



Inclusive Training Checklist 1.0

Before the training

- ☐ Explicitly invite women to attend trainings (via written invitations, telephone calls, etc.).
- ☐ Offer to pay for and/or accommodate childcare during training, and make this option explicit in both written and verbal invitations.
- ☐ Work with the client (agricultural business) to determine any factors that stand in the way of women's participation (e.g., inadequate child care, limited transportation options) and work with business to identify ways to address these barriers.
- ☐ For on-site trainings: When possible (and in coordination with the client), invite additional women who may not currently be in leadership roles, but are in training to become or are considered potential candidates for these positions in the future.
- ☐ Schedule trainings at appropriate times and locations. This will optimize involvement and avoid cases where women are forced choose between workshop participation and managing their ongoing family/domestic responsibilities.

During the training

- ☐ Set the stage for broad participation, by asking all participants – women and men – to introduce themselves to the group.
- ☐ Particularly in settings in which women are the minority, approach female participants individually and express your expectation that they participate, while also offering to help, especially to women who have had less experience speaking in public forums.
- ☐ At the beginning of the training, establish rules against the use of stereotypes, discriminatory language, or jokes. Make explicit that interrupting others is not allowed, and that everyone must listen to everyone else.
- ☐ Model inclusive language by avoiding sexist references, including subtle ones (e.g., use of exclusively male pronouns to talk about farmers, managers, etc.).
- ☐ Model inclusive behavior by treating all participants with respect and patience, and inviting everyone to provide input.
- ☐ At the beginning of the workshop, assess participant literacy levels and pre-existing subject-matter knowledge in order to adapt the teaching plan appropriately, including using pedagogical techniques that facilitate broad participation from mixed-level groups.
- ☐ Encourage everyone to physically position themselves so as to be involved (e.g., at the table).
- ☐ Ensure that the childcare provided meets attendee needs and that everyone can be 100% attentive in the workshop.