

- Check with ITC subject matter experts, including the project design taskforce, project quality assurance office and/or the mainstreaming focal point. They may have advice on assigning development marker ratings.

GUIDANCE

- See Tables 10 and 11 for more detailed guidance on how to assign the rating and detailed examples of project activities.

- Note that an **overall development marker level** (across all mainstreaming focus areas) will be automatically calculated for the project:

  - Level 1: If all areas are at least marked at Level 1.

  - Level 2: If at least one area is marked at Level 2.

  - Level 3: If at least one area is rated at Level 3.

Table 10   Assigning a final development marker rating, with examples of project activities

Level	Description	Project activity examples	Indicative	
			Level in project logframe	Share of project budget (%)
0	The project is **not expected to contribute** to ITC mainstreaming objectives.	No contribution, no data tracking. Specific explanation must be provided. All projects must at least conduct a mainstreaming risk assessment.	None	0
1	The project will only make a **limited contribution** to ITC mainstreaming objectives.	▪ Collect disaggregated data for mainstreaming focus areas. ▪ Conduct mainstreaming focus area-related one-off activity. ▪ Mainstreaming risk assessment conducted.	Monitoring of contribution to mainstreaming objectives, and/or specific activities.	>0–20
2	The project makes a **significant contribution** to address ITC mainstreaming objectives in a systematic way, but they are not the principal objectives of the project.	Project triggers change in the respective mainstreaming focus area, without the mainstreaming focus area being the primary reason for the project.	Output and/or intermediate outcome level. A change of behaviour is measured.	>20–<100
3	ITC mainstreaming objectives coincides with the **primary or principal objectives** of the project.	The project only exists because of contributions to mainstreaming objectives.	Outcome of the project. A change of behaviour is measured.	100

Step 4: Rate

Table 11   Examples of projects and corresponding development marker ratings

Level	Public goods	Policies and strategies	Institutions	MSMEs/producers
0	This is a residual category that should be used only in exceptional cases. There are nearly always a sustainability or inclusiveness aspect linked to ITC's projects. There are not many examples where this is not the case. One such example could be expansion of a database on trade flows without collecting gender/ youth disaggregated data.			
1	Maintaining a database on global trade flows, which is collecting gender/youth disaggregated data.	A project to develop an export-oriented sector development strategy for the textile sector mentions the environmental impact of textile production.	An institutional benchmarking project provides the target institutions with a case study on how another institution is supporting women-owned enterprises.	An enterprise competitiveness project is conducting a one-off or few limited activities to support the mainstreaming objective (e.g. develop a case study on competitiveness of women-owned enterprises, collect mainstreaming disaggregated data).
2	A public service is providing tailored insights for women into sectors, in which women are active, and other market information. A database on trade flows allows for identification of environmental goods.	A project to develop an export strategy for the textiles sector systematically integrates environmental considerations across the strategy.	An overall institutional benchmarking project also provides recommendations to institutions on how to meet sustainability demands of its members.	As part of an overall coaching service for MSMEs to increase their competitiveness, specific services to MSMEs to reduce the environmental impact of production (with the aim to become more competitive) are offered.
3	Developing a public service, which is solely focusing on gender equality-related transparency.	A project is dedicated to providing advice on how to align trade related-policies with the environmental policy of a country.	A project dedicated to benchmark the sustainability related-services of an institution.	A project dedicated to enhancing the competitiveness of women-owned enterprises.

Step 5: Review

EXPECTED RESULT

- An aligned project logframe is designed.

TASK

- In line with the ITC project development process (ITC/EDB/2019/01), review the draft logframe with the project design taskforce, project quality assurance office and/or the mainstreaming focal point to align the final mainstreamed logframe for presentation to the senior management committee.

- Follow the official project approval process as outlined in the ITC project management guidelines.

GUIDANCE

Dialogue with the project design taskforce, project quality assurance office and/or the mainstreaming focal point may address the following questions:

- How have implications of the project for women, youth and the environment, and potentially other vulnerable groups been considered?

- Have potential trade-offs between mainstreaming objectives (e.g. increased number of jobs, impact on the environment) been considered? See Table 12 for examples of unintended project trade-offs.

- Is the mainstreaming approach aligned with the respective programme strategy and risks framework?

- Are project (intermediate) outcomes, outputs and activities designed to meet the different requirements of the respective mainstreaming area(s)?

Implementing projects

Good practices

Mainstreaming sustainable and inclusive development objectives during project inception and implementation may pose challenges. This section outlines good practices for planning and implementing projects in the following areas:

A - Stakeholder consultation
B - Budgeting for mainstreaming development objectives
C - Risk mitigation and trade-offs
D - Baseline assessment and data collection
E - Value chain analysis
F - Beneficiary selection
G - Mainstreaming terms of references

A - Stakeholder consultation

Have all relevant stakeholders been contacted and consulted on mainstreaming objectives within and outside ITC?

Within ITC

ITC colleagues have substantial experience in working with women, youth, the environment and responsible labour. By continuously engaging and including colleagues in project activities even after project design, the project will benefit from their experiences. This could be done during project inception (e.g. by including colleagues in programming missions, seeking advice on who to engage locally, etc.) as well as during project implementation (e.g. providing practical implementation support). By closely collaborating with colleagues, the project will contribute to the strategies of ITC programmes (e.g. SheTrades, Youth and Trade or Trade for Sustainable Development) and related risks within the project can be managed from a programmatic perspective.

Outside ITC

Engaging with local stakeholders within the different mainstreaming focus areas will be very valuable for projects. These stakeholders have local experience and know-how on development needs. International stakeholders such as funder and other international organizations might also be able to offer valuable insights.

B - Budgeting for mainstreaming development objectives

Has sufficient budget been allocated to achieve mainstreaming targets?

Although financial resources alone will not achieve mainstreaming targets, ensuring adequate financing is a necessary step. This could include changes in resource allocations towards priorities for youth, women, the environment and responsible labour. Funds may be needed for specific activities in relation to the mainstreaming focus areas (e.g. capacity building on improved working practices directly targeting youth or women or related activities). There may also be costs for specialist staff to backstop these activities.

Be guided by the development marker level defined during the project development phase to judge whether the allocated budget is sufficient (see Table 10). Similarly, the budget available for mainstreaming may serve as an indication of the mainstreaming depth the project can realistically achieve.

C - Risk mitigation and trade-offs

Be aware of potential mainstreaming risks or trade-offs and address them.

Activities to address inequalities or risks can sometimes unintentionally exacerbate them. Table 12 gives examples of how project activities that are meant to contribute to sustainable and inclusive development can increase risks.

Table 12   **Examples of how project activities can create unintended risks or trade-offs**

Project outcome	Unintended risks for women/youth/environment
Female and male farmers and small-scale entrepreneurs increase income (x% of women).	Increased revenues of women-run businesses and related income cause men in their families to assume control of business and/or its finances.
	Failure of targeted women's businesses to increase revenues cause tension within the household due to raised expectations.
	Women report tension with local community members from their increased financial independence.
	Women's work burden increases.
Enhanced resilience of MSME towards climate change impacts.	After the MSME decided to change its working hours to avoid work during the heat peak of the day, less women come to work.
Reduced climate impact of a sector to comply with international buyer requirements.	Switching the fuel method from diesel to wood causes logging activities.
Increased job creation e.g. plantations.	Potential negative environmental impact caused by clearing of additional land/forest.

As a project manager, be aware of potential unwanted side effects of project activities, so that they can be mitigated before they happen. A 'do no harm' approach identifies potential project risks and the effects on project stakeholders. Consider the following questions:

Do the planned project activities risk exacerbating gender or youth inequalities or environmental impacts?

- If yes, explain how and think about how to address them.

- If not, explain why there are no such risks.

Does the project design require further analysis related to the mainstreaming areas to identify risks and opportunities?

- If so, refer to the mainstreaming focal point or programme for advice.

What kind of risk mitigation actions will be adopted to avoid negative impacts on the status of women, youth, the environment or responsible work practices?

- Please refer to the ITC corporate risk management framework.

D - Baseline assessment and data collection

Have relevant data about the mainstreaming area(s) been collected for the project?

Depending on the complexity and size of the project, it may be necessary to collect data that captures information about each mainstreaming area. Data may be quantitative, e.g. enterprise or household surveys, or more qualitative, e.g. collected for a value chain analysis. Specifically for data collection on the enterprise level, ITC's SME Competitiveness Survey contains many standardised questions ready for use by project managers. Please get in touch with ITC's Research and Strategies for Exports unit for a copy of the questionnaire.

Consider the following recommendations on how to capture relevant data for each mainstreaming focus area in Table 14.

🧍🧍 Gender

Table 13   Data collection and gender

Data collection and gender	
Quantitative data	**Establishing systems for collecting sex-disaggregated data** Sex-disaggregated data is quantitative statistical information on differences and inequalities between women and men (DFID, 2008). For example, the collection of data on the type of work women and men are doing will yield a better account of women's multiple activities, where the work is taking place (e.g. on the family farm or in wage employment), if women face a double work burden, whether the wage employment is casual or permanent, returns from each activity, and time spent in the activity (World Bank, 2016). Collecting this type of data will enable a better evaluation of the gender-differentiated impacts of the project and monitor, for example, unintended changes in gender ratios in the workplace, whether women and men receive a fair share of benefits, whether women's rights have been enhanced (DFID, 2008).
Qualitative data	**Using a gender analysis** A gender analysis highlights the difference between men and women in terms of the relative distribution of resources, opportunities, constraints and power in a given context. The interface between ITC's work and gender lies largely in the relationships between different stakeholders in the value chain. Project support needs to: ▪ Recognize that women and men hold specific understandings of what they produce and requirements of the market. ▪ Avoid unwittingly eroding the responsibilities of one gender. ▪ Aim to increase understanding between chain actors, identify which gender may benefit at which stage and determine whether women can be drawn into those activities that add most value (World Bank, 2009).

Source: Markel (2016), ITC.

E - Project progress monitoring

Consider the targeted mainstreaming areas in monitoring progress of projects.

To successfully monitor progress towards achieving mainstreaming targets, it is important to ensure that related requirements and indicators are clearly defined from the outset of the project. Please refer to guidance on how to set suitable (intermediate) outcomes, outputs, activities and indicators in Step 3 (project design phase). Note that all projects are required to apply ITC stakeholder segmentation in all monitoring activities.

Regular periodic progress reports, midterm assessments or similar provide an opportunity to consider the implementation of mainstreaming objectives in the project. Ensure that implications of any monitoring results and other findings are incorporated back into the project. Reviewing the results of monitoring activities with the mainstreaming focal point may offer additional useful insights.

Table 14   Recommendations for capturing relevant data for each mainstreaming focus area

Type	Data collection method	Gender	Youth	Green growth	Social responsibility
Quantitative	Enterprise surveys	▪ Ask about sex-disaggregated participation numbers in training platforms. ▪ Ask if the enterprise is male or female-owned. ▪ Ask about whether the enterprise engages with both women and men (as customers, suppliers etc.).	▪ Ask about age-disaggregated participation numbers in training platforms. ▪ Ask about the age of the enterprise owner. ▪ Ask about the percentage of employees aged between 15–35 years old.	▪ Use the SME Competitiveness Survey environment module for basic questions on SME activities related to green growth. ▪ Ask for evidence on the MSME's previous activities related to green growth.	▪ Are there documents available to show that the MSME subscribes and adheres to the ILO declaration? ▪ Is there related information available in the media about the enterprise (e.g. lawsuits, other significant criticism)?
	Household surveys	▪ Include questions about household dynamics; decision-making about income, productive assets, investments and expenditures; and division of labour, time, and responsibilities.	Not applicable	Not applicable	Not applicable
Qualitative	Focus group discussions and validation workshops	▪ Conduct separately with men and women. ▪ Be aware of sociocultural norms for sharing information in groups.	▪ Group youth and elders separately when dealing with large groups. ▪ Be aware of sociocultural norms of hierarchy for sharing information in groups. ▪ Reinforce the importance of hearing the youth perspective.	▪ Ask about the types of actions they have implemented previously in relation to environmental risks and opportunities. ▪ Add further specific questions depending on the green growth focus of the intervention. ▪ Invite both champions and those that need to enhance their green growth practices to enable sharing of best practice.	▪ Conduct discussions separately as well as jointly with enterprise management and workforce. ▪ Be aware of sociocultural norms for sharing information in groups. ▪ Consider ethical considerations of doing no harm.
	Key informant interviews	▪ Aim to speak with women alone.	▪ Target national youth associations' representatives, institutions providing services to young people, and young clients of institutions.	▪ Speak with stakeholders from the green growth ecosystem including technology providers, finance providers, logistics, etc.	▪ Aim to speak with employees, union representatives, management separately.

Source: Markel (2016), ITC.

F - Value chain analysis

Consider mainstreaming aspects in a value chain analysis.

In addition to data collection about project beneficiaries, it is also important to gather basic data on how the mainstreaming focus areas are represented in the value chains in which the project operates. Table 14 lists actions that can be included in a value chain analysis to ensure that each mainstreaming area is assessed.

Take into consideration there are often technical and logistical challenges to collecting primary data and ensuring availability, sufficient quality and consistency of data. This is the case for gender, where there are large data gaps at the sectoral level and where most women work in agriculture and the informal sector (Fontana, 2010). Similarly, data on climate change impacts may be scarce and costly when analysing environmental impacts.

G - Beneficiary selection

Have women and youth been enabled to participate in the project?

Both women and youth in developing countries may face barriers to participate in development projects. Excluding them from economic activities reduces a country's economic performance and negatively affects household welfare. Exclusion could be due to societal norms in the project target country (e.g. requiring household responsibilities) or how the project set-up reflects their specific needs.

When designing and implementing projects, it is thus important to be aware if women and youth have every opportunity to fully benefit from and participate in the project.

The following guidelines will ensure full access for **women** to participate:

- Enable and encourage women to attend and ensure women are fully represented in project workshops.

- Organize workshops in a way that women can attend, for example by providing childcare and working around women's time schedules.

- Raise awareness in the target community about the proposed workshop or training and its purpose to gain the confidence of male relatives of women selected for training.

- Select suitable project partners:

  - Collaborate with NGOs that work with women (e.g. NGOs providing microfinance).

  - Assess whether project partners have the capacity and commitment to manage project components in a gender-sensitive way.

- Carefully consider using women as extension agents, if this is culturally appropriate.

Similarly, consider the following guidelines to ensure **youth** participation in the project:

- Enable and encourage youth to attend and ensure they are fully represented in project workshops and consultations.

- Consider the professional level that youth are typically working at. Does the project provide services at this level?

- Chose suitable channels to promote workshop or events, so that youth can be reached.

- Be aware of hierarchy social norms when inviting both youth and elders to a workshop or training.

- Sensitize the target community about the proposed workshop or training to ensure older family members support the participation of young relatives.

Table 15 **Actions to ensure mainstreaming aspects are included in value chain analyses**

Value chain analysis areas	Gender	Youth	Green growth	Social responsibility
Analysis of markets	■ Add a gender-sensitive questionnaire to the market survey. ■ Identify the roles of women across the value chain.	■ Add age-related questions to the market survey. ■ Identify activities performed by youth in the value chain.	■ Assess whether enterprises are able to access green or sustainable markets (local or international).	■ Not applicable
Chain mapping and stakeholder analysis	■ Ensure clear understanding of interests of men and women. ■ Avoid subsuming women's interests to those of men. ■ Calculate the value added accrued and employment in each segment in the value chain, disaggregated by gender. ■ Identify niches in which women are strong as well as potential ones in which they can compete. ■ Understand the most suitable crops or activities along the value chain, which should be prioritized for equity and efficiency gains.	■ Identify participation levels of youth in selected sectors. ■ Identify youth interests regarding roles and sectors. ■ Calculate the value added accrued and employment in each segment in the value chain, disaggregated by age.	■ Map the impacts of climate change phenomena along the value chain (e.g. hot spot analysis). ■ Map which stages of the value chain may impact on the environment and pose related risks. ■ Identify actions that different stakeholders have already implemented (e.g., policymakers, associations).	■ Identify areas of value chains where there are risks for the principles of the ILO declaration not to be respected.
Identification of constraints and opportunities for the value chain	■ Assess if there is a clear gender division of labour in production, processing and marketing that determines the best type of technological innovation. ■ What are the efficiency and equity implications for disadvantage groups including women?	■ Assess whether there are specific constraints or opportunities for youth in the value chain.	■ Ensure clear understanding of the scope of green growth so that clear constraints and opportunities can be defined.	■ Consider incentives or enablers that could lead to stronger adherence to ILO principles.
Strategic plan for upgrading and development	■ Consider how upgrading could have mutual benefits for women employed in the value chain.	■ Consider how upgrading could have mutual benefits for youth active in the value chain.	■ Identify areas in which green products may be useful and where harmful impacts could be minimized.	■ Consider how upgrading may contribute to better compliance with ILO principles.

Source: World Bank (2009), ITC

Mainstreaming terms of references

Do job descriptions and terms of references reflect relevant mainstreaming topics?

Successful mainstreaming of sustainable and inclusive development objectives will depend highly on the skills and experiences of those who work on the mainstreaming-related activities in the project. When drafting a terms of reference, consider including references to how the project affects women, youth, the environment and/or social responsibility. Consider setting specific requirements relating to the candidate's experiences or competencies in the respective mainstreaming areas.

If capacity development of an existing project team is needed in relation to mainstreaming, refer to the accompanying training materials as well as the respective focal points within ITC mainstreaming programmes.

Finally, the recruitment process itself needs to be gender-sensitive and follow UN policies on equal opportunities.

Tools and methodologies

ITC has a wealth of tools and methodologies to support projects in mainstreaming sustainable and inclusive development objectives. Tables 16–19 present a non-exhaustive overview of tools and methodologies currently available for each mainstreaming area.

Gender

Table 16   Tools and methodologies to support mainstreaming gender equality

Level	Tool/method	Description
Policy level	SheTrades Outlook tool	Outlook is a data tool which collates information against a range of indicators and across several dimensions, including legal, economic and business, to inform government policies and create policy frameworks more conducive to international trade for women-owned MSMEs.
MSMEs and institutions	SheTrades chapters	By partnering with host institutions, SheTrades is establishing chapters to provide sustainable, long-term platforms for delivering SheTrades work and results at country and regional level. The host institutions are trained on the chapter toolkit.
MSMEs and institutions	Virtual Learning Space	Virtual Learning Space is about to go online in 2019. It will provide a bespoke and highly adaptable platform for training women-owned businesses in a range of business management and trade topics.
MSMEs and private sector partners	SheTrades.com	SheTrades.com is a global platform on which women-owned businesses can network and connect with buyers and sellers to increase their participation in international trade, and benefit from SheTrades activities.
MSMEs/ producer level	Detailed mainstreaming guidance	Detailed guidance for designing and implementing projects with a gender dimension in export-oriented agricultural value chains.
MSMEs/ producer level	SME Competitiveness Survey	The SME Competitiveness Survey is a tool to collect enterprise level information on beneficiaries. The surveys provides standard, corporately validated questions which classify whether enterprises are women-led, and also contain a gender module jointly developed with SheTrades. The gender module assesses key aspects faced by women-led firms.

Youth

Table 17   Tools and methodologies to support mainstreaming youth engagement

Level	Tool/method	Description
Policy level	Youth and Trade Roadmap	A Youth and Trade Roadmap provides policymakers an opportunity to identify rapidly growing sectors where youth can contribute positively. As part of ITC's range of trade strategy solutions, roadmaps create a strategic framework that allows countries to attract young people to existing value chains and to identify emerging sectors with high potential for youth participation.
Institutional level	Entrepreneurship Ecosystem Report	The Entrepreneurship Ecosystem Report captures interactions among actors in the country's entrepreneurship ecosystem and identifies gaps or overlaps to support entrepreneurs. It differentiates the nature of those connections, identifies gaps in services and provides recommendations for institutional strengthening.
Institutional level	Benchmarking Tool for TVETs and incubators	ITC Benchmarking Tool is a practical tool to quantify, measure and assess the efficiency, effectiveness, cost and risk of institutional practices and processes. The model uses a structured and result-oriented approach to help identify strengths and weaknesses as a first step towards improvement.
Institutional level	Trade Accelerator	A Trade Accelerator is an ecosystem of support for youth-owned MSMEs, managed by a host institution, and delivered by trainers, advisers and mentors. It provides youth-owned MSMEs with tailored services specific to their needs, to help them gain a sustainable presence in international markets.
Enterprise/ individual level	Skills for Youth Employment Fund	The Skills for Youth Employment Fund is a results-based competitive funding approach that aims to ease the transition from skills training programmes to the world of work. To obtain support through the fund, training programmes must target identified skill shortages and lead to work or to the establishment of small viable businesses.
Level	Tool/method	Description
Enterprise/ individual level	Access to finance solutions	ITC offers tailored access to finance solutions for youth-owned MSMEs at different growth stages. The Mini-Grant Scheme offers in-kind contributions, coupled with financial literacy training, to support the growth of micro-entrepreneurs. The Mini-Loan Scheme unlocks private sector money at better-than-market rates by de-risking loans to young entrepreneurs. For more advanced businesses, the Angels Investors Network connects high growth enterprises to investors. This phased approach allows enterprises to grow sustainably and eventually become ready to access commercial financial products.
Enterprise/ individual level	Entrepreneurship training	The e-learning course for young entrepreneurs available through ITC SME Trade Academy introduces a range of international business concepts and builds their trade capacity. The knowledge gained will assist young entrepreneurs to consider, assess and plan expanding their business internationally.
SMEs/ producer level	SME Competitiveness Survey	The SME Competitiveness Survey is a tool to collect enterprise level information on beneficiaries. The surveys provides standard, corporately validated questions which classify whether enterprises are youth-led. The surveys have also developed a specific module which assesses the youth dimension of existing enterprises.

🌱 Green growth

Table 18   **Tools and methodologies to support mainstreaming green growth**

Level	Tool/method	Description
Enterprise level	Resource Efficiency and Circular Production Tool and Approach	Business-ecosystem-based approach to support MSMEs to use resources (such as water, energy, chemicals) more efficiently at the processing level and to move towards circular production models (such as valorising waste as a resource). Together with local and international experts, MSMEs design a resource efficiency and circular production strategy including a set of bankable measures with an implementation plan.
Enterprise level	Climate Resilience Tool and Approach	Business-ecosystem based approach to support MSMEs at the processing level to become resilient to climate change risks and realize economic opportunities. Together with local and international experts, MSMEs design a climate adaptation strategy including a set of bankable measures with an implementation plan.
Enterprise level	Green finance	Mapping of the green finance landscape for MSMEs in target countries and engaging with local financiers in order to support MSMEs to access green finance to implement their climate adaptation or resource efficiency strategies.
Enterprise level	SME Competitiveness Survey	The SME Competitiveness Survey is a tool to collect enterprise level information on beneficiaries. In collaboration with the environment team, the surveys have developed a standardised module which assesses the risk, resources efficiency, and market opportunities for firms related to the environment.
Institutional level	Trade for Sustainable Development (T4SD) Hubs	ITC T4SD Hubs provide integrated solutions to support MSMEs' implementation of green business practices. Hosted by local trade and investment support institutions, Hubs act as one-stop shops for MSMEs to build green business strategies, to access green finance and enter international markets for sustainable products.
Cross-cutting	Sustainability Map - Standards Module	Database providing comprehensive, verified and transparent information on over 250 standards for environmental production, worker and labour rights, economic development, quality and food safety, as well as business ethics.
Level	Tool/method	Description
Cross-cutting	Sustainability Map - Trends Module	Online platform and annual report ('State of Sustainable Markets') illustrating market trends specific to different commodities and forestry, or 14 different voluntary sustainability standards.
Cross-cutting	Sustainability Map - Network	MSMEs can create an online profile and connect with upstream and downstream business partners whilst demonstrating their environmental, social and economic sustainability profiles and share information.
Cross-cutting	SME Trade Academy Courses	▪ Enterprises and climate change ▪ Resource efficiency and circular production for MSMEs
Cross-cutting	International Executive Programme on Sustainable Sourcing and Trade	International alliance of universities and business schools offer an executive training programme. Simultaneous delivery in two locations, self-financing programme through participant fees adapted to local context.

🫱 Social responsibility

Table 19   **Tools and methodologies to support mainstreaming social responsibility**

Level	Tool/method	Description
Enterprise level	SME Competitiveness Survey	The SME Competitiveness Survey is a tool to collect enterprise level information on beneficiaries. In collaboration with selected project managers, questions have been developed to capture key CSR indicators.
Cross-cutting	Sustainability Map - Standards Module	Database providing comprehensive, verified and transparent information on over 250 standards for environmental production, worker and labour rights, economic development, quality and food safety, as well as business ethics.
Cross-cutting	Sustainability Map - Network	MSMEs can create an online profile and connect with upstream and downstream business partners whilst demonstrating their environmental, social and economic sustainability profiles and share information.
Cross-cutting	Sustainability Map - Community Module	Platform for MSMEs to access training materials, best practice guides, expert profiles related to sustainable and quality production and management practices in the agriculture and textile sectors.
Institutional level	T4SD Hubs	ITC T4SD Hubs provide integrated solutions to MSMEs in the implementation of green business practices. Hosted by local trade and investment support institutions, Hubs act as one-stop shops for MSMEs to build green business strategies, to access green finance and enter international markets for sustainable products.
Cross-cutting	International Executive Programme on Sustainable Sourcing and Trade	International alliance of universities and business schools offer an executive training programme. Simultaneous delivery in two locations, self-financing programme through participant fees adapted to local context.

Evaluating projects

Prepare for an evaluation of the project's performance in the respective mainstreaming areas from the start.

Background

The ITC Evaluation Policy states that all projects are expected to undergo some form of evaluation. The form of evaluations can vary, depending primarily on the size of the project's budget. It may take the form of an independent evaluation (managed by the ITC Independent Evaluation Unit), a self-evaluation (managed by the project manager) or a funder-led evaluation (managed by the funder).

All these types of evaluation can be carried out midterm or at the end of a project. They generally follow a set of well-established guidelines and principles that may vary slightly, depending on which organization carries out the evaluation. The universally recognized values and principles of human rights and gender equality need to be integrated into all stages of an evaluation. It is the responsibility of evaluators and evaluation managers to ensure that these values are respected, addressed and promoted, underpinning the commitment to the principle of 'no-one left behind'.[2]

All projects in ITC require a project completion report, which is conducted by the responsible operational unit at the close of the project. Related provisions and the various forms of evaluation for specific project budgets are outlined in more detail in the ITC Evaluation Guidelines. These guidelines are intended to build a common organizational understanding of the methodology, process and quality standards for evaluation in ITC.

Evaluation of mainstreaming sustainable development objectives

The SDGs represent the global agenda for all UN development actors until 2030. In other words, the global goals are ITC goals. Evaluations support ITC's organizational learning and knowledge development, and they assess ITC contributions towards achieving the SDGs.

There is no standard approach to how evaluations assess project or programme contributions to sustainable development. But evaluations will typically assess (or verify) how the effects of ITC programmes and projects are linked to sustainable development. The focus will usually depend on the project context and priorities.

> 'If a project explicitly aims to achieve outcomes such as reducing gender inequalities or promoting environmentally sustainable practices (i.e., a development marker rating of Level 3), an evaluation will usually assess the extent to which these objectives have been met.'

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2. As specified in Norm 8 of the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation. In this context, there is also a dedicated UNEG guidance document on Integrating Human Rights and Gender Equality in Evaluations

In concrete terms, gender and youth, green growth, or social responsibility can be addressed by explicit evaluation questions, which express the main issues to be explored by an evaluation. The focus areas can also be considered as cross-cutting dimensions, which are systematically examined across all aspects of the project during the evaluation. The terminology used in this context may vary and can differ from the key areas identified in this guide (e.g. aspects of social responsibility may fall under the area of human rights). Below are examples of questions to evaluate the degree of social responsibility and inclusivity:

- To what extent is the intervention aligned with and contributes to national policies and strategies on human rights, gender equality and youth?

- To what extent has the intervention been informed by the needs and interests of diverse groups of stakeholders through in-depth consultation?

- Has the intervention led to a significant change in gender relations (such as access to and use of resources, decision-making power, or division of labour)?

- To what extent has the allocation and use of resources to target groups taken into account the need to prioritize women, youth, and individuals or groups who are marginalized and/or discriminated against?

Example evaluation questions for environment and climate change:

- What is the project's actual or expected positive and negative effect on the environment?

- What activities have been taken to address climate adaptation and resilience, and what are the results?

- Does the intervention support enterprises or sectors, which use any inputs or practices that are causing damage to natural resources? If yes, did the project use any strategies to mitigate them?

Data sources and methods to answer these questions may include a review of project documents, progress or monitoring reports, field interviews, surveys or a review of national statistics, policies or strategies.

The results of an evaluation usually culminate in recommendations and a related management response. These recommendations may directly address mainstreaming sustainable development objectives, for example, if a project does not deliver on mainstreaming objectives.

Further guidance on project evaluation of mainstreaming sustainable development objectives can be found in the ITC Evaluation Guidelines (pages 16 and 28–30). Moreover, the team of the Independent Evaluation Unit will gladly provide technical assistance or advice.

Further resources

Gender and UN-SWAP

Data

World Bank - The Gender Data Portal http://datatopics.worldbank.org/gender/

The World Bank Group's source for sex-disaggregated data and gender statistics covering demography, education, health, access to economic opportunities, public life and decision-making, and agency.

Information sources on gender and development

BRIDGE: Cutting edge packs http://www.bridge.ids.ac.uk/

GIZ (2013). Gender analysis – Frequently asked questions https://www.genderingermandevelopment.net/gender-analysis.html

OECD-DAC: GENDERNET is an international forum for gender experts from development agencies www.oecd.org/dac/gender

Siyanda: an online database of gender and development materials http://www.siyanda.org

UN Division for the Advancement of Women: DAW advocates the improvement of the status of women http://www.un.org/womenwatch/daw

UNIFEM is the women's fund at the United Nations http://unifem.org

Gender, trade and agricultural value chains

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Doss, C.R. (2018). Women and agricultural productivity: Reframing the Issues, Dev Policy Rev. 2018 Jan; 36(1): 35–50 https://onlinelibrary.wiley.com/doi/full/10.1111/dpr.12243

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Henson, S. (2018). Gender and Sanitary and Phytosanitary Measures in the Context of Trade: A Review of Issues and Policy Recommendations: https://www.ictsd.org/themes/development-and-ldcs/research/gender-and-sanitary-and-phytosanitary-measures-in-the-context

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Schumacher, K.P. (2014). Gender relations in the global agri-food value chains: a review, Journal of the Geographical Society of Berlin 145 (93): 127-134
https://www.die-erde.org/index.php/die-erde/article/view/105

Staritz, C. (2013). Global value chains, economic upgrading and gender, Chapter 1 In: Global value chains, economic upgrading and gender, edited by Cornelia Staritz and José Guilherme Reis. World Bank.
http://www.capturingthegains.org/pdf/GVC_Gender_Report_web.pdf

UN Women (2012). Gender and Trade in Africa: Towards an Agenda for Gender Equity in Trade Policies, Agreements and Outcomes, authored by Dzodzi Tsikata, University of Ghana http://www1.uneca.org/Portals/atpc/Documents/Mainstreaming_Gender/gender-and-trade-in-africa-draft_March2012.pdf

World Bank (2009). Gender in agriculture sourcebook. World Bank and IFAD, Washington DC.
http://documents.worldbank.org/curated/en/799571468340869508/Gender-in-agriculture-sourcebook

Mainstreaming

ADB (2012). Guidelines for gender mainstreaming categories of ADB projects, Asian Development Bank Manila https://www.adb.org/sites/default/files/institutional-document/33623/files/guidelines-gender-mainstreaming-categories-adb-projects.pdf

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FAO (2017). Gender mainstreaming and a human rights-based approach http://www.fao.org/3/a-i6808e.pdf

OECD-DAC (2016). Handbook on the OECD-DAC Gender Equality Policy Marker
https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf

Merkel, E. (2016). Measuring Women's Economic Empowerment Guidance, The Donor Committee for Enterprise Development https://www.enterprise-development.org/wp-content/uploads/Measuring_Womens_Economic_Empowerment_Guidance.pdfNumberpage=17

SIDA (2015). Gender tool box, Swedish International Development Agency
https://www.sida.se/English/partners/resources-for-all-partners/methodological-materials/gender-tool-box/

UN-SWAP

The UN System-wide Action Plan (UN-SWAP) on gender equality and women's empowerment is an accountability framework to accelerate mainstreaming of gender equality and the empowerment of women (GEEW) in all institutional functions of the entities of the UN system. JIU considers UN-SWAP as a system-wide achievement. Its goal is to enhance the UN system's ability to hold itself accountable in a systematic, coordinated and harmonized manner for its work on gender equality and the empowerment of women.

UN-SWAP is implemented via of common performance indicators across 17 areas. In relation to ITC projects, the following areas are particularly relevant:

The gender related indicators suggested in this guide support ITC's reporting towards UN-SWAP, which each participating UN entity reports on annually to UN Women. For ITC, the reports are published in the ITC

Gender Equality intranet page. Organizations are expected as a minimum to meet all indicators by the end of the second reporting period in 2022.

For detailed information please refer to the following sources:

UN Women (2018a). UN-¬SWAP 2.0 An accountability framework to mainstream gender equality and the empowerment of women across the UN system https://www.unwomen.org/-/media/headquarters/ attachments/sections/how%20we%20work/unsystemcoordination/un-swap/un-swap-brochure-en. pdf?la=en&vs=846

UN Women (2018b). UN-¬SWAP 2.0 Framework & Technical Guidance https://www.unwomen.org/-/media/ headquarters/attachments/sections/how%20we%20work/unsystemcoordination/un-swap/un-swap-2- framework-and-technical-guidance-en.pdf?la=en&vs=1406

Youth

Commonwealth Secretariat (2017). Youth Mainstreaming in Development Planning: Transforming Young Lives, Commonwealth Secretariat, London, http://thecommonwealth.org/sites/default/files/events/ documents/YMDP_9781849291644.pdf

ILO (n.a.). What works in Youth Employment https://www.wwinye.org/resources

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UN (2011). Youth Participation in Development Summary Guidelines for Development Partners https://social.un.org/youthyear/docs/policy%20guide.pdf

Green growth

Environmental mainstreaming guidelines

European Commission (2016). Integrating the environment and climate change into EU international cooperation and development. Towards sustainable development. https://ec.europa.eu/europeaid/ integrating-environment-and-climate-change-eu-international-cooperation-and-development-towards_en

European Commission (2016). Sector note: Agriculture, food security and rural development https://europa.eu/capacity4dev/public-environment-climate/blog/new-sector-note-agriculture-food-security- and-rural-development

Irish Aid (2016). Climate Change and Development Learning Platform Guidance note: Integrating Climate Change into Development Programming - https://www.climatelearningplatform.org/irish-aid-climate- change-and-development-learning-platform-guidance-note-integrating-climate-change

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Asian Development Bank (2003). Environmental Assessment Guidelines https://www.adb.org/documents/adb-environmental-assessment-guidelines

FAO (2011). Environmental Impact Assessment: Guidelines for FAO Field Projects http://www.fao.org/climatechange/29103-02e9a33753ffc325da1e25250c06c927b.pdf

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https://ec.europa.eu/environment/sme/pdf/Training%20materials_English.pdf

Ellen MacArthur Foundation (2015). Towards A Circular Economy: Business Rationale For An Accelerated Transition https://www.ellenmacarthurfoundation.org/assets/downloads/TCE_Ellen-MacArthur-Foundation_9-Dec-2015.pdf

GIZ (2019). Circular Economy in the Textiles Sector https://www.adelphi.de/en/system/files/mediathek/bilder/GIZ_Studie_Kreislaufwirtschaft_Textilsektor_2019_final.pdf

Climate smart value chain methodologies and studies

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FAO (2013) Climate smart agriculture source book. Food and Agriculture Organization of the United Nations

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Vermeulen, S.J. (2015). Climate change risk assessments in value chain projects: an IFAD "how to do" note https://ccafs.cgiar.org/publications/how-do-climate-change-risk-assessments-value-chain-projects

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http://documents.worldbank.org/curated/en/622181504179504144/Climate-smart-agriculture-successes-in-Africa

Green markets and marketing

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Climate and Development Knowledge Network, CDKN (2014). Advancing green growth in the tourism sector: the case of Hue, Vietnam http://www.greengrowthknowledge.org/case-studies/advancing-green-growth-tourism-sector-case-hue-vietnam-inside-stories-climate

Transforming tourism value chains in developing countries and Small Island Developing States (SIDS) to accelerate more resource efficient, low carbon development, http://www.oneplanetnetwork.org/initiative/transforming-tourism-value-chains-developing-countries-and-small-island-developing-states

Access to green finance

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GIZ (2017). Climate expert approach. https://www.climate-expert.org

IISD (2012). Technical vocational education for sustainable development in Manitoba, International Institute for Sustainable Development (IISD) https://www.iisd.org/pdf/2012/technical_vocational_education_sd_mb.pdf

Intended nationally determined contributions (INDCs): Prepared by countries and submitted to UNFCCC as part of the Paris Agreement, NDCs outline efforts by each country to reduce national emissions and adapt to the impacts of climate change
https://unfccc.int/process/the-paris-agreement/nationally-determined-contributions/ndc-registry

National Adaptation Plans (NAPs): Prepared by countries and submitted to UNFCCC, NAPs outline medium- and long-term adaptation needs and developing and implementing strategies and programmes to address those needs https://unfccc.int/topics/adaptation-and-resilience/workstreams/national-adaptation-plans

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World Bank. Climate Change Knowledge Portal https://climateknowledgeportal.worldbank.org/

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Social responsibility

ILO Declaration on Fundamental Principles and Rights at Work
https://www.ilo.org/declaration/lang--en/index.htm