

Tips for planning workshops and trainings

When developing a programme, it is important to consider the following elements:

The building blocks of human rights training

Human rights training is about enabling learners to understand and embrace the principles of human equality and dignity and commit to proactive work to respect, claim, defend and promote rights. By sensitizing people to human rights in everyday life, human rights training can lead people to recognize injustices and discriminations that they were previously unaware of or accepted in their own communities, and to respond to these. The ultimate goal of human rights training is empowerment, equipping people to take action for change. It does not stop at the level of raising awareness.

Human rights training focuses on learning objectives in four main areas: knowledge, attitudes, skills, and action. These four elements form the building blocks of human rights training.

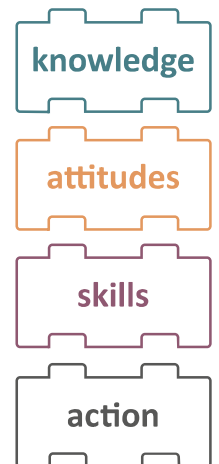
KNOWLEDGE: The knowledge building block relates to the objective of building knowledge and understanding, but it's not just about learning facts. It involves critical thinking and reasoning – the ability to apply a human rights 'lens' to all sorts of situations and recognise when and how human rights are being violated or protected.

ATTITUDES: The attitudes building block relates to the objective of transforming attitudes. It focuses on the values, beliefs, and emotions that motivate a person to care about and act for human rights and on creating interpersonal connections.

SKILLS: The skills building block relates to the objective of empowering people with the skills needed to promote, claim and defend human rights.

ACTION: The action building block involves providing a supportive learning environment for participants to practice using the knowledge and skills they have learnt to take action, a critical part of experiential learning.

Try to include exercises that cover all of the building blocks in your training. To help you do this, you will find one or more of the above building block icons next to each of the exercises in this toolkit. You'll notice that a single exercise may contribute to several building blocks. Although early sessions of a training tend to focus more on attitudes and knowledge with a greater focus on skills and action coming in later sessions, the four building blocks tend to be woven together throughout the training.



How to write learning objectives

Learning objectives state the intended outcomes of a training in terms of the new knowledge, attitudes, skills or actions a learner can demonstrate after completing the learning experience. Learning objectives provide focus for the design, implementation and evaluation of training – they are the starting point that influences all other decisions. By making sure you have an objective for each building block you can ensure your training is balanced. When writing learning objectives, remember to think both about what you want to achieve through the training (e.g., attitude change, behavioural change) but to also put yourself in the participants' shoes and consider:

- What is their learning goal or their 'job to be done'? Why (from their perspective) do they need this training?
- What do they need to know to be able to create change – what level of knowledge do they need?
- What skills do they need in order to take action to create change?

TOOLS FOR FORMULATING LEARNING OBJECTIVES

Here is a handy formula for creating learning objectives that are measurable:

"AFTER THE TRAINING, PARTICIPANTS WILL BE ABLE TO [DO - ACTION VERB] + [WHAT] + [WHERE/WITH WHOM]".

TIP! Use our compendium of sample learning objectives for FORB trainings on [page 280](#) to develop your own.

This formula requires you to use action verbs. Below you can find a tool that helps you choose action verbs for your learning objectives. You may notice that some common words are missing from the list - for example know, learn, feel, think, believe, understand and improve. These words are not included because they're impossible to measure directly. How do you know that your participants understand their rights at the end of the training? Action words like 'describe' are more helpful. Can participants describe their human rights for one another? That's something you can check!

ACTION VERB EXAMPLES



KNOWLEDGE: Define, list, describe, summarise, give examples, explain, identify, recognise, memorise, repeat, report, translate



ATTITUDES: Show(e.g., empathy, commitment), express, verbalise, share, acknowledge, display



SKILLS: Analyse, interpret, apply, relate, compare, distinguish, critique, defend, demonstrate, plan, organise, use




ACTION: Organise, implement, support, defend, criticise, oppose, take care of, investigate, document, report, design, develop, test, revise, write, publicise

When formulating your learning objectives remember to think about evaluation. What evidence will you look for to know if participants have understood a new concept, changed attitudes, mastered a new skill or developed actions?

Adapting to your audience

Target audiences for training to promote human rights and freedom of religion or belief include:

- People directly affected by violations who could be empowered to claim their rights.
- People who could act in solidarity with those affected.
- People or institutions that are part of the problem and need to be challenged.
- Duty-bearers who need to be motivated and equipped to use their power in constructive ways.



In the context of freedom of religion or belief, it's important to remember that these groups are not necessarily distinct from one another. For example, a faith leader may be directly affected by violations of FORB, and at the same time contribute to FORB problems within their own faith community or in relations with other communities. As a faith leader they are also a moral duty bearer who could use their power in constructive ways.

Whatever your target audience, when planning the contents of a training to meet their needs and fulfil the learning objectives it is useful to consider these questions:

EXPERIENCE: What sensitive issues are there? How does the issue impact them? Do they bring with them historic or current experiences, events and traumas?

KNOWLEDGE: What do they already know, and what are the gaps in their knowledge?

ATTITUDES: How do they see freedom of religion or belief related issues? Are there deep-seated values that can help or hinder?

SKILLS: What skills do they already have? What are the gaps?

ACTION: How can they practice using the skills needed?

Reflecting on your answers to these questions will help you determine the focus of your training at the macro level – the topics to cover and issues to tackle. It is also important to think through the micro level. How can you adapt exercises to ensure participants get the most out of them?

Most of the exercises in this collection use methodologies that draw upon the experiences of participants, rooted in their own context. However, there are additional easy ways to tailor exercises to the context – for example, revising role-play scenarios to better fit local realities, adapting case-studies and including stories from your shared context as you present or conclude exercises.

Integrating gender perspectives

Freedom of religion or belief violations are gendered. Women and girls have different experiences of violations than men and boys. Violations affecting women and girls are usually more hidden than those affecting men and boys – particularly when sexual violence is involved, but also because these violations may occur within the faith community or family. Often, religious communities are represented by men, and it is the experiences of men and the interests of religious institutions that are highlighted. Regardless of the context you are working with, gender dynamics will affect your participants' experiences and the way they relate to one another in the group.

Make conscious decisions to include exercises that enable you to explore the gender dynamics of freedom of religion or belief with your participants and to ensure that the voices of women and girls are heard throughout.

TIP! You can find a selection of exercises focusing specifically on FORB and gender on [page 96](#).