
CITIZENSHIP AND HUMAN RIGHTS EDUCATION

Evaluation of an intervention project through the arts

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Abstract: This article presents the results of the «Citizenship and Human Rights Education» project, implemented at an elementary school no. 5052 from the Neighbourhood of Capalanga (Luanda, Angola). The project's main goal was to enlarge human rights (HR) and citizenship education among the students, by developing a set of skills to improve their participation in the different dimensions of school, family and society affairs. The work was organised through «personal development sessions» and «open sessions» based on artistic expression, as an innovative project in terms of methodology in Angola. In order to assess this project, an «evaluation research methodology» was developed according to a longitudinal research plan (pre- and post-) and a control group. After the analysis of the results, it is possible to observe that the project was not significantly effective in the promotion of the children's proactivity-related behaviours and their critical approach; it also was inconclusive as to the influence in promoting behaviours associated with autonomy, participation/cooperation and equality of participation. Nonetheless, data show that the actions were particularly effective in the promotion of awareness of the importance of civic participation and the actual and perceived knowledge of HR.

Keywords: human rights, citizenship, education, Angola

EDUCAÇÃO PARA A CIDADANIA E PARA OS DIREITOS HUMANOS: AVALIAÇÃO DE UM PROJETO DE INTERVENÇÃO ATRAVÉS DAS ARTES

Resumo: Este artigo apresenta os resultados do projeto «Educação para a Cidadania e para os Direitos Humanos» implementado na escola nº 5052 do Bairro de Capalanga (Luanda, Angola). O projeto teve como objetivo trabalhar a educação para os direitos humanos (DH) e a cidadania junto dos

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alunos através do desenvolvimento de um conjunto de competências passíveis de promover a sua participação em diferentes dimensões da vida escolar, familiar e societária. O trabalho foi organizado através de um de sessões de «desenvolvimento pessoal» e «sessões abertas», cujo eixo estruturante são as expressões artísticas, o que torna o projeto inovador na sua metodologia no contexto angolano. Para a avaliação deste projeto desenhou-se uma «metodologia de avaliação pela investigação», com recurso a um plano de investigação longitudinal (pré e pós) e a um grupo de controlo. Ao analisar todos os resultados, observa-se que a intervenção não foi significativamente eficaz na promoção de comportamentos pró-ativos e visão crítica das crianças; e os resultados são pouco conclusivos quanto à influência na promoção de comportamentos de autonomia, de participação/cooperação e de igualdade de participação. No entanto, também mostrou que o projeto foi significativamente eficaz na promoção da importância da participação cívica e do conhecimento real e percebido dos DH.

Palavras-chave: direitos humanos, cidadania, educação, Angola

ÉDUCATION POUR LA CITOYENNETÉ ET POUR LES DROITS DE L'HOMME: ÉVALUATION D'UN PROJET D'INTERVENTION À TRAVERS LES ARTS

Résumé: Cet article présente les résultats du projet «Éducation pour la Citoyenneté et pour les Droits de l'Homme» réalisé à l'école n° 5052 du quartier de Capalanga (Luanda, Angola). Le projet avait pour objectif d'améliorer l'éducation pour les Droits de l'Homme (DH) et de la citoyenneté chez les étudiants à travers le développement d'un ensemble de compétences susceptibles de favoriser leur participation au niveau de la vie scolaire, familiale et en société. Ce travail a été organisé autour de sessions de «développement personnel» et «sessions ouvertes», axées sur les expressions artistiques. La méthodologie adoptée, dans le contexte angolais, confère à ce projet un caractère innovant. En ce qui concerne l'évaluation du projet, une «méthodologie d'évaluation par la recherche» a été mise en place, en utilisant un plan de recherche longitudinal (pré et post) et un groupe de contrôle. Atravers l'analyse des résultats, on peut noter que l'intervention n'a pas été significativement efficace en ce qui concerne la promotion des comportements des enfants en termes de pro-activité et dans leur vision critique. De même, les résultats ne sont pas concluants quant à l'influence dans la promotion de comportements d'autonomie, de participation/coopération et d'égalité participative. Cependant, il a également montré que le projet était significativement efficace dans la promotion de l'importance donnée à la participation civique et à celle de la connaissance perçue et réelle des DH.

Mots-clés: droits de l'homme, citoyenneté, éducation, Angola

Introduction

In compliance with the Universal Declaration of Human Rights (1948), Angola adhered and ratified several international treaties on Human Rights: the African Charter on Human and Peoples' Rights (1990), the International Covenant on Civil and Political Rights (1992) or the

Convention on the Elimination of All Forms of Discrimination against Women (1986). However, Angola remains a country with a low human development index – 149th position, in a total of 188 countries (UNDP, 2015) – and is still considered a country where poverty is «the most serious human rights challenge, with 68 per cent of the population living below the poverty line» (OHCHR, n.d.: para. 1).

In addition to the issues associated with the access to healthcare, education, land, food, adequate housing, water and sanitation (OHCHR, n.d.), the respect for Human Rights (HR) has been widely questioned regarding other dimensions. The *Human Rights Watch* (2017) points out serious obstacles to freedom of expression, association and assembly, as well as several issues regarding the treatment of prisoners and abuse by police forces. *Freedom House* (2017) also classifies Angola as a «Not Free» country (24 out of 100 points)¹, with «very restricted political rights» and «very restricted civil liberties».

Also, one can observe several gaps in terms of Human Rights Education (HRE). For instance – and although the results should not be generalised –, the results of a study developed by MOSAIKO (2014) on HR teaching in elementary and secondary catholic schools in Angola, show that the students have limited knowledge of HR. Besides, the same study shows the existence of issues concerning the implementation of democratic practices in the school context and points out the incomplete and insufficient information on this matter in the school books – as well as significant constraints in the access to the *Human Rights Guide to the Pre-school and Elementary School Teacher*, by INIDE (MOSAIKO, 2014).

In this context, as a result of the work carried out by Agência Piaget para o Desenvolvimento (APDES) in Angola since 2008², the «Citizenship and Human Rights Education» project was developed. The project is an intervention-action activity, currently being implemented in the ambit of the cooperation and development project «Escola da Palankinha». This project comprehended the architectural rehabilitation and enlargement of the elementary school no. 5052 in the Neighbourhood of Capalanga (Luanda, Angola) and the implementation of an educational model on citizenship education inspired by the «Escola da Ponte» (Canário, Matos, & Trindade, 2004)³. The main goal is to promote local development through the school – an instrument for

¹ *Freedom in the World* is an annual global report on political rights and civil liberties, developed by the Freedom House organisation. It includes the scores obtained in a checklist of political rights and civil liberties. The political rights encompass: electoral process, political pluralism and participation and functioning of government. The civil liberties questions involve: freedom of expression and belief, associational and organisational rights, rule of law and personal autonomy and individual rights.

² APDES is a Portuguese non-profit NGDO, acknowledged by the Camões, I.P. since 2011.

³ In partnership with the Angolan Ministry of Education, the «Escola da Palankinha» project complies with the Angolan Education System Basic Law (2001) and the curricula defined by the Angolan Government.

the community's empowerment, by working with its youth and seeking to involve people from all ages. In other words, school is not merely perceived as an education device, but as centre of community revitalisation and development, as defined by Roque Amaro (2009).

Supported by a new educational and pedagogical model, the «Citizenship and Human Rights Education» project aims to contribute to the development of active and participative adult citizens. It appears as a pilot-project which main goal is to develop the students' set of civic skills, thus promoting their participation in the different dimensions of school, family and society affairs. The work is organised through a set of «personal development sessions» and «open sessions» based on artistic expression, thus making this an innovative project in Angola, especially in terms of methodology.

1. Human Rights Education: theoretical and pedagogical bases of the project

Supported by the Universal Declaration of Human Rights and UNESCO's role as a leader of a movement that advocates the relevance of arts and creativity as tools for the promotion of universal ethical values (Iwai, 2003), the HRE has been increasingly acknowledged worldwide, namely in school contexts. Thus, in 1996, UNESCO pointed out the need to reformulate the educational system, which favoured the acquisition of knowledge according to a broader concept of education: *learning to be, learning to know, learning to do and learning to live together* (Delors, 1996).

Essentially, HRE is associated with the idea of education through the arts, developed by Herbert Read (2007 [1943]) and defined, by the *International Society for Education Through Art*, as «a natural means of learning at all periods of the development of the individual, fostering values and disciplines essential for full intellectual emotional and social development of human beings in a community» (InSEA, 2008: 1). The contribution of the arts is particularly noteworthy in five dimensions: aesthetic development, socio-emotional development, socio-cultural development, cognitive development and academic achievement (Iwai, 2003); and it has social impacts – supported by an independent research developed by Matarasso (2003 [1997]) – in the improvement of confidence, skill-building and educational developments. Hence, Teresa Eça (2010) also points out that the education through the arts is strongly supported by wealthier families, which value it as a «key-factor» in sustainable economy.

At the moment, there are several projects that advocate the idea of education through the arts, more specifically, HRE through the arts. However – and despite its increasing acknowledgement –, globalisation (in the sense of hegemonic globalisation, as defined by Boaventura Sousa Santos) has been challenging diversity, originality and creativity, thus turning Read's leg-

acy increasingly relevant (Steers, 2005). Also, evidence shows that education through the arts is not a widely adopted and established practice in formal curricula (especially in developing countries [Iwai, 2003]) and that it is not fully disseminated in the school contexts (Gerber, 2011). Hence, in 2011, the United Nation (UN) adopted the Declaration on Human Rights Education and Training, which comprehends three dimensions: *learning about HR*, *learning through HR* and *learning for HR*.

Human rights education and training encompasses: (a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; (b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; (c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others. (United Nations General Assembly, 2012: 3)

These were the bases of the HRE Manual *Compass* (Brander et al., 2012), developed to promote children's and teenagers' skills and attitudes to act on behalf and advocate HR; and also of the *Manual on Human Rights Education*, whose translation and adaptation into Portuguese was promoted by the Community of Portuguese Language Countries (Moreira & Gomes, 2015). This manual presents a set of practical guidelines oriented to the development of skills and transformation of attitudes.

In short, these theoretical bases and practical instruments underlie the idea that «a HR project's methodology ought to successfully raise awareness and humanise, even more than the contents of what is studied in the different subjects» (Bittar, 2007: 316). It presupposes that education should challenge thinking, critical approach, autonomy, reciprocity and cooperation through a pedagogical practice that stimulates senses – a set of theoretical and pedagogical principles based on Jean Piaget and the relationship he established between Psychology and Pedagogy, as well as on Paulo Freire's work *Pedagogy of Autonomy*⁴. For these reasons, HRE is strictly associated with citizenship education. While the first is associated with a broader approach of fundamental rights, citizenship education focuses on «democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society» (Council of Europe, cit. in Brander et al., 2012: 38).

In fact, there have been several studies to promote the development of new knowledge and advanced critical reflection in the HR area. However, as pointed out by the World Programme for HRE of UN (2012), research should focus on its role of informing HRE policies and practices,

⁴ Further readings may include Edgar Morin's *Seven Complex Lessons in Education for the Future*, Richard and Norman Sprinthall's *Educational Psychology: A Developmental Approach* and José Pacheco's *Escola da Ponte: Um Outro Caminho para a Educação*.

through the assessment of existing experiences, identification and dissemination of good practices, innovative methodologies, research results, etc. Thus, encouraged by the HRE agenda of the UN, this paper aims to contribute to lesson-learning exercises based on the evaluation of an intervention project that comprehends the development of pedagogical practices supported by active methodologies of participation and collaboration through the arts. The specific goals of the project are: (i) to raise awareness of the importance of children's civic participation; (ii) to increase the children's knowledge on universal HR; (iii) to improve the critical approach to the social structures that condition/influence people's and social groups' lives; (iv) to increase the respect towards others and the adoption of egalitarian practices in terms of HR; (v) to increase the equality of participation, namely concerning gender, religion, race and disabilities and (vi) to promote the children's autonomy, participation and proactive attitude.

Main axis: the arts

Concerning the project's pedagogy, it comprehended the design and implementation of «personal development sessions» and «open sessions» to 476 students. The students were divided into test group (A) and control group (B), comprehending a class from each grade (with the exception of the 1st grade, with only one representative class in group A). The intervention was carried out with the two groups in different periods – the activities with group B took place after the post-test.

Regarding the «personal development sessions», the activities were organised by classes and carried out over 12 weeks. According to a strategy of sustainability – which required the involvement, valorisation and empowerment of local communities and people's knowledge –, the activities were implemented by a foreign professional (with a degree in Education Sciences and professional experience in music education) and two local professionals (a psychologist and an elementary school teacher), in collaboration with other school teachers and the school guard (who played guitar in several music activities). Besides taking part in the implementation of the new educational model mentioned above (*Introduction*), the school's educational agents also participated in the definition of the HR intervention as a need; they attended training sessions⁵; and were involved in the activities' implementation.

The forms of artistic expression include music, plastic arts, oral expression, corporal expression and the drama. According to Oyebade (2007), Angola always had a strong cultural produc-

⁵ Before the «personal development sessions», the teachers participated in a training session on «group intervention methodologies and participation/networking», «promotion of citizenship and human rights» and «management of community programs».

tion associated with the culture of the people and the sacred value of art; unfortunately, a long period of war led to its decrease. Different ethnic groups exhibit particular artistic styles and Angolan arts are expressed through a wide range of supports (plastic, ceramic, wood, ivory, metal, etc.). Besides, most «popular forms of art include mask and sculpture carving, pottery making, textile designing, painting, beadwork, and body adornment» (Oyebade, 2007: 75). Lastly, during pre-colonial times «music and dance constituted an integral part of everyday life and practically every social event» and «in modern times, music continues to be an important part of life and a strong vehicle of social relations» (Oyebade, 2007: 145).

The children were encouraged to perform traditional Angolan songs (in *Umbundu* and *Kimbundo*, two national languages) and also national and international children's songs. Besides, each session started with the performance of the song «Diz-me lá quem és tu» [Tell me who you are]. The plastic arts sessions included activities with watercolours and pencil drawings (e.g. portraits, posters, presentation of ideas), as well as sculpting (e.g. creation of «meninos de todas as cores» [«children of all colours»] and self-portrait sculptures). The oral expression activities comprehended the reading of tales (e.g. «meninos de todas as cores» [children of all colours], by Luísa Ducla Soares; «Não faz mal ser diferente» [It's okay to be different], by Todd Parr; excerpts from the book *Oriana, the Fairy*, by Sophia de Mello Breyner Andersen; and *A Bonequinha Preta* [The black doll], by Adelaide Lisboa de Oliveira).

Finally, the «personal development sessions» included corporal expression and drama activities, highly appraised by the Angola population, due to their rich tradition in these fields, favouring the oral transmission to acquire knowledge. These activities were developed to complement others (e.g., creation of a conducting a chironomic gesture to each HR studied) and also as a main activity (e.g., war and peace scenarios; home, school and neighbourhood activities; representation of a duties and rights assembly).

The school's mascot (an antelope⁶ made of fabric) was also used in all sessions, in order to introduce the discussed themes through tales/narratives about this character. Through the connection between the students and the mascot (that personifies the local community), the team aimed to promote the connection between the students and the community.

As to the open sessions, the activities were carried out with different classes. There were two activities that promoted the students' contact with guests, considered key-actors at a local level; the students had the opportunity to question them regarding their life stories, which was useful to show the children different possibilities of action in their context. The team also developed the «Guliver's Plan», a Japanese technique of civic participation that favours the sys-

⁶ The antelope is indigenous to Angola and a national symbol. It is also the origin of the name chosen by the students of the elementary school number 5052.

tematisation of local community institutions. The main goal of this activity was to discover and benefit from the community's resources and social services, in order to promote citizenship and the participation in community affairs.

In addition to the project's main activities – developed according to the identified interests and needs –, the team developed other actions: dancing classes, organisation of the library, participation in shows at *Rádio de Viana* (radio station) and also the Science Fair, where the children had access to educational and ludic materials and the opportunity to conduct scientific experiments. Finally, the project also comprehended the establishment of the student's assembly, which took place after the implementation of the evaluation methodology presented in this article, since the first and second work groups – which were divided into test group and control group at the beginning – joined up for this action.

2. Assessment methodology

In order to assess the project's results concerning citizenship and HR sessions', the team developed an «evaluation research methodology»; i.e., the principles and methods of research were employed to deepen causalities, verify results and generalise conclusions (Guerra, 2002). This methodology measured behavioural changes, as well as other changes in the children's opinions/knowledge about these dimensions; it was not intended to act as psychological evaluation (based on psychometric scales) at any given point.

The data collection process was carried out through a questionnaire, developed according to the assessment of the training on time management and social skills improvement, by Pereira (2002), and the survey of the project «Tudo aos Direitos» (Fernandes, n.d.). The questionnaire was adapted to the Angolan context and tested with a group of 24 children from different classes. The process was divided into two stages with an essentially qualitative character, meaning that the students were monitored throughout the process, so the team could record their doubts, hesitations and questions. During the first stage, the team tested the questionnaire with 12 children (two per each grade), a process that led to changes in terms of vocabulary and sentence structures, as well as the survey's adaptation to the frequency scale. The children found it hard to understand the difference between «sometimes» and «yes», since both represent a positive situation. The team then developed a «never», «sometimes» and «always» scale and carried out the questionnaire with 12 other children (again, two per grade), which was useful to ratify the changes.

The final version of the questionnaire focused on: autonomy and proactivity, participation and cooperation, critical approach, awareness of the importance of civic participation, and

actual and perceived knowledge of HR. The questions are predominantly closed-ended, in a three levels frequency («never», «sometimes» and «always»); and the last set of questions include a «yes» or «no» question and an open-ended question, to determine the actual and perceived knowledge of HR.

The team resorted to a longitudinal research plan (pre- and post-), as well as to a control group. The pre-test was applied to diagnose the context, to understand to what extent the two groups (control and test) can be compared and to calculate the magnitude of variations after the intervention. The control groups allowed to verify if the changes observed were a direct result of the intervention ($p < 0.05$). The team also resorted to two complementary post-intervention focus-groups with the students, in order to deepen the collected data and explore other dimensions on the efficacy of the project; and a focus-group with the teachers from three different grades classes.

To analyse the data, the team used the SPSS software (v.22). In those cases, when two samples presented a differentiated frequency of distributions, the team used the *Pearson's* chi-squared to verify the significance of observed differences (e.g., pre- and post-test: test group and control group). In order to test the differences between more than two independent samples (e.g. grades), the team resorted to the *Kruskal-Wallis* test; to test the differences between two independent groups (e.g., gender and class failure), the team used the *Mann-Whitney* test.

Sampling

The questionnaire were conducted according to quota sampling (gender and grade variables) for a confidence level of 95%, and coupled with a random method by draw. The diagnosis (pre-test) was carried out few days before the «personal development sessions» (at the beginning of the school year, on February 2016). After four months (July), the team repeated the process, but divided the sampling results into a test group (A) and a control group (B), with no significant differences in terms of gender ($X^2(1)$ continuity correction = .074, $p = .786$) and average age ($T = -1.540$, $p = .125$). The more significant differences in terms of the grade variable ($X^2(5) = 25.557$, $p = .000$) were the result of the division made between A and B⁷.

A total of 216 children (ranging from five to 16 years old, with an average of 9.8) answered the diagnosis test. The post-test was answered by 218 children, ranging from 5 to 16 years old, with an average of 10.1.

⁷ Group A and B comprehend a class from each grade, with the exception of the 1st (only one class in the group A) and 4th grades (two classes in B).

TABLE 1
Sample size by gender and grade

	Test group				Control group			
	Pre-		Post-		Pre-		Post-	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Girls	50	46.7	53	48.6	52	47.7	50	45.9
Boys	57	53.3	56	51.4	57	52.3	59	54.1
Total	107	100.0	109	100.0	109	100.0	109	100.0
1 st grade	19	17.8	19	17.4	0	0.0	0	0.0
2 nd grade	20	18.7	20	18.3	19	17.4	20	18.3
3 rd grade	17	15.9	18	16.5	16	14.7	15	13.8
4 th grade	18	16.8	18	16.5	36	33.0	36	33.3
5 th grade	18	16.8	18	16.5	19	17.4	19	17.4
6 th grade	15	14.0	16	14.7	19	17.4	19	17.4
Total	107	100.0	109	100.0	109	100.0	109	100.0

3. Results

In general, the results of the diagnosis ($n = 216$) show the need for an intervention in all the aforementioned dimensions. This conclusion is particularly obvious in the autonomy domain, with a high percentage of students unable to solve a problem without asking for help (52.3%) and students who immediately ask for help when facing a problem (72.7%); a high percentage of students unable to do their homework by themselves (58.5%); and still a significant percentage of students who are incapable of making decisions concerning school affairs (46%).

With regard to proactivity, the majority of the answers show high percentages of proactive behaviour, especially concerning presenting ideas to solve/fix problems (52.3%) and help others (68.8%). However, the percentages of students who never plan/organise activities (37.2%) or who never presented ideas to solve/fix problems (37.2%) are also expressive.

The participation and cooperation topic also showed similar results. Although the majority of students claimed to always participate/cooperate with their colleagues in school activities (52.8%), a significant percentage of children stated they never did it (29%) and others mentioned having difficulty cooperating with others (18.2%). The results in terms of equality of participation showed some worrying data, namely concerning the interaction with colleagues

who are perceived as different: 46.8% of the students never participate/cooperate who don't play as good as them; 44.1% of the girls never work/play with the boys; and 64.6% of the boys never work/play with the girls. Speaking a different language or having religious beliefs is not an obstacle to the majority of the children (56.7%), but some students claimed to have never worked/played with children who speak different languages or have different religious beliefs (31.6%).

In addition, the majority of the children showed a positive attitude towards the importance of civic participation, with high percentages in the following: the importance of «always» being informed (73.6%); believing that their opinion is «always» important (67.1%); the relevance of «always» saying what they think (60.0%) and the importance of «always» helping to choose the way the work will be carried out (76.3%). However, a considerable percentage of the children mentioned that it is «never» important to say what they think (24.7%) and that one should only do it «sometimes» (15.3%).

The children also showed a critical approach concerning the surrounding social structures: the majority of them believed their human rights are «always» respected by their family (84.3%), school (77.3%) and community (53.7%). However, 19.4% of the children believed that their rights were «never» respected by the community.

Finally, the majority of the students showed a significant absence of actual and perceived knowledge of HR, mentioning that they are not familiarised with HR (70.8%). On the other hand, and among those who claimed to have knowledge of HR, there was a slight confusion between HR and duties or the human body. Only some children appeared to effectively know some HR, namely associated with the right to education.

Intervention group (group A)

A crazy man was passing by and they were throwing rocks at him and insulting him. And I told them not to do that. They asked me why. Because that's against Human Rights; because according to Human Rights, no one should be treated the way you're treating that man. They stopped and didn't continue because of that. (Student)

After the intervention, there was a reduction in the percentages of less autonomous behaviours (concerning all items), with significant differences between the pre- and post-test in five of the six items analysed. There was still a reduction in the percentages of students with less proactive behaviours in all items, with significant differences between the pre- and post-test in one of the three items studied.

TABLE 2

Pre- and post-test results and statistical significance of differences on autonomy and proactivity items

	Never (%)		Sometimes (%)		Always (%)		X ²
	Pre-	Post-	Pre-	Post-	Pre-	Post-	
Autonomy							
Item 1 – When you have some problems, do you try to solve them by yourself?	50.5	33.3	20.6	32.4	29.0	34.3	7.090 <i>p</i> = .029
Item 2 – When you have some problems, do you ask for help?	10.3	5.6	26.2	32.4	63.6	62.0	2.251 <i>p</i> = .324
Item 3 – Do you usually make decisions?	43.0	17.6	29.9	35.2	27.1	47.2	17.775 <i>p</i> = .000
Item 4 – Do you think you are able to express your opinion and justify it?	21.5	9.2	24.3	14.7	54.2	76.1	11.917 <i>p</i> = .003
Item 5 – Do you think you are capable of transmitting a message?	19.6	5.6	17.8	14.0	62.6	80.4	11.163 <i>p</i> = .004
Item 6 – Do you do your homework by yourself?	60.4	31.2	20.8	45.9	18.9	22.9	20.590 <i>p</i> = .000
Proactivity							
Item 1 – Do you usually plan/organise activities?	28.0	25.0	24.3	20.4	47.7	54.6	1.068 <i>p</i> = .586
Item 2 – Do you usually help others?	12.3	1.8	19.8	22.0	67.9	76.1	9.007 <i>p</i> = .011
Item 3 – Do you usually give ideas to do/fix things?	20.8	9.4	24.5	24.5	54.7	66.0	5.625 <i>p</i> = .060

The items concerning participation/cooperation presented a similar tendency, showing a reduction in the percentages of students, with significant differences in five of the eight items observed. The items associated with equality of participation – namely in terms of gender, religion and language – are the ones with no significant differences. Nonetheless, the gender equality dimension was mentioned by the students as an example of HR:

The teacher said that the girls can't have a ball. (...) This is a human rights question; they're mistreating us, because girls aren't allowed to play soccer. (...) Tomorrow we will talk with the teacher, because the girls have the right to play soccer. (Student)

TABLE 3
Pre- and post-test results and statistical significance of differences on participation/cooperation items

	Never (%)		Sometimes (%)		Always (%)		X ²
	Pre-	Post-	Pre-	Post-	Pre-	Post-	
Participation/cooperation							
Item 1 – Do you participate in school activities?	24.8	5.6	22.9	22.2	52.4	72.2	16.438 <i>p</i> = .000
Item 2 – When working in groups, do you wait for your turn to speak?	12.1	0.9	22.4	13.8	65.4	85.3	15.591 <i>p</i> = .000
Item 3 – When working in groups, do you let others talk?	8.4	0.9	27.1	15.6	64.5	83.5	12.538 <i>p</i> = .002
Item 4 – When you're in a team, do you let others do what you wish you were doing?	29.2	21.3	17.0	43.5	53.8	35.2	17.907 <i>p</i> = .000
Equality of participation/cooperation							
Item 5 – Do you play with others who don't play as good as you?	41.1	18.3	18.7	15.6	40.2	66.1	16.539 <i>p</i> = .000
Item 6 – Do you work/play with the boys?	28.0	19.3	8.4	16.5	63.6	64.2	4.599 <i>p</i> = .100
(girls' answers)	54.0	35.8	14.0	18.9	32.0	45.3	3.436 <i>p</i> = .179
Item 7 – Do you work/play with the girls?	34.6	25.9	6.5	15.7	58.9	58.3	5.408 <i>p</i> = .067
(boys' answer)	64.9	48.2	8.8	19.6	26.3	32.1	4.077 <i>p</i> = .130
Item 8 – Do you work/play with colleagues who speak different language/have different religious beliefs?	26.2	15.6	11.2	19.3	62.6	65.1	5.241 <i>p</i> = .073

In regard to the critical approach to the social structures that condition/influence the children's lives, the numbers showed a significant improvement concerning the family and the community, but a less positive opinion towards the school. In other words, there was a decrease in the percentages of students who considered that their rights were never respected among family and community members and an increase in the number of children who believe that their rights are not respected at school. The differences between the pre- and post-test are statistically significant regarding the community.

TABLE 4

Pre- and post-test results and statistical significance of differences on critical approach items

	Never (%)		Sometimes (%)		Always (%)		X ²
	Pre-	Post-	Pre-	Post-	Pre-	Post-	
Critical approach							
Item 1 – Do you think your family respects your rights?	4.7	0.9	12.1	9.2	83.2	89.9	3.473 <i>p</i> = .176
Item 2 – Do you think your rights are respected at school?	3.7	6.5	20.6	32.4	75.7	61.1	5.309 <i>p</i> = .070
Item 3 – Do you think your community respects your rights?	19.6	2.8	35.5	22.0	44.9	65.1	8.989 <i>p</i> = .011

As to the importance of civic participation, all items (except number 4) presented a decrease in the percentages of students who don't feel civic participation is very important, with significant results in three of the six items. The one regarding the importance of gender equality did not present significant differences.

TABLE 5

Pre- and post-test results and statistical significance of differences on importance of civic participation items

	Never (%)		Sometimes (%)		Always (%)		X ²
	Pre-	Post-	Pre-	Post-	Pre-	Post-	
Importance of civic participation							
Item 1 – Do you think it is important to be informed?	13.1	0.9	19.6	5.5	67.3	93.6	24.756 <i>p</i> = .000 <i>V</i> = .339
Item 2 – Do you think your opinion matters?	10.3	1.8	24.3	21.1	65.4	77.1	7.669 <i>p</i> = .022
Item 3 – Do you think it is important to say everything you think?	20.8	5.5	15.1	25.7	64.2	68.8	12.719 <i>p</i> = .002
Item 4 – Do you think it is important to choose how the work is carried out?	6.6	7.3	15.1	9.2	78.3	83.5	1.778 <i>p</i> = .411
Item 5 – Do you think the children who speak different language/have different religious beliefs can say what they think?	28.0	13.8	7.5	13.8	64.5	72.5	7.788 <i>p</i> = .020
Item 6 – Do you think the girls can say what they think, just like the boys do?	21.5	12.8	9.3	12.8	69.2	74.3	3.154 <i>p</i> = .207

Also, the percentage of children familiarised with HR (perceived knowledge) increased 61.7%. This result is supported by the following question, where children were asked to nominate said rights (actual knowledge). This way – contrary to what occurred during the pre-test –, the group A students who were familiarised with HR ($n = 108$) were able to indicate an average of five HR. The article 5 of the Universal Declaration of Human Rights («no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment») was the most quoted by the students (88%), followed by article 3 («the right to life») (74.1%), article 26 («the right to education») (71.3%), article 4 («no one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms») (71.3%) and article 25 («everyone has the right to a standard of living [...]») (69.4%). Nearly half the students mentioned the article 20 («right to freedom») (50.9%), article 15 («the right to a nationality») (49.1%) and the article 13 («Everyone has the right to [...] residence within the borders of each State») (39.8%). Only 4.6% of the students mentioned «the right to health».

TABLE 6

Pre- and post-test results and statistical significance of differences on perceived knowledge of HR

	No (%)		Yes (%)		X ²
	Pre-	Post-	Pre-	Post-	
Perceived knowledge of HR					
Do you think you know the HR?	62.6	0.9	37.4	99.1	92.453 $p = .000$ $V = .664$

Differences between the test group and the control group

By comparing the results from both groups, not all intervention results were statistically significant – for a confidence interval of 95% ($p < 0.05$). By comparing both groups, it is possible to identify the impact of the intervention in certain results; the project was not significantly effective in the promotion of the children’s proactivity-related behaviours and their critical approach.

TABLE 7
Statistical significance of differences between pre- and post-test samples on proactivity and critical approach items

	X^2	<i>p-value</i>		X^2	<i>p-value</i>
Proactivity			Critical approach		
Item 1	5.022	.081	Item 1	5.019	.081
Item 2	2.176	.337	Item 2	3.046	.218
Item 3	2.423	.298	Item 3	.525	.768

In addition, the project's impact in terms of promoting autonomy, participation/cooperation and equality of participation is still inconclusive. There were some differences (that did not exist before) between both groups in two items associated with autonomy, namely the «ability to express an opinion and justify it» ($X^2(2) = 7.379, p = 0.025$) and the «the ability to do the homework by yourself» ($X^2(2) = 9.935, p = 0.007$). Group A showed a significantly higher percentage of autonomy in the first item, while group B had a higher percentage of autonomy in the second item.

Also, only two items in the participation/cooperation dimension showed significant changes between the groups, namely the «wait for your turn to speak» ($X^2(2) = 8.091, p = 0.017$) and the «let others do what you wish you were doing» ($X^2(2) = 9.076, p = 0.011$). This way, group A had a significantly higher percentage in terms of participation rules, while group B had significantly higher percentages in the cooperation dimension.

TABLE 8
Statistical significance of differences between pre- and post-test samples on autonomy and participation/cooperation items

	X^2	<i>p-value</i>
Autonomy		
Item 1	3.113	.211
Item 2	1.843	.398
Item 3	.610	.737
Item 4	7.379	.025
Item 5	5.929	.052
Item 6	9.935	.007
Participation/cooperation		
Item 1	5.318	.070

Item 2	8.091	.017
Item 3	3.738	.154
Item 4	9.076	.011
Item 5	4.416	.110
Item 6	.377	.828
Item 6 – (girls' answers)	.302	.860
Item 7	.330	.848
Item 7 – (boys' answers)	.399	.819
Item 8	.512	.774

Nonetheless, the results show that the intervention was particularly effective in the promotion of the importance of civic participation and the actual and perceived knowledge of HR. Regarding the importance of civic participation, three of the six items showed significant differences between the groups: «the importance of being informed» ($X^2(2) = 10.879$, $p = 0.004$), «the importance of expressing an opinion» ($X^2(2) = 6.031$, $p = 0.049$) and «the importance of choosing how the work is carried out» ($X^2(2) = 13.840$, $p = 0.001$). The percentages are significantly more positive in group A in all cases. Lastly, in what concerns the perceived knowledge of HR, the differences between the groups are significantly high, with group A having a higher number of students who claimed to be familiarised with HR.

TABLE 9

Statistical significance of differences between pre- and post-test samples on importance of civic participation and perceived knowledge of HR

	X^2	<i>p-value</i>
Importance of civic participation		
Item 1	10.879	.004
Item 2	6.031	.049
Item 3	2.935	.230
Item 4	13.840	.001
Item 5	2.780	.249
Item 6	1.608	.448
Perceived knowledge of HR		
Item 1	138.430	.000

Analysis of the variables that contribute to the explanation of the results

The gender, grade and failing classes variables were also taken into account, in order to understand how they contribute to the explanation of the results. The gender variable influenced the equality of participation/cooperation items, thus showing – alongside the non-significant intervention results in these indicators – its influence in the children’s disposition and attitudes. On the one hand, the boys showed a higher percentage of participation and cooperation with others «who don’t play as good as them» ($U = 5059.500, p = 0.046$) and also a more critical approach to their rights among their families ($U = 5156.000, p = 0.009$). On the other hand, the gender socialisation elements became more apparent when we observe that the majority of the boys and the girls preferred to work and play with others from the same gender (play with boys: $U = 3391.500, p = 0.000$; play with girls: $U = 2283.000, p = 0.000$).

The failure variable also influenced different items in terms of autonomy – in the item «ability to transmit a message» ($U = 3858.000, p = 0.006$); in terms of civic participation – in the item «being informed» ($U = 3916.000, p = 0.000$); and regarding proactivity – in the item «help others» ($U = 4150.500, p = 0.003$). The children who did not fail any class had higher percentages in these three situations.

Finally, the grade variables were also significant in three items concerning autonomy, six items associated with participation/cooperation, five items in the importance of civic participation domain and in all the items from the proactivity and critical approach domain. In general, the results showed that the students from less advanced grades: demonstrate more autonomy-related behaviours in terms of decision-making and transmitting messages; have shown higher percentages in terms of proactivity, participation/cooperation and importance of civic participation. Since the team did not expect these results when analysing the differences between classes, one should question the adequacy of this instrument to the less advanced grades. Although the survey was tested with children from all grades and individually conducted by a professional, the team considered it to be slightly abstract to the students from the less advanced classes. On the other hand, it is also possible to assume that these children are less reflexive and critical – a tendency that can be observed in terms of their critical approach to the social structures that influence them, once they shared a more positive opinion towards the social structures.

3. Final remarks

Despite being part of the Angolan culture and having a great educational potential, arts rarely seem to be included in formal education contexts – i.e., the Angolan elementary schools.

Due to this, the «Citizenship and Human Rights Education» project turned out to be an innovative action in terms of methodology to the local entities and partners, as well as to all pedagogical agents involved – especially when considering the Angolan society and its educational system. In the teachers' opinion, the arts were generally acknowledged as having benefited the schoolchildren as a pedagogical tool, vital to motivate, stimulate and captivate the students, while promoting their involvement, participation and cooperation – similarly to what is mentioned by other authors (Matarasso, 2003 [1997]; Iwai, 2003).

However, not all results of the assessment process can justify this idea. By analysing them, one can observe that the project was not significantly effective in the promotion of the children's proactivity-related behaviours and their critical approach; they are inconclusive as to the influence in promoting behaviours associated with autonomy, participation/cooperation and equality of participation. Nonetheless, they also showed that the intervention was particularly effective in promoting the importance of civic participation, and the actual and perceived knowledge of HR – supported by the fact that «the ability to express an opinion and justify it» (autonomy – item 4) showed statistically significant results in the test group, which is an item that is also an indicator of citizenship.

These results should be addressed considering the specificities of the Angolan society. As a pilot-project in a context where the respect for HR is questioned by practices that are obstacles to political rights and civil liberties, the results emphasised the need to develop more similar projects. It is interesting to reflect on the effects of the gender variable, since gender inequalities (culturally rooted in ancestral traditions and deeply associated to poverty [Silva & Carvalho, 2009]) are part of the children's dispositions and attitudes as a way to preserve identity – even when they understand that these are not acceptable practices.

Thus, the experience and circumstances of the project led to a more sociological perspective on its emergence potential – about which we recall Boaventura de Sousa Santos' work (2002). According to a common, universal and inalienable heritage, the project's pedagogy focused on the expansion of the possible social experiences domain, framed by the notion that «the more experiences are available in the world today, the more experiences will be possible in the future» (Santos, 2002: 27). This way – and despite the smallest or not so statistically significant results – there is a dimension of the project (associated with the dissemination of a culture of citizenship and HR) that emerges in a society that is not ready to the exercise of autonomy and citizenship; which makes us consider this a social experience a source of knowledge that should be valued and amplified.

This way – and despite all the «Eurocentric residues» (Santos, 2002: 31) that are frequently associated with the work that many northern NGOs carry out in southern countries – the approach based on the universality of principles and the lack of implemented practices, as well

as on the involvement and valorisation of the local communities and cultures, makes this project an exercise of social emancipation – where the deepening and expression of the ability to choose is fundamental. One cannot ignore the structural condition associated with the exercise of HR – of Marxist or socialist origin, which favours the social and economic rights a necessary condition to all (Santos, 2002) –, and there is a concrete notion of the negatives effects of contagion that this condition tends to have on the possibilities of action. However, these conditions do not prevent the exercise of «democratic imagination», which (by experiencing it) contributes to identify its absence, thus making this a particularly challenging project before the dominant social order.

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