



Linnæus University

Sweden

Master Thesis in Peace and Development
Work

**Human Rights Policy Implementation
on the Social Reintegration of Former
Girls-Soldiers:**

The Case of Angola



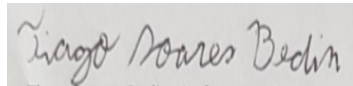
Author: Tiago Soares Bedin
Supervisor: Susanne Alldén
Examiner: Jonas Ewald
Term: Spring Semester 2020
Subject: Peace and Development Work
Level: Masters
Course code: 4FU42E

Acknowledgements

I would like to thank my supervisor Susanne Alldén for the patience and commitment with my idea. She was of much support with her knowledge and trust in my devotion to the research.

I also want to thank all the respondents, who were very open to providing me with more details and the contextual perspective. It was great that people were very interested in the topic, aiding me to fulfil my research purpose. I'm delighted and motivated to continue with it for further education or career.

Finally, I would like to thank my mother Marcia, for all the support she gave and is giving to me.

A rectangular box containing a handwritten signature in cursive script that reads "Tiago Soares Bedin".

Tiago Soares Bedin

Abstract

Angola is a country that faced 27 years of conflict, from 2002 facing its peaceful moments. The situation with former girls soldiers during this process is not appropriately addressed, and this brings reflection on both human rights and development structure. The unknown social reintegrations done by Christian Child Fund Angola was responsible for solving those problems. Those pioneer solutions resolved the issue during and after the conflicts. Former girls soldiers need to be recognised in the current Law of Former and Disable Combatants.

A vector of rights for the public health framework looks at the holistic structure of former girls soldiers and the needs that should follow to reintegrate this group since they are marginalised. The study is based on qualitative research and an abductive approach. Therefore, a vector of rights approach for public health framework was used focusing on the social reintegration programs done by CCF Angola together with other actors. This will reflect on the law of former combatants, which is a direct result of the formal DDR Program. The results show that there are still women, former girls soldiers that were not reintegrated yet and still marginalized in the current social context. The State needs to revise the Law 13/02 favouring former girl ex-combatants since the reintegration process done by CCF/Angola matches the UN International Human Rights Standards for Law Enforcement.

Keywords: Child Soldiers, Girls Soldiers, DDR Program, Social Reintegration, Human Rights, Former combatants in Angola.

Table of Contents

1. INTRODUCTION	1
1.1 SUSTAINABLE DEVELOPMENT GOALS (SDGs)	2
1.2 PROBLEM DISCUSSION	2
1.3 PURPOSE AND RESEARCH QUESTION.....	3
1.4 DELIMITATIONS	3
2. THEORETICAL FRAMEWORK	5
2.1 HUMAN RIGHTS	6
2.2 DDR PERSPECTIVE	6
2.3 ANTI-COLONIAL PERSPECTIVE	7
2.4 A 'VECTOR OF RIGHTS' APPROACH FOR PUBLIC HEALTH.....	7
2.4.1 <i>Women's Right</i>	9
2.4.2 <i>Rights of the Child</i>	9
2.4.3 <i>Civil & Political Rights</i>	10
2.4.4 <i>Economic Social & Cultural Rights</i>	10
2.4.5 <i>Laws of War</i>	10
2.5 LIMITATION OF THE VECTOR OF RIGHTS APPROACH FOR PUBLIC HEALTH	10
3. METHODOLOGY	12
3.1 SCIENTIFIC PHILOSOPHY	12
3.1.1 <i>Interpretivism</i>	12
3.2 SCIENTIFIC APPROACH.....	13
3.2.1 <i>Abductive Approach</i>	13
3.3 RESEARCH METHOD AND DESIGN	13
3.3.1 <i>Qualitative Research</i>	13
3.4 DATA COLLECTION PROCESS	14
3.4.1 <i>Primary Data</i>	14
3.4.1.1 <i>Case studies</i>	14
3.4.1.2 <i>Semi-structured interviews</i>	14
3.4.1.3 <i>Snowballing Sampling</i>	15
3.4.1.4 <i>Interview Participants</i>	15
3.4.1.5 <i>Interview Guide Creation</i>	16
3.4.1.6 <i>Execution of Interviews</i>	16
3.4.2 <i>Secondary Data</i>	18
3.4.2.1 <i>Literature Search</i>	18
3.4.2.2 <i>Translation</i>	19
3.5 DATA ANALYSIS	19
3.5.1 <i>Qualitative Content Analysis</i>	20
3.5.2 <i>Process Tracing</i>	20
3.5.3 <i>Coding</i>	20
3.6 <i>Data Quality Issues</i>	21
3.6.1 <i>Validity</i>	21
3.6.2 <i>Generalisability</i>	21
3.6.3 <i>Reliability</i>	22
3.6.4 <i>Bias</i>	22
3.7. RESEARCH ETHICAL REFLECTIONS	23
4. FINDINGS	25
4.1 ORGANISATIONS REPRESENTED	25
4.2 THEMATIC FINDINGS.....	27

4.2.1 FORMER GIRLS DEBATE	27
4.2.2 DDR AND FORMER GIRLS SOLDIERS	30
4.2.3 SOCIAL REINTEGRATION AND FORMER GIRLS SOLDIERS.....	31
4.2.4 CURRENT SITUATION OF FORMER GIRLS NOW WOMEN	38
5. ANALYSIS.....	42
5.1 THE VECTOR OF RIGHTS APPROACH FOR PUBLIC HEALTH	42
5.2 CULTURAL ELEMENT	42
5.3 HUMAN RIGHTS ELEMENT.....	44
6. CONCLUSIONS	46
6.1 ACADEMIC IMPLICATIONS	47
6.2 RESEARCH LIMITATIONS.....	47
6.3 SUGGESTIONS FOR FUTURE RESEARCH	48
7. REFERENCES	49
APPENDIX 1.....	56
INTERVIEW GUIDE	56
APPENDIX 2.....	58
CONSENT FORM	58
APPENDIX 3.....	59
INTERVIEW PARTICIPANTS.....	59
APPENDIX 4.....	61
FACEBOOK POST BY ANONYMOUS SUPPORTER	61

List of Table

TABLE 1: INTERVIEW PARTICIPANTS	59
---------------------------------------	----

List of Figures

FIGURE 1: A ‘VECTOR OD RIGHTS’ APPROACH FOR PUBLIC HEALTH.....	8
FIGURE 2: FACEBOOK POST BY ANONYMOUS SUPPORTER	61

Abbreviations

ADPP - Aid Development from People to People.

AK47 - Kalashnikov Model 1947.

CCBA - Cultural Center Brazil Angola.

CCF - Christian Child Fund.

CIDA - Canadian International Development Agency's Child Protection Research Fund.

COVID-19 - Corona Virus Disease 2019.

CRC - Committee on the Rights of the Child.

DDR - Disarmament Demobilization and Reintegration.

DRC - Democratic Republic of Congo.

FAA - Angolan Armed Forces.

FALA - Armed Forces of the Liberation of Angola.

FAPLA - People's Armed Forces of Liberation of Angola.

HIV - Human Immunodeficiency Virus.

IOM - International Organization for Migration.

IRSEM - Institute for the Socio-Professional Reintegration of Ex-Military Personnel.

LMU - Luenda Memorandum of Understanding.

MACVP - Ministry of Former Combatants and Motherland Veterans.

MASFAMU - Ministry of Social Action, Family and Women Protection.

MDGs - Millennium Development Goals.

MINARS - Ministry of Assistance and Social Renovation.

MPLA - People's Movement for the Liberation of Angola.

N.D. - Specify no Date.

NGOs - Non-Governmental Organizations.

PTSD - Post-Traumatic Stress Disorder.

Rio+20 - United Nations Conference on Sustainable Development.

SCUK - Save the Child United Kingdom.

SDGs - Sustainable Development Goals.

UCAH - Unity of Coordination from the Humanitarian Aid Angola.

UN - United Nations.

UNICEF - United Nations Children's fund Search Results.

UNITA - National Union for the Total Independence of Angola.

WFP - United Nations World Food Prog

1. Introduction

This chapter introduces the topic of research for the thesis. It will also present the challenges of the former girl soldiers in the context of Angola.

United Nations Children's Fund (UNICEF), informed in 2017 that 65,000 child soldiers left the armed groups globally (UNICEF, 2017). The numbers show a positive perspective of decreasing child soldiering.

The Child Soldiers International Annual Report 2017-18 stated that since 2016 at least 18 armed conflicts worldwide are focused on the usage of child combatants. The document also highlights that the issue is not only connected to guerilla groups but also governments, since 46 countries still have the recruitment of children under the age of 18, this shows the importance of measures that are necessary to implement to protect those children and to reintegrate them back to society (Reliefweb, 2018).

Child soldiers' reintegration is a relevant topic for peacebuilding. The issue behind child soldiers is the use of violence as a social means, where this group was included in the battleground. Child soldiering is not explicitly related to or focused on the role of combatants. Still, child soldiering can also be used in several other tasks such as culinarians, carrier, spies, security guards and as sex slaves (Brett & McCallin, 1996; Cohn & Goodwin-Gill, 1994 & McKay & Mazhurana, 2004 cited by Wessells, 2016, p. 105).

The case of child soldiering is also related to the environment where they are. There are six instances of abuse committed against children by the armed forces; firstly the conscription and usage of children; secondly the death and disabling; third the sexual offences; fourth the assault against schools and hospitals; fifth the kidnapping of children and sixth the rejection of humanitarian aid (United Nations, 2013).

It is essential to mention that Angola had three DDR (Disarmament Demobilization and Reintegration) programs and another one made by the World Bank. Due to the context of DDR. As mentioned before in the 27 years of war, Angola had three specific peace attempts followed by

three different DDR programs which are the Bicesse Accord (1991 - 1992), Lusaka Protocol (1994 - 1998) and Luenda Memorandum of Understanding (LMU) (2002 - 2008) (Andersen, 2011).

1.1 Sustainable Development Goals (SDGs)

An important topic related to the importance of protecting former girls soldiers developed in September 2000, where 189 country representatives joined forces to achieve important goals, the Millennium Development Goals to combat famine, face gender inequality and reduce child deaths, the target was 2015. The Millennium Development Goals (MDGs) contributed to a reduction of extreme starvation. In June 2012, in the Rio+20 (United Nations Conference on Sustainable Development), the UN member states established the post-2015 goals, the Sustainable Development Goals (SDGs) which is from 2015 to 2030 (Sustainable Development Goals Fund, N.D).

The protection of girl soldiers is reflected in the five dimensions of children's rights that connect to the Sustainable Development Goals promoted by the UN. It is possible to extract from it that, due to poverty and lack of educational opportunities, girls enlist to those paramilitary groups to have a better chance in life. However, since the context is of conflict and war, those girls experience stress and rough conditions of discipline. This discipline goes against the child's natural development and also gender inequality since, in those groups, girls suffer sexual abuse. As wives or sex slaves, this raises the chances of sexual diseases such as Human Immunodeficiency Virus (HIV) for girl soldiers more than for boys since boys focus on the central conflict zones (United Nations, 2018).

The range of participation of girls in combats is from 10 to 30% worldwide (Bouta, 2005 cited by Denov, 2008, p. 814), but in Africa, this increases to 30 to 40%, showing the relevance of the region for the case studied (Mazurana, McKay & Kasper, 2005 cited by Denov, 2008, p. 814).

1.2 Problem Discussion

For the vast majority of scholars, media and policy-makers that worked with child soldiers literature, the topic of gender has been forgotten. It was a mainly male aspect due to the news picturing child soldiers as boys holding Kalashnikov Model 1947 (AK47). Government officials

and international entities also didn't present the case to the public. The diversity of their roles has been recognized only recently (Denov & Maclure, 2006 cited by Denov 2008, p.813-814).

The long period of conflict in Angola, from 1975 to 2002, took the lives of almost 500,000 children and 1 million were displaced (ChildFund International, 2013).

Girl soldiers in Angola is a relevant topic, due to the lack of written material regarding the social reintegration process that was done to support girls soldiers. Remembering that it was not a problem exclusive to Angola, but also other countries such as Liberia, Sierra Leone and currently ongoing for countries such as Democratic Republic of Congo (DRC) and South Sudan. The possible reason for the lack of the gender perspective generated due to the reduced interest of DDR Programs focused on sexual abuse issues. Another factor that needs to be highlighted is that the inclusion of the former girl child soldiers back into society and families are more harmful to them since they are considered as people without integrity, due to the early sexualisation they suffered (Drumbl, 2012, p. 8).

1.3 Purpose and Research Questions

The objective of this research is to analyse to what extent the rights of former girl child soldiers were addressed as part of the Reintegration programs done in Angola, such as; DDR Programs, Social reintegration and the current law in Angola.

This will be achieved by conducting interviews with Civil Societies Organisations, Angolans and Government actors that know about the process of reintegration of former child soldiers and see to what extent human rights were not covered to reintegrate former combatants into society.

To clarify the research objectives, the following research questions have been formulated:

- 2 Who are the key actors in the process of reintegration of girl soldiers in Angola?
- 3 Which policy/legal instruments does Angola/Civil Societies use to frame policies for former girl child soldiers' rights?
- 4 What methods of reintegration do Angola/Civil Societies implement to reintegrate former girl child soldiers?

4.1 Delimitations

As per the specifications towards the reintegration process focusing on girl soldiers, the problem is towards the lack of interest in some governments and international who largely ignore the issue. Even with missing information in reports, girls are an essential element in armed conflicts around the globe (Denov, 2008, p. 814).

The study will analyse the human rights implications on the reintegration of former girl soldiers, who are now women but are still excluded from society in the context of Angola.

The main goal is to ensure that their rights are not forgotten since they already lost some of their rights as children by being forced into joining the war. For instance, they lost their rights to education and as a result, they have no economic empowerment as adults of which they are entitled to since they are war veterans, but they are not considered as such.

The study is also delimited to girls because there is gender bias when it comes to discussions of issues of war.

2. Theoretical Framework

In this chapter, the framework that was used in the study will be explained. The vector of rights will be used and it will provide guidelines and also ideas about human rights and anti-colonial frames.

There were three types of research conducted about the armed conflict in Angola, Sierra Leone, Mozambique, and Northern Uganda supported by CIDA (Canadian International Development Agency's Child Protection Research Fund). They wanted to focus on when girls were not contributing to the conflict evolution. By doing that, they were able to frame how relevant those girls to the armed group's activities (Denov, 2008).

The Convention on the Rights of the Child, article 1 defines a "child" as any individual under the age of 18, except cases where the law states the adulthood gained earlier. In section 39, it says that it is the responsibility of the state to promote the reintegration of the child. The rights of the child number 39 talks about recuperation and rehabilitation. A need that must be covered by the countries and the lack of girls reintegration could be a direct rupture to those terms (United Nations, 1990).

The terminology child soldier as used by UNICEF is the best one in the topic which describes any child – boy or girl – under 18 years of age, who belongs to regular or irregular armed groups in any capacity that includes, for instance, messengers, porter, cooks and anyone accompanying those groups. This also includes girls recruited for forced marriages and sexual purposes. Thus, the definition does not only refer to a child who has carried arms (United Nations, 2006, p. 1).

In 1997 Graca Machel's reported the rights of children, which was motivated by the Genocide in Rwanda. The document states the importance of the Vienna Declaration and Programmes of Action, which praised the importance of governments and international entities to ensure mechanisms to avoid child soldiering. The mechanisms are the implementation of policies and laws that could raise awareness on the vulnerability of the child, for example, a girl child in armed conflict (United Nations, 1997).

Another child protection document that is also important to mention is the African Charter on the Rights and Welfare of the Child, which elucidated that the countries that are part of it need to take specific protection measures to ensure protection for the children who are part of armed groups. Angola ratified this charter in 1992, but the signature was only in 2012 (United Nations, 1990).

5.1 Human Rights

The strategies for reintegrating former girl child soldiers need to focus not only on the parties involved but also the community, the needs of vulnerable groups, such as children with disabilities, children, women, child soldiers and elders. Shohl (2002) as cited by Crashaw et al., (2007) stated that the culture of violence should be stopped in a conflict context and the avoidance of weapons is necessary to foster a more substantial context of normality since firearms create a context of animosity among the groups involved. In the context of regions such as Africa, the usage of children in armed forces is something that needs to be condemned as human rights abuses, since children are victims.

The implications of investigating war crimes and human rights abuses should be led through official and contextualized investigation. As per the UN International Human Rights Standards for Law Enforcement (Office of the United Nations High Commissioner for Human Rights, 2004 cited by Crawshaw et al., 2007). The process of investigating any violations regarding human rights should be done impartially, aiming to recover the context that the crime was focused on. Another important setting is to connect the victims giving a base of trust (Crawshaw et al., 2007).

According to the A/RES/54/263 of 25 May 2000, the international collaboration needs to work with the government to aid psychosocial reintegration of child soldiers as victims of conflict (United Nations Human Rights Office of The High Commission, 2002).

However, the reintegration process applied within international law and policymaking is not aligned with the reality of the former child soldiers. The reintegration models or frameworks often miss generalizability and practical perspectives since they do not recognize the specificity of the groups those child soldiers come from. Also, the individual behaviour of each child needs to be taken into account (Drumbl, 2012).

5.2 DDR Perspective

As per scholars, the second generation of DDR plays a major role in recent days, since it needs to analyse the background situation that the DDR currently fits in and not only the Western standards focused on the applicability of the Program. In the last decade, security activities adapted the micro (local community-based factors) and macro (resilience of peace) determinants, which focus on a more realistic ambient focused approach. The perception of evolution in a post-conflict perspective shows a growing assumption among security specialists, which reshape the security structures aiding development actors. It also brings a new structure such as transitional justice, which focuses on a more comprehensive and collaborative inter-sector base and focused strategies. Also, it gives credibility to the ground reality, different from the first generation that looked in the broad and generic promotion of national stability (Colletta & Muggah, 2009).

It is possible to see that Angola DDR focused more on the structure of the first context, which brings peace in a broad concept but forgot several “ground” problems such as girls soldering.

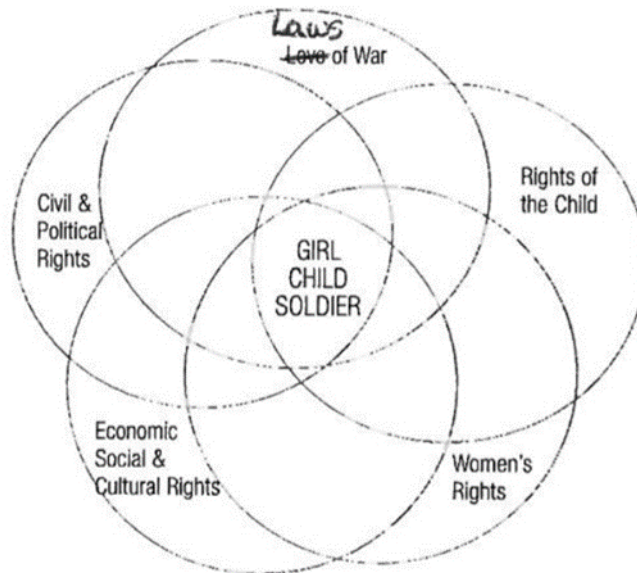
5.3 Anti-Colonial Perspective

The anti-colonial perspective brings the discussion among the colonized and colonies interrelations. This idea focuses on the indigenous knowledge to focus on a structure that investigates the applicability of opinions which were brought from the colony that affect the structure of the colony's sense of consciousness. It looks into the marginalized group to perceive a context of possible variations of change, interrogating and making the possibility of changes. This idea also focuses on the fact that intellectuals should be aware of the historical and instrumental structures that mark the colony, being an alternative to Westernized perspective of studies. Despite the advances in frameworks that address the issues of child soldiers, some frames are more westernized. Therefore, the anti-colonial perspective focuses on the need to address the cultural aspects of a specific community, such as intangible cultural aspects (Conklin, Annalijn, & Benjamin Mason Meier, 2008).

It also analyses and questions the structures of gender inequality and feminism (Dei & Asgharzadeh, 2001 cited by Conklin et al., 2008).

5.4 A ‘Vector of Rights’ Approach for Public Health

Figure 2: A 'vector of rights' approach to considering girl child soldiers' experiences



The framework Vector of rights for public health offers a holistic view into crucial elements of human rights together with public health goals, forming a coherent structure of girl child soldiers as a study theme. The elements from the vector of rights are connected to form a study that looks at the perspective of public health in reintegrating girls in the case of Sierra Leone (Conklin et al., 2008).

Since the framework was used in an African context and since it also includes the issues of children's and women rights, it was relevant for this study. The theoretical framework also looks at the perspectives of human rights and anti-colonial frameworks and this will help to aid the research approach.

The Vector of rights explains the factors that result from the marginalization of women within communities and it is also reflected in the economical opportunities scenario, where the government fails to establish a reliable approach into the development sphere to support girls to have a better standing in the societal base. Another topic covered on the case is that due to the gender violence and sexual abuse, the girl's acceptance back to their community is not the same as boys since society tends to socially disregard them and they are regarded as unsuitable wives or in-laws for establishing a family-hood or marrying due to cultural perceptions. The societal, cultural exclusion is not only the main problem these girls face, but they also experience a high risk for

maternal mortality, infections, complications, cervical tearing. This has long-term repercussions on the health of women and girls (Veale 2003 cited by Conklin, et al., 2008, p. 70).

2.4.1 Women's Rights

The women are not perceived as soldiers but are primarily kidnapped and used as sex slaves, domestic workers and camp followers. Programs based on gender perspectives are quite a few or unknown. As per Guy-Sheftall, 2003, cited by Sjoberg, 2009, p. 154, the biggest problem is that DDR Programs need to be carried by military officials, reflecting their understanding, that only men with guns must be used as a concept of combatants. Women are seen as having a peaceful approach due to maternal instincts (Elshtain, 1987 cited by Sjoberg, 2019, p. 155). This perception needs to be changed, the perception of gender and feminism in women rights needs to be discussed.

2.4.2. Rights of the Child

The biggest issue concerning child soldiers is how the rights of the child are being approached, as per Article 38 of the U.N. Convention on the Rights of the Child (CRC). The applicability of this Convention regarding child soldiers is controversial since the document mentions children affected by the conflict but does not explicitly mention child soldiers. The contextualized complexity of this factor needs to be appropriately addressed. The necessity to bring CRC to the local context is essential in addressing the rights of the child. Allen 2000, p. 168 cited by De Berry, 2001, p. 93, says that one of the main problems with the document is that, as per studies from the beginning of this 21 century, it does not address the dimension of intrastate civil combats, such as internal civil wars, related to the interstate conflict. Another factor is the growing questionability regarding fragmented state legitimacy in violence context (Senghaas 1987, p. 6 cited by De Berry 2001, p. 93). The context of child soldiers is directly connected to falling states, since children's rights cannot be assured where there are ethnical conflicts, such as the case of Africa. For Honwana 1999, 5, cited by De Berry 2001, p. 94, this increases the generation of youth involved in violence, since they are not able to find the proper education and employment, falling into vulnerability, where the opportunity to join armed groups becomes the only feasible opportunity.

The CRC needs to approach the issue of reintegrating child soldiers as a local problem and hence it needs to be addressed from the perspective of the respective communities. This means taking into account the community's traditional and cultural values (De Berry, 2001).

2.4.3. Civil & Political Rights

This concept explains the interaction between non-state and state agents to build a structure possible to develop civil and political rights for that specific group. This shows that if a state is fragile due to conflict it needs to structure a commitment in favour of pursuing law in favour of society. The vector or rights gives a more dynamic perspective able to cover all the necessary points that build an inter-treaty structure able to fortify all the needs from a country and in this way, protect child soldiers (Conklin, et al., 2008, p. 83).

2.4.4. Economic, Social & Cultural Rights

The implementation of a vector approach to the injustices of girl child soldiers can be strengthened through the institutionalization of inter-treaty dialogue. For the issues involving former girl child soldiers, all rights contained in the vector should be implemented. This will help to strengthen the integration of social, economic, and cultural rights with political and civil rights, thereby reinforcing the indivisibility of human rights (Conklin, et al., 2008).

2.4.5. Laws of War

The doctrine implies that there is a need for moral equality in combat, despite the classification of just and unjust combatants in a conflict context. In other words, laws of war are about soldiers respecting or disrespecting the law. Another factor is that all the non-combatants should have immunity protection and attacking them should be considered illegal. The laws of war try to bring an epistemic restriction with the idea of obligations to have neutral rules for former girl soldiers. Although neutrality is something complex in a conflict context, the avoidance of punishing unjust combatants may be necessary for a better reintegration process (McMahan, 2008).

2.4.6. Limitations of the Vector of Rights Approach for Public Health

The study elaborated in the Vector of Rights framework was used in the context of girl child soldiers in Sierra Leone (Conklin et al., 2008). This can limit the generalization of the framework into the context of Angola to differences in cultural values, the colonial history of the two countries and also how the child soldiers were introduced and used. However, It is important to note that both happened in a context of post-colonial independence of those countries and in this way the framework is well applicable in the context of Angola.

One important factor that needed to be addressed was that the framework was written wrongly in the digital version that Linnaeus University Library has from Taylor Francis Group. The corrected version was found in the page ResearchGate. In that version the authors used a pen to correct the wrong sentence “love of war”, changing it to the appropriate “law of war”.

3. Methodology

This chapter will discuss the academic approach used in the research. Since the topic has limited literature in the specific area, especially in the case of Angola, the study will utilize the study design of qualitative and abductive approaches.

3.1. Scientific Philosophy

The necessary understanding regarding the methodology is based on the philosophical method that the researcher wants to apply. This method is used to get knowledge about the research questions used and the understanding of the researcher where Epistemology is the generic way to understand this type of philosophy (Bryman, 2016).

This category of study pictures the fact that child soldiers in Angola are the interaction and understanding between former actors such as; social workers, government entities and combatants.

3.1.1. Interpretivism

The objective of interpretive research is to seek knowledge from the perspective of the actors involved in the research (Bryman, 2016).

The main focus of this research method is to analyse the political, civil and economic circumstances with new insight, and be able to investigate the existing circumstances of former girl child soldiers. In this context, the researcher of the gender and age perspective challenges the current structure and failure to reintegrate former girl child soldiers so that they can fully participate in social, economic and political.

3.2. Scientific Approach

The scientific approach can be divided by deductive, inductive and abductive. The deductive (apodictic) and inductive (probable/ hypothetical) are different since deductive efficacy depends completely on the connection of the fact implied, to the facts presupposed in the premises.

In this context, the deduction does not need ulterior expertise, just its premises, this way it is possible to say that if simplicity or from another element, the assumption is incomplete, this is the only approach called necessary (Peirce, 1997 cited by Rodrigues, 2011).

Induction, on the other hand, is the opposite of deduction, since it depends on a generic observation perspective in a certain situation. In this sense, induction is a structure that reduces the diversity to unity, allowing a perspective about data, very expected to be correct (Rodrigues, 2011).

3.2.1. Abductive Approach

I selected the abductive approach since it is a balance between deductive and inductive, it balances equally both theory and empirical findings and allows the use of an existing framework.

The abductive approach is a wider perception of the induction and deduction approaches since it employs the combination of both theoretical perspectives as well as the empirical perspective to accomplish an idea. The main idea of abductive is that it focuses on both theories and practise expertise, bringing a base that is more clean and direct, aiding for the needs of the search (Dubois and Gadde, 2002).

This approach was selected since it allows the researcher to use existing materials about the field aiding with the interview guide and also in collecting other materials that were relevant from the respondents to build a solid research structure.

3.3. Research Method and Design

3.3.1. Qualitative Research

The research structure is non-numerical evidence, aiding for a base that the researcher can go deep in his research structure following a more realistic and subjective view of the actor. This research explains the reality with new conceptual ideas, aiding the researcher to develop new structures that can justify social transformation in a concrete case (Bryman, 2016).

The idea of the study is looking at the contextualized case of Angola regarding its DDR Programs Social Reintegration Programs and Law since the study focused on the “what” questions, qualitative research was relevant.

3.4. Data Collection Process

The data collection process is necessary for tracing information that can aid the theory used (theoretical framework). This is important to build a process that can be relevant to the theory and the research problem. It is important to know what is necessary to ask, which variations of the questions when needed and have a minimum and a maximum number of respondents as a target (Weller and Romney, 1988).

This is the fact which information that was too partial wasn't considered when including the data in the findings, since the idea is the focus on the research questions and goal.

3.4.1. Primary Data

Then there is the qualitative primary data which I employed in this research. I collected through semi-structured interviews, this is the one that the researcher studied the informant experience. Since reality can present itself more complex than it is, I decided to include a space when I could ask questions depending on the context the respondents were included.

3.4.1.1. Case Study

It is supposed to be used when the researchers want to look for how and why questioning, there is no possibility to shape the behaviour of the informants, it is needed to cover a contextualized structure because they are a must and the borderline are not clear among the context and the phenomenon studied. The case study is an explanatory type of research which is used for searching to answer a question that can justify the supposed link in the contextualized interventions, which are too complicated to an inquiry or empirical strategies. It analyses the relation between project application and effects (Yin, 2003 cited by Baxter & Jack, 2008).

This research is based in Angola and this country requires a look at its history and cultural context since there are not many studies done focusing on the reintegration of former girls soldiers in that specific territory and consequently the lack of material written on the matter.

3.4.1.2. Semi-structured Interviews

The popularity of this data collection method is due to its malleability and versatility. This method is good since it created a sense of cooperation among interview and interviewed, allowing follow-up questions and granting participants individual rhetorical language to flow (Galletta 2012; Hardonet al. 2004; Rubin & Rubin 2005; Polit & Beck 2010; Robert Wood Johnson Foundation, 2008 cited by Kallio, Pietilä, Johnson & Kangasniemi, 2016, p. 2955).

It is a structure to follow, but it should not be used rigorously, since it needs to analyze the study field, assembling similar data from respondents (Holloway & Wheeler 2010 cited by Kallio, et al., 2016, p. 2955).

I tried to follow a coherent structure, based on basic questions and the research needs.

3.4.1.3. Snowballing Sampling

The idea behind snowballing sampling is that the research approaches data through the connection of data that is provided by other respondents. It is a repetitive process, which informants introduce the researcher to other informants and so on, that is why it is called snowball, due to the metaphor effect that is incremental magnitude (diachronic and dynamic). It is the most used method of sampling; it is considered an ‘informal’ process (Hendricks, Blanken, & Adriaans, 1992 cited by Noy, 2008, p. 330).

This is an alternative way to get informants that are not feasible by epidemiologic ways, providing merit to the research and the study. It goes adversely to the traditional epistemology since it is not a static sampling, but energetic, it’s about the social network (Noy, 2008).

I started to use this when I got two relevant informants in the post from a group page on Facebook, they provided me with access to six other people.

3.4.1.4. Interview Participants

The research limited itself in the context of Angola and in the information provided by the 12 respondents. From this group it is important to mention that, 3 are foreigners, with only 1 living abroad, 2 worked for CCF. From the group of Angolans, which are 9 participants only 1 is abroad, in this group, 2 were connected to the Government, 1 to the Ministry of Social Action, Family and Women Protection (MASFAMU), former Ministry of Assistance and Social Reinsertion and 1, who was also a former soldier was part of FAPLA (People's Armed Forces of Liberation of Angola)

part of MPLA (People's Movement for the Liberation of Angola), currently, the ruling party of Angola Government and other 3 worked for CCF which became ChildFund Angola, but no longer works in the country. In total people that worked directly in the Social, Reintegration field were the members of CCF, 5 in total and 1 of the government agents. 4 lived in the war context but were not directly involved and 1 knew about the topic but never faced the conflict. Since the samples restricted the interchange of the empirical findings, the research was analysed in the context of the study. Those findings aid for the contextualized perspective of political and NGOs agents, but not for the local community. The vector of rights can fit for the purpose needed even if the regents were not directly members of the communities affected. One former employee from an Entity called Cultural Center Brazil-Angola. Four members of different NGOs (Non-Governmental Organizations) decided to be interviewed by me; one former employee from Human People to People, a Danish Organisation and three current members of NGOs called Mosaiko, Root Collective São Paulo and StandBright Foundation.

3.4.1.5. Interview Guide Creation

The idea of having an interview guide is to have a structure to follow that allies with the research topic and its theoretical bases. I tried to merge the theoretical bases and research purpose with the questions so that all the actors could have an overall understanding of the reasons why they were questioned. Since the informants were quite a challenge to reach, I tried to get as much as possible broader in the topic and make it possible to extend to alternative questions, depending on how much the respondents knew the practical field of study. This was used looking at the theoretical framework and the needs the research wanted to cover.

3.4.1.6. Execution of Interviews

Due to COVID-19 (CoronaVirus Disease 2019), it was difficult to approach the interviewees. The first approach was done by email, followed by Facebook posts, groups and Messenger and Whatsapp. In the beginning, I presented the topic and asked them if they knew about the topic or if they knew contacts that would have to know about it. Few contacts were successful, but through email, only 2 relevant respondents were found. The posts were made in my Facebook page and profile, from this approach I got 12 interviews, from those 2 contacts aided me with the snowballing process. With the snowballing sampling, I was able to get 6 respondents. All

informants were informed about the documents about the research goals and if they wanted to receive the Consent Form, but none reported the need so all the respondents did by verbal or writing acceptance.

Because few informants were able to work from home and had a stable connection. Facebook, Whatsapp and Email tools were the best in usage compared to Zoom and Skype, which demands a more stable connection and a convenient place to talk with. This was not compatible with the regular Angolan citizen, since connection there is a problem and several preferred emails or WhatsApp contact (Seitz, 2016).

Email approach and interviews

It is suggested to have alternatives when the respondents do not have a stable connection and email was one (Seitz, 2016).

In the beginning, since I wasn't sure of the respondent's knowledge in Portuguese, I did emails in both Portuguese and English languages. I tried to be as objective as possible, talking about the main theme and asking if they knew about the topic and could become a respondent and that if they would like they could be anonymous. I got several contacts through the email, 2 accepted to be interviewed, in this case, one was through Skype and the other Zoom.

From the respondents that I got in the Facebook group, two of them preferred to send me a written text replying to the questionnaire. One of those respondents sent me extra materials as well as other 4 informants, one that was interviewed by Skype, two from Zoom and one from Whatsapp.

Facebook approach and interviews

Another alternative to the problem of connection (Seitz, 2016) was using Facebook.

For Facebook I did posts on several Facebook pages that had focused on SDGs, Angola and Africa, I contacted several NGOs with children focus as well as Message those NGOs, I got 5 contacts, which 7 were through snowballing sampling. One of those respondents sent me the questionnaire written in a Facebook post.

Appendix 1 shows a post done by an anonymous supporter.

Whatsapp approach and interviews

Whatsapp is a practical tool that can assist the researcher in a practical context of having a mobile phone in a digital era, it also aided for a more friendly atmosphere of conversation among interview and respondent (Kaufmann & Peil, 2019).

This is a good tool to contact people that worked in the sphere of child soldering, showing a more welcoming and informal perception for the respondents.

The contacts I got from Email and Facebook preferred to use WhatsApp, since several respondents, especially the ones from the snowballing sampling, were reached from there. In this online tool, I was able to get a written interview from 3 respondents, 2 from the snowballing and others from the first Facebook attempt. Other 2 respondents sent me audio on Facebook.

Zoom and Skype approach and interviews

The advantage of using both tools is that you can schedule appropriate data since it is also a way to hear and see the respondents creating a more realistic perspective of the interview (Seitz, 2016).

Skype I only used for the first respondent which I approach through email. Zoom I used for 2 respondents of the snowballing and one from email.

3.4.2. Secondary Data

To fulfil the research questions it is possible to get data previously managed by other researchers, such as formal statistic documents, books and articles. In this case, it is important to know and trace problems that might occur in the usage of those data. The data sources need to be reliable and usable, for example, data that is cited by other authors. It needs to be visualized as a process of comparison with other authors to find legitimacy on those data. In the case of the internet, pages that present Academic background or are referred to in a Library are ones with more reliable sources (Hox & Boeije, 2005).

I looked for material relevant for the general idea of DDR, Social Reintegration, Angola Law, girls soldiers and current situation of Angola.

3.4.2.1. Literature Search

Revising previous literature is a need in all the research. It advances the understanding in the field, aiding for the theory development, concluding are that the research has been done, but bring to light others that a study is needed (Webster & Watson, 2002 cited by Bandara, Furtmueller, Gorbacheva, Miskon and Beekhuyzen, 2015, p. 155).

The literature review covers a wide range of fields in different levels of understanding, it can also include the findings. The process of literature finding is to identify and extract the necessary data from the reviewed papers, then it is necessary to focus on the structure of the analysis. The analysis process focuses on design and coding processes in an early stage. The next step is to design and code the reviewed literature, going together with the previous process, the structure one. The last step is to summarize the findings (Bandara et al., 2015).

The main idea was to first start looking for general books focused in the field since it is vast but also disperse, then trace similar authors and writers that were used as a pattern in several materials focused on girls soldiers and child soldiers. After the recognition of an overall doctrine connecting the field, it was possible to focus on the case of Angola, looking for materials in both Portuguese and English. Since the topic is not so recent and there are no recent articles, I tried to focus more on the recent literature together with the material that I could find in Angola. The main articles were found later with the articles of Wessells, an academic that worked in the Social Reintegration as well as other documents that were found by the UN and Human Rights Watch. After all, I summarize the data collected and noticed that DDR, reintegration, child soldiers, girls soldiers, CRC, community-based approach and human rights were the main topics found.

3.4.2.2. Translations

In the findings, the researcher used articles, books and interviews made in both English and Portuguese, when referring to this last language it was used the word “translated”.

3.5. Data Analysis

Some interviews can reply to something adverse from the research question due to misunderstanding and those factors need to be put aside for a data analysis that can fulfil the research needs (Bryman, 2016).

When looking at the data the researcher looked key-words that could aid for the research, such as Angola, child soldiers, girls soldiers, reintegration, social reintegration and Chrisitan Child Fund Angola.

3.5.1. Qualitative Content Analysis

This approach is based on a scientific research method that builds replicable and usable assumptions acquired from essential resources included in its application context. The core element that this study focuses on is the fact that the information should be steady and convertible. Those two elements are important since both can demonstrate how strong the data is and that any researcher in any circumstances would find the same conclusions (Krippendorff, 2019).

Since I used the vector of rights framework that was used to guide my research, it helped to analyse holistically the content that I collected in the interviews. The framework was used in the African context the content analysis helped to support some of the concepts in the framework and also to create the initial codes.

3.5.2. Process Tracing

This process incorporates historical plot together with the theory that has been used together with the social context that it comes from. It is connected to individual methodology since it tries to look at the individual perception and hypothesized causes lessen contextual variants. The researcher needs to find an accurate theory narrative that can trace and analyse the sequence of events regulating the process (Aminzade 1993, p. 108 cited by Falleti, 2006). When narratives seek to absorb a long period, adjustments in the variables that are exogenous and endogenous to the system are possible to happen, which will change the attitude of its actor. The notion of cohesion in this context is not applicable due to the mutability of a time change (Falleti, 2006).

The case of this research needs to look at the structure of process tracing since the situation in Angola regarding girls soldiers happened in several attempts during the 27 years of civil war as well as to analyse the history and DDR program is a must.

3.5.1.2. Coding

It is a process of discovering, looking at the individual data gathered. These codes are used to adjust, analyzing and reconstructing each data for later analysis. In the qualitative methodology, it is used to salient a pattern in the information gathered. Coding and categorization are examinations to find a similar guide (Saldaña, 2011).

Coding is one of the types possible to analyze a qualitative method, but it's not exclusive, since it looks for the data that was found reshaping it to fill the research objective (Saldaña, 2015).

3.6. Data Quality Issues

The qualitative methodology had a vast potential on its pieces of evidence, but despite that, it is not common discussions regarding systematic reviews in the field. One of the main discussions is about bringing back the biased traditional review (Mulrow 1987; Norman 1999 cited by Dixon-Woods, Fitzpatrick & Roberts, 2001).

In this sense, trying to find a common-sense among the field, the fields and the research goals is important to structure a solid base of understanding.

3.6.1. Validity

Validity is a bilateral process between researcher, the informant and the data gathered, aiming to accomplish a relatively higher level of understanding with a mutual harmony among the values possessed and explained. Transactional validity depends on the researcher's understanding (Guba & Lincoln, 1989; Lincoln, 1995; Lincoln & Guba, 1985, 2000 cited by Cho & Trent, 2016, p. 320). Transformational is a more emancipatory idea leading to a progressive perspective of change (Cho & Trent, 2016, p. 320).

In the research, it was possible to see that I managed to equilibrate the materials I got from the interviews, books and articles. I kept the respondents' contacts through social media and emails and got inside documents from them. I focused only on the aspects that could benefit my research needs. I interviewed people that had experience in the matter since I got respondents that were part of the reintegration process as people that lived in the time of the long conflict.

3.6.2. Generalisability

The definition of this term can be divided into two, theoretical generalisation and empirical generalization. The second one refers to generalizations beyond the empirical work when the researcher received the data from external validity and cannot clarify the context that they come from. The first one, on the other hand, is about using a theoretical framework to build concepts that are too broad for that is aimed, focusing on a local perspective, but utilizing perceptions too vast. It is always important to frame the generalization context, for example, the representational generalisation (part of empirical generalisation), which is making the research sample too expansive that it is actually in the contextualized idea. Then there is the infernal generalisation (part of empirical generalisation), which is the context of generalizing the finds when they go beyond the research study and local reality. Then we have the theoretical generalisation, as mentioned before (Hammersley 1992 cited by Lewis, Ritchie & Ormston, 2003).

To not generalise, I looked at the framework in the local context, using books, articles and data focusing totally on the circumstances that the researchers wanted to focus in.

Since the case of Angola is unique due to three DDR attempts and the several Social Reintegration that were found by the researcher, the idea is that it can be generalized to other contexts, but the complexity of each war is different and that needs to be looked at, with precaution. The importance of the interviews was major since after I started to get the relevant interviews with the actors that participated in the conflict, I started to receive several materials and knowledge about others that are very hidden to find and sometimes you cannot get access.

3.6.3. Reliability

It is focused on the texture of the measures. It is important that what matters here is the quality of the data analysed. Reliability and validity are two important conceptions when structuring a study, in this matter, qualitative research should achieve neutrality and credibility (Lincoln & Guba, 1985 cited by Golafshani, 2003).

To do so I tried to narrow as much as possible common books and articles written from different authors in the same field. I also interviewed people that worked in the field who provided me with materials from their work.

3.6.4. Bias

The question just addresses only the base assumptions regarding the research, it is a new perception of reality approaches that can be based in an understanding of reality, demonstrating that bias is not an inaccuracy and its rejection is not possible. Bias (investigation, election, study and acceptance biases) is only possible to be used when base the research base. Bias is a part of the social communication and in this sense, cannot be eradicated (Roulston & Shelton, 2015).

For bias avoidance I tried to show my full support and total honesty to what the respondents wanted to share, I told them about my academic goals and that they could be open to sharing with me anything that they thought was relevant and what was not relevant, that they could keep it. In this way I created a harmonic connection with the vast majority of respondents, few of them want to keep contact.

3.7. Research Ethical Reflections

In this part, it is important to assure that the informants can withdraw their information from the research by any concerns that could appear. It is important to show certainty and confidentiality about the information the respondents are providing and that the data collected will be used for academic purposes (Plummer, 2001).

The informants were informed about the consent form (Appendix 3) and if needed about the interview guide (Appendix 4). That there was a possibility to speak in English or Portuguese. The respondents were also allowed to set up a date or time and which platform they could use for an interview (Zoom and Skype) if they were unable to set up a time or preferred to reply to me the questionnaire when appropriate for them I used other platforms (Whatsapp, Facebook and Email). The informants were informed that they were free to share what they felt like since it is an intrusive and sensitive theme the possibility of withdrawing and that they could remain anonymous, in this case, pseudonyms are used. Some respondents were afraid to share and this way respected their decision (Kaufmann & Peil, 2019).

I was granted permission to use their organisation's name and the roles.

The aid done on Facebook by other Africans to support my research, despite the lack of success, was memorable and important to be mentioned, I got several shares. The CCF participants were the ones more open to talk about all the topics from my research and to cover as much information as possible, the ones involved in other NGOs were limited and more concerned about

their safety, avoiding as much as possible questions directly related to the Government. The Government agents, as usual, were partial in some questions. Few participants had a reluctant feeling of talking openly about girl soldiers in Angola, but later they contradicted themselves and covered some topics about it, showing that the field is a taboo to the common Angolan society.

4. Findings

This topic will provide information necessary that was gathered from the empirical findings, such as interviews and the materials gathered from the respondents.

The study's main pillar is to trace (Falleti, 2006) how the theoretical framework of the vector of rights was used in the case of the reintegration of former girls soldiers in Angola so that we could build a to see if the reintegration was successful.

This topic will firstly explain from which institution all the respondents are or were from and secondly it will focus on the data connected to the reintegration process that was utilized to recover former girls societies and get the perspective of the interviewees from the subject. Since the respondents preferred to be anonymous, pseudonymous will be utilized to refer to each one of them.

4.1. Organisations Represented

-Christian Child Fund Angola/ChildFund Angola.

The organization started its operations in 1938, the idea was to construct orphanages for abandoned children without relatives after the second Sino-Japanese War. The initial organization name was China's Children Fund (CCF) a non-government organisation. It was established in Richmond, Virginia by Dr K. Calvitt Clarke (Working to Give, N.D.).

While the organization decided to keep its CCF initials, in 1951 it decided to change its name to Christian Children's Fund, which was the organization name while it operated in Angola. In June 2002, CCF formed the ChildFund Alliance, which now has the name of ChildFund International (Nonprofitpro, 2010).

In 1994 ChildFund International (in the time Christian Child Fund) started to operate in Angola to support street and refugee children with traumas gained from the conflict, because of the long period of fights child became orphans and abandoned and the psychological damage was also the target of the organization. The main project held by the organization was the establishment and improvement of community centres focused on aiding displaced children. The organization focused

in the empowerment of communities in child support, in the time it managed to train 470 government agents and reintegrate almost 34,000 children in Angola, the organization stopped to work in Angola in 2013 (ChildFund International, 2013).

-MASFAMU former MINARS (Ministry of Assistance and Social Renovation)

The most important to mention here is that Angola is a Republic and its Independence dated 11 of November 1975. The Ministry of Assistance and Social Reinsertion (which is the one that the respondent was part of) and the former Ministry of Family and Women Protection (translated, Governo de Angola, N.D.).

-FAPLA/MPLA

FAPLA was the army of People's Movement for MPLA (Angola: A Country Study Feb. 1989; Defence and Foreign Affairs Strategic Policy Nov./Dec. 1996). It was created in August 1974, substituting FAPLA, the combatant forces of the MPLA (Angola: A Country Study Feb. 1989). In the Bicesse Accord of May 1991, FAPLA and UNITA (National Union for the Total Independence of Angola) force known as FALA (Armed Forces of the Liberation of Angola) were reintegrated, the estimation is that FAPLA demobilized soldiers 120.000, which dissolved the group into the Angolan Armed Forces (FAA) (Canada, 2001).

-Aid Development from People to People in Angola (ADPP)

The Humana People to People was formed in 1996 by 16 associated nations from Europe and Africa, strengthening cooperation and improving quality and impact work. It is based in Geneva. (Humana People to People, N.D.).

ADPP in Angola is an association, which started to operate in 1986, officially registered in the Ministry of Justice in 1992. It is focused on cooperation and development (ADPP, 2018).

-Cultural Center Brazil Angola (CCBA)

It is an entity from the Embassy of Brazil in Luanda, entirely financed by the Ministry of International Relations from Brazil. It is focused on promoting Brazilian culture in Angola. The centre started to operate on 7 of September 2015, day of Brazilian Independence (translated, Centro Cultural Brasil Angola, N.D.).

-Root Collective São Paulo

Collective focused on the promotion, incentive and disclosure of African literature and the cultural integration in Brazil (translated, Facebook, N.D.a).

-Mosaiko

Its a non-profit organization aiding for the practice of human rights. It was founded by Dominican missionaries (Order of Preachers-Catholic Church) in 1997, was the first organization to focus on Human Rights in the country (Mosaiko, N.D.).

-StandBright Foundation

A philanthropic organization focusing on the collaboration coexistence model with private and public entities (Facebook N.D.b).

For more details, Appendix 02.

4.2. Thematic Findings

The idea from the theoretical framework about the holistic perception of a contextualized vector of right is a must to accomplish the needs of girls soldiers and their health (Conklin, et al., 2008).

This also allies with the fact that despite legal base, the social reintegration projects done by CCF are possible to be framed as Human Rights policy implementation, since the referred projects provide a contextualized healing that needs to be considered in framing the current situation of former girls combatants, which process tracing will be of assistance, looking what the last DDR and the current law missed and are missing.

4.2.1. Former girls debate

The discussion regarding former girl soldiers is still problematic in Angola, no one denied the existence, but the feeling of hesitation or lack of knowledge in this factor in the historical level is something relevant, especially for the respondents there were not part of CCF/Angola.

The findings show that in Angola, there were no institutional situations involving girls in the conflict. They aided in other volunteering ways as mentioned by Respondent 6.

“They used to work in military health, communications and logistics. In the beginning, we had a few. In Angola, we never experienced that phenomenon of girls soldiers with visibility, if you know, please tell me so I can search.” Translated – Respondent 6.

This respondent contradicted himself when reporting the situation, it was possible to realize a change of perception, in the beginning, denying the situation but when completing the idea, he confirmed there were girls soldiers. What was very important was the fact that when they confirmed that there were girls, they provided more information from it, showing that the topic is a social taboo.

For Respondent 11, there were few girls ex-combatants, during the conflicts, but incarcerated yes. Several of them were used to transport and carry military ammunition.

Respondent 5 provided details, showing that it is more a factor of ignorance and taboo on the matter. He informed that he saw the war from 1998 until 2002, in that period he didn't identify many women and girls in combat since he never saw many in the frontline using guns, but they were behind, following men, carrying the combat munition.

The relevant factor to identify is that the respondents that reported the factor, didn't deny the full existence of girls soldiers, it was possible to feel a mixed feeling of lack of knowledge aided with hesitation.

Respondent 3, did not have a deep knowledge in the field studied, but she knew a colleague that did work focused on the girls and women kidnapped in the times of the conflict.

This respondents, despite the lack of knowledge, was open to aid for the snowballing and provide data from other people they knew that had more knowledge about the topic.

“This situation is not seen as a social problem, the government does not see the necessity to intervene.” Translated - Respondent 10.

One respondent informed the lack of interest from the government, in his perception to discuss the topic.

For Respondent 2, In Congo, there was a creation of an intellectual elite that renewed itself in the knowledge, providing a visibility discussion of girls and child soldiers in the national context. There are no investments in education in Angola. Academic production is very poor, almost non-existent. If you go to a public archive, no one knows what they have there, it is a sensitive topic.

She knew that there were girl soldiers. She had an employee that was in combat. In Angola, you will find former combatants everywhere.

Despite the knowledge in the field, one respondent told me that the fact of girls soldiers existed, she compared the case with Congo and also told why the lack of research in the field, which is more connected to a problem in the educational system.

Respondent 8 told that they were used as slavery work, carrying the munitions, to cook (especially girls). The age was around 14 to 15 years, rarely younger than since they couldn't bear the work. The majority were boys when the demobilization process started, they realised there were girls. Child soldiers were an evident problem, she saw them with her own eyes.

This respondent 8 mentioned that yes there were girls soldiers, the only need was that you went to the woods in the conflict zone and you would see them.

In this regard, respondent 7 stated that there are very few documents written about girl soldiers in Angola. In 2002 to 2005, as per her experience the patriarchal structure from Europeans as well as from Africans, they couldn't understand that girls could be combatants since they were used as carriers. From my experience, she believes girls weren't only carriers but also spouses of combatants. The negotiation of their body for sexual pleasure was a result of the violence culture from the time they preferred to do that than to be carriers and/or be incarcerated. Both MPLA and UNITA used child soldiers, but UNITA used this practice more. The institutional problem to talk about girls soldiers in Angola is connected to the fact that you cannot manifest properly about the government and the academic study is few.

Respondent 7 went beyond, informing more in-depth the discussion about the former girls' combatants role.

This respondent demonstrated to me two factors that I wasn't sure, one the concept of child soldiers, abandoned child and incarcerated child were a possibility of why some of the previous respondents couldn't properly define that situation. As per the next respondent, the situation is that in Angola girls soldiers were never addressed, instead, they created this label of the abandoned or incarcerated child.

It is important here that the research base is very difficult to be pictured without any bias, as mentioned before, some informants were in support of the government, others didn't and there were the ones that felt divided. The main idea here is that I tried to focus on the research idea and

in this topic demonstrated that despite hesitation or lack of knowledge, all the respondents confirmed that yes, there were children and girls, soldiers, in the conflict context of Angola. From those participants, I started to get, due to the snowballing process, internal contacts with people that worked or had a more focused knowledge.

4.2.2. DDR and former girls soldiers

Regarding formal girls soldiers reintegration, despite one of the government agents and the CCF employees, all the others were sure there was nothing done because the last DDR understanding was the one that kept in the mentality of the Angolan society, nothing was done for girls in a formal reintegration process.

“About girls reintegration, I never heard about it.” Translated - Respondent 2.

The not knowing the reintegration fact is due to the consequences generated by a DDR that did not address the factor.

“There wasn't reintegration for girl soldiers only for men.” Translated - Respondent 10.

This respondent showed that the problem is known in the context of the formal DDR programs done in the program, the lack of addressing former girls soldiers in the reintegration support.

For Respondent 9, some of the first child soldiers reintegrated by the DDR were fake, some farmer children were dressed as soldiers to make up numbers and government structure in that time was low, the government was isolated, without proper funds and could reach basic needs.

Respondent 9 accused the government.

Informants 7 and 9 guided me to find more about the situation involving the DDR as well as further details from the DDR Program, that I was able to find in some pages as well as in a book.

According to Human Rights Watch (2003), women and girls were used in UNITA, they had several roles porters, domestic and cooks and some similar to boys, they were also used into compelled sex and others into marrying the soldiers. The control over girls was difficult to reach in camps. One child rights expert estimated the number to be around 5,000 to 8,000 girls.

The Lusaka Process was endorsed in 1994. According to Wessells (2006) and Verhey (2001) cited by Özerdem & Podder (2011, p. 249), this DDR assisted young fighters, allowing

them to receive the same kit that older combatants received. Boys in dorms, where they receive monetary aid, kit, food and transport to their community. In 2002 the LMU was endorsed. The DDR ignored soldiers below 18 years old, as well as girls they considered as family representatives, LMU also excluded the soldiers from the previous DDR's which weren't able to be demobilized due to the war continuation (Özerdem & Podder 2011).

The conflict utilized 30,000 girls in the combat, 16,000 were under the age of 18 (Child Soldiers International, 2004).

According to Human Rights Watch (2003), 9,133 children were registered but only 5,171 were fully demobilized. Boys were supposed to be in dorms for 6 months, but they stayed for 10 months, also some courses were never provided. The government had an estimated 3000 boys enlisted in the FAA in 2002 in the last years of the conflict. Child soldiers in the FAA were discharged without a kit, only able to reunite with their families, it was a taboo for child soldiers to denominate themselves as such.

In documents, the government established, in May 2002, a Post-War Child Protection Strategy, providing to them a birth certificate and education, professional and psychological support, children were reserved to denominate themselves as child soldiers, the problem was, child soldiers were not framed in the last DDR so it was impossible to support what there was no data about (the Republic of Angola, Ministry of Social Welfare, 2003 cited by Özerdem & Podder 2011, p. 254).

4.2.3. Social Reintegration and former girls soldiers

“Some organizations did laws to protect children NGOs and private institutions focus on children.” Translated - Respondent 10.

Despite the misleading information about the programs done, it seems that this respondent was aware of some Program done in favour of child and girls soldiers affected by the war.

Respondent 1 told that CCF has a focus on psychosocial approach. All the other organizations focused on construction and material goals. He coordinated a program to stop starvation, focusing on families, the approach was not only psychosocial but teaching, alphabetization and microcredit learning. He moved to a project that was focusing on the children demobilized in the DDR. He knew colleagues were working with the familiar reintegration,

focused in the psychosocial program, together with the SCUUK (Save the Child United Kingdom). The only organization that created policies for combatants was IRSEM (Institute for the Socio-Professional Reintegration of Ex-Military Personnel). The project took ownership of girls soldiers since girls were not considered as combatants.

Respondent 1 provided me with the first insight into the work done by CCF.

According to Respondent 9, he was a Child Protection Specialist. They were looking for cross-learning in different regions of the country. Technical head of the team Carlinda Monteiro was learning from the contextual reality. Consultants brought a more Westernized context and she adapted it to reality. For instance, one day the boy couldn't sleep since he was showing post-traumatic symptoms, she came and asked the boy what was happening, he told her that he killed a person and his spirit was hunting the boy and he was afraid that the community could be affected. He contacted their donor and told he needed to contextualize and the donor accepted since they gave proofs. He was asked to report data and accompany Carlinda and her team. Ancestors relations were a strong thing in that community perspective. Cleansing process was stronger than psychosocial westernized therapies. One was a demarcation of a safe space where healers work with child soldiers, they burned particular herbs. They needed to be stripped up to the waist, wash with a soup for purification purposes for that community, the person would fumigate, then they would put the towel in the soldier face and he would breathe the vapour with special herbs, there was an offering and apologize about the damages done to the spirit and there was a speech stating that no harm was intended and there was a goat sacrifice and they needed to get funded from the Institution to support the community in those rituals. The ritual took 2 to 3 hours. Healer invited the former soldier to step across the line and then he announced that his life as child soldiers was done, now he can rejoin society. The lesson is that integration at the community level is a must. The community had a table of equals, which was a table the respondent and his team couldn't join since they weren't part of the community. Child soldiers must be addressed as both victim and aggressor since, as per the Respondent, it could happen like the case of Liberia with the called "blood money" since child aggressors were seen as against the community, which was a challenge to reintegrate those child soldiers. The respondent team used a snowballing approach reaching the grandmothers from those child soldiers to find that they were interested in assisting former girls combatants and then once getting their trust they started to get connected with more girls, all in a process of respect. They estimate that there were at least 10.000 girls soldiers in Angola.

Respondent 9 provided me with an article about the work that CCF does.

In 1995 CCF operated a study targeting 200 children around the ages of 8 to 16 years old from Bie and Huambo provinces and other 10 children that came to the capital from other 10 different provinces (UNICEF, 1996 cited by Wessells and Monteiro, C., 2004). From the study conducted it was discovered that 27% lost both parents, 94% were exposed to aggression, 66% saw mine explosion, 5% were victims of the mine explosion, 36% lived with armed forces, 33% were wounded by gunfire and bombardment, 65% freed themselves from death and 7% had guns. This data collected concluded that the children had a mental shock, being afraid (67%), sleeping disorder (61%), invasive images (59%), war thinking (89%), sensory-motor disorder (24%). The first social reintegration attempt was made in Luanda in 1994 and 1995, called the Mobile War Trauma Team Project (Wessells, 1996 cited by Wessells and Monteiro, C., 2004), the focus was to train adults to aid children affected by the conflict. To organize a proper team, CCF created a group of 5 Angolans, this team received 4 weeks training focused on assisting children in affected conflict environments, with the use of activities of storytelling, song, drawing and dance. The groups worked with 15 to 20 people, the national team provided two weeks courses. This project reached 15,000 children. After this first part of the project, the large scale perspective with a multi province approach was funded by the U.S Agency for International Development. In each province there were 3 trainers with expertise on the local language and culture, they provided a week-long training building local capacity of the community to aid their children, the national training was conducted in Portuguese and in the communities in their local languages. Focusing on the child soldiers, the project managed to train 4,894 adults which assisted approximately 300,00 children, The estimated number of child soldiers in Angola is 9,000, as per international law as under eighteen. The project was called “Reintegration of Underage Soldiers” (RUS), from 1996 until 1998 with the collaboration of UNICEF. This project targets the same localities which the healing project was implemented. This program aimed to reintegrate child soldiers with their families, forming a community sensibilization with traditional healing and microeconomic focus. The work got the chain of 200 activists, which had a connection with the local community or were part of local churches. The focus was to provide knowledge to the communities and authorities to handle the reintegration process of those young combatants. From the 4,104 youngsters demobilized into the CCF/UNICEF project, more than 50% got reunited with their relatives. The activists also arranged community celebrations for the arrival of those children. Due to the cultural stigma and the fact

that several of those reintegrated children were afraid to go back to schools, CCF with help of external finance, provided small financial assistance to those children to impulse them into starting a small business. (Wessells and Monteiro, C., 2004).

“There was nothing in favour of child soldiers in the DDRs, if there was something, only for boys, girls were entirely excluded. We got funding from a DDR program.” Translated - Respondent 7

CCF had one project together with the government in the second DDR, this was confirmed not only by Respondent 7 but also from 4 as well as 9.

Respondent 4 sent information about one relevant project developed by CCF, the Project of Reintegration of Child Soldiers. This project was handled in September 1996 until 31 August 1998. It was made in the second DDR Program, The Lusaka Protocol which informed that child soldiers would have priority. The minor soldiers could have inception in mandatory military service, as well as be able to participate in another day if they couldn't attend the main day. In this process, 5,171 children were demobilized. The project was handled by CCF/Angola together with UCAH (Unity of Coordination from the Humanitarian Aid Angola), MINARS, UNICEF, IOM (International Organization for Migration), WFP (United Nations World Food Programme), SCUUK and other NGOs. The program had 4 phases; 1)Preparation, tracing a concept of rights of those combatants. 2) Quartering, identifying the combatant, familiar research, medic checkup, distribution of kits with food assistance and civic formation. 3)Demobilization, assurance of conditions for the reunification, transport tickets, kits and reinstallation were provided. 4) Social Reintegration, focusing on socio-professional economic and psycho-social reintegration methods. From the project results, its magnitude, trying to reach 6 provinces, lacked peace and national reconciliation since the project was dependent on political need. The necessity to build alliances with the community as well as mechanisms to involve the psychosocial reintegration were missed. It lacked a strong system to follow with extreme poverty and destruction looking in income projects. A good system of companionship to the demobilized children demands projects that benefit not only the soldier but the whole community so that community reinsertion is possible. No excess in material aid, generating dependency, change is social order, can be understood as a prize and can be of difficult logistics. The knowledge system for crafting should be used with community teachers. If the quarterly was divided among adults and children, things could be better (translated, Christian Child Fund Angola, 1998).

Respondent 8 highlighted that CCF funded the support of child soldiers. The government developed a program called National Program of Localization and Reunification Familiar of Child, which had the aid of UN Agencies, such as UNICEF, SCUUK (during the war) and CCF (after the war). The program had the goal to find the children families and assist them in the process of reunification, it was necessary a neutral approach since they needed to go to regions controlled by both the government and UNITA. They took out the government logo in the documents so that UNITA could accept them. They have a white document (Government), blue document (where the child family was) and pink (where the child was), all the documents had a photo from the child. This project aided to find several abandoned children since it could go through the two conflicting sides. When UNITA surrounded, there was an area for demobilization, with the project they started to register them in this program. She guessed the number of child soldiers was around 7.500 to 8.000. None knew their family. They started to do snowballing research, asking locals. She believed 100.000 children were beneficial. They got a maximum of 35% of those children's relatives. Children soldiers were mixed with abandoned children. CCF did work focused on girls soldiers later.

This respondent not only provided data on a different project but also confirmed the problem of the misguided frame regarding child soldering and abandoned children. From those understandings, it is possible to see that the Government framed the problem of an abandoned child, but in the case of child soldiers no, which then was something that the NGOs, in especial attention CCF, took ownership.

From what was gathered it seems CCF worked together with the government in the second DDR, the Lusaka one, but when the new DDR started to take effect and CCF started to implement the project after 2002, it seems that the help came from other NGOs and fewer or none from the local Government.

Respondent 1 provided a document about the Project “Support for the Reintegration of Girls who were Involved in the Raged Conflict” (2004/05) CCF, regarding the final report concerning reintegration of girls soldiers. In this paper, it is written that in the second semester of 2004 the provinces of Luanda and Huambo (The United Nations, 2002 cited by CCF, 2005) the biggest number of affected people concerning the war was girls and young women that were separated from their families. This made their situation difficult since they didn't have any financial support to rely on after the war. The Project was focused on promoting skills to support those girls. The

main project had the objective to focus on psycho-social reintegration. The group had girls and young women that were not formally demobilized or weren't presented in the lists of the last DDR and others decided to reject the support due to stigma or because they didn't have enough support. The program not only aimed at the former combatants but other vulnerable women in a poverty situation, in a total of 152 representatives, 51% of the total. The program implementation was able to have its ideas replicated to other areas of need. There were evaluation and selection of 3 representants to aid the groups, which needed to; a) have experience in working with partners, b) experience in working with girls, c) capability of working and d) interested in working as a partner. Government organizations and NGOs were contracted to monitor the reintegration. From this group, it is relevant to mention that 111, 37.2% of the total studied, but had less than three years of education and were functionally illiterate and 67, 22% were displaced. The project focused in ten clusters, 1) psycho-attention focused in sexual abuse, 2) health, 3) domestic education, 4) promotion of initiatives that aid for community cooperation, 5) strengthening the capacity of auto-regulation, 6) access or strategizing of basic social service, 7) professional formation, 8) literacy, 9) access to resources and 10) civic education. The final results were, 298 girls registered in the project, 250 participated, 49% (146) were part of the conflict, 51% (152) were not. From the 250 participants, 211 ended the course, resulting in 70.8% completion. 47 (15,7%) registered their children. the 111 (37,2%) illiterate became literate. 240 (80,5%) were beneficiaries of the psycho-social aid and participated in the sessions of formation of health, negotiation, resolution of conflicts and cooperation. Three partnership NGOs were capacitated to aid girls and young women (translated, Christian Child Fund Angola, 2005).

According to Respondent 4, the organization focused on psychosocial approaches focusing on children in a combat context. She worked with the team which had 67 employees. After the signature of the Luena peace agreement, CCF, in 20004 started to do qualitative research with 40 girls and women. The idea was to understand better the impacts of war as well as a previous reintegration perspective in the reintegrated life and the strategies necessary to manage the situation. The idea was to insert this subprogram of vulnerable groups into the General Program of Demobilization and Reintegration from the Strategic Framework for Social Reintegration and Economy from Vulnerable Groups, led by IRSEM from Angola Government. Women and girls were two time excluded, due to not being able to be formally demobilized neither to be in the lists. The program focused on child soldiers from 15 to 20 years considered family members or

associated with older combatants and kidnapped girls. The project focused on assistance psycho-social, education, technical education and self-employment, health care, and courses to train life skills.

This was the first time that someone mentioned IRSEM, which is the government entity that creates policies and implements projects in favour of former combatants, both from the period of the conflict as well as after the period.

The next respondent provided me with a historical approach to the social reintegration programs done by CCF until 2007.

Respondent 12 stated that in CCF she coordinated a project to Support for The Reintegration of Vulnerable Groups, to initiate this project she made a formation of focus groups to interview the girls. The interviewed girls used pseudonyms (M1, M2...), to protect their privacy. The respondent group was requested by the Government to create personal IDs and birth certificates. Their work done in CCF/Angola was: 1)The Project of Reintegration of Younger Soldiers from ages around the Lusaka protocol (1996/98); together with UNICEF, in this project, 9.133 children were registered and 4.104 were reintegrated and reunited with their families. 2)A project of Research about girls that were involved in Armed Conflict (2003/04); this research was a deep analysis of the contextualized experience in the process of reintegration. 3)Program of “Social Competences Formation” (2003/05); focusing on teenagers affected by the conflict, 808 participated, the organization though it would be 600, from this number 43% were girls. 4) Project “Support for the reintegration of girls who were involved in the raged conflict” (2004/05) with the assistance of the Norwegian Church and Terre des Hommes, a pilot project aiming for reintegrating 298 girls and young women. 5) Project Support the Reintegration to Vulnerable Groups that were involved in the raged conflict (2006/07); this was implemented in the provinces of Luanda and Huambo, gathering 496 and 340 beneficiaries respectively, enabling them in life competencies. From this date she could only provide me with another information about a project that was done after 2007, named Project Support the Reintegration to Vulnerable Groups that were involved in the raged conflict, focusing in a group of 520 beneficiaries which 210 were involved in the conflict, the focus was reintegration through education, focusing in three clusters;1)better quality of education in the primary education, adult education and literacy, 2)formation of women in relevant skills for the informal local market aiming for a small business or employment of qualified workforce and 3)target in the formation and skills for women aiming for the generation of income.

The Informant 7 provided a more in-depth history of the work done by CCF. In 1995 and 1996 there was a stop time between war “no-peace no-war” and the CCF was created. In 2000 until 2005 she was the representation of CCF and ChildFund. The 95`s project was made together with Church representatives and was a success, but UNITA never wanted them to go back to their families and due to that several of them regressed to the family, the country context was the problem. CCF focused on communicates affected by the war, especially vulnerable groups. The organization reached more than 100 members. They tried to manage the data so as not to be biased against UNITA. To get in contact with the community we applied snowballing sampling, getting the trust of people and from there we got the data.

It is important to mention that Respondent 9 provided a more in-depth about the projects done by CCF as well as that the organization tried to use the successful model in other countries, especially Mozambique, but due to some political conflicts, they weren't able to proceed there.

4.2.4. Current Situation of Former Girls now Women

Respondent 7 again provided very interesting information about an article made by employees of CCF that also brings the perspective to recent days, as well as one exceptional case of one girl that was considered a former combatant and managed to access DDR.

Respondent 7 told about an article Breaking the Silence which interviewed 24 girls, which 2 at least were kidnapped. The translation needed to be handled by her son since the suffering of the interviewed girls was so big that international translators tended to minimize the trauma. It took several days to make the interviews since they were alone after the conflict and once they broke the connection with the community, they couldn't go back, in Africa this bond is strong. This generated marginalized communities which were composed of “boundless” girls soldiers, in these groups they felt that they did not need to be reintegrated, they focused on their children to get success only. There was a rare case of a girl combatant that had a diamond and could overcome the situation. In some cases to understand girls, they needed to ask former combatants from UNITA what they were saying since they created a variant slang for their soldiers. In 2000 CCF/Angola started to organize inquiries, with the funding from a Canadian fundraising institution to do this article. When presenting the material to big academics in the field of child soldiers the results were

rejected because those academics believed that sexual abuse was worsened than slave work, which the article done by CCF stated the opposite idea.

Respondent 12 informed me about a news interview with a Portuguese anthropologist that did research and a book regarding former women and girls combatants in recent days; The current party in charge faces issues about male and female agents regarding the policy implementations in favour of women. There is a growing social negotiation favouring women in the country. All the former combatants from both MPLA and FAPLA felt somehow discriminated against. Men have protection in the Law 13/02, but the Ministry in charge do not expedite processes of former women soldiers and the reply can take ages. The documents are lost and they are compelled to try again. It's a strategy to exclude the group since they were comrades of war. This excludes them from the Social Security Fund of the FAA. They protect one another. She looked at the Contemporary History of Angola from 1961 to 2011. In recent years, some have been patented and have gained access to the reform of the Social Security Fund of the FAA. In UNITA, the situation is worse, the most former military did not see their past recognized, not even those of Battalion 89, a female troop, because during the demobilization they were considered a family member of the soldiers. In UNITA, as happened to MPLA, when the guerillas accessed the cities, the “women of the forest” were abandoned by their husbands, who found urban women with a higher social capital forcing those women to live in the informal economy of the city streets. The word that I heard the most in the interviews was suffering (Rede Angolana, 2016).

Today the regulation biases against gender inequality need to be addressed and a strategy with several sectors changing them. Behaviours, beliefs, the custom that are avoiding the empowerment of women, should be discussed, together with policies that support the change (translated-The World Bank, 2018).

Angola's Committee on the Elimination of Discrimination against Women aims to rebuild the country after the 27 years of conflict, focusing in the 48% of the population that live in poverty, the biggest group in this number is women, especially the ones in rural areas. This law, as well as other gender stereotypes (as taboos), needs to be put under discussion. The Commission noted that the need for legal support, microcredit is a national need (United Nations Human Rights Office of The High Commission, 2019).

“Children born during the conflict have a pension, even if their parents are dead. I'm a beneficiary of a fund that supports ex-combatants. Who is in the same condition as me or is older and were in the clandestinity fight also gets is supposed to be a beneficiary.” Translated - Respondent 6.

The respondent informed that he is a pensioner from a government law that assists former combatants.

“I also heard there is a fund to support ex-combatants.” Translated - Respondent 2.

Another respondent was also aware of the existence of a Law protecting former combatants.

Respondents 2 and 6 stated more about the Law 13/02 which focuses on current and disable combatants as well as reintegration after DDR. The law is currently active but has currently been changed. From the information provided it was found that there is a specific Ministry responsible for the group, the MACVP (Ministry of Former Combatants and Motherland Veterans) recently it was merged with Ministry of Defense and now it is called Ministry of National Defense and Veterans of the Motherland (translated, Governor de Angola, N.D.).

Now, going to the law sphere, it is possible to mention that The Constitution of Angola on its article 7 declares that the validity and legal force of the custom, this is important to mention since it shows that like CCF, Angola legally recognizes cultural customs in prior of achieving a cultural balance (translated, Governo de Angola, 2010).

The Constitution of Angola on its article 21, h) states that the fundamental jobs of the State are to promote equal rights and opportunities among Angolans, without prejudice of origin, race, party affiliation, sex, colour, age and any other forms of discrimination. The document declares that the combatants were the ones that struggled for national independence, such as a paramilitary, as well as minor children and surviving spouses of fallen combatants, enjoy special status and protection from the State and society (translated, Governo de Angola, 2010).

The Secretary of State for Former Combatants and Veterans of the Homeland, Clement Conjuca in an interview in 2018 stated that to fill the gap, it was necessary to review the law and accept the veterans of the country who fought during the 27 years in other combative organization (translated, Angop, 2018).

Law 13/02 from 15 of October, states that the former combatant is the citizen who, under the organized leadership of a national liberation movement or integration cells or active underground groups, had participated and contributed in the national liberation struggle against Portuguese colonialism until the conquest of National Independence on 11 November 1975. The main benefit is a pension from the Armed Forces Social Security Fund despite having or not a job, this extends to the family of the former combatant and it can be given in two modalities lifelong when former combatant, disable combatant, descendant that has a mental and physical disability that affects 30% of his/her capacity of earning, the consort older than 50 years. The temporary is provided for one year for descendants that are not in the position of the previous situation, it applies until his/her majority or until completed studies and the consort that is not above 50 years. This specific pension can be accumulated with other instalments of a similar nature established by other social protection supported by public funds. This pension is only for the person that receives it and it is not transmissible. In this law the government purpose a section for the social reintegration of those combatants, which talks more about work focused law. This idea is to promote socio-professional training, especially priority status in jobs related to the public sector, promoting incentives to the employers to accept former combatants. In terms of the law, they need to have a special time of work, such as not demanding extra hours or night shifts. The disable combatant can have an extra 5 days of holidays. They can receive social assistance for health, free legal aid, support of projects related to former and disable combatants, Christmas, death, funeral, house, water, light, phone and post office, public transportation as well as events allowances, exemption from importing certain goods (translated, Saflii, 2002).

There is an ongoing revision of the law and attempts to create a new one looking to provide more benefits (translated, Angop, 2019).

5. Analysis

This chapter will analyse the vector of rights together with the empirical findings to come to what was gathered in favour of the research purpose of the social reintegration.

Qualitative research analysis needs to analyse several elements from the empirical work so that it can demonstrate from the interviews the experience from the several actors involved in the social reintegration and actors that don't know how this can be combined with the theoretical framework Conklin, et al., 2008).

5.1. The Vector of Rights approach for Public Health

The vector of rights approach for public health was used in the context of Sierra Leone, in which case both the cultural and human rights elements were crucial to the DDR programmes and Social Reintegration done by CCF/Angola. This demonstrates that the cultural and human rights elements are relevant in the African context since, without them, the applicability of the theoretical framework would be weak and not contextualized perspective which aims for mental and physical health reintegration of those former girls soldiers. Another relevant point is that the theoretical framework focused on the law and public health implications of girls soldiers but do not address the matter of former girls soldiers that are currently marginalised adults.

5.2. Cultural Element

Different from the perspective of Western culture, the Bantu have strong attention towards community and extended families, with a strong connection with the ancestor's spirits. The principle of community here is very strong since if the rituals and traditions are not followed correctly, the ancestors can cause their spirits to manifest bad symptoms, such as combats, social disorder, lack of health and misery (Altuna, 1985 cited by Wessells and Monteiro, C., 2004). In this way, afterlife and life on Earth are blended into one harmonic world (Tempels, 1965 cited by Wessells and Monteiro, C., 2004). Despite this connection, the beyond world plays a stronger role since all the important indigenous leaders are in the afterlife. Following the concept of trauma and war stress, in Western-trained methodology of the field, post-traumatic stress disorder (PTSD) and

trauma are the focused fields (Friedman & Marsella, 1996 cited by Wessells & Monteiro, C., 2004). Not ignoring the relevance of those two conceptions, the fact is that in a war context, the wide varieties of disorders can go beyond those institutions, feeling poor and fear (Dawes & Donald, 1994 and Straker, 1987 cited by Wessells & Monteiro, C., 2004). This scientific approach of turning all context of the war in trauma can be dangerous since it doesn't contextualize the war background and turn all the community into a pathological victim when despite all the issues, communities influenced by war can show flexibility in worst combat scenarios. The contextualization of the local spiritual perception is more meaningful than scientific approaches can provide. Despite different cultural perspectives, the different approaches are similar in 5 main pillars, which were possible to be defined together with psychosocial intervention. 1) Partnership, which is the fact that community is seen in the same level as other partners to establish a proper partnership, local citizens are seen as people that are facing challenges but whom it is possible to share power and not as victims, the decision as made collectively. 2) Community Mobilization that is regarding the social context that the community is inserted, which is related to the fact that how the community can assist itself to reemerge the feeling of society among its member (Lederach, 1995 cited by Wessells and Monteiro, C., 2004). 3) Cultural Relevance, to frame the local community in the research base to receive a more realistic approach and how the reinsertion system can be more realist based on cultural structure. 4) Holism, which is the fact that reintegration can not only be seen as something only psychosocial but also broadly with get the interference from policy, economical and social perceptions to change all the possible stigmas so that the reintegration can cover all the spheres of social reinsertion. 5) Sustainability, this is focused in a long term goal, where cultural participation is a need to build together with the Western psychologists that will only have a role to aid, but not directly interfere in the cultural base, this, the approach is interconnected with the holism and the cultural relevance. The biggest challenge of denominating 18 years older as minors is Westernized, to the Bantu people, the passage rites to adulthood come in the ages of 12 to 13 years. Despite that, the local authorities accepted the terminology but used it more as an underaged soldier. The projects done by CCF raise several questions in the long term scenario is those reintegration processes enough to base a solid reintegration which Western, local perspectives could live harmonically together (Wessells and Monteiro, C., 2004).

All the actors, despite the involvement in the actual social reintegration, directly or indirectly were in favour of a more contextualized cultural perspective, since everyone keeps referencing to look at the cultural needs from the community. This idea comes along with the economic social & cultural rights from the vector of rights (Conklin, et al., 2008) which describes a more local perspective to build a reintegration that can match the needs from the society, it also follows the Human Rights policy structure from UN International Human Rights Standards for Law Enforcement (Office of the United Nations High Commissioner for Human Rights, 2004 cited by Crawshaw et al., 2007) as well as the anti-colonial structure (Dei & Asgharzadeh, 2001).

The final point in this topic is that the documents, as well as the news interview, found provided information that the cultural heritage could be the problem when looking at the gender bias problem, as per the understanding the researcher believes in a dialogue between tradition and new perspectives, adapting and respecting local customs into a more inclusive idea.

5.3. Human Rights Element

In the UN International Human Rights Standards for Law Enforcement (Office of the United Nations High Commissioner for Human Rights, 2004 cited by Crawshaw et al., 2007), there is the figure of the Community Policing, which is the way that local police enforcements can cooperate with the community, enforcing the base of democracy and, the cultural context that the human rights should be applied. In some contexts is the police working vis-à-vis with the caciques, tribal leaders, or chieftains providing a holistic perspective in popular communities (interviews done by the author). The misconceptions about this term that 1) needs to be rejected are that it is not about uniforming a general context of policing, policy-making is about a structured system in which all policy-makers are involved to be able to contextualize a solid and realistic policy implementation. 2) it needs to be a dialogue between policy-makers and citizens in a proactive way. 3) the term cannot be confused with Community Relations, since this term is only related to the interactions of societal members, without a human rights solid structure. In the practical sphere, this policy implementation should have patrols responsible for the areas with knowledge and trust in the community, which both community and the patrols fall in trust among themselves to establish natural cooperation. The seek of human rights is a must as a common goal, the cooperation with other agencies or organizations is a must for a better holistic perspective from the local

contextualized scenario. All the policymakers are responsible for their acts and should provide a solid structure of commitment and accountability towards the citizens (Crawshaw et al., 2007).

The holistic need from the vector of rights is also a need for a social reintegration that was not an example but needs to be framed as a human rights example since it needs to look, women, child, civil, political, economic, social and cultural rights with laws of war to build a structure that is integrated enough to be an example to be recognized and followed to other countries that are currently in conflict. It is important here to elucidate that even though the country overcomes the war and is still in a peaceful moment, the situation with combatants is still something to be resolved. The empirical findings regarding the current struggle with the laws of combatants is an example of that which demonstrate why process tracing is such an important tool since the several social reintegration processes made in the 27 years of conflict, which ended 18 years ago is still reflecting its effects in the marginalization of former girls and young women, now women.

6. Conclusions

This chapter will merge all the information from previous information about the reintegration made for girls in Angola, giving perspectives about the field and suggestions.

The context of war is complex but most important is how governments overcome them. To Angola, overcome the past, it is necessary to look at needs from the past that reflect in current days. The issue with the last DDR to not approach girls soldiers is something that not only affects the legal system but also all the vector of rights and the country structure to develop. The lack of recognition of the Social Reintegration made by CCF together with other NGOs is another problem that is a consequence of that. That State needs to revise the structures of “the only man use AK47” to bring new parameters for girls soldiers as well as for the local customs that reflect in current days, especially in the new law that is currently being revised to replace the Law 13/02. The Social Reintegration done by CCF and other NGOs perfectly matches UN International Human Rights Standards for Law Enforcement (Office of the United Nations High Commissioner for Human Rights, 2004 cited by Crawshaw et al., 2007), which demonstrates that it supports needs to be recognized by the Government and used in the new Law section of Social Reintegration, in a contextualized psychosocial-driven perspective and not just focused in work reinsertion, as the government do not have data on the matter but the material of CCF has, but need, of course, to be updated.

Important to note here that the second DDR tried to manage a program together with CCF and other NGOs but the success, as per the document was not successful, since the dependency needed from the government and lack of cultural understanding was not fulfilled. In the last DDR, retrocession was made since former child combatants, as well as girls were forgotten and the attempts made by the government lacked the framing of that group, which provided a gap on the actual numbers and data from the official site.

The importance of this topic is related to the development sphere since the terminology used for development is associated with the enlargement of liberty. Needs to follow two main ideas, which are; thoroughly enjoying the existence of a better human life, and, secondly, having the

rights to enjoy the fundamental efficiency of those rights. In this context, development perceived as the expansion of human freedoms, this idea is also needed to be seen together with the instrumentalisation of those liberties, which can found on legal and policy implementation documents; political freedoms, economic facilities, political freedoms, protective security, transparency guarantees and social opportunities (Sen, 2001, p. 38).

6.1. Academic Implications

The study makes a holistic contribution to the fields of peace, security, development, human rights, law and psychology using its vector of rights perspective. It also focuses on the needs of analysing the local context and history, because, without them, the research would be limited. Looking at the context of former girl soldiers is a complex mix of several fields that merge one another to propose an idea, the health of those girls for a society that can recognize its past and provide everyone with the same equal chances to overcome a previous context of violence. It was evident from the findings that the former child soldiers have long been forgotten and their present-day needs are not being addressed, leading to them living in vulnerable situations. therefore, this study contributes new knowledge to a field that has been forgotten and highlights areas that need to be addressed by researchers and also policymakers.

This work implies that the Government should work with the society and other international agents to build a structure that can overcome this marginalized group. The idea is that Social Science is a field that connects several topics among itself.

The number of women in the rural area is a direct consequence of the lack of addressing the issue from DDR since in time of war those former girls fled to places they could restart their lives, the Committee together with the government must adjust new terms on the law and programs to aid those forgotten women.

6.2. Research Limitations

I wasn't able to travel to Angola due to COVID, since the borders are closed in that country when I conducted the research and the internet was a challenge since not everyone did not have a stable connection and depended on Whatsapp Messenger.

On the other hand, due to the complexity of the subject several interviewees were reluctant to participate, some accepted but later rejected and others avoided.

There were other potential 7 respondents, but due to internet problems, being afraid to talk about the topic, lack of time due to COVID-19 projects, I couldn't reach them, in this group there was 1 former combatant, 1 former mercenary working in the conflict, 3 former CCF employees, 1 member of an Organization focused in a child, 1 person that researched women combatants when they were still in camps of UNITA. The problem of connection was faced by all the participants in Angola, showing that talking to them through Zoom and Skype was a privilege of few, showing how important text messages are still important, such as Whatsapp, Facebook and Email. One interview was conducted in English, the others were in Portuguese since it is the native language from the researcher as well, despite the accent, there were no problems to understand the respondents.

6.3. Suggestions for future research

Future research studies need to be conducted in other African countries' contexts to evaluate the generalizability of the new findings. The researchers need to try to look for different countries since those data are hidden but exist. Countries like Mozambique lack data on further detailed information on the field, due to the long period since the conflict was over and lack of deep research. South Sudan suffers from the same problem, but opposite than Mozambique, it is because the conflict is still occurring. In other cases, some countries have already too much data covered such as Uganda, DRC, Sierra Leone and Liberia. Further studies need the vector of rights perspective since human rights is not a bureaucratic perspective but something that can produce better and more effective "*erga omnes*", towards all.

7. References

ADPP Angola, 2018. About Humana People to People [online]. Available at: <<https://adpp-angola.org/en/who-we-are/about-humana-people-to-people>> [Accessed 8 of July 2020].

Andersen. Vegard, 2011. Master Thesis Disarmament Demobilization and Reintegration (DDR) of ex-combatants in Angola. Why did DDR only succeed in the third and last of the three peace processes? [online]. Available at: <<http://bora.uib.no/handle/1956/9752>> [Accessed 6 of May 2020].

Angop, 2018. Consulta pública da lei dos Antigos Combatentes em Cacuaco [online]. Available at: <http://www.angop.ao/angola/pt_pt/noticias/sociedade/2018/7/33/Consulta-publica-lei-dos-Antigos-Combatentes-Cacuaco,692686b6-38c0-44b2-8ea7-2e409764c913.html> [Accessed 8 July 2020].

Angop, 2019. Nova Lei dos Antigos Combatentes traz mais benefícios [online]. Available at: <http://www.angop.ao/angola/pt_pt/noticias/sociedade/2019/11/50/Nova-Lei-dos-Antigos-Combatentes-traz-mais-beneficios,c87b0993-9d80-4feb-9ab3-aa737417f4c6.html> [Accessed 8 July 2020].

Bandara, W., Furtmueller, E., Gorbacheva, E., Miskon, S. and Beekhuyzen, J., 2015. Achieving rigour in literature reviews: Insights from qualitative data analysis and tool-support. *Communications of the Association for Information Systems*, 37(1), p.8.

Baxter, P. and Jack, S., 2008. Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), pp.544-559.

Bryman, A. 2012. *Social research methods* (Fourth ed.). Oxford: Oxford University Press.

Canada, 2001. Immigration and Refugee Board of Canada, Angola: Information on the Forças Armadas Populares de Libertação de Angola (FAPLA) [online]. Available at: <<https://www.refworld.org/docid/3df4be0210.html>> [Accessed 8 July 2020].

Centro Cultural Brasil Angola, N.D. Centro Cultural do Brasil em Angola - CCBA [online]. Available at: <<https://www.centroculturalbrasilangola.co.ao/o-ccba>> [Accessed 8 of July 2020].

ChildFund International, 2013. Protecting Children in Angola [online]. Available at: <<https://www.childfund.org/Content/NewsDetail/2147490093/>> [Accessed 8 of July 2020].

Cho, Jeasik & Trent, Allen, 2016. Validity in qualitative research revisited. *Qualitative research: QR*, 6(3), pp.319–340.

Christian Child Fund Angola, 1998. *Projeto de Reintegração de Crianças Soldado*. Luanda.

Christian Child Fund Angola, 2005. *Projeto Apoio a Reintegracao das Meninas Envolvidas no Conflito Armado Relatorio Final*. Luanda.

Child Soldiers International, 2004. *Child Soldiers Global Report 2004* [online]. Available at: <<https://www.refworld.org/docid/4988067bc.html>> [Accessed 8 July 2020].

Conklin, Annalijn & Meier, Benjamin Mason, 2008. A 'vector of rights' approach for public health: towards an intersectional human rights framework for considering the prevention and treatment of harms to girl child soldiers. *Australian Journal of Human Rights: A Health and Human Rights Special Issue*, 13(2), pp.65–98.

Colletta, Nat J & Muggah, Robert, 2009. Context matters: interim stabilisation and second-generation approaches to security promotion. *Conflict, Security & Development*, 9(4), pp.425–453.

Crawshaw et al., 2007. *Human rights and policing 2. ed.*, Leiden: Martinus Nijhoff Publishers.

De Berry, J., 2001. Child Soldiers and the Convention on the Rights of the Child. *The Annals of the American Academy of Political and Social Science*, 575(1), pp.92–105.

Dei, G.J.S. and Asgharzadeh, A., 2001. The power of social theory: The anti-colonial discursive framework. *The Journal of Educational Thought (JET)/Revue De La Pensée Éducative*, pp.297-323.

Denov, M., 2008. Girl Soldiers and Human Rights: Lessons from Angola, Mozambique, Sierra Leone and Northern Uganda. *The International Journal of Human Rights*, 12(5), pp.813–836.

Dixon-Woods, Mary, Fitzpatrick, Ray & Roberts, Karen, 2001. Including qualitative research in systematic reviews: opportunities and problems. *Journal of evaluation in clinical practice*, 7(2), pp.125–133.

Drumbl, M.A., 2012. *Reimagining child soldiers in international law and policy*, Oxford; New York: Oxford University Press.

Dubois, Anna & Gadde, Lars-Erik, 2002. Systematic combining: an abductive approach to case research. *Journal of business research*, 55(7), pp.553–560.

Facebook, N.D.a. Coletivo Raizes [online]. Available at: <https://www.facebook.com/pg/coletivoraizessp/about/?ref=page_internal> [Accessed 8 July 2020].

Facebook, N.D.b. StandBright Foundation [online]. Available at: <https://www.facebook.com/pg/standbrightfoundation/about/?ref=page_internal> [Accessed 8 July 2020].

Falleti, T.G., 2006. Theory-guided process-tracing in comparative politics: something old, something new. *Newsletter of the Organized Section in Comparative Politics of the American Political Science Association*, 17(1), pp.9-14.

Golafshani, N., 2003. Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), pp.597-607.

Governo de Angola, N.D. Ministérios [online]. Available at: <<https://www.governo.gov.ao/Ministerios.aspx>> [Accessed 7 July 2020].

Governo de Angola, 2010. Constituição da República de Angola [online]. Available at: <https://governo.gov.ao/fotos/frontend_1/editor2/constituicao_da_republica_de_angola.pdf> [Accessed July 2020].

Humana People to People, N.D. History [online]. Available at: <<https://www.humana.org/who-we-are>> [Accessed 8 July 2020].

Human Rights Watch, 2003. Angola: Forgotten fighters: Child Soldiers in Angola [online]. Available at: <<https://www.refworld.org/docid/3f4f594e7.html>> [Accessed 8 July 2020].

Kallio, H., Pietilä, A.M., Johnson, M. and Kangasniemi, M., 2016. Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of advanced nursing*, 72(12), pp.2954-2965.

Kaufmann, K. and Peil, C., 2019. The mobile instant messaging interview (MIMI): Using WhatsApp to enhance self-reporting and explore media usage in situ. *Mobile Media & Communication*, 8(2), pp.229-246.

Hox, J.J. and Boeije, H.R., 2005. Data collection, primary versus secondary.

Krippendorff, K., 2019. Content analysis: an introduction to its methodology Fourth., Los Angeles: SAGE.

Lewis, J., Ritchie, J. and Ormston, R., 2003. Generalising from qualitative research. Qualitative research practise: A guide for social science students and researchers, 2, pp.347-36

Machel, Graça, 2000. The Impact of Armed Conflict on Children [online]. Available at <<https://reliefweb.int/sites/reliefweb.int/files/resources/INTERNATIONAL%20CONFERENCE%20ON%20WAR.pdf>> [Accessed 19 February 2020].

McMahan, J., 2008. The morality of war and the law of war. Just and unjust warriors: The moral and legal status of soldiers, 19, pp.19-22.

Mosaiko, N.D. Identity [online]. Available at: <<https://mosaiko.op.org/en/about-us/#identidade>> [Accessed 8 July 2020].

Nonprofitpro, 2010. What's in a name? [online]. Available at: <<https://www.nonprofitpro.com/article/a-lot-found-childfund-international-to-dispel-misconceptions-better-communicate-the-global-scope-its-brand-70-year-old-organization-recently-embarked-brand-makeover-has-invigorated-staff-and-donors-al/all/>> [Accessed 7 July 2020].

Noy, C., 2008. Sampling Knowledge: The Hermeneutics of Snowball Sampling in Qualitative Research. International journal of social research methodology, 11(4), pp.327–344.

Özerdem, A. and Podder, S., 2011. Child soldiers: From recruitment to reintegration. Springer.

Plummer, K., 2001. The Moral and Human Face of Life Stories: Reflexivity, Power and Ethics. Documents of Life 2, pp.205-231.

Reliefweb, 2018. Child Soldiers International Annual Report 2017-18 [online]. Available at: <https://reliefweb.int/sites/reliefweb.int/files/resources/CSI_annual_report_2018.pdf> [Accessed 5 of May 2020].

Rede Angolana, 2016. Margarida Paredes [online]. Available at: <<http://m.redeangola.info/especiais/a-participacao-das-mulheres-na-luta-armada-reforcou-a-luta-pela-emancipacao-feminina/>> [Accessed 8 of July 2020].

Rodrigues, C.T., 2011. The method of scientific discovery in Peirce's philosophy: Deduction, induction, and abduction. *Logica Universalis*, 5(1), pp.127-164.

Roulston, K. and Shelton, S.A., 2015. Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4), pp.332-342.

Saflii, 2002. Lei n.º 13/02 de 15 de Outubro [online]. Available at: <http://www.saflii.org/ao/legis/num_act/ldacdg259.pdf> [Accessed 8 July 2020].

Saldaña, J., 2011. *Fundamentals of qualitative research*, New York: Oxford University Press.

Saldaña, J., 2015. *The coding manual for qualitative researchers*. Sage.

Seitz, S., 2016. Pixilated partnerships, overcoming obstacles in qualitative interviews via Skype: A research note. *Qualitative Research*, 16(2), pp.229-235.

Sen, A., 2001. *Development as freedom* New ed.], Oxford: Oxford University Press.

Sjoberg, L., 2009. *Gender and International Security*, London: Routledge Ltd.

Sustainable Development Goals Fund, N.D. From MDGs to SDGs [online]. Available at: <[https://www.sdgfund.org/mdgs-sdgs#:~:text=The%20Rio%2B20%20conference%20\(the,global%20development%20framework%20beyond%202015.>](https://www.sdgfund.org/mdgs-sdgs#:~:text=The%20Rio%2B20%20conference%20(the,global%20development%20framework%20beyond%202015.>)> [Accessed 18 June 2020].

The World Bank, 2018. *Angola - Systematic Country Diagnostic: Creating Assets for the Poor* (Portuguese) [online]. Available at: <<http://documents1.worldbank.org/curated/en/438231553065261474/pdf/135196-Portuguese-SCD-final-pt.pdf>> [Accessed 8 July 2020].

UNICEF, 2017. At least 65,000 children released from armed forces and groups over the last 10 years, UNICEF [online]. Available at: <https://www.unicef.org/media/media_94892.html> [Accessed 5 May 2020].

United Nations, 1990. *African Charter on the Rights and Welfare of the Child* [online]. Available at: <https://www.un.org/en/africa/osaa/pdf/au/afr_charter_rights_welfare_child_africa_1990.pdf> [Accessed 10 April 2020].

United Nations, 1997. Resolution Adopted by the General Assembly A/51/615 [online]. Available at: <https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/51/77> [Accessed 10 April 2020].

United Nations, 2006. Child Protection Information Sheet: Children Associated with Armed Groups [online]. Available at: <https://www.unicef.org/chinese/protection/files/Armed_Groups.pdf> [Accessed 10 April 2020].

United Nations, 2013. Children and Armed Conflicts [online]. Available at: <https://childrenandarmedconflict.un.org/publications/WorkingPaper-1_SixGraveViolationsLegalFoundation.pdf> [Accessed 6 May 2020].

United Nations, 2018. Progress for every child in the SDG Era [online]. Available at: <https://www.unicef.org/media/48066/file/Progress_for_Every_Child_in_the_SDG_Era.pdf> [Accessed 10 April 2020].

United Nations Human Rights Office of The High Commission, 2002. Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography [online]. Available at: <https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/51/77> [Accessed 10 April 2020].

United Nations Human Rights Office of The High Commission, 2019. Committee on the Elimination of Discrimination against Women considers Angola's report [online]. Available at: <<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=24225&LangID=E>> [Accessed 8 July 2020].

Weller, S.C. and Romney, A.K., 1988. Systematic data collection (Vol. 10). Sage publications.

Wessells, M. and Monteiro, C., 2004. Culture, Healing the Wounds Following Protracted conflict in Angola: A Community-Based Approach to Assisting War-Affected Children. GIELEN, HP, ISH, JM et DRAGUNS, JG, Handbook of Culture, Therapy and Healing, Mahwah (NJ), Lawrence Erlbaum Associates Publishers.

Wessells, M.G., 2016. Reintegration of child soldiers: the role of social identity in the recruitment and reintegration of child soldiers. In Understanding Peace and Conflict Through Social Identity Theory (pp. 105-120). Springer, Cham.

Working to Give, N.D. ChildFund International: History [online]. Available at: <<http://www.workingtogive.org/en/charities/poverty/childfund-international/history/>> [Accessed 8 July 2020].

Appendix 1 Interview guide

SECTION ONE: ACTORS MAPPING

Research Question: Description of the interviewers. Who are the key actors in the process of reintegration of girls soldering Angola?

Interview guide:

- Could you please tell me about yourself?
 - Tell us about yourself, for example, your: Name, age, profession.
 - Can you give me a brief background of your organisation?
 - What is your position in the Organisation?
 - Can you tell me about your experience working with Angola?
 - Is there any particular issue that you address?
 - How do you feel about it?
 - Did you work with anything related to the DDR Program?
 - Do you know other colleagues/actors involved in the field of ex-girls soldering?
 - Do you know the key actors involved?

SECTION TWO: LAW AND POLICY MAKING

Research Question Two: Which policy instruments do Angola/Civil Societies use to frame law and policies for girls' rights as child-soldiers?

Interview guide:

Tell us about your experience working with the field.

- Do you know if former girls addressed in law or policy-making?
- What do you know about the policy implementations in the field of ex-girls soldering?
 - Which law and policies were implemented protecting children/women`s/girls child soldiers' rights after Angola independence until now?
 - How do you know about these activities?
 - Have you seen them being implemented?
 - What do you think about the activities?

SECTION THREE: REINTEGRATION METHODS

Research Question Three: What methods of reintegration do Angola/Civil Societies implement to reintegrate girl soldiers?

Interview guide:

- Was the rehabilitation addressed to girls soldiers?
- What were rehabilitation methods implemented to reintegrate ex-girls soldiers?
 - Does the reintegration system help the practical sphere?
 - How do they look at the health of the reintegrated girls?
 - Could you share with us part of this practical experience, if you had
- What is your expectation on the future for ex-girls soldering reintegration?

*Further additional possible follow up questions, refer to the previous section.

Appendix 2 Consent form



Thesis Title Human Rights policy implementation approach on the social reintegration of former girl-soldiers: The Case of Angola.

Consent form: I have asked to participate in the above project. By signing this form, I confirm the following:

- The objective of the project has been explained to me.
- I consent that interviews could be recorded using a digital audio device: Yes___No___
- I understand that the project student will be making notes in the interviews and for Linnæus University requirements and thesis reports and that I may choose not to be identified as an individual in these annotations.
- I understand that the information was given by me in these interviews and might be used in reporting, publications and presentations.
- I understand that my participation is voluntary and that I can withdraw at any time without giving a reason and without penalty. I can withdraw my contribution from the project at any point up to the 31 July 2020, by informing Tiago that I no longer want to participate. If I retire, I can request that the project does not use any information I have previously given.
- I have been allowed to ask questions.
- I agree to participate in the project as outlined to me.

Name:

Signature:

Date:

Please sign two copies of this Form; one copy is for you to keep.

Appendix 3 Interview participants

Respondent	Organisation	Role in the Organization	Interview length
➤ R1.	Christian Child Fund Angola and ChildFund Angola	Former Program Director ChildFund	1 hour, 24 minutes and 15 seconds conducted on Skype
➤ R2.	Cultural Center Brazil-Angola	Former General Director	35 minutes and 27 seconds conducted on Whatsapp
➤ R3.	Mosaiko	Board Advisor	R3 sent the questionnaire by Whatsapp
➤ R4	Christian Child Fund Angola	Former Program Director	R4 sent the questionnaire by email
➤ R5.	StandBright Foundation	Co-founder	25 minutes and 4 seconds conducted on Whatsapp
➤ R6.	FAPLA/MPLA	Former MPLA soldier and politician	R6 sent the questionnaire by email
➤ R7.	Christian Child Fund Angola	Former National Director ChildFund	55 minutes and 51 seconds conducted on Zoom
➤ R8.	Ministry of Assistance and Social Reinsertion	Former National Director for the Child	1 hour 53 minutes and 12 seconds conducted on Zoom

➤ R9.	Christian Child Fund Angola	Former Child Protection Specialist	48 minutes and 18 seconds conducted on Zoom
➤ R10.	Root Collective São Paulo	Vice Coordinator	R10 sent the questionaries by Whatsapp
➤ R11.	Humana People to People	Logistics responsible for outdoor airline	R11 sent questionaries by Facebook
➤ R12.	Christian Child Fund Angola	Former Coordinator	R12 sent the questionaries by Whatsapp
<p>✓ *Names are pseudonyms for the respondent's protection</p> <p>✓ *Due to COVID-19 the interviews were held online, email, WhatsApp, skype and zoom</p>			

Appendix 4 Facebook post by Anonymous supporter.



Dear all,

Are you an Angolan, and want to tell your story?

His name is Tiago, A Brazilian and he is doing his Master's thesis in Sweden at the University of Lineu.