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Human Rights Education through socio-educational animation

The term "to anime" comes from the Latin word "animus" which translates into "animate", "giving life", "breath". Another meaning of the word "animus" could define animation as a reflection principle, namely "to help you think", "to control one's emotions". In the end, to animate means not only "to give life to the group," but represents a specific quality of an action

Definition

Socio -educational animation consists in promoting and coordinating the expressive and relational capabilities, self-help and social innovation, education and culture, intercultural communication abilities for both persons/individuals and groups.

The characteristic element in the animation activities in different contexts lies in undertaking it in all those places where it is possible to promote the meeting between people or between groups and enhance the capacity of involvement and active participation in public life, as well as to encourage personal development processes and self-awareness, social and cultural integration.

Socio -educational animation is thus a mean, a tool for networking within a group of participants, using social, cultural, and physical as well as sports activities. In order to achieve this, the animator (facilitator) must know and apply various practices and group animation techniques, and also take care of the personal relationship between participants.

Learning objectives

The general learning objectives of the socio-educational animation, regardless of its audience/beneficiaries, are those of social integration, social adjustment, and improving literacy, having always in front the educational and innovative approach.

Human Rights Education

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated Schools Program, which served as an "initial attempt to teach human rights in formal school settings". The first formal request for the need to educate students about human rights came about in UNESCO's 1974 article Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms.



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Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

Today the most influential document used to determine what qualifies as human rights and how to implement these ideas and rights into everyday life is the Universal Declaration. This declaration was adopted by the General Assembly in 1948, making December 10 annual Human Rights Day ever since. To this day the 30 article compilation is seen as "a common standard of achievement for all peoples and all nations".

Human rights education models

1. **Values and awareness** - The Values and Awareness Model focuses on transmitting "basic knowledge of human rights issues and to foster its integration into public values" based on its philosophical-historical approach. This model is what people commonly think of when human rights are concerned with the target audience being the general public with topics including global human rights and more cultural based matters.

2. **Accountability** - The Accountability Model is associated with the legal and political approach to human rights in which the learners which the model targets are already involved via professional roles. The model is incorporated by means of training and networking, covering topics such as court cases, codes of ethics, and how to deal with the media.

3. **Transformational** - This model of education focuses on the psychological and sociological aspects of human rights. The topics towards which this model is effective are those including vulnerable populations and people with personal experiences affected by the topic, such as women and minorities. The model aims to empower the individual, such as those victims of abuse and trauma. The model is geared towards recognizing the abuse of human rights but is also committed to preventing these abuses.

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