

## Sample learning objectives for FORB trainings

Writing learning objectives that are learner focused and SMART (specific, measurable, achievable, realistic and time-limited) is not easy. This document provides sample learning objectives for FORB trainings developed by participants in the FORB Learning Platform's training of the trainers course ([www.forb-learning.org/courses/tot](http://www.forb-learning.org/courses/tot)). Looking through them may provide help and inspiration as you develop your own learning objectives tailored to your audience.

The learning objectives are divided into four categories according to the 4 building blocks of human rights education: knowledge, attitudes, skills and action. To some extent, they each use the standard formula for learning objectives: "After [learning experience] the participants will be able to [DO – action verb] + [WHAT] + [WHERE/WITH WHOM]".

### **KNOWLEDGE**

After the workshop, participants will be able to:

- EXPLAIN concepts of human rights to people around them.
- DEFINE/DESCRIBE freedom of religion or belief, what it encompasses and what it does not.
- DESCRIBE the main challenges to/restrictions upon FORB in their context.
- EXPLAIN how FORB relates to other human rights.
- IDENTIFY local and international laws protecting/governing FORB.
- IDENTIFY human rights institutions and mechanisms through which recourse could be sought.
- IDENTIFY when FORB is made instrumental for illegitimately limiting other rights and vice versa.

### **ATTITUDES**

After the workshop, participants will be able to:

- DESCRIBE why human rights and FORB are important to them.
- CRITIQUE prevailing majoritarian narratives.
- EXPRESS recognition of the rights of religious minorities.
- EXPRESS empathy towards people from other groups who are facing FORB violations.
- EXPRESS solidarity with victims of violence and discrimination.
- EXPRESS the importance of promoting and protecting FORB for all.
- EXPRESS commitment to speaking about the importance and universality of human rights in their community.
- EXPRESS a sense of encouragement, empowerment and inspiration to persevere.
- DESCRIBE the positive role they can play as FORB advocates.

### **SKILLS**

After the workshop, participants will be able to:

- RECOGNISE violations of human rights in their context.
- DIFFERENTIATE between religious interests and freedom of religion or belief as a human right.
- ANALYSE the human rights/FORB situation in their context, including the root causes and effects of FORB violations.
- INVESTIGATE whether their own behaviour/practices/traditions are discriminatory.
- ARGUE constructively for revisions/changes to discriminatory practices.
- DIALOGUE with decision makers to lobby for changes.
- EXAMINE/IDENTIFY the causes of inter-religious clashes and proffer solutions.

- IDENTIFY and APPLY the correct law to a specific situation.
- STRATEGIZE and IMPLEMENT interventions for the promotion of human Rights and FORB in the local context.
- USE conflict resolution skills to RESOLVE conflicts in their areas.
- DOCUMENT violations of human rights clearly.
- ANALYSE their networks and IDENTIFY potential allies and avenues for relationship building and collaboration.
- CONSTRUCT strategies for nonviolent action to promote FORB in their community.

### **ACTION**

After the workshop, participants will:

- IMPLEMENT an action plan for FORB advocacy in their organisation.
- MAKE FORB an integral part of their organisation's agenda.
- USE practical skills acquired to ADVOCATE for human rights at the local and international level.
- CONDUCT needs and context assessments that are FORB sensitive.
- DESIGN and IMPLEMENT activities to tackle FORB issues in their local context.
- MOBILISE their respective faith communities to stand up for human rights and FORB.
- COLLABORATE across political, religious and geographic borders.
- COMMUNICATE and PUBLICISE human rights in their work and personal environment.
- EXPOSE the negative implications of religious intolerance.
- RAISE AWARENESS of the benefits of FORB.
- TEACH and TRAIN others facing similar challenges.
- ESTABLISH small networks that connect activists and communities.

### **Audience specific learning objectives**

Below you can find some examples of learning objectives for particular target audiences developed by participants in our online FORB [training of the trainers](#) course. The more specific the role of your audience the easier this is.

After the training, asylum centre managers will be able to:

- IDENTIFY and EXPLAIN the importance and relevance of FORB in their work as asylum centre managers.
- DEMONSTRATE EMPATHY and COMMITMENT to FORB through their actions.
- PUBLICISE AND COMMUNICATE the value and importance of FORB to their colleagues and all asylum seekers
- APPLY their knowledge of FORB to implement structures to effectively INVESTIGATE, DOCUMENT and REPORT claims of harassment and intimidation from asylum seekers.

After the training journalists will be able to:

- WRITE articles that demonstrate their knowledge/understanding of the rights to freedom of expression, FoRB, and equality and non-discrimination
- QUESTION/challenge authorities when they use language that may be intolerant and/or discriminatory against religious minorities
- REPORT responsibly on religious and ethnic conflict without stirring religious and/or ethnic sensitivities.
- FORMULATE positive strategies to tackle hate speech when they encounter it in journalistic work of the media concerns they are affiliated to or among their peers.